Lane Elementary

10621666006068

Principal's Name: Karen Streich-Rodgers

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

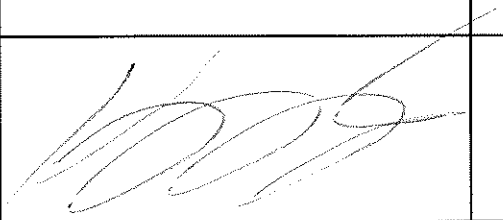
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Karen Streich-Rodgers	X				
2. Chairperson -Jessica Lucio				X	
3. Teacher-Stephanie Perez		X			
4. Teacher-Joelle Smith		X			
5. Teacher-Taylor Robinson		X			
6. Other/Classified-Maggie Gonzalez			X		
7. Parent-Cindy Vargas					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☑ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Lane Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Karen Streich-Rodgers**		May 1, 2024
SSC Chairperson	Jessica Lucio		May 1, 2024

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Lane - 0290

ON-SITE ALLOCATION

3010	Title I	$73,845	*
7090	LCFF Supplemental & Concentration	$230,450	
7091	LCFF for English Learners	$96,336	

TOTAL 2024/25 ON-SITE ALLOCATION **$400,631**

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Title I Parent Involvement - Minimum Required	$2,188
	Remaining Title I funds are at the discretion of the School Site Council	$71,657
	Total Title I Allocation	$73,845

Lane Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	-54 pts	-72.5 pts	2023-2024	-58 pts
SBAC ELA - Average distance from standard (English Learner)	✔		-91.3 pts	2023-2024	-76 pts
SBAC ELA - Average distance from standard (Hispanic)	✔		-74.6 pts	2023-2024	-60 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✔		-75.1 pts	2023-2024	-60 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✔		-120.7 pts	2023-2024	-105 pts
SBAC ELA - percentage of students met/exceeded standard	✔	32 %	21.9 %	2023-2024	30 %
SBAC Math - Average distance from standard	✔	-75 pts	-70.2 pts	2023-2024	-55 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✔		-125.1 pts	2023-2024	-105 pts
SBAC Math - percentage of students met/exceeded standard	✔	24 %	20.3 %	2023-2024	30 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Teachers had three planning days for PLCs to plan instruction and assessment
- PLCs created CFAs - differing levels of implementation and analysis
- PLC teams used CCI to plan/review

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Individual student goal setting and monitoring was not a consistent focus across grade levels
- Poor attendance continues to be a challenge impeding students' progress
- rigorous instruction and small group instruction are inconsistent across classrooms and PLCs
- RSP/GE teacher collaboration continues to be inconsistent
- Lack of Tier II Specialist on campus greatly impacted wokr

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Plans, PL, and practices were not implemented fully; those plans are continuing into this SPSA

Site TSA supported Math through Tier II pullout intervention (RtI) for students at nearly met on SBAC and iReady

Lack of staffing for Tier II Specialist impacted SE and behavioral supports

TST was missing a key member as a result of no Tier II Specialist in place

Hard to fill positions (para, BIA) went unfilled a majority of the year, impacting direct student support

Supplemental contracts for direct student support were not paid due to lack of personnel

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Concentrated focus on TK-2 Literacy and Guided Reading throughout Roosevelt Region

Guided Reading and small group instruction work will continue in K-2 and expand to 3-6

Fill all open positions that provide direct student support

FAIBs/IABs will be used consistently to align with CAASPP

Student schedules will be leveraged to maximize instructional time

Early release (CBA) will be leveraged to support PLC+ work

Designated School minutes/hours will be set to maximize instructors' time and availability

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- mirrored ELAC and parent group feedback

2 ELAC:

- need additional Tier II academic and social emotional supports for students - a student area to spend time/calm down
- need additional academic supports during and after school
- student incentives for growth and meeting goals should continue
- need recognition for students that reclassify through ELPAC

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- need more academic support in classrooms
- need ELA intervention
- need more academic support after school
- goal setting
- focus on progress
- school wide incentives
- data processing in PLCs

- more staff to support small group instruction in classooms
- BIAs to support EL students
- better understanding of ELPAC and reclassification are needed
- Saturday Academy would be good

- testing protocols
- BIAs to support ELs
- protected assessment times
- additional Tier II and III supports for students

Action 1

Title: ELA Comprehensive Reading Instruction TK-6

Action Details:

Lane Elementary will implement a comprehensive and balanced literacy program with a focus on reading foundational skills in grades TK-2 and comprehension of rigorous texts and writing skills in grades 3- 6. Instruction will provide challenging content and employ questions and tasks, both oral and written, to integrate reading, writing, speaking, and listening standards. Student learning and support will be based on whole and small group instruction including cooperative learning groups using relevant data. A systematic Multi-tiered System of Support will be implemented to improve ELA/Literacy instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of standards.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

iReady Diagnostic

Common Formative Assessments (CFAs) & analysis including:

- Analysis of student work
- Consistent classroom walkthroughs, observations and feedback using the Instructional Practice Guide (IPG)
- PLC+ Instructional Lesson Cycles
- Kindergarten: Foundational Skills Assessment (FSA-English and Spanish)
- Data Chats
- BAS (Adv. TK, 1-2, Kinder Q3 and Q4; 3rd-6th as needed)
- DIBELS
- Fluency
- HFW
- iReady & iStation (DI program)
- IABs/FIABs
- Tier I and Tier II Intervention data

Owner(s):

- Administration
- Classroom Teachers
- TSA
- Instructional Coach
- Professional Learning Communities (PLCs)
- Instructional Leadership Team

Timeline:

- Daily checking for understanding
- PLC work sessions - Weekly
- Student work-Weekly
- Walkthroughs-Weekly
- CAASPP-Annually
- I-ready– 3 times per year
- CFA/IAB/FAIB (regularly/1-2 quarter in Gr. 3-6)
- Data Chats- quarterly
- Intervention data-Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- All students in grades TK– 6 will receive high-quality reading instruction aligned to the Common Core standards and IPG using the Guaranteed and Viable Curriculum (GVC) ensuring student ownership and challenging content
- PLCs will create, administer, and analyze frequent ELA CFA/IAB/FIABs; analyze grade level, whole class, subgroup and individual student data; diagnose learning needs; and provide targeted intervention

- Grade level PLCs will engage in weekly PLC meetings to analyze student data and make instructional decisions to meet the learning needs of all students
- District-funded Academic Coach will support ELA instruction through PL, PLC collaboration, coaching cycles, lesson cycles and feedback
- Online resources and subscriptions will be purchased to support classroom instruction and assessment in DI classes, SPED and intermediate classrooms
- Students will have 1-to-1 laptop devices and supporting materials to engage in meaningful learning
- Daily instruction will integrate technology to increase student engagement and enhance learning
- Certificated tutor will provide direct instructional support for students and professional learning support in the areas of technology, software and online resources
- Lease of copiers will be provided for all Lane staff
- All English-only (EO) grade levels will set 120 minutes of protected time for ELA instruction using the Guaranteed Viable Curriculum (GVC)
- All Dual Language Immersion (DLI) grade levels will follow the DLI Program Matrix for instructional minutes and subject areas
- Inter-Act Fellows, Bilingual Instructional Assistants, Instructional Assistant, Teaching Fellows will push into classrooms to support Tier I and II ELA instruction (K-6)
- Incentives and rewards will be available for Kindergarten and 1st grade students for meeting grade level HFW benchmarks
- Incentives and recognitions will be provided to first graders for meeting quarterly BAS reading benchmarks
- Accelerated Reader in grades 3-6 will be utilized to motivate and encourage reading. Students meeting personal AR goals will be recognized by the classroom teacher.
- Additional professional learning opportunities, such as Trauma Informed Instruction, foundational skills trainings/conferences, will be provided to teachers to support student learning as funds allow
- Professional learning will focus on improving Tier I instruction, including ELA claims and targets, reading foundational skills, Guided Reading, reading comprehension, small group instruction, writing, and Academic Discourse
- Schoolwide and classroom recognitions, celebrations, and incentives will be implemented to celebrate student progress and achievement
- Technology will be purchased, repaired, and replaced to support instruction
- Teachers will continue deconstruction and analysis of standards, communicate learning targets and criteria for success to students to provide instructional clarity and purpose for learning
- Goal setting will include schoolwide, grade level, subgroup, individual teachers and students
- Incentives will be purchased to motivate students to reach their ELA iReady, ELPAC, and SBAC goals
- Substitute release time for teachers will be used for but not limited to plan instruction, attend professional learning and participate in ILT, IEP, 504, and SST meetings
- Classroom instructional materials, and supplies including, but not limited, to FUSD Graphics, supplemental materials, leveled reading books, online subscriptions, notebooks, homework folders, student agendas, paper, pencils, pens, markers, crayons, etc., will be purchased to support instruction and intervention in all subject areas

Tier II

- During ELA block, teachers will implement Tier II intervention using small group instruction with the support of four Inter-Act Fellows in grades 1-3
- Teachers in grades 4-6 will provide Tier II intervention and differentiated small group instruction during ELA intervention block with the support of one (6 hrs) Instructional Assistant and three (6 hrs) Bilingual Instructional Assistants
- Each classroom with receive at least 45-minutes of support daily during ELA intervention time with Inter-Act Fellows and /or paraprofessionals
- Students in grades K-3 will use 30 minutes of iReady My Path/like lessons twice a week to practice reading foundational skills and reading comprehension
- Students in grades K-3 will have access to DIBELS and M-Class supports as needed
- Admin will create intervention structure and support the implementation of a Multi-Tiered System of Support (MTSS) in grades K-6
- All teachers/PLCs will progress monitor and provide intervention responses to meet the learning needs of students who are not responding to Tier I instruction using relevant student data
- District-funded Academic Coach will support intervention by working with teachers during PLC meetings or PLs using best practices
- Supplemental pay contracts will be used to provide additional after school tutoring for students as funds allow
- Students with ongoing academic/health/attendance/behavior concerns may be referred to Targeted Support Team (TST)
- District-funded School Psychologist will provide additional SEL support to identified students as needed
- District-funded Tier II Intervention Specialist will support student success by providing social emotional support in and out of the classroom including SEL competencies and social skills learning
- District-funded Home School Liaison will provide attendance support and conduct home visits to decrease chronic absenteeism

Tier III

- Students not responding to Tier I and II interventions will receive additional intensive support from TSA/School Psychologist and support staff
- Supplemental pay contracts will be used to provide additional after school tutoring for students as funds allow
- TSA will coordinate intervention support and monitor student progress to ensure adequate growth is being made. TSA will communicate student progress to teachers and administrators on a regular basis
- Through SST process, students may be referred for 504 plan or Special Education assessment based on data analysis of current progress with Tier I and II interventions

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in all areas in Goal 1 English learner students are identified in red according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- *utilizing substitute coverage to allow PLCs to focus on EL data, instructional planning, and interventions*
- *provide additional support for EL students through lunch and after school language groups*
- *ensuring protected ELD time occurs within the regular school day by leveraging ancillary supports to pull out/push in to classrooms*
- *use of iReady/pathways to monitor progress toward meeting standards*
- *work with BIAs/InterAct/Teaching Fellows /paras to support ELD*
- *work with BIAs/InterAct/Teaching Fellows /paras to support DLI language acquisition*

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- *enhanced parent-school connection via parent involvement - Coffee Hours, conferences, establishment of Lane Parent Center*
- *purchase of EL specific software/online platforms for EL skill building*
- *utilizing substitute coverage to allow PLCs to focus on EL & DLI data, instructional planning, and interventions*

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Implement daily integrated and designated English Language Development instruction
- Schoolwide protected ELD block
- Grade levels may deploy for ELD to address students' learning needs
- EL subgroup data will be analyzed during PLC to address the learning needs of English Learners
- Quarterly progress monitoring of English Learners including Redesignated Fluent English Proficient Learners will be done by teachers
- Long-Term English Learners will be targeted for reading intervention opportunities by the classroom teachers with support from the BIAs/InterAct/Teaching Fellows /paras
- Leveled books will be purchased to support literacy instruction in grades K-6
- Additional online resources will be purchased to support reading foundational skills and literacy in DI classrooms (Gr.K-6)
- District-funded Academic Coach will support ELD instruction through PL, PLC collaboration, coaching cycle, and feedback
- Supplemental contracts will be used to provide additional after school tutoring for EL students including Long-Term English Learners as funds allow
- BIAs will provide primary language support for EL students in grades K-6
- TSA will work with BIAs to provide additional instructional support for newcomers
- Parents will be invited to Family Engagement Hour, annual Title 1, ELAC, and SSC meetings to be informed about student data and programs

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Groups in Red and all the areas they are identified in.

All Student Groups are performing at the lowest level in areas of English Language Arts and are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- *utilizing substitute coverage to allow PLCs to focus on subgroup data, instructional planning, and interventions*
- *provide additional support for students through lunch and after school tutoring groups*
- *use of iReady/pathways to monitor progress toward meeting standards*
- *work with BIAs/InterAct/Teaching Fellows /paras to support intervention*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- *enhanced parent-school connection via parent involvement - Coffee Hours, conferences, establishment of Lane Parent Center*
- *purchase of software/online platforms for Reading/Writing/Listening/Speaking skill building*
- *utilizing substitute coverage to allow PLCs to focus on disparate data, instructional planning, and interventions*
- *priority for additional support during school day*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Based on current iReady data, the following subgroups require additional supports in ELA: English Learners & Students with disabilities

- Student conferences will be held to discuss current language proficiency levels, areas of growth, and set appropriate goals for ELPAC and SBAC
- English Learners and students with disabilities will have priority for after school tutoring opportunities as funds allow
- Professional learning for teachers will address learning gaps and disproportionality including integrated and designated ELD instruction
- Professional learning for teachers will address learning gaps and disproportionality including strategic support for students with disabilities in collaboration with SPED teachers
- Professional learning about trauma informed practices for teachers will address the SEL needs of students
- Professional learning around small group instruction will address differentiation needs in the classroom and support real time intervention
- Teachers will apply and incorporate relevant and research-based teaching practices and strategies when planning instruction
- Data chats will be held with teachers (K-6, and SPED) and administrators quarterly to ensure progress of all students
- PLC work will align data analysis and action plan to support these specific subgroups
- Increase collaboration between RSP and general education teachers to better support the needs of these

- Professional learning opportunities will target ELA and ELD to meet the diverse needs of English Learners
- BIAs/InterAct/Teaching Fellows /paras will provide intervention support for students in K-6 to meet grade-level benchmarks
- Materials and supplies will be purchased to support EL interventions and after school tutoring
- Incentives will be purchased to motivate students to reach their ELPAC goals towards reclassification
- ELPAC assessors will be used to support the administration of ELPAC assessment
- District-funded Home School Liaison will provide attendance support and conduct home visits to decrease chronic absenteeism
- School Psychologist will provide additional social emotional support and resources to students and their families
- All 4 Youth counseling will be provided to students in need of intensive SEL support
- Tier III supports will be available in English and Spanish

specific subgroups
- Tier I and Tier II interventions will be developed by Professional Learning Communities and Targeted Support Team for students not meeting benchmark targets/goals
- TST process will be used to identify students who are not responding to Tier I and II instructions
- District-funded Tier II Intervention Specialist will support student success by providing social emotional support in and out of the classroom including SEL competencies and social skills learning
- School Psychologist will provide additional social emotional support and resources to students and their families
- All 4 Youth counseling will be provided to students in need of intensive SEL support
- Materials and supplies will be purchased to support interventions and student learning
- Incentives will be purchased to motivate students to reach their ELPAC, iReady and SBAC goals
- Inter-Act Fellows and BIAs will provide intervention support for students in K-6 to meet grade level benchmarks
- Students significantly below grade level, in 3rd-6th grade, will receive appropriate Tier III interventions by classroom teacher/TSA, BIAs/InterAct/Teaching Fellows /paras/support staff
- District-funded Home School Liaison will provide attendance support and conduct home visits to decrease chronic absenteeism

Action 2

Title: Improving Math Instruction TK-6

Action Details:

Lane Elementary will implement a comprehensive and balanced math instruction program to reflect Focus, Coherence and Rigor with learning opportunities and interventions related to conceptual understanding of mathematics, mathematical fluency, problem solving and real-life application. Teachers will continue to use the GVC to plan and refine Tier I and II instructions in the 90-minute math block. Lessons will provide opportunities for students to engage collaboratively with grade-level problems, mathematical investigations, and/or tasks. Student learning and support will be based on whole and small group instruction including cooperative learning groups using relevant data. At least 30 minutes of targeted math intervention will be provided to students daily to ensure mastery of the grade level content standards. To achieve our goal of all students achieving academic proficiency, math instruction and work in PLCs in grades TK-6 will address IPG Tenets 2A, 2B, 3 and 4.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Analysis of student work
- Consistent classroom walkthroughs, observations and feedback using the Instructional Practice Guide (IPG)
- Data Chats
- PLC Instructional Lesson Cycles
- Math iReady results
- Math CFAs/IABs/FIABs
- Tier I and Tier II Intervention math data
- Analysis of math data related to student disproportionality, especially EL and students with disabilities

Owner(s):

- Classroom Teachers
- TSA
- Professional Learning Communities (PLCs)
- Admin team
- ILT

Timeline:

- Student work-Weekly
- Walkthroughs-Weekly
- CAASPP-Annually
- I-ready– Three times per year
- Frequent CFAs/IABs/FAIBs
- Data Chats- Quarterly
- Intervention data-Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier I

- All students in grades TK– 6 will receive high-quality math instruction aligned to the Common Core standards and IPG using the Guaranteed and Viable Curriculum (GVC) and supplemental resources, ensuring student ownership and challenging content
- Schoolwide implementation of a 90 minute math block in grades 1-6
- Professional learning opportunities in mathematics will be differentiated by grade level, focused on claims and targets, word problems, conceptual understanding, mathematical fluency, math reasoning and discourse
- Grade level PLCs will be supported by district math coaches as needed
- Math instruction will be supported by district-funded Academic Coach through professional learning, PLC meetings, coaching cycle, and feedback
- PLCs will create and administer one to two math CFAs/IABs/FIABs per quarter, analyze grade level, whole class, subgroup and individual student data, diagnose learning needs, and provide targeted intervention
- Grade level PLCs will engage in weekly PLC meetings to analyze students' math data and make instructional decisions to meet the learning needs of all students
- Lane will expand the Dual-Immersion program to include sixth grade during the 2024-2025 school year
- Curriculum materials and supplemental resources will be provided as needed to support classroom math instruction and assessment in DI classes
- Students will have a 1-to-1 laptop device to engage in meaningful learning
- Daily math instruction will integrate technology to increase student engagement and enhance learning
- Certificated Tutor will provide direct student support as well as professional learning support in the areas of technology software and online resources
- Lease of copiers will be provided for all Lane staff
- BIAs/Inter-Act Fellows/Teaching Fellows/Instructional Assistants/paras will push into classrooms to support Tier I and II math instruction (Gr.1-6)
- Schoolwide and classroom recognitions, celebrations, and incentives will be implemented to celebrate student progress and achievement
- Math professional learning opportunities will be provided to teachers to support student learning
- Technology will be purchased, repaired, and replaced to support student learning
- Teachers will communicate math learning targets and criteria for success to students to provide clarity and purpose for learning
- Expand implementation of goal setting using current math data to include schoolwide, grade level, individual teacher and student
- Incentives will be purchased to motivate students to reach their math iReady and SBAC goals
- Substitute release time for teachers will be used to plan instruction, attend professional learning, ILT, IEPs, and SST meetings
- Classroom instructional materials, and supplies including, but not limited to, FUSD Graphics, supplemental books and math materials, notebooks, homework folders, student agendas, paper, pencils, pens, markers, crayons, etc..., will be purchased to support instruction in all subject areas and interventions needs for all students and teachers

Tier II

- 90-minute math block with the last 30 minutes focused on small group differentiated math instruction in grades 1-6
- During math block, teachers will implement Tier II interventions using small group instruction with the support of Inter-Act Fellows/Teaching Fellows/Instructional Assistants in grades 1-3
- Teachers in grades 4-6 will provide Tier II interventions and differentiated small group instruction during math intervention with the support of BIAs/InterAct Fellows/Teaching Fellows/Instructional Assistants/paras
- Teachers in grades 4-6 will support mathematical fluency through Math Talks and Problem of the Day (POD) with a focus on priority standards and those not mastered by students
- Each classroom will receive at least 45 minutes of support daily during math intervention time with BIAs/InterAct Fellows/Teaching Fellows/Instructional Assistants/paras
- Students in grades K-3 will use 30 minutes iReady My Path lessons twice a week to reinforce math skills and basic math facts
- Admin will create intervention structure and support the implementation of a Multi-Tiered System of Support (MTSS) in grades K-6
- Admin, TSA, and Academic Coach will monitor the implementation of a Multi-Tiered System of Support (MTSS) in grades K-6
- All teachers/PLCs will progress monitor and provide intervention responses to meet the learning needs of students who are not responding to Tier I math instruction using relevant student data
- District-funded Academic Coach will support math intervention by working with teachers during PLC meetings or PLs using best practices
- Supplemental pay contracts will used to provide additional after school math tutoring for students as funds allow
- Students with ongoing academic, health, attendance, and behavior concerns may be referred to Targeted Support Team (TST)
- District-funded School Psychologist will provide additional SEL support to identified students as needed
- District-funded Tier II Intervention Specialist will support student success by providing social emotional support in and out of the classroom including SEL competencies and social skills learning
- District-funded Home School Liaison will provide attendance support and conduct home visits to decrease chronic absenteeism

Tier II

- Students not responding to Tier I and II classroom interventions will receive additional intensive math support from TSA using the pull-out model
- TSA will coordinate intervention support and monitor student progress to ensure adequate growth is being made. TSA will communicate student progress to teachers and administrators on a regular basis.
- Supplemental pay contracts will be used to provide additional after school math tutoring for students as funds allow

- Through SST process, students may be referred for 504 plan or Special Education assessment based on data analysis of current progress with Tier I and II interventions

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of students meeting or exceeding standards and distance from standard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- *utilizing substitute coverage to allow PLCs to focus on EL data, instructional planning, and interventions*
- *provide additional support for EL students through lunch and after school language groups*
- *ensuring protected ELD time occurs within the regular school day by leveraging ancillary supports to pull out/push in to classrooms*
- *use of iReady/pathways to monitor progress toward meeting standards*
- *work with BIAs/InterAct/Teaching Fellows /paras to support Math instruction*
- *PL around daily use of scaffolds and visual supports to support instruction*
- *Provision and use of manipulatives and tools to support student learning*
- *PL around multiple opportunities for peer-to-peer interaction and academic discourse*

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- *enhanced parent-school connection via parent involvement - Coffee Hours, conferences, establishment of Lane Parent Center*
- *purchase of EL specific software/online platforms for EL support in Math*
- *utilizing substitute coverage to allow PLCs to focus on EL & DLI data, instructional planning, and interventions*

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Daily integrated and designated English Language Development instruction will target:
  - Academic math vocabulary
  - Strategies to unpack and solve word problems
- EL subgroup math data will be analyzed during PLC to address the learning needs of English Learners.
- Quarterly progress monitoring of English Learners including Redesignated Fluent English Proficient will be done by teachers.
- TSA will support teachers with progress monitoring using the Ellevation platform
- Long-Term English Learners will be targeted for math intervention
- BIAs will provide primary language support for EL students in grades K-6 during math instruction as funding/staffing allows
- TSA will work with BIAs to provide additional math support for newcomers
- Students will be provided multiple opportunities to demonstrate mastery of math standards

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- *utilizing substitute coverage to allow PLCs to focus on disparate data, instructional planning, and interventions*
- *provide additional support for struggling students through lunch and after school language groups*
- *ensuring protected time occurs within the regular school day by leveraging ancillary supports to pull out/push in to classrooms*
- *use of iReady/pathways to monitor progress toward meeting standards*
- *work with BIAs/InterAct/Teaching Fellows /paras to support Math instruction*
- *PL around daily use of scaffolds and visual supports to support instruction*
- *Provision and use of manipulatives and tools to support student learning*
- *PL around multiple opportunities for peer-to-peer interaction and academic discourse*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- *enhanced parent-school connection via parent involvement - Coffee Hours, conferences, establishment of Lane Parent Center*
- *purchase of software/online platforms for Mathematical Practices skill building*
- *utilizing substitute coverage to allow PLCs to focus on disparate data, instructional planning, and interventions*
- *priority for additional support during school day*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Based on iReady math data, the following subgroups require additional supports for achievement in mathematics:

Socioeconomically Disadvantaged, English Learners & Students with disabilities

- Student conferences will be held to discuss current proficiency level, areas of growth, and set goals for iReady and SBAC
- Teachers will apply and incorporate cultural proficiency strategies when planning math instruction
- English Learners, SED, and students with disabilities will have priority for after school tutoring opportunities as funds allow
- Professional learning for teachers will address learning gaps and disproportionality including integrated and designated ELD instruction

- Supplemental contracts will be used to provide additional after school tutoring for EL students including Long-Term English Learners
- Parents will be invited to Family Engagement meetings, annual Title 1, ELAC, and SSC meetings to be informed about student data, programs, and services
- Professional learning opportunities will be explored to support ongoing professional development in math for English Learners
- District-funded Academic Coach will support math instruction through professional learning, PLC meetings, coaching cycles, lesson cycles and feedback
- District-funded Home School Liaison will provide attendance support and conduct home visits to decrease chronic absenteeism
- School Psychologist will provide additional social emotional support and resources to students and their families
- All 4 Youth counseling will be provided to students in need of intensive SEL support
- Materials and supplies will be purchased to support math interventions and student learning
- Professional learning for teachers will address learning gaps and disproportionality, including strategic support for students with disabilities in collaboration with SPED teachers
- Professional learning around trauma informed practices for teachers will address the SEL needs of students
- Teachers will apply and incorporate relevant and research-based teaching practices and strategies when planning instruction
- Data Chats will be held with teachers (K-6, and SPED) and administrators quarterly to ensure progress of all students
- PLC work will align math data analysis and action plan to support these specific subgroups
- Tier I and Tier II Interventions will be developed by Professional Learning Communities and Targeted Support Team for students not meeting math benchmark targets/goals
- TST process will be used to identify students who are not responding to Tier I and II math instruction
- District-funded Tier II Intervention Specialist will support student success by providing social emotional support in and out of the classroom including SEL competencies and social skills learning
- School Psychologist will provide additional social emotional support and resources to students and their families
- All 4 Youth counseling will be provided to students in need of intensive SEL support
- Increase instructional focus in the area of student academic discourse in Math
- Inter-Act Fellows/BIAs/Teaching Fellows/Instructional Assistants/paras will provide intervention support for students in K-6 to meet grade level benchmarks
- Students significantly below grade level in 3rd-6th grade will receive intensive support from TSA/Inter-Act Fellows/BIAs/Teaching Fellows/Instructional Assistants/paras
- Use of math Reflex program to support mastery of basic math facts
- iReady My Path math lessons will be assigned to students to reinforce skills taught in the classroom
- Incentives will be purchased to motivate students to reach their math iReady and SBAC goals
- Supplemental materials and supplies will be purchased to support math interventions and student learning
- District-funded Home School Liaison will provide attendance support and conduct home visits to decrease chronic absenteeism

Action 3

Title: English Language Development Plan TK-6

Action Details:

Lane Elementary will implement a comprehensive approach to support English language acquisition to ensure progress towards reclassification for all EL students. Teachers will plan and design instruction using the ELA/ELD framework and provide daily integrated and designated English Language Development instruction to all English Learners. Content instruction will provide appropriate scaffolds to allow EL students to access high-quality English Language Arts, mathematics, science, and social studies content. Designated ELD instruction will focus on ELD standards, specifically on meaning and interaction and on building knowledge about the linguistic features and structure of English. Additional primary language supports will be provided to EL students by three Bilingual Instructional Aides (BIAs). Targeted small groups intervention with primary language support will be provided to Long-Term English Learners and newcomers.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Data Chats
- ELPAC
- BAS
- DIBELS
- CAASPP
- Fluency
- HFW
- iReady & iStation (DI program)
- CFAs IABs/FIABs
- Goal setting/monitoring with students
- LTEL data

Owner(s):

- Classroom Teachers
- Administration
- Instructional Coach
- TSA
- PLCs
- ILT
- SPED Staff
- Tier II Specialist
- Home School Liaison

Timeline:

- Professional Learning around ELD in August and throughout the academic year
- Student work-Weekly
- Walkthroughs
- Assessment data review cycles
- Data Chats- Quarterly
- Intervention data-Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Spanish BIAs will provide primary language support to EL students during ELA and Math instruction, ensuring access to the core curriculum in grades K-6
- Daily integrated ELD instruction will be provided to all English Learners with appropriate scaffolds and support
- School wide implementation of ELD block -Ensure a minimum of 30 minutes of designated ELD instruction focused on ELD standards, specifically on meaning and interaction and on building knowledge about the linguistic features and structure of English
- Professional Learning for teachers will focus on the following: ELA/ELD framework, ELD standards, integrated and designated ELD instruction, and Academic Discourse
- District-funded Academic Coach will support teachers with Tier I and II instruction through professional learning, PLC meetings, coaching cycle and feedback
- Teachers will conference with EL students to communicate the importance of ELPAC performance and set reclassification goals
- ELPAC assessors to support ELPAC assessment
- Incentives will be purchased to recognize students who are reclassified and are making adequate yearly progress
- Long-Term English Learners (LTEL) and students at risk of becoming an LTEL will be supported by teachers during Tier I and II instruction
- BIAs will provide primary language support in small group setting and one-on-one during core instruction (K-6)
- Supplemental contracts will be used for after school tutoring for LTEL and newcomers based on student needs as funds allow
- Lane will expand the Dual-Immersion program to include 6th grade during the 2024-2025 school year
- Additional online resources and subscriptions will be purchased to support classroom instruction and assessment in DI classes, SPED and intermediate classrooms
- Students will have a 1-to-1 laptop device to engage in meaningful learning
- Daily instruction will integrate technology to increase student engagement and enhance learning
- A certificated tutor will provide direct student support for technology, software and online resources
- Lease of copiers will be provided for all Lane staff to support ELD
- Technology will be purchased, repaired, replaced to support student learning
- Teachers will communicate language objectives and learning targets including success criteria to provide clarity and purpose for learning
- Substitute release time for teachers will be used to plan instruction, attend professional learning, ILT, IEP, 504, and SST meetings
- District-funded School Psychologist will provide additional SEL support to identified students as needed
- Classroom instructional materials, and supplies including, but not limited, to FUSD Graphics, supplemental books and reading materials, notebooks, white boards, homework folders, student agendas, paper, pencils, pens, markers, crayons, etc..., will be purchased to support instruction in all subject areas and interventions needs for all students and teachers

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Hispanic student population is performing at the lowest level in areas of scoring a 4 on ELPAC that the student

English Learner student population is performing at the lowest level in areas of Meeting/Exceeding Grade Level Standards and Distance from Standard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- *providing PL and supports for teachers around ELD and dELD*
- *providing PL around Academic Discourse*
- *providing sub coverage for teachers to focus on ELs in planning instruction and assessment and analyzing data*

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- *providing time and space for ELPAC/CAASPP specific goal setting conferences with students and parents*
- *providing materials to ensure teachers supply visuals and models during instruction*
- *connecting mentors with students to impress upon them the importance of doing well on CAASPP and ELPAC and serve as additional supportive adult on campus*

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Daily integrated and designated English Language Development instruction will occur consistently
- Grade levels may deploy for ELD based on students' learning needs.
- English Learner students will be given priority to participate in any after school tutoring opportunities as funds allow
- Teachers will hold reclassification goal setting meetings with students
- EL subgroup data will be analyzed during PLCs to address the learning needs of English Learners
- Quarterly progress monitoring of English Learners including Redesignated Fluent English Proficient Learners will be done by teachers
- TSA will provide progress monitoring support to teachers using the Ellevation platform
- Long-Term English Learners will be targeted for reading intervention by classroom teachers with support from BIAs
- ELPAC Assessors will support summative assessment
- Supplemental pay contracts for after school intervention/tutoring for LTEL and newcomers will be provided as funds allow
- Leveled books will be purchased to support literacy instruction in grades K-3
- Additional online resources will be purchased to support reading foundational skills and literacy in DI classrooms (Gr.1-5)
- District-funded Academic Coach will support ELD instruction through PL, PLC collaboration, coaching cycle, and feedback
- District-funded School Psychologist will provide additional SEL support to identified students as needed
- All 4 Youth counseling will be provided to students in need of intensive SEL support
- District-funded Home School Liaison will provide attendance support and conduct home visits to decrease chronic absenteeism
- Reclassification celebration with students that reclassify and their families

group is identified in red according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- *providing PL and supports for teachers around ELPAC domains and ELD Framework*
- *providing PL around Academic Discourse*
- *providing sub coverage for teachers to focus on ELs in planning instruction and assessment and analyzing data*
- *highlighting ELPAC window and efforts to improve*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- *providing time and space for goal monitoring conferences with students and parents*
- *providing materials to ensure teachers supply visuals and models during instruction*
- *connecting mentors with students to impress upon them the importance of doing well on CAASPP and ELPAC and serve as additional supportive adult on campus*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Based on historical ELPAC and iReady data, the following subgroups require additional supports for achievement:

English Learners & Students with disabilities

- Student conferences will be held to discuss current proficiency status, areas of growth in reading and goal setting for ELPAC, SBAC, and CFAs/IABs/FAIBs
- English Learners and students with disabilities will be targeted for after school tutoring opportunities
- Professional learning for teachers will address learning gaps and disproportionality including Integrated and Designated ELD instruction
- Professional learning for teachers will address learning gaps and disproportionality including strategic support for students with disabilities in collaboration with SPED teachers
- Professional learning about trauma informed practices for teachers will address the SEL needs of students
- Teachers will apply and incorporate relevant and research-based teaching practices and strategies when planning instruction
- Data chats will be held with teachers (K-6, and SPED) and administrators quarterly to ensure progress of all students
- Tier I and Tier II Interventions will be developed by teachers in PLC meetings based on student data
- Targeted Support Team (TST) process will be utilized to identify students who are not responding to Tier I and II instructions
- Targeted Support Team (TST) will monitor and provide additional support for students not meeting benchmark targets/goals
- District funded Tier II Intervention Specialist will support student success by providing social emotional support in and out of the classroom including SEL competencies and social skills learning
- School Psychologist will provide additional social emotional support and resources to students and their families
- All 4 Youth counseling will be provided to students in need of intensive SEL support
- Materials and supplies will be purchased to support interventions and student learning

- Inter-Act Fellows, BIAs, and a paraprofessional will provide intervention support for students in K-6 classrooms to improve academic achievement
- Students significantly below grade level in 3rd-6th grade will receive appropriate Tier III interventions by TSA and two Inter-Act Fellows

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers (3 days x 34), ILT (1 day x 9), IEP (12 days), SST (10 days)	31,586.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Instructional/SEL Support (180 days x 3hrs--base+benefits)	28,371.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Leveled books (EO K-2)	4,700.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Leveled books (DI K-2)	8,216.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies (Parent Engagement, EOY 6th, student incentives)	35,001.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: 6 Inter-Act Fellows, 3hrs, Sept. 3-May 23	86,619.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier-lease	18,072.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance (add. work orders/not district funded)	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics (PRIDE posters, postcards, etc.)	500.00
G1A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			: Mileage for HSL	300.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Leveled Books DI	7,692.00
G1A3	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500		51,923.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		14,690.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (2pp x 80 hrs-7 hrs + 10 hrs prep)	8,520.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		15,632.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		59,492.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies-ELs	2,000.00

$374,314.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	90 %	87.3 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Music classes were available for students in 2-6
- 52% of Lane students participated in the Extended Learning Program
- ALPS classes participated in Goal 2 field trips with general education peers
- CCR learning experiences included on and off site learning
- Artist Residency and in class STEM activities were provided for multiple grade levels
- sports teams/participation were added throughout the year based on student request and coaching availability

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- a change in lunch schedules impacted some music times for 4-6 grades
- Grade 2-6 music times were impacted due to instructor availability/attendance
- club availbility is limited, partly due to designated meeting hours and teacher availability after school
- ALPs attendance rates impacted some extended learning/Goal 2 participation
- sports eligibility/participation continues to be a barrier for low performing students

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- participation rates varied/did not meet internal goals due to absenteeism and academic performance
- all planned activities were funded by Goal 2, so funding was not an issue
- ALPs staffing shortages did impact student participation rates

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- athletic and academic teams and coaches will be identified in August, to ensure adequate funding and opportunities for students
- attendance incentives will continue

- PRIDE BUCKS will be reinstated
- all support positions will be adequately staffed: paraeducators, BIAs, InterAct Fellows, Teaching Fellows, Tier II Specialist, Campus Safety Assistant
- Lane will work closely with CCR to ensure participation in all available learning opportunities
- the school will continue outreach efforts with parents and community

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- requested continued participation in as many real world activities as possible
- appreciate the opportunity to participate and find great value for students
- want more active clubs on campus

2 ELAC:

- mirrored parent feedback from SSC
- happy with extension of parent/community participation opportunities
- need music classes for all students
- need more art opportunities for all grade levels
- need dance and other performance arts opportunities

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- mirrored ELAC and SSC feedback
- need work on transportation for learning experiences to avoid time limitations due to availability of transportation
- staffing for clubs is a challenge due to designated school meeting hours

Action 1

Title: Increasing and Expanding Student Engagement

Action Details:

Lane will increase student engagement opportunities, including afterschool clubs and athletics, music/band, field trips, and school-wide events, and actively recruit student participants to increase school connectedness.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- FUSD Climate and Culture Student Survey results (Domain: Student Engagement)
- Schoolwide attendance rates
- Percent increase in school clubs and athletic opportunities from previous year

Owner(s):

Teachers

Climate and Culture Team

Home School Liaison

Admin Team

Timeline:

Monthly

Quarterly

Bi-yearly (CC Survey)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- Purchase materials and supplies to support successful implementation of student activities and engagement
- Use a variety of parent communication tools, such as Parent Square, to advertise engagement opportunities in multiple languages
- Intentional recruitment of traditionally underserved students (English Learners, homeless and foster youth)
- Ensure grade 2nd-6th students have access to district-funded music classes
- Provide Goal 2 supplemental contracts to staff who lead school athletic teams, activities and clubs
- Provide incentives to students showing improvement in attendance

Tier 2 and 3

- Tier II Intervention Specialist will provide targeted SEL support to increase attendance, foster a sense of belonging, foster positive social skills and improve academic achievement
- School Psychologist will provide resources to families, support with threat assessments, and facilitate behavior support plans as needed
- TST process will be used to help identify and monitor students for Tier II and Tier III supports
- Students needing additional support may be given extra consideration to participate in school activities
- Students will be referred to SST and ICET for Tier III supports when appropriate

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English and Math

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing on and off campus learning experiences; ensuring access to arts and activities that enrich and expand on core instruction; providing school-home communications in home language; technology and supports for improving language acquisition; leverage personnel to disaggregate data to monitor language acquisition through increased participation in extended opportunities; substitute release time for teacher planning and data analysis.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by ensuring access to communication in home language and English; provision of ELPAC assessors to support test administration; provide digital subscriptions as funding allows; provide BIAs/InterAct Fellows/Teaching Fellows as funding allows.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Engagement activities at school will be communicated to parents of English Learners during ELAC and Family Engagement meetings
- Home school communication will be in multiple languages for families
- Interpreters will be available to support parents during meetings when necessary
- Child care will be provided to allow parents to attend school-related meetings
- Teachers, staff and Home School Liaison will make additional parent phone calls to recruit student participation
- Schoolwide incentives and rewards will be provided to students and classrooms for participation in

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

Homeless, SWD, Black/African American, White, Hispanic, and SED student groups are performing at the lowest level in areas of chronic absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support each group by leveraging BIAs/InterAct Fellows/Teaching Fellows to provide push-in/pull-out support as funding allows; ensuring access to arts and activities that enrich and expand on core instruction; leverage personnel to disaggregate data to monitor language acquisition through increased participation in extended opportunities; substitute release time for teacher planning and data analysis.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support each group by providing culturally relevant activities and learning experiences; provide BIAs/InterAct Fellows/Teaching Fellows as funding allows.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

ATLAS engagement data for subgroups will be reviewed quarterly.

- This data will inform the Climate and Culture Team to plan appropriate action steps to support subgroups
- TST will address the needs of students through TST process

activities

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Bks & Ref			: Leveled books/literacy materials K-6	11,120.00

$11,120.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		30.3 %	2023-2024	27.7 %
Suspension Rate - Semester 1	✔	1.25 %	0.8 %	2023-2024	0.47 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✔		1.4 %	2023-2024	1.07 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Office staff, Administration, School Psychologist Intern, CCT, ILT, supported student attendance monitoring
- Attendance is celebrated weekly with class and individual rewards in place
- Attendance tracking board is highly visible and updated weekly

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Attendance

- HSL did not focus on attendance as much this year, rather focused on increasing parent involvement and connection to school
- SWD attendance struggles increased in Winter, after a decrease in the Fall; students and families prefer to stay home due to behavior and transportation challenges
- Siblings (Homeless, Black/African American) are frequently absent at the same time or in close succession, causing an increase in overall absenteeism

Suspensions

- Aggressive behaviors among SWD 5th/6th ALPS increased through Winter and Spring
- Additional ALPS section was added mid-year to alleviate strain of large class size in 3rd/4th grades; increased student and support personnel numbers caused a strain on the ALPS program
- Lack of Tier II Specialist impacted behavior change support for some students struggling with negative and harmful behaviors

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Lack of Tier II Specialist impacted one to one work around attendance
- Pride Buck awards/redemption were inconsistent

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Attendance

- Leverage HSL to closely track attendance of all groups
- Reinstate monthly attendance meetings for parents of students at risk due to poor attendance
- Leverage CCT/Tier II Specialist
- Leverage SWD case managers' school-home relationships to encourage regular attendance
- continue weekly incentives/celebrations for positive attendance
- support parent education around attendance, sleep, nutrition, access to health services

Suspensions

- District funded Campus Safety Assistant is joining the staff Fall 2024/2025
- All 4 Youth training of staff to support SEL instruction and strategies
- Tier II Specialist, certificated tutor, School Psychologist, InterAct/Teaching Fellows/FPU Leading Lancers to support with alternative recess spaces and student behavior management

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Input:

- Continue incentives for positive attendance and behavior
- Increase parent volunteer corp to support smooth arrival and dismissal times
- Ongoing Parent Square communication
- Campus Safety Assistant on site
- More student engagement activities during and after school

2 ELAC:

Input/suggestions:

- More supervision for arrival/dismissal/recess/lunch times
- Campus Safety Assistant and Officer on site
- More positive student involvement activities and celebrations
- SEL support and space on campus
- Student incentives
- More engagement activities for students: music, art, dance, clubs

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Needs/continue:

- Incentives for positive attendance and behavior
- Clubs and activities for students to be involved with
- More family involvement in school
- SEL support space

Action 1

Title: Improve Attendance Rate and Social Emotional Supports

Action Details:

Lane will develop and implement targeted actions to increase the overall attendance rate and reduce suspensions. The Climate and Culture Team will support the implementation of a schoolwide incentive program to improve attendance and maintain positive student behaviors. Teachers will continue to embed Second Step lessons and SEL activities to foster positive relationships with students and build a positive culture of learning with high expectations. The Office Assistant, Home School Liaison, and support personnel will collaboratively communicate with parents regarding attendance and build positive rapport with our families.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ATLAS Attendance Data Reports	Office Assistant	On-going weekly admin team
PowerBI Attendance Data	HSL	Quarterly-CCT, TST, SST
Suspension and office referral data	Admin team	Bi-Weekly - TST
TST referral data	SST-Student Success Team	Daily - Attendance
Attendance Conferences with Parents- Sign-in Sheets	TST - Targeted Support Team	
Student Goal Setting	PLCs	
Parent Contacts for students with chronic absences	Climate Culture Team	
SEL Survey- Student/parent/staff	Teachers, Students, Parents	
Class Meetings-Quarterly Documentation		
SST Referrals		
Student Behaviors Support Plans		

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- Schoolwide attendance practices will be reviewed, revised, implemented, and monitored to increase good attendance for all students.
- All students and families will be informed about the importance of good attendance and will be encouraged to come to school every day and on time
- School wide weekly trophy by grade level will be implemented
- All students with perfect attendance will be recognized during quarterly award assemblies
- Classrooms with highest attendance will receive a trophy and incentives
- Second Step and SEL lessons will be implemented in the classroom weekly using pacing guide
- Implementation of Lane's Guidelines for Success "Lancers Show Up and Have PRIDE!"
- Implementation of cool down corners in K-2 classrooms and expanding to other grade levels throughout the school year
- Implementation of Meaningful Work for students in grades 4-6
- Monthly SEL-themed activities will be implemented to promote attendance, positive behavior, and school connectedness
- Students showing Lancer PRIDE will be recognized with incentives
- CHAMPS, Morning and Classroom meetings will be implemented school wide
- Schoolwide expectations for common areas will be revised and implemented
- CCT will continue to meet monthly to engage in the CCI process to identify priorities and address commmon trends
- CCT will continue to monitor and collect data regularly to maintain a positive culture with high expectations
- Academic award assemblies will be held quarterly to recognize student achievement
- PRIDE cards will be utilized to encourage engagement and motivation
- Schoolwide engagement activities and incentive program will be implemented

Tier 2:

- Students with chronic absenteeism will be identified and supported through the TST process bi-monthly
- Teachers will continue to use the TST referral process to ensure that students needing additional support and intervention are being addressed
- Targeted interventions will be provided to students with chronic absenteeism. These students will be monitored by the TST, and CWAS/Tier 2 Intervention staff
- HSL will conduct regular home visits to assist and improve attendance
- Students with improved attendance will receive incentives
- Students who demonstrate concerning behaviors, including absences/tardies, will be referred to TST for additional support, strategies, and/or interventions
- Tier 2 Intervention Specialist will continue to work to identify students and provide appropriate SEL support and intervention

Tier 3:

- Students with chronic absenteeism will be identified weekly. Office Assistant and HSL will collaboratively work to make contact with families to address concerns, absences, and discuss action plan for improvement
- Students with chronic absences will be referred to the SARB process for support and intervention
- School Psychologist will provide additional SEL support to students needing Tier III intervention
- School Psychologist will refer students and families to outside resources and agencies as needed (i.e., Family Wellness Center, All 4 Youth, Care Solace)
- Subs will be provided for SST, IEP and 504 meetings to address academic, behavior and SEL concerns as funds allow
- Students in need of Tier III intervention will be supported by the Tier 2 Intervention Specialist for additional intensive support

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- *All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

  1. Identify English learner students in Red and all the areas that they are identified in.

  English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).

  2. Using Title I funds Only: What are the planned expenses to support English learner students?

  With Title I funds we plan to support English learner students by...

  3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

  With 7090 or 7091 funds we plan to support English learner students by...

  4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

  EL students and families will receive district and school notifications in their home language
- Bilingual (Spanish-English) Home School Liaison will conduct home visits to support students' attendance, behavior and academic concerns
- Parents will receive on-going communication regarding student academic, behavior, and attendance progress through parent-teacher conferences, progress reports, report cards, ISLPs, ATLAS Parent Portal, Parent Square, PeachJar, and email/phone messages
- Parents will be encouraged to participate in Parent University modules that promote good attendance
- Translators will be utilized during meetings including SSC, ELAC and Coffee Hours and parent-teacher conferences as needed
- Child care will be provided as needed for parent meetings
- Afterschool tutoring supports will be provided to EL students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Low-performing student groups will be identified and provided strategies/interventions to improve attendance and behavior
- Increased opportunities for students to participate in Meaningful Work
- Parents will receive on-going communication of student academic, behavior, and attendance progress through parent-teacher conferences, progress reports, report cards, ISLPs, ATLAS Parent Portal, Parent Square, PeachJar, and email/phone messages.
- Social Emotional Learning (SEL) will focus on various skills including self-regulation and problem -solving strategies.
- Parents will be encouraged to participate in Parent University modules that promote good attendance
- Parents will be encouraged to attend school-related meetings including SSC, Family Engagement Meetings, ELAC, and annual Title 1

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	95 %	85.7 %	2023-2024	92 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Continued efforts to improve positive responses across survey questions and domains were effective in most areas

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Tier II Specialist position was vacant full 2023/2024 academic year, impacting work of staff due to lack of extended SE supports

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Most actions were implemented as planned
- Staff Engagement activities/potlucks were planned outside of Staff Engagement Committee
- Uncertainty around possible teacher strike through the Fall impacted some staff activities

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Prioritization of school culture
- Transparency from Leadership
- Focus on productive Staff/Student relationships
- Revitalization of Staff Engagement Committee
- Inclusion of parent groups in planning and providing staff appreciation events
- Continuance of Weekly Bulletin (SMORE)
- Continuance of staff engagement opportunities and celebrations

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Continue

- staff events including potlucks and culture building events/celebrations
- Build culture with all staff, certificated and classified
- Friday Announcements,
- Staff Appreciation

2 ELAC:

Continue encouraging and recognizing staff regularly

Try to get new teachers to join Lane with DLI

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Continue:

- to build staff culture for all staff
- recognize efforts and growth
- Staff Potlucks
- Sunshine Club acknowledgements
- Staff Appreciation efforts

Provide:

- time for DLI & English instructors to work together as well as in separate focus groups
- Consistency in language and protocols for school-wide expectations

Action 1

Title: Building a collaborative culture

Action Details:

The Climate and Culture Team will develop actions in collaboration with ILT, PLC Teams, TST and the Staff Engagement Team to promote diversity, input for decision making, and recognition of all staff members. Actions will be created based on the needs assessment to improve and maintain a positive organizational culture where all staff members feel appreciated and valued.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Fall & Spring Staff survey.
- Participation in grade level PLCs
- Participation/Attendance - Staff engagement activities and events
- Participation/Attendance in PLs
- Participation/Attendance in SEL PLs
- Staff Engagement Needs assessment
- Professional Learning Needs assessment
- Number of teachers attending off-site trainings
- Number of teachers supported by Academic Coach
- Classroom Observations/Feedback re: implementation of PL

Owner(s):

- Admin
- Staff
- CCT
- Climate/Culture Specialist
- ILT
- TSA
- Tier II Specialist
- Academic Coach
- Parent groups
- ELAC

Timeline:

- Annually
- Monthly
- Quarterly
- Weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- **Student Academics:**
  - Onboarding Professional Learning for new staff members: Curriculum (GVC) & Instruction, CHAMPS, ELD expectations, CFAs and PLC expectations, annual notifications from HR.
  - Professional learning to build teacher capacity, including reading foundational skills, Guided Reading, ELD-Integrated and Designated instruction, ELPAC training, teacher clarity, standard deconstruction (Math and ELA), mathematical fluency, CFA realignment, technology tools, Academic Discourse, SEL, and trauma informed practices training
  - All 4 Youth and the Tier II Intervention Specialist will provide professional learning on supporting students with the social emotional needs
  - Evaluation cycle and frequent actionable feedback to teachers
  - Staff Professional learning needs assessments
  - CCI: Data chats with grade level PLCs and goal setting
  - Weekly PLC meetings focused on student data, analysis of student results and action plans for intervention
  - Monthly ILT meetings focused on progress monitoring of instructional goals and implementation of school initiatives and expectations
  - Monthly SEL engagement activities with staff and students
  - Monthly and annual staff appreciation activities
  - Connectivity activities during Professional Learning meetings
  - Recognition and acknowledgement of staff in Weekly Bulletin and Friday Fun announcement
- **Student Centered and Real-World Learning:**
  - Supplemental contracts - Goal 2 student engagement activities
  - CTE field trips for appropriate grade levels
  - Read Across America Activities and events that engage all staff, students and Community members/leaders
  - On-site and virtual learning experiences, guest speakers/presenters
- **Student Engagement:**
  - Meaningful Work mentors/supervisors
  - SEL groups with Tier II Intervention Specialist and School Psychologist
  - School-related club supervisors
  - Supplemental contracts - Goal 2 student engagement activities

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Culturally relevant practices and strategies
- Integrated and designated ELD instruction
- ELA/ELD framework

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Culturally relevant practices and strategies
- Intervention resources for Tier II and III students
- SEL -CHAMPS and Second Step lessons
- Instructional strategy trainings for support staff
- Tier II intervention TST referral process

- ELD standards
- Scaffolds and differentiated support
- Effective model of ELD instruction
- Differentiated ELD instruction
- Instructional strategy training for BIAs/InterAct/Teaching Fellows
- Paraprofessional trainings including technology support
- Release time for teachers for planning
- Release time for teachers to attend SST, 504, and IEP meetings
- After school program to support EL students with tutoring
- Admin walkthroughs will monitor implementation of research-based EL strategies and will provide feedback on implementation to teachers
- Opportunity to participate in Saturday Academy as funding allows
- Referral process for SST
- Release time for teachers for planning
- Release time for teachers to attend SST, 504, and IEP meetings
- After school program to support struggling students with tutoring
- Admin walkthroughs will monitor implementation of research-based EL strategies and will provide feedback on implementation to teachers
- SPED, English Learners, Foster Youth, and our African American sub-groups will be monitored for academic gaps in achievement
- Opportunity to participate in Saturday Academy as funding allows

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Food			Buyback Day Catering ($15.50 ppX45p=$1,395)	1,395.00

$1,395.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	98 %	92.1 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Overall increase in positive responses to Family Surveys

Family involvement opportunities included:

- Friday Announcements on the blacktop
- Awards assemblies
- Parent Engagement Meetings
- Parent English Classes
- Monthly movie/BINGO nights
- Parent Coffee Hour (new-once/month)
- Chaperoning field trips
- Volunteer crossing guards
- SST/504/IEP meeting participation
- ELAC
- SSC
- Parent conferences in Fall semester
- Parent Square messages/updates

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Overall increase in positive responses from family surveys

Home language and fingerprinting are still barriers to some field trip involvement

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Change in Leadership resulted in some shifts in focus but parent involvement increased steadily throughout the year

Commitment to one family engagement opportunity per month, including BINGO Nights, movies nights, game nights, etc.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Establishment of Parent Center space dedicated to parent involvement including meetings, classes, and trainings
- Increase Parent Volunteer corps
- Foster inclusive parent involvement opportunities
- Increased incentives and recognition for family involvement
- Parent participation in Engagements and Coffees started at 4 parents in October, now averaging 25-28 parents Spring 2024

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Agreed with parent and staff needs assessments

2 ELAC:

Identified needs:

- Increased campus safety - need Safety Assistant on campus
- Traffic control at arrival and dismissal times
- More social emotional supports for students
- More after school academic supports for ELs
- More arts activities (dance, art, music) for students
- More training for NTAs/yard duty staff
- Increase parent class offerings
- Spirit gear for students and families

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Needs:

- more involvement activities for families
- more recognition

Action 1

Title: Increase inclusive opportunities for families

Action Details:

Lane will implement targeted actions to increase engagement opportunities for our families. Our Climate and Culture Team will support the planning of school activities/events using input and feedback from parents and community to better serve the needs of our families.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Parent sign-in sheet for site meetings (SSC, ELAC, Title 1), Parent University modules, and Parent Coffee Hours
- Parent sign-ins for back-to-school night / open house
- Fall and Spring Parent survey results
- Parent Input-Needs Assessment
- Attendance for parent/teacher conferences
- Attendance for monthly Family Engagement Hour meetings
- Attendance for Parent English Classes
- Attendance for parent Zumba/other outreach classes
- Number of parent volunteers on file
- Number of parents cleared to chaperone on field trips

Owner(s):

Admin team

Teachers

Office Staff (OM & OA)

HSL

Families

Timeline:

On-going - Site meetings, Parent University modules, Parent Coffee Hours, and Adult School English class

Annually - Back -To -School Night & Open House

Monthly-Family Engagement meeting

Annually -Survey, Parent/Teacher Conferences

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- **Student Academics:**
  - GVC such as Wonders and Go Math are now available online. Laptops are sent home daily to help families connect with school and curriculum
  - Parent workshops: Homework assistance, parenting, and access to school resources
  - Parent Trainings: Computer skills, SEL, Parent University modules, and ESL classes
  - Participation in parent meetings, including School Site Council, annual Title 1 meeting, English Language Advisory Committee, DAC, Family Engagement Hour, Parent Coffee Hours, SSTs, 504, and IEPs
  - Parents will receive on-going communication in multiple languages from teachers and staff in the areas of student academic, behavior and social emotional needs
  - Parents will have access to a variety of verbal and written communications regarding schoolwide expectations, policies, procedures, disciplinary guidelines, and programs offered to students through flyers, parent bulletin board, school website, ParentSquare platform, PeachJar, email and phone contacts
  - Parents will be invited to attend quarterly award assemblies
  - Parent volunteers will be recruited to help with our annual Kindness Run, cultural parades, and movie nights and literacy nights
- **Student Centered and Real-World Learning:**
  - Teachers and HSL will recruit parent volunteers to participate in study trips, CTE field trips and goal 2 engagement activities after school.
- **Student Engagement:**
  - Parents will receive on-going communication in multiple language from teachers and staff in the areas of student academic, behavior and social emotional needs
  - Teachers and HSL will recruit parent volunteers to participate in study trips, and goal 2 engagement activities
  - Parents will be invited to attend any school related activities during and after school

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Translators-Primary language support for parent conferences, site meetings, including IEPs, SSTs, and 504s
- English Language classes
- Babysitting provided for site- based meetings and parent English classes
- Parent University modules in English and Spanish
- Site-based parent workshops in both English and Spanish
- Parent/Teacher conferences
- ELAC meeting in English and Spanish
- Family Engagement Meetings

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Site-based parent workshops including but not limited to: Homework support, computer skills support, Atlas and Parent portal.
- School-related meetings (SSTs, IEPs, annual Title 1 meeting)
- Outreach and home visits by HSL
- Families are informed of goal setting for ELA and math, the meaning of ELPAC, reclassification, RFEP monitoring, and other terms the school uses as a means of tracking progress for EL students
- All 4 Youth to provide training for parents to support the social emotional needs of low-performing subgroups including EL students

- Incentives to increase participation
- ELPAC parent workshop. Families are informed of student goal setting, the meaning of ELPAC, reclassification, RFEP monitoring, and other terms the school uses as a means of tracking progress for EL students.
- Tutoring after school for EL students
- Bilingual TSA/paras/InterAct/Teaching Fellows provides Tier III supports for EL students
- Materials and supplies for parent meetings and workshops
- All 4 Youth to provide training for Spanish-speaking parents to support the social emotional needs of EL students

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translators, babysitters (120+ hours X2pp)	8,302.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent/student (attendance/academic) ** NO FOOD OR INCENTIVES **	2,500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Materials & Supplies: Parent Engagement	3,000.00

$13,802.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0290 Lane Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers (3 days x 34), ILT (1 day x 9), IEP (12 days), SST (10 days)	31,586.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Instructional/SEL Support (180 days x 3hrs--base+benefits)	28,371.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Leveled books (EO K-2)	4,700.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Leveled books (DI K-2)	8,216.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies (Parent Engagement, EOY 6th, student incentives)	35,001.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: 6 Inter-Act Fellows, 3hrs, Sept. 3-May 23	86,619.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier-lease	18,072.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance (add. work orders/not district funded)	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics (PRIDE posters, postcards, etc.)	500.00
G1A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			: Mileage for HSL	300.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Leveled Books DI	7,692.00
G1A3	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500		51,923.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		14,690.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (2pp x 80 hrs-7 hrs + 10 hrs prep)	8,520.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		15,632.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		59,492.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies-ELs	2,000.00
G2A1	Title 1 Basic	Instruction	Bks & Ref			: Leveled books/literacy materials K-6	11,120.00
G4A1	Sup & Conc	Instruction	Direct-Food			Buyback Day Catering ($15.50 ppX45p=$1,395)	1,395.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translators, babysitters (120+ hours X2pp)	8,302.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent/student (attendance/academic) ** NO FOOD OR INCENTIVES **	2,500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Materials & Supplies: Parent Engagement	3,000.00

$400,631.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$73,845.00
Sup & Conc	7090	$230,450.00
LCFF: EL	7091	$96,336.00
Grand Total		**$400,631.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$374,314.00
G2 - Expand student-centered and real-world learning experiences	$11,120.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	$1,395.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$13,802.00
Grand Total	**$400,631.00**