

Lane Elementary

10621666006357

Principal's Name: Yi Xiong

Principal's Signature:

A handwritten signature in black ink, appearing to read "Yi Xiong", with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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

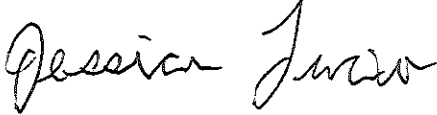
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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 subgroups 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 (DAC and 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 - Yi Xiong	X				
2. Chairperson – Jessica Lucio				X	
3. Secretary – Alva Ruiz		X			
4. Gabriela Licea				X	
5. Yolanda Arellano		X			
6. Taylor Robinson		X			
7. Magdalena Morales			X		
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:			
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	Yi Xiong		3/11/23
SSC Chairperson	Jessica Lucio		4/11/23

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 2023/24

Lane - 0290

ON-SITE ALLOCATION

3010	Title I	\$72,090 *
7090	LCFF Supplemental & Concentration	\$235,059
7091	LCFF for English Learners	\$101,088
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$23,001</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$431,238

* 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	\$2,136
Remaining Title I funds are at the discretion of the School Site Council	<u>\$69,954</u>
Total Title I Allocation	<u>\$72,090</u>

Lane Elementary 2023-2024 - 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	✓		-64 pts	2021-2022	-54 pts
SBAC ELA - percentage of students met/exceeded standard	✓		24.73 %	2021-2022	32 %
SBAC Math - Average distance from standard	✓		-85 pts	2021-2022	-75 pts
SBAC Math - percentage of students met/exceeded standard	✓		17.25 %	2021-2022	24 %

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.

ELA:

Overall SBAC Data

- Met/Exceed: 24.73%
- Nearly Met: 23.67%

Lane implemented a comprehensive reading instruction model to improve student learning through professional learning and best practices.

- PLCs implemented quarterly Common Formative Assessments (K-6) and quarterly IABs and FIABs in grades 3-6
- PLC teams used the cycle of continuous improvement to analyze assessment data and made instructional decisions based on the results
- School-wide, grade level, and individual student goal setting for iReady and CFAs
- Teachers are scheduled for three planning days during the year to backward map Math and ELA instruction using the district's quarterly planners, scope and sequence, standard deconstruction, and

2

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

ELA:

Overall SBAC ELA Data

- Not Met: 51.59%

The following were key factors that contributed to the disproportionality of low student groups in ELA

Students with Disabilities:

- Inconsistent attendance and transition back to in-person school
- Lack of additional support during ELA intervention
- Rigorous instruction and differentiated small groups are inconsistent
- Limited collaboration between RSP teacher and general education teacher
- SEL support from Tier II Intervention Specialist was inconsistent
- Coming back on campus was challenging for special needs students
- RSP pull out model may not be the most effective method to support academic growth and progress monitoring in ELA

formative/summative assessments

- Classroom teachers provided Tier I and II interventions. Tier III intensive support is provided by the TSA and two support personnel (Inter-Act Fellow and BIA) using corrective reading (SRA) for students significantly below grade level in grades 3-6
- Students in grades 3-6 also have the opportunity to receive reading comprehension intervention and support from TSA
- Paraprofessionals and Inter-Act Fellows were deployed into all classrooms to support intervention for 45-minute intervals in ELA
- Students were provided 1-to-1 technology in grades TK-6
- Students have the opportunity to be supported by Tier II Intervention Specialist based on referrals
- Frequent SEL activities coordinated by TST and School Psychologist were implemented to motivate and engage students in learning (Kindness Week, Coping Skills Dress-Up Week, Keep It Kind campaign)
- Testing rallies and incentives for iReady and SBAC were implemented to keep students motivated to do well on the assessments
- Instructional alignment of the regional ILT work continues to be a focus
- ELAiReady growth goals met for all grade levels from D1 to D2 based on site goal setting
- ELAiReady Diagnostic 2: Overall, students performing on or above grade level showed an increase of 10% from test 1 to test 2
- ELAiReady D2: 34% of students grew one band or maintained grade level

Math:

Overall SBAC Data

- Met/Exceed: 17.25%
- Nearly Met: 25.70%

Lane implemented math instruction with a focus on priority standards, grade level fluency, and conceptual understanding using accountable talk and collaborative groups.

- PLCs implemented quarterly Common Formative Assessments (K-6) and semester IABs and FIABs in grades 3-6
- PLC teams used the cycle of continuous improvement to analyze assessment data and made instructional decisions based on the results
- School-wide, grade level, and individual student goal setting for iReady and CFAs
- Teachers are scheduled for three planning days during the year to backward map math instruction using the district's quarterly planners, scope and sequence, standard deconstruction and formative/summative assessments
- Paraprofessionals and Inter-Act Fellows were deployed into all classrooms to support intervention for 45-minute intervals in Math
- Classroom teachers provided Tier I and II interventions
- Students were provided 1-to-1 technology in grades TK-6
- Students have the opportunity to be supported by Tier 2 Intervention staff based on referrals
- Frequent SEL activities coordinated by TST and School Psychologist were implemented to motivate and engage students in learning (Kindness Week, Coping Skills Dress-Up Week, Keep It Kind campaign)
- Testing rallies and incentives for iReady and SBAC were implemented to keep students motivated to do well on the assessments
- Math iReady growth goals met for all grade levels D1 to D2 based on site goal setting
- Math iReady: Overall students performing on or above grade level showed an increase of 9% from test

- Students receiving additional RSP and/or Speech services are often pulled from core ELA instruction
- Additional ELA tutoring after school was not available
- Teachers lack technology training and there is limited use of the promethean board to enhance ELA instruction
- Growth from iReady test 1 to test 2 compared to last year: -0.8 points
- **SBAC ELA- Students with Disabilities (under 10 tested)**

Met/Exceeded: 5%

Nearly Met: 5%

Not Met: 90%

Math:

Overall SBAC Math Data

- Not Met: 57.04%

The following were key factors that contributed to the disproportionality of low student groups in math.

- Inconsistent attendance and transition back to in-person school
- Lack of additional support during math intervention
- Rigorous instruction and differentiated small groups are inconsistent
- Lack of collaboration of grade-level standards between RSP teacher and general education teacher
- SEL support from Tier II Intervention Specialist was inconsistent
- Coming back on campus was challenging for special needs students
- RSP pull out model may not be the most effective method to support academic growth and progress monitoring in mathematics
- Students receiving additional RSP and/or Speech services are often pulled from core math instruction
- Additional math tutoring after school was limited to grades 4-6
- Teachers lack technology training and the use of the promethean board to enhance math instruction is limited
- Growth from iReady test 1 to test 2 compared to last year: 2 points
- **SBAC Math- Students with Disabilities (under 10 tested)**

Met/Exceeded: 5%

Nearly Met: 10%

Not Met: 85%

EL Reclassification Rate:

- Tier 3 intervention support for DI students did not occur
- Tier 3 intervention support for targeted EL students was limited
- Tier 2 in-classroom intervention was inconsistent due to teacher ability and availability of resources
- Lack of teacher familiarity with components and processes of ELPAC assessment
- Deployment model for ELD instruction was lacking
- Integrated and Designated ELD instruction were inconsistent
- Intentional planning for ELD instruction was limited
- Additional math tutoring after school was limited to EL students in grades 4-6
- Growth from iReady test 1 to test 2 in ELA compared to last year: -2.7 points
- Growth from iReady test 1 to test 2 in math compared to last year: -0.5 points

- 1 to test 2 Students in 3rd grade increased from 0%to 22%from test 1
- Math iReady D2: 34% of students grew one band or maintained grade level

EL Reclassification Rate:

SBAC ELA- EL Students

- Met/Exceeded: 7.77%
- Nearly Met: 22.33%

SBAC Math- EL Students

- Met/Exceeded: 8.49%
- Nearly Met: 21.70%

Currently there are 215 English Learners in grades TK-6. Teachers are using the ELA/ELD framework, grade level standards and the adopted curriculum to plan for instruction that integrate scaffolds and appropriate support for English Learners. Based on the 2022 Summative ELPAC:

- 12% of English Learners were proficient
- 13.04% of EL students in grade 6 scored on level 4
- 11.43% of EL students in grade 3 scored on level 4
- 8.33% of EL students in kindergarten scored on level 4
- 22/22 students eligible for reclassification based on ELPAC score, met all criteria for reclassification
- EL goal-setting form was used to set short- and long-term goals with students
- Implementation of Integrated and Designated ELD instruction
- 5 BIAs provided primary language support during small group instruction
- Students were supported by Tier II Intervention Specialist based on referrals through TST process
- Frequent SEL activities coordinated by TST and School Psychologist were implemented to motivate and engage students in learning (Kindness Week, Coping Skills Dress-Up Week, Keep It Kind campaign)
- EL tutoring after school was offered to identified students in grades K-6
- Home School Liaison (HSL) supported parents of English Learners with verbal and written communications between home and school
- Parents were informed about the importance of ELPAC and Redesignated Fluent English Proficient (RFEP) reclassification by sixth grade. Parents were also informed about language proficiency levels, through ELAC, SSC, Family Engagement meetings and personal calls from the HSL
- ELPAC and SBAC assessment results were provided to parents
- During parent-teacher conferences, parents were informed about students' current language level and goals for the summative ELPAC and SBAC assessment

- SBAC ELA- EL Students**

Not Met: 69.90%

- SBAC Math- EL Students**

Not Met: 69.81%

Based on the 2022 summative ELPAC:

- 31%of English Learners scored at level 1
- 33%of English Learners scored at level 2
- 24%of English Learners scored at level 3
- 12% of English Learners scored at level 4- all of which met redesignation criteria

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).

ELA

The current SPSA actions were implemented with some challenges.

- The shortage of subs made it difficult to get sub release days for planning
- The Targeted Support Team (TST) referral for at-risk students was not consistent

- Supplemental contracts for tutoring and other programs were limited due to lack of personnel
- Inter-Act Fellow positions were not filled as planned to support ELA intervention in all classrooms (Gr. 1-6)
- Limited leveled books were insufficient in supporting guided reading and fluency in K-3 classrooms

Math

The current SPSA actions were implemented with some challenges.

- The shortage of subs made it difficult to get sub release days for planning, and SST meetings
- The Targeted Support Team (TST) referral for At-Risk students was not consistent
- Supplemental contracts for tutoring and other programs were limited due to lack of personnel
- Inter-Act Fellow positions were not filled as planned to support ELA intervention in all classrooms (Gr. 1-6)

English Learners

The current SPSA actions were implemented with some challenges.

- Integrated and Designated ELD were not implemented with fidelity
- Limited PL opportunities to build teacher capacity regarding ELD strategies
- The shortage of para subs made it difficult to get coverage for unfilled BIA positions
- Supplemental contracts intended for targeted support for newcomers and long-term English learners did not occur due to the 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 2023/24 SPSA.

ELA

- Continue funding of six Inter-Act Fellows to support Tier II intervention in classrooms (Gr. 1-3). These Inter-Act Fellows will push-in the classrooms and support small group intervention focused on reading comprehension and foundational skills
 - TSA and two support staff (BIA and Inter-Act Fellow) will continue to provide Tier III intervention using appropriate intervention strategies, resources and materials in English and Spanish
 - Strengthening the implementation of reading and literacy program in grades K-3 by purchasing additional leveled books for guided reading instruction in English and Spanish
 - Continue professional learning in the areas of reading foundational skills, standards deconstruction, reading comprehension, Write to Source, Claims and Targets, and academic discourse and their alignment to academic instruction
 - Fund a six-hour para IA to help support Kindergarten and grades 4-6 during ELA block
 - Continue to fund three BIAs to support Kindergarten and small group instruction in grades 4-6
 - Quarterly planning day outcomes will include standards deconstruction, backwards mapping, assessment calendar and goal setting for CFAs and district benchmarks
 - Develop effective accountability system to monitor students' progress towards proficiency in ELA
 - Newcomers will continue to get additional support from BIAs and will be offered afterschool tutoring
 - Purchase additional student devices to utilize as loaners
 - Adding online resources/subscriptions to support Dual Immersion program, SPED, and Intermediate classrooms
 - Guided reading and foundational skills trainings will be provided to K-3 teachers by Scholastic and Orton-Gillingham
- Additional professional development on using technology to support instruction will be provided by Technology Specialist. This includes in-class modeling and support.

Math

- Continue funding six Inter-Act Fellows to support Tier II math intervention in the classrooms. These Inter-Act Fellows will push into classrooms and support small group math intervention in grades 1-3
- Continue to fund three BIAs to support Tier II math intervention. These paraprofessionals will push into classrooms and support small group math intervention in grades 4-6
- TSA will use the pull-out model to support Tier III math intervention to identified students
- Math professional learning will focus on Tier I and II instruction, standards deconstruction, realignment of assessments (CFAs), mathematical fluency, conceptual understanding, problem solving skills and academic discourse and their alignment to academic instruction

- Develop effective accountability system to monitor students' progress towards proficiency in math
- Fund a six-hour para IA to help support math intervention
- Newcomers will continue to get additional support from BIAs
- Purchase additional student devices to utilize as loaners
- Implement grade level math fluency and math talks school wide
- Quarterly planning day outcomes will include backwards mapping, assessment calendar and goal setting for CFAs and district benchmarks
- Close monitoring of differentiated math instruction and intervention

English Learner Progress and Reclassification Rate

- TSA will provide support to teachers on how to use the new Ellevation platform to ensure adequate progress monitoring for all EL students
- Close monitoring of designated ELD instruction to ensure schoolwide implementation
- 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
- Professional learning will focus on integrated vs designated instruction, scaffolds and academic discourse/accountable talk strategies
- Newcomers will continue to get additional support from BIAs
- Purchase additional student devices to utilize as loaners
- BIAs will continue to provide primary language support for academic content areas in grades K-6
- Develop effective accountability system to monitor students' English Language Development progress towards redesignation
- Continue EL Afterschool Program supports as funding allows

Students with Disabilities

- Engage in best practices for inclusion of students with disabilities with the general education population
- Collaboration between general education and SPED teachers to optimize learning opportunities for students with disabilities
- Align support in RSP to student growth and goal setting for various benchmark assessments
- Benchmark assessment data analyzed for subgroup growth and intervention plan

Step 4: Educational Partner Involvement. Share the data 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: SSC provided feedback in the following categories to support the site Instructional Leadership Team in its writing of the SPSA: Factors that support high levels of student academic achievement: • Schoolwide student incentives and student recognition assemblies • Communicate testing tips and tricks to parents prior to testing periods • Testing rallies • Interact Fellows to support small group instruction Suggestions to increase student academic achievement: • Increase schoolwide incentives for students that meet their individual academic goals	2 ELAC: ELAC provided feedback in the following categories to support the site Instructional Leadership Team in its writing of the SPSA: Factors that support high levels of student academic achievement: • Schoolwide student incentives and student recognition assemblies • Assemblies and additional recognition for EL students that meet redesignation criteria • Interact Fellows to support small group instruction • BIAs to support ELs Suggestions to increase student academic achievement: • Clarify redesignation criteria for parents of EL students • Tier III supports in Spanish by certificated teacher	3 Staff: Lane staff provided feedback in the following categories to support the site Instructional Leadership Team in its writing of the SPSA: Factors that support high levels of student academic achievement: • Schoolwide student incentives and student recognition assemblies • Goal setting with individual students • Testing rallies to increase student motivation • Attendance incentives during testing periods • Focus on growth/progress versus achieving a specific score on district assessments • Time to process subgroup data in PLCs • Data chats with Site Administrator • Common testing protocol and procedures across grade
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• Tier III supports in Spanish by certificated teacher • Additional Tier II/III behavior supports for students	• Additional Tier II/III behavior supports for students	levels • Lack of interruptions during testing periods (reschedule lawn service, no PA announcements, no parent visitors, etc.) • Interact Fellows to support small group instruction • BIAs to support ELs Suggestions to increase student academic achievement: • Tier III supports in Spanish by certificated teacher • Additional Tier II/III behavior supports for students
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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. 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
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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)
- PLC Instructional Lesson Cycles
- Kindergarten: Foundational Skills Assessment (FSA-English and Spanish)
- Scholastic F.I.R.S.T data
- Data Chats
- BAS (K-2, kinder Q3 and Q4)
- DIBELS
- BPST
- Fluency
- HFW
- iReady & iStation (DI program)
- CFAs
- IABs/FIABs
- SRA Corrective Reading data
- Tier I and Tier II Intervention data

Owner(s):

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

Timeline:

- Student work-Weekly
- Walkthroughs-Weekly
- CAASPP-Annually
- I-ready- 3 times per year
- Frequent CFAs
- 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 and administer frequent ELA CFA/AB/FIAB; 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
- Lane will expand the Dual-Immersion program to include 5th grade during the 2023-2024 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 1-to-1 laptop devices to engage in meaningful learning
- Daily instruction will integrate technology to increase student engagement and enhance learning
- Technology Assistant will provide 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
- Four Inter-Act Fellows, three (6 hr) Bilingual Instructional Assistants, two (3 hr) Bilingual Instructional Assistants and one (6 hr) Instructional Assistant 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 5-6 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 guided reading and 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, reading comprehension, and writing
- 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 deconstruct standards, communicate learning targets and criteria for success to students to provide instructional clarity and purpose for learning
- Expansion of goal setting to include schoolwide, grade level, subgroup, individual teacher and student
- Incentives will be purchased to motivate students to reach their ELA iReady and SBAC goals
- Substitute release time for teachers will be used to plan instruction, attend professional learning, ILT, IEP 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 will receive at least 45-minutes of support daily during ELA intervention time with Inter-Act Fellows and paraprofessionals
- Students in grades K-3 will use 30 minutes of Scholastic F.I.R.S.T at least 3 times a week and iReady MyPath lessons twice a week to practice reading foundational skills and reading comprehension
- 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 academics, 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 and two 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:

- 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
- Leveled books will be purchased to support literacy instruction in grades K-2
- 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
- Supplemental contracts will be used to provide additional after school tutoring for EL students including Long-Term English Learners as funds allow
- Three BIAs will provide primary language support for EL students in grades K-6
- TSA will work with three 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
- Professional learning opportunities will target ELA and ELD to meet the diverse needs of English Learners
- Inter-Act Fellows and BIAs 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

Specify enhanced services for low-performing student groups:

- 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
 - 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 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 TSA and two 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	Owner(s):	Timeline:
• 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 Reflex data • Math CFAs • Math IABs/FIABs • Tier I and Tier II Intervention math data • Analysis of math data related to student disproportionality, especially EL and students with disabilities	• Classroom Teachers • TSA • Professional Learning Communities (PLCs) • Admin team • ILT	• Student work-Weekly • Walkthroughs-Weekly • CAASPP-Annually • I-ready- Three times per year • Frequent CFAs • 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) 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 math CFA/IAB/FIAB 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 fifth grade during the 2023-2024 school year • Curriculum materials and 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 • Technology Assistant will provide professional learning support in the areas of technology software and online resources • Lease of copiers will be provided for all Lane staff • Four Inter-Act Fellows, three (6 hr) Bilingual Instructional Assistants and one (6 hr) Instructional Assistant 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 four Inter-Act Fellows 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 one para IA and three BIAs
- 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 Inter-Act Fellows and paraprofessionals
- Students in grades K-3 will use 30 minutes of math Reflex at least three times a week and iReady MyPath 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 be 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 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:

- 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 new Ellevation platform
- Long-Term English Learners will be targeted for math intervention
- Three BIAs will provide primary language support for EL students in grades K-6 during math instruction
- TSA will work with three BIAs to provide additional math support for newcomers
- Students will be provided multiple opportunities to demonstrate mastery of math standards
- 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

Specify enhanced services for low-performing student groups:

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

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 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 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

- Materials and supplies will be purchased to support math interventions and student learning
- 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 and BIAs will provide intervention support for students in K-6 classrooms to meet grade level benchmarks
- Students significantly below grade level in 3rd-6th grade will receive intensive support from TSA using the pull-out model
- Use of math Reflex program to support mastery of basic math facts
- iReady MyPath 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
- 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

- Analysis of student work
- Consistent classroom walkthroughs, observations and feedback using the Instructional Practice Guide (IPG)
- PLC Instructional Lesson Cycles
- Kindergarten: Foundational Skills Assessments (FSA-English and Spanish)
- Data Chats
- Scholastic F.I.R.S.T. data
- ELPAC
- BAS
- DIBELS
- BPST
- Fluency
- HFW
- iReady & iStation (DI program)
- CFAs IABs/FIABs
- SRA Corrective Reading data
- Tier I and Tier II Intervention data

Owner(s):

- Classroom Teachers
- Admin
- TSA
- PLCs
- ILT

Timeline:

- Student work-Weekly
- Walkthroughs-Weekly
- FSA-Quarterly
- CAASPP-Annually
- I-ready- Three times per year
- Frequent CFAs
- Data Chats- Quarterly
- Intervention data-Quarterly
- BAS, Fluency, BPST, HFW-Quarterly
- ELPAC-Annually

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

- Three (6 hr) Spanish BIAs will provide primary language support to EL students during ELA and Math instruction, ensuring access to the core curriculum in grades 1-6
- 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 5th grade during the 2023-2024 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 technology assistant will provide professional learning support in the areas of technology, software and online resources
- Lease of copiers will be provided for all Lane staff
- 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 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:

- Daily integrated and designated English Language Development instruction will occur consistently

Specify enhanced services for low-performing student groups:

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

- 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

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
- 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

2023-2024 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	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	(G1, A2-3) Paraprof, IA	49,666.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: (G1, A2-3) AR GR 3-5	4,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Leveled books (K-2)	12,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials & supplies **No incentives or food**	2,425.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs (3 days x 31), ILT (1 day x 8), IEP (12 days), SST (10 days) \$23,325 base+\$4,674 benefits	27,999.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			(G1, A2-3) Tutoring; \$2030 base+\$469 benefits	2,499.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			(G1, A2-A3; G4, A1) Tech Asst. (base+benefits)	27,080.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	(G1, A2-3) 3 hr ParaBIA	13,836.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Leveled books-Guided reading EO	8,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies (including school-wide incentives)	32,618.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: (G1, A2-3) 6 Inter-Act Fellows, 3hrs, Sept. 4th-May 24th	85,200.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier-lease	18,072.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance (work orders)	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Orton-Gillingham : Conference/training-RFS and guided reading training (\$10000 all K-2 teachers +\$7000)	17,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	(G1, A2-3) 3hr Para BIA	13,733.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	(G1, A2-3) 6hr ParaBIA	56,861.00
G1A1	LCFF: EL	Instruction	Bks & Ref			(G1, A3) Leveled books-Guided reading (Spanish)	20,000.00
G1A1	One-time School	Instruction	Nc-Equipment			(G1, A2-A3) Student devices; 16teachers x 2ea \$500, Gr.3-6 only	17,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (\$6940 base+\$1610 benefits)	8,550.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & supplies for ELs	1,944.00

\$419,483.00

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 %	83.79 %	2022-2023	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.

Lane created opportunities for TK-6 students to participate in school activities, district-funded field trips, and interest-based student clubs to increase access to real-world learning experiences.

- Students in grades 2nd-6th were able to participate in music classes
- 32% of students participated in the Expanded Learning Program (ELP)
- Orientation and pre-registration to 7th grade was provided to all 6th grade students by Sequoia Middle School
- Alternate Learning Pathways (ALPs) K-6th students attended district-funded field trips with general education peers in addition to going to the Planetarium and Special Olympics
- Students participated in basketball, soccer, and track and field sports activities
- Anime Club started in Quarter 3 of 22-23 and included 10 participants per session
- College and Career Readiness (CCR) provided additional field trips for appropriate grade levels
- Bricks 4 Kidz provided in-class STEM activities for grades 1st-3rd
- District-funded mural artist will run a two-week art camp for 64 TK-6th grade students in Q4 of 2022-2023
- On average, Saturday Academy provided 110 students a variety of real-world learning experiences twice a month (i.e., gardening, coding, visual and performing arts, and cooking)
- Artist Residency provided 2nd-4th grade students virtual visual arts learning sessions

2

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

During the 2022-23 school year, Lane provided TK-6th grade students a variety of inclusive opportunities to participate in real-world learning experiences. The following are key factors that contributed to disproportionately of low-performing students:

Students with Disabilities: Opportunities for Alternative Learning Pathways (ALPs) students were limited by staff shortages (ALPs paraprofessionals not available to attend field trips). Attendance rates for ALPs students were lower when compared to their general education peers. Frequency of significant misbehaviors limit participation in off-campus activities and field trips.

High Absenteeism: High site absenteeism rates also impacted student access to enrichment activities. Power BI data indicates chronic absenteeism rates as follows: Q1 11.7%, Q2 14.5% and Q3 12.1%.

Fall Student Climate and Culture Survey Data-Domain: Student-Centered and Real-world Experiences: 84% favorable overall

- EL 85% favorable
- EO 84% favorable
- RFEP 78% favorable

1. *I know how to change and improve based on the feedback I am given:* 87% favorable (two points down from Fall 2021).

2. *My school teaches lessons in ways that connect to my life:* 74% favorable (eight points down from Fall 2021)

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).

While Lane provided a variety of opportunities for TK-6th students to engage in real-world learning experiences, full implementation was not reached for this action. Gaps in engagement in 2022-2023 were primarily due to staffing shortages in the ALPs program, which limited access to off-campus events due to supervision concerns, and the chronic absenteeism rate for Q1-Q3. Field trips, supplemental sports contracts, and materials and supplies for sports were funded by Goal 2.

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 2023/24 SPSA.

Lane will implement the following to expand opportunities for student engagement and increase student access to real-world learning experiences in 2023-24:

- Weekly, randomized attendance incentives to decrease chronic absenteeism by 10% as measured by weekly attendance rates
- Grade level attendance data will be reported to Lane staff via the weekly bulletin and the community through Parent Square notifications. This includes providing strategies for increasing attendance rates,
- All vacant ALPs paraprofessional positions were filled as of March 2023 allowing for more supervision at off-campus events
- Continued recruitment of students and families using Parent Square, phone calls by Home School Liaison, and printed flyers in multiple languages
- Lane will work closely with CCR to ensure participation in all available real-world learning experiences

Step 4: Educational Partner Involvement. Share the data 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: SSC met on February 1, 2023, and agreed to review the SPSA on March 17, 2023. SSC provided feedback in the following categories to support the site Instructional Leadership Team in its writing of the SPSA: Factors that increase student engagement: • Schoolwide student incentives and student recognition assemblies • Clubs and afterschool activities are based on student interest (i.e., Anime Club) Factors that decrease student engagement: • District fingerprinting process • Parent availability for afterschool family events Suggestions to increase student engagement: • Increase schoolwide student incentives • Continue Family Movie and Literacy Nights • Solicit parent volunteers to support with afterschool and off-site events	2 ELAC: ELAC met on February 10, 2023, and provided feedback in the following categories: Factors that increase student engagement: • Schoolwide student incentives • Family Movie and Literacy Nights, Family Paint Nights, Jog-a-thon Fundraiser • Bilingual Home School Liaison Factors that decrease student engagement: • Lack of student clubs that focus on the Hmong culture • ID requirement to volunteer (Raptor System) Suggestions to increase student engagement: • Provide a Hmong DI program • Incentives to increase parent involvement • Babysitting at Family Movie and Literacy Nights	3 Staff: ILT met on March 13, 2023, and provided feedback in the following categories: Factors that increase student engagement: • Schoolwide student incentives • Family Movie and Literacy Nights and Family Paint Nights Factors that decrease student engagement: • Availability of teacher staff to run school clubs and afterschool activities • Availability of classified staff to run school clubs and afterschool activities • Student-athletes did not meet minimum academic requirements to participate in sports Suggestions to increase student engagement: • Increase schoolwide incentives • Increase number of clubs and afterschool activities available to students
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Action 1

Title: Increasing and expanding Student Engagement

Action Details:

Lane will continue to create and increase engagement opportunities for students to have meaningful experiences in arts, afterschool clubs and athletics, including music/band, field trips, school-wide events and assemblies. Active recruitment of students to increase participation in these activities will help students build a sense of 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	Owner(s):	Timeline:
- Participation and engagement data in ATLAS - Attendance rates - Student survey results - Field trip permission slips	Teachers	Monthly
	TST	Quarterly
	CCT	
	HSL	
	Admin Team	

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 to students in various languages for sports, clubs, assemblies, field trips etc.
- Intentional recruitment of students, including subgroups, to participate in various activities by teachers and staff
- Schoolwide engagement activities and incentives
- Lancer PRIDE post cards will be provided to eligible students weekly
- Incentives will be provided to students showing improvement in attendance
- All students in grades 2-6 will participate in music classes
- Goal 2 supplemental contracts will be provided to staff to organize and lead school athletic teams, activities and clubs

Tier 2 and 3

- Tier II Intervention Specialist will provide SEL support to increase attendance, foster positive social skills, and improve academic achievement
- The School Psychologist will provide resources to students and families, support with threat assessments, and facilitate behavior support plans as needed
- TST process will be used to identify students in need of Tier II and III supports
- Students needing additional support will be given priority to participate in school activities
- Students will be referred to SST and/or ICET for Tier 3 supports and services when appropriate

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- 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 activities

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

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	✓	49 %	42.81 %	2022-2023	40 %
Suspension Rate - Semester 1	✓	0.53 %	1.98 %	2022-2023	1.25 %

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.

Chronic Absenteeism - Semester 1

Lane leveraged site personnel, such as the HSL, Tier II Interventional Specialist, CCT, ILT, Office Assistant and School Psychologist to develop schoolwide incentives to decrease chronic absenteeism. We launched an attendance campaign, "Great Day Starts with Great Attendance," and randomly gave students tickets once a week for being on time to school. Students were able to redeem tickets for prizes or treats. Our CCT brought back the Lancer PRIDE Buck to encourage students to attend school regularly. Students can earn PRIDE bucks to shop at our student store every two weeks. Classrooms with the highest percentage of attendance per grade level were announced on Friday morning and students get their rewards during lunch time. Daily phone calls were made by the Office Assistant to monitor students' attendance, including chronic absences and to communicate with parents the importance of daily attendance. Truancy and Chronic Absenteeism letters are generated and sent home. The SARB process was implemented to support students with chronic absences. Home School Liaison contacted parents and conducted home visits to address attendance issues. HSL also made additional home visits based on teacher requests. Tier II Intervention Specialist led TST meetings focused on preventive measures to improve attendance. Parents were informed about the importance of attendance during Family Engagement meetings. The school nurse supported families and students with severe or frequent medical concerns that impact chronic absenteeism. Our current data showed a slight decrease in chronic absenteeism during the 2022 Fall semester.

Chronic Absenteeism

Fall 2022: 42.81%

Chronic Absenteeism (Students with disabilities)

Currently: 28%

Chronic Absenteeism (English Learners)

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

Currently, 140 out of 588 students are chronically absent. An average of ____% of our students arrive to school after the morning bell. An average of ____% of our students are 30 minutes late every day. Students tardies and early sign-outs continue to affect our daily attendance and impact our chronic absenteeism.

Chronic Absenteeism:

Our Culture and Climate Team will commit to conduct classroom walkthroughs to ensure our schoolwide implementation of Second Step lessons, Morning Meetings and Classroom Meetings. Staff will receive additional training and resources to ensure students feel connected to school. Additional support from our Tier II Intervention Specialist will be provided to low-performing students who are chronically absent. HSL will actively conduct home visits and provide support and resources to our low-performing student groups.

Chronic Absenteeism (Students with disabilities)

Our Culture and Climate Team will commit to conduct classroom walkthroughs to ensure our schoolwide implementation of Second Step lessons, Morning Meetings and Classroom Meetings. Staff will receive additional training and resources to ensure students feel connected to school. Additional support from our Tier II Intervention Specialist will be provided to students with disabilities who are chronically absent. HSL will actively conduct home visits and provide support and resources to students with disabilities.

Chronic Absenteeism (English Learners)

Our Culture and Climate Team will commit to conduct classroom walkthroughs to ensure our schoolwide implementation of Second Step lessons, Morning Meetings and Classroom Meetings. Staff will receive additional training and resources to ensure students feel connected to school. Additional support from our Tier II Intervention Specialist will be provided to English Learners who are chronically absent. HSL will actively conduct home visits and provide support and resources to English Learners.

Chronic Absenteeism (Homeless Youth)

Currently: 21%

Chronic Absenteeism (Homeless Youth)

Currently: 11.1%

Suspension Rate - Semester 1

Tier 1 Social Emotional Learning was implemented school wide. All teachers were trained and expected to provide Social Emotional Learning (SEL) through Second Step lessons, class meetings, and morning meetings. Teachers used an instructional block to teach SEL by following a scope and sequence document. CHAMPS continued to be implemented in classrooms to support student behaviors and set high expectations for learning. Students with concerning social emotional needs were referred to the School Psychologist for additional support and resources. Tier II Intervention Specialist provided regular Tier II support to identified students. Current student behavior data showed an increased suspension rate compared to last school year.

Suspension Rate:

Fall 2022: 1.98%

Suspension Rate (Students with disabilities):

Currently: 4 SDC, 1 RSP

- Total of five out of 16 students
- 1 SDC student has five incidents for a total of seven days)

Suspension Rate (English Learners):

Currently: 3 ELs out of 16 students

Suspension Rate (Homeless Youth):

Currently: None

Our Culture and Climate Team will commit to conduct classroom walkthroughs to ensure our schoolwide implementation of Second Step lessons, Morning Meetings and Classroom Meetings. Staff will receive additional training and resources to ensure students feel connected to school. Additional support from our Tier II Intervention Specialist will be provided to homeless youth who are chronically absent. HSL will actively conduct home visits and provide support and resources to homeless youth.

Suspension Rate - Semester 1

Lane was not able to fund a Resource Counseling Assistant to provide additional services for low-performing students who may need social emotional support. Additional training, such as trauma informed practices, was not available to support teachers in dealing with students who need SEL support. Not enough data was collected to determine if Tier 1 SEL support was implemented with fidelity school wide. Effectiveness of Tier II support provided by Tier II Intervention Specialist was inconclusive with limited evidence. Current data showed an increased suspension rate of 1.98% primarily with ALPs students.

Suspension Rate

Our Culture and Climate Team will commit to conduct frequent classroom walkthroughs to ensure our schoolwide implementation of Second Step lessons, Morning Meetings and Classroom Meetings. Staff will receive trauma informed practices training and resources to build positive relationships with students and to better support their SEL needs. Students who need intensive support will be serviced by an AI 4 Youth counselor.

Suspension Rate (Students with disabilities)

Our Culture and Climate Team will commit to conduct frequent classroom walkthroughs to ensure our schoolwide implementation of Second Step lessons, Morning Meetings and Classroom Meetings. Staff will receive trauma informed practices training and resources to build positive relationships with students with disabilities and to better support their SEL needs. Students with disabilities who need intensive support will be referred to the Family Wellness Center for counseling services.

Suspension Rate (English Learners)

Our Culture and Climate Team will commit to conduct frequent classroom walkthroughs to ensure our schoolwide implementation of Second Step lessons, Morning Meetings and Classroom Meetings. Staff will receive trauma informed practices training and resources to build positive relationships with EL students and better support their SEL needs. EL students who need intensive support will receive services by an AI 4 Youth counselor.

Suspension Rate (Homeless/Foster Youth)

Our Culture and Climate Team will commit to conduct frequent classroom walkthroughs to ensure our school wide implementation of Second Step lessons, Morning Meetings and Classroom Meetings. Staff will receive trauma informed practices training and resources to build positive relationships with Homeless/Foster Youth and better support their SEL needs. Homeless/Foster Youth who need intensive support will be serviced by an AI 4 Youth counselor.

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).

Lane was able to implement the action as intended

Lane has been to implement the action as intended.

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 2023/24 SPSA.

We will continue to leverage our Climate and Culture Team, including the HSL, Tier II Intervention Specialist, Office Assistant, School Psychologist, and Regional Instructional Manager (RIM) to better support students with attendance concerns and misbehaviors. Additionally, teachers will receive trauma informed practices training to build their capacity in meeting the SEL needs of all students.

Chronic Absenteeism

Lane will continue to implement weekly attendance celebrations and schoolwide incentives to motivate students to attend school. Personnel resources such as HSL, Tier II Intervention Specialist, and Office Assistant will continue to work collaboratively to increase the attendance rate. Additional training will be provided to teachers to address students' SEL needs. All 4 Youth counseling will be brought on campus to provide additional intensive support.

Suspension Rate

Lane will continue to implement weekly attendance celebrations and schoolwide incentives to motivate students to attend school and decrease misbehaviors. Personnel resources such as HSL, Tier II Intervention Specialist, and Office Assistant will continue to work collaboratively to increase the attendance rate and decrease the suspension rate. Additional training will be provided to teachers to address students' SEL needs. All 4 Youth counseling will be brought on campus to provide additional intensive support.

Step 4: Educational Partner Involvement. Share the data 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: SSC provided feedback in the following categories to support the site Instructional Leadership Team in its writing of the SPSA: Factors that positively impact student attendance and behavior: - Schoolwide student incentives - Continued communication via Parent Square in English and Spanish - Principal/Mce Principal visible at arrival and dismissal to monitor student behavior Suggestions for improvement: - Fund a part-time School Safety Officer - Parent volunteers to support with supervision at arrival and dismissal (i.e., crossguards)	2 ELAC: ELAC provided feedback in the following categories to support the site Instructional Leadership Team in its writing of the SPSA: Factors that positively impact student attendance and behavior: - Schoolwide student incentives (Lancer Store, PRIDE bucks) - PRIDE postcards in English and Spanish Suggestions for improvement: - Fund a part-time School Safety Officer - Parent volunteers to support with supervision at arrival and dismissal (i.e., crossguards) - School Carnival, Spring Concert, Wnter Program	3 Staff: Lane Staff provided feedback in the following categories to support the site Instructional Leadership Team in its writing of the SPSA: Factors that increase student attendance and decrease suspensions: - Schoolwide student incentives and student recognition assemblies - Clubs and afterschool activities are based on student interest (i.e., Anime Club) Suggestions to increase student attendance and decrease suspensions: - Increase schoolwide student incentives - Continue Family Movie and Literacy Nights - Solicit parent volunteers to support with afterschool and off-site events
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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

- ATLAS Attendance Data Reports
- PowerBI Attendance Data
- Suspension and office referral data
- TST referral data
- Attendance Conferences with Parents- Sign-in Sheets
- Student Goal Setting
- Parent Contacts for students with chronic absences
- SEL Survey- Student/parent/staff
- Class Meetings-Quarterly Documentation
- SST Referrals
- Student Behaviors Support Plans

Owner(s):

- Office Assistant
- HSL
- Admin team
- SST-Student Success Team
- TST - Targeted Support Team
- PLCs
- Climate Culture Team
- Teachers, Students, Parents

Timeline:

- On-going weekly admin team
- Quarterly-CCT, TST, SST
- Bi-Weekly - TST
- Daily - Attendance

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 common 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:

- 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:

- 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

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics (PRIDE posters, postcards, etc.)	500.00
G3A1	One-time School	Instruction	Mat & Supp			(G1, A1-A3; G3, A1) PPE Materials and Supplies **No incentives or food**	6,001.00

\$6,501.00

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	✓	92 %	87.76 %	2022-2023	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.

Staff Goal - Site Defined

Staff Survey—Overall Positive in Organizational Environment Domain

To promote a sense of belonging, appreciation, and recognition, including involvement in planning and decision making amongst the staff, Lane Elementary utilized a variety of collaborative team structures to solicit teacher input and voice, including grade level Professional Learning Communities (PLCs), an Instructional Leadership Team (ILT), the Climate and Culture Team (CCT), Tier Support Team (TST), and a Staff Engagement Committee.

Fall 2022 Survey results based on 54 staff responses:

- ***We have a culture that provides staff with the following: Feedback to improve and grow: 96% Favorable*** (Increase of 21 points from last survey)
- ***We have a culture that provides staff with the following: Recognition for the work we do: 74% Favorable*** (Increase of 7 points from last survey)
- ***We have a culture that provides staff with the following: Opportunities to be involved in planning and decision making: 83%Favorable*** (Increase of 8 points from last survey)
- ***This school prepares me to meet my students' needs: 89%Favorable*** (Increase of 1 point from last survey)

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

Staff Goal - Site Defined

Staff Survey—Overall Positive in Organizational Environment Domain

Lane staff participated in Diversity, Equity, and Inclusion (DEI) Praxis Collaborative Foundational Compulsory Training to ensure instruction addressed the academic and social-emotional needs of our diverse student population. We provided additional professional learning to support teachers' SEL needs using the Emotional Intelligence book (EQ) to address Self-Awareness, Self-Management, Social Awareness and Relationship Management.

Although Lane has established a Staff Engagement Committee to plan frequent activities and events to promote and sense of belonging and appreciation, participation from both certificated and classified staff was often limited.

The Staff Engagement Committee will continue to create and provide more opportunities to promote a sense of belonging, appreciation and recognition among the staff at Lane.

Fall 2022 Survey results based on 54 staff responses.

- ***I enjoy being at this school:*** 93%Favorable (Decrease of 7 points from last survey)
- ***I feel valued at this school:*** 83%Favorable (Decrease 13 points from last survey)
- ***I see the connection between my role and the district's mission and vision for students:*** 94% Favorable (Decrease 2 points from last survey)
- ***Adults at this school model the social emotional skills we expect from students:*** 89%Favorable (Decrease of 7 points from last survey)

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).

Lane was able to implement the action as intended.

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 2023/24 SPSA.

To continue growth in the Organizational Environment Domain, the CCT will provide additional SEL resources to teachers and staff aligned to monthly SEL themes (i.e., Lancers Have Coping Skills Week). The CCT will design and create an appreciation card for Lane certificated and classified staff. The Staff Engagement Committee, in collaboration with ILT and PLC teams, will develop more culturally relevant events to provide Lane staff with additional opportunities for inclusivity. Celebrations of cultural inclusiveness, staff engagement activities and staff shout-outs will be featured in the staff SMORE Weekly Bulletin.

Step 4: Educational Partner Involvement. Share the data 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: SSC provided feedback in the following categories to support the site Instructional Leadership Team in its writing of the SPSA: Factors that currently increase staff retention, recognition, and collaboration: - Staff luncheons/staff appreciation events Suggestions for improvement: - Creating additional opportunities for parents to show appreciation to Lane staff (i.e. letter writing campaigns, etc.) - Additional parent volunteers to coordinate staff appreciation events	2 ELAC: ELAC provided feedback in the following categories to support the site Instructional Leadership Team in its writing of the SPSA: Factors that currently increase staff retention, recognition, and collaboration: - Staff luncheons - Positive notes from parents on Parent Square Suggestions for improvement: - Additional staff appreciation events sponsored by local businesses (i.e., Vallarta, La Estrella, etc) and coordinated by parent volunteers	3 Staff: Lane staff provided feedback in the following categories to support the site Instructional Leadership Team in its writing of the SPSA: Factors that currently increase staff retention, recognition, and collaboration: - Small treats from Site Administrators (goodie bags, hot chocolate for staff, etc.) - Staff appreciation events, such as Teacher Appreciation Week, Pho Luncheon coordinated by Principal, etc. - Staff Potlucks - Sunshine Club treats and events Suggestions for improvement: - Create additional opportunities to recognize classified staff members, including NTAs, BIAs, Nutrition Services employees, Plant Coordinator, etc. - PRIDE postcards for employees, not just students - On-site 'Teacher Store' as an incentive to recognize staff member efforts - Increase opportunities for staff to participate in cultural events (Dia de los Muertos, Black History Month, etc.) - Monthly birthday celebrations (cake each month to celebrate staff)
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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, 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	Owner(s):	Timeline:
- 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	- Admin & Staff - Admin & Staff - Admin & Staff - Admin & Staff - Admin & Staff - Admin & CCT - Admin & ILT	- Annually - Monthly - Quarterly - Weekly

Describe Direct Services to Staff in support of 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 week 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
- 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 Staff in support of EL students:

- Culturally relevant practices and strategies
- Integrated and designated ELD instruction
- ELA/ELD framework
- ELD standards
- Scaffolds and differentiated support
- Effective model of ELD instruction
- Differentiated ELD instruction
- Instructional strategy training for BIAs
- 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

Specify enhanced services for Staff to support low-performing student groups:

- 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
- 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

2023-2024 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			Catering-4 days (3 Buyback, 1 Inst. Day)	1,255.00

\$1,255.00

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	✓	95 %	94.59 %	2022-2023	98 %

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.

Family Goal - Site Defined

Lane will continue to create inclusive opportunities for families to engage in their students' education.

Parent Survey- Overall high in Family Engagement Domain

Lane has provided a wide range of opportunities for parents to engage in school activities and events. Some examples of family and parent engagement activities, events, and meetings include:

- Participation in meetings such as SSC, ELAC, Annual Title 1, Back-to-School Night and Open House events
- Teachers worked closely with parents to engage them in their child's education during Parent-Teacher Conferences
- Parents have been invited to participate in the Student Success Team process to provide input to better support the academic, behavior, and social emotional needs of their students
- Parents have been attending IEP and 504 meetings to provide input and voice concerns to improve services for their students
- Parents received a variety of verbal and written communications regarding schoolwide expectations, policies, procedures, disciplinary guidelines, and programs through Parent Square, school website, Peach Jar, school flyers, e-mail and phone contacts
- Frequent updates were made to the school webpage to add resources/hyperlinks to ATLAS, Clever, and current school events
- Parents participated in school field trips as chaperones
- Parents participated in our monthly Family Engagement Hour facilitated by our Home School Liaison to learn about and discuss relevant educational topics determined by Family Needs Assessment data
- Additional examples of schoolwide events include the Lane Kindness Run, monthly movie nights, literacy nights, weekly Fun Friday Announcements on the blacktop, award assemblies, and 6th grade promotion.

2

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

Family Goal - Site Defined

Lane will continue to create inclusive opportunities for families to engage in their students' education.

Lane has made every effort to increase parent engagement by having additional schoolwide events on campus. Overall, parents are still hesitant to come on campus after the Pandemic.

- Parent volunteers were limited due to language barriers and conflicting work schedules
- Parent chaperones were difficult to secure for study trips. Protocol and fingerprinting process can be intimidating for a lot of our families
- Parent participation in school meetings remains low and inconsistent
- Not all parents have access to technology and WIFI to stay connected to school and the school website

Fall Parent Survey Result:

- **Domain -Student Wellness: 86%Favorable** (Same as FUSD but slightly below all of FUSD Elementary Schools.)
 - **Question 1- If my child feels sad, worried, stressed, anxious, or depressed there is an adult at this school that they can talk to: 86%Favorable** (Decrease of 8 points from last survey)

2022 Fall Parent Survey Results:

- **Domain -Academic & Social Emotional Learning: 97%Favorable** (Higher than FUSD and all of FUSD Elementary Schools)
- **Domain -Family Engagement: 95%Favorable** (Higher than FUSD and all of FUSD Elementary Schools)
- **Domain-Organizational Environment: 95%Favorable** (Higher than FUSD and all of FUSD Elementary Schools)
- **Domain School Environment: 95%Favorable** (Higher than FUSD and all of FUSD Elementary Schools)
- **Domain-Student Engagement: 94%Favorable** (Higher than FUSD and all of FUSD Elementary Schools)
- **Domain- Student-Centered and Real-World Experiences: 94%Favorable** (Higher than FUSD and all of FUSD Elementary Schools)

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).

Lane was able to implement the action as intended.

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 2023/24 SPSA.

For the 2023-24 school year, Lane will continue to increase parent engagement opportunities to foster an inclusive school environment. We will focus on recruiting and supporting parents through the fingerprinting and volunteering process at the beginning of the school year. Incentives for students and parents will be used to motivate and increase participation in school activities and events.

Step 4: Educational Partner Involvement. Share the data 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: SSC provided feedback in the following categories to support the site Instructional Leadership Team in its writing of the SPSA: Factors that support parent involvement: • Additional incentives for parents who participate in school activities • Continued recruitment of parent volunteers by Home School Liaison throughout the year	2 ELAC: ELAC provided feedback in the following categories to support the site Instructional Leadership Team in its writing of the SPSA: Factors that support parent involvement: • Bilingual staff members (Spanish/Hmong) that can communicate with parents in their home language • Parent Square notifications and other communications in Spanish/English	3 Staff: Lane staff provided feedback in the following categories to support the site Instructional Leadership Team in its writing of the SPSA: Factors that support parent involvement: • Continued recruitment of parent volunteers by Home School Liaison throughout the year • Parent Board at school entrance
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Suggestions to increase parent involvement:

- Send multiple meeting reminders via Parent Square to encourage parent participation

Suggestions to increase parent involvement:

- Raffle prizes and other giveaways during parent meetings (school t-shirts, gift cards) to increase attendance
- Meetings in the afternoon as parent work schedules hinder school participation
- Additional Hmong supports for students and families

Suggestions to increase parent involvement:

- Provide clarity around post-COVID restrictions
- Streamline the fingerprinting process for parent chaperones (takes too long)
- Raptor procedure can be intimidating for undocumented families

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), and Parent University modules
- 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 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

Timeline:

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

Annually - Back -To -School Night & Open House

Monthly-Family Engagement meeting

Annually -Survey, Parent/Teacher Conferences

Describe Direct Services to Families in support of 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, 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, 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 Families of EL students:

- 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
- 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 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 student

Specify enhanced services for Families of low-performing student groups:

- Site-based parent workshops: 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

2023-2024 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			(G5A1) Translators, babysitters (\$3050 base+\$949 benefits)	3,999.00

\$3,999.00

2023-2024 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	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	(G1, A2-3) Paraprof, IA	49,666.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: (G1, A2-3) AR GR 3-5	4,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Leveled books (K-2)	12,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials & supplies **No incentives or food**	2,425.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs (3 days x 31), ILT (1 day x 8), IEP (12 days), SST (10 days) \$23,325 base+\$4,674 benefits	27,999.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			(G1, A2-3) Tutoring; \$2030 base+\$469 benefits	2,499.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			(G1, A2-A3; G4, A1) Tech Asst. (base+benefits)	27,080.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	(G1, A2-3) 3 hr ParaBIA	13,836.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Leveled books-Guided reading EO	8,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies (including school-wide incentives)	32,618.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: (G1, A2-3) 6 Inter-Act Fellows, 3hrs, Sept. 4th-May 24th	85,200.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier-lease	18,072.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance (work orders)	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Orton-Gillingham : Conference/training-RFS and guided reading training (\$10000 all K-2 teachers +\$7000)	17,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	(G1, A2-3) 3hr Para BIA	13,733.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	(G1, A2-3) 6hr ParaBIA	56,861.00
G1A1	LCFF: EL	Instruction	Bks & Ref			(G1, A3) Leveled books-Guided reading (Spanish)	20,000.00
G1A1	One-time School	Instruction	Nc-Equipment			(G1, A2-A3) Student devices; 16teachers x 2ea \$500, Gr.3-6 only	17,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (\$6940 base+\$1610 benefits)	8,550.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & supplies for ELs	1,944.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics (PRIDE posters, postcards, etc.)	500.00
G3A1	One-time School	Instruction	Mat & Supp			(G1, A1-A3; G3, A1) PPE Materials and Supplies **No incentives or food**	6,001.00
G4A1	Sup & Conc	Instruction	Direct-Food			Catering-4 days (3 Buyback, 1 Inst. Day)	1,255.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			(G5A1) Translators, babysitters (\$3050 base+\$949 benefits)	3,999.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$72,090.00
Sup & Conc	7090	\$235,059.00
LCFF: EL	7091	\$101,088.00
One-time School	7099	\$23,001.00
Grand Total		\$431,238.00

\$431,238.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$419,483.00
G3 - Increase student engagement in their school and community	\$6,501.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$1,255.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,999.00
Grand Total	\$431,238.00