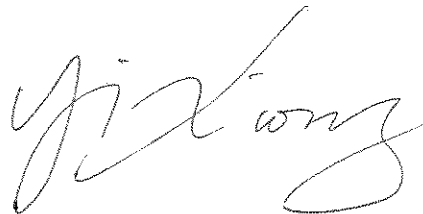


Lane Elementary

10621666006357

Principal's Name: Yi Xiong

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Yi Xiong', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>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.</p>	
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

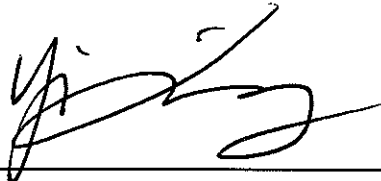

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Yi (Isabelle) Xiong	X				
2. Chairperson – Cindy Vargas				X	
3. Vice Chairperson- Jessica Lucio				X	
4. Secretary – Alva Ruiz		X			
5. Guadalupe Andrade		X			
6. Yolanda Arellano		X			
7. Evelyn Silva			X		
8. Gabriela Licea				X	
9. Criselda Ruiz				X	
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Lane Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Yi Xiong		3/4/22
SSC Chairperson	Cindy Vargas		3/4/22

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 2022/23

Lane - 0290

ON-SITE ALLOCATION

3010	Title I	\$59,904 *
7090	LCFF Supplemental & Concentration	\$203,422
7091	LCFF for English Learners	\$80,800
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$111,197</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$455,323

* 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	\$2,048
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$57,856</u>
	Total Title I Allocation	\$59,904

Lane Elementary 2022-2023 - 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
ELPAC - percentage of students who scored 4			6.04 %	2020-2021	10 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		20 %	2021-2022	30 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		14.26 %	2021-2022	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.

iReady ELAD2 On Level In ELA

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

- PLCs implemented quarterly Common Formative Assessments (K-6) and semester IABs 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 and grade level goal setting for iReady and CFAs
- Teachers had 3 planning days during the year to backwards map ELA instruction using the district's quarterly planners, scope and sequence and formative/summative assessments
- Classroom teachers provided tier 1 and 2 intervention. Tier 3 intensive support is provided by the TSA and 2 Inter-Act Fellows using corrective reading (SRA) for students significantly below grade level in grades 1-4
- Students in 5th and 6th grade also received reading comprehension intervention and support from TSA

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

i-Ready ELAD2 On Level

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

Students with Disabilities

- It was challenging to close the learning gaps caused by the pandemic
- COVID positivity rate affected teaching and learning
- Quarantine guidelines negatively impacted student learning and resulted in low attendance, motivation, and engagement
- Rigorous instruction and differentiated small groups are limited
- SEL support from CWAS/Tier 2 Intervention person was inconsistent
- Classroom closure was also another disruption to the learning environment
- Lack of parental support at home
- Lack of motivation and participation
- Coming back on campus was challenging for special needs students

i-Ready Math D2 On Level

The following are key factors that contributed to the disproportionality of low student groups:

- Para professionals and Inter-Act Fellows were deployed into the classrooms to support intervention
- Students were provided 1 to 1 technology in grades TK-6
- Students were supported by CWAS/Tier 2 Intervention staff based on referrals
- SEL activities were coordinated by TST and school psychologist to motivate and engage students in learning
- Instructional alignment of the regional ILT work continued to be a focus
- ELAiReady test 2: Overall, students performing on or above grade level showed an increase of 10% from test 1 to test 2
- Students in 3rd grade increased from 11% to 29% from test 1

I-Ready Math D2 On Level

Lane implemented math instruction with a focus on conceptual understanding using writing, oral presentations, consensus building activities, collaborative groups and project-based tasks.

- PLCs implemented quarterly Common Formative Assessments (K-6) and semester IABs 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 and grade level goal setting for math iReady and CFAs
- Teachers had 3 planning days during the year to backwards map math instruction using the district's quarterly planners, scope and sequence and formative/summative assessments
- Classroom teachers provided tier 1 and 2 intervention
- Students were provided 1 to 1 technology in grades TK-6
- Students were supported by CWAS/Tier 2 Intervention staff based on referrals
- SEL activities were coordinated by TST and school psychologist to motivate and engage students in learning
- Math iReady: Overall students performing on or above grade level showed an increase of 9% from test 1 to test 2
- Students in 3rd grade increased from 0% to 22% from test 1

EL Reclassification Rate

English Learners: Currently there are 206 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 2021 Summative ELPAC:

- 6.42% 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
- EL goal-setting form was used to set short and long term goals with students
- Implementation of Integrated and Designated ELD instruction
- 3 BIAs provided primary language support during small group instruction
- Students were supported by CWAS/Tier 2 Intervention staff based on referrals
- SEL activities were coordinated by TST and school psychologist to motivate and engage students in learning
- Home School Liaison 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

Students with Disabilities

- It was challenging to close the learning gaps caused by the pandemic
- COVID positivity rate affected teaching and learning
- Quarantine guidelines negatively impacted student learning and resulted in low attendance, motivation, and engagement
- Lack of additional support during math intervention
- Rigorous instruction and differentiated small groups are limited
- SEL support from CWAS/Tier 2 Intervention person was inconsistent
- Classroom closure was also another disruption to the learning environment
- Lack of parental support at home.
- Lack of motivation and participation.
- Coming back on campus was challenging for special needs students.

EL Reclassification Rate

- The pandemic continues to impact learning for English Learners.
- Quarantine guidelines negatively impacted personnel (BIAs) and their attendance.
- It was challenging to close the learning gaps caused by the pandemic
- Quarantine guidelines negatively impacted student learning and resulted in low attendance, motivation, and engagement
- Lack of additional support during math intervention
- Rigorous instruction and differentiated small groups are limited
- SEL support from CWAS/Tier 2 Intervention person was inconsistent
- Classroom closure was also another disruption to the learning environment
- Lack of parental support at home
- Lack of motivation and participation

Based on the 2021 summative ELPAC:

- 25.13% of English Learners scored at level 1
- 44.39% of English Learners scored at level 2
- 24.06% of English Learners scored at level 3

(RFEF) reclassification by sixth grade. Parents were also informed about language proficiency levels, through ELAC, SSC and Coffee Hour meetings

- During parent-teacher conferences, parents were informed about students current language level and goals for the summative ELPAC assessment
- Parent University provided courses and learning modules for parents

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 due to the pandemic .

- 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 were limited due to lack of personnel
- Quarantine guideline impacted attendance for both students and staff

Math

The current SPSA actions were implemented with some challenges due to the pandemic .

- 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 were limited due to lack of personnel
- Quarantine guideline impacted attendance for both students and staff

English Learners

The current SPSA actions were implemented with some challenges due to the pandemic

- 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 position
- Quarantine guideline impacted attendance for both students and staff

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 2022-23 SPSA.

ELA

- Continue funding four Inter-Act Fellows to support Tier 2 intervention in the classrooms in grades 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 Inter-Act Fellows will continue to provide tier 3 intervention using corrective reading (SRA) to identified students in grades 4-6

- Strengthening the implementation of a balanced literacy program in grades TK-2 by purchasing leveled books for guided reading instruction
- Continue professional learning in the areas of reading foundational skills, reading comprehension, Write to Source, Claims and Targets, and academic discourse
- Fund a 6 hour para IA to help support Kindergarten and grades 4-6 during with ELA block
- Planning days will include backwards mapping, assessment calendar and goal setting for CFAs and district benchmarks
- Newcomers will continue to get additional support from BIAs
- Adding SEL support by funding a .5 RCA person to expand services
- Purchase additional student devices to utilize as loaners
- Adding online resources/subscriptions to support Dual Immersion program, SPED, and Intermediate classrooms

Math

- Fund an additional four Inter-Act Fellows to support Tier 2 math intervention. These Inter-Act Fellows will push-in the classrooms and support small group math intervention
- TSA will use the pull out model to support tier 3 math intervention to identified students
- Math professional learning will focus on tier 1 and 2 instruction, realignment of assessments (CFAs), conceptual understanding, problem solving skills and academic discourse
- Fund a 6 hour para IA to help support math intervention
- Newcomers will continue to get additional support from BIAs
- Adding SEL support by funding a .5 RCA person to expand services
- Purchase additional student devices to utilize as loaners
- Implement math Reflex school wide
- Planning days 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 to use the new Ellevation platform to ensure adequate progress monitoring for all EL students
- Close monitoring of designated ELD instruction to ensure school wide 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
- Adding SEL support by funding a .5 RCA person to expand services
- Purchase additional student devices to utilize as loaners
- BIAs will continue to provide primary language support for academic content areas in grades K-6

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.

<p>1 SSC:</p> <p>SPSA 2022-23 -SSC Input</p> <p>What factors may have contributed to the success of the students? Top responses:</p> <ul style="list-style-type: none"> • Intervention • BIAs • Inter-Act Fellows • Technology • Online resources & manipulatives 	<p>2 ELAC:</p> <p>SPSA 2022-23 -ELAC Input</p> <p>What factors may have contributed to the success of the students? Top responses:</p> <ul style="list-style-type: none"> • EL tutoring after school • SEL activities • Tutor.com • Intervention • BIAs 	<p>3 Staff:</p> <p>SPSA 2022-23-Staff Input</p> <p>What factors may have contributed to the success of the students? Top responses:</p> <ul style="list-style-type: none"> • Teachers' expectations are high. • RTI has been very helpful. • Grade-level planning, SEL activities (in class and school wide), SEL groups. • Constant review. Use of Wonders and Go Math materials.
--	--	---

- School psychologist
- Technology assistant
- Small group instruction
- Student recognitions and incentives
- School wide engagement activities

What key factors contributed to the disproportionality of low-performing student groups in ELA and math? Top responses:

- Limited resources for DI program
- Inconsistent data in DI program

What ideas do you have to support higher student achievement in ELA and math and SEL? Top responses:

- Classroom libraries
- Teacher trainings
- Additional level readers/decodable
- More support staff for ELA & math
- More school wide incentives
- More online resources for DI classes
- Resources for students to use at home
- Support for math intervention
- Additional SEL support for staff
- Provide Saturday Sports using Every Neighborhood Partners
- Diverse celebrations
- School related events (science, math and reading nights)
- Add more staff engagement activities to include school spirit items

- Inter-Act Fellows
- Technology
- Online resources & manipulatives
- School psychologist
- Technology assistant
- Small group instruction
- Student recognitions and incentives
- School wide engagement activities

What key factors contributed to the disproportionality of low-performing student groups in ELA and math? Top responses:

- Limited resources for DI program
- Inconsistent data in DI program

What ideas do you have to support higher student achievement in ELA and math and SEL? Top responses:

- Continue after school tutoring for EL students in ELA and math
- Provide more trainings for DI teaches to support student learning
- Additional level readers/decodable in grades K-3
- More support staff for ELA & math
- More school wide incentives
- More online resources for DI classes
- Resources for students to use at home
- Support for math intervention
- Continue SEL support for students
- School related events (science, math and reading nights)
- Add more staff engagement activities to include school spirit items

- Small group instruction. Checking for understanding.
- Intervention both in math and Language arts.
- Setting goals with students. Parent support and involvement.
- Grade level PLC collaboration.

What key factors contributed to the disproportionality of low-performing student groups in ELA and math? Top responses:

- Learning gaps created by the pandemic
- Attendance – Due to quarantine guideline
- Limited support for tier 2 intervention especially in math
- Limited resources/supplemental materials for DI program
- Parental support at home

What long term planning or ideas do you have to support higher student achievement in ELA and math and SEL? Top responses:

- Continue grade level collaboration to plan for differentiation and rigorous instruction
- Small group instruction in ELA and math
- Continue to use adopted curriculum and online resources to support student learning
- More technology
- More personnel to provide extra support time for ELA and math intervention
- Continue with goal setting (school wide, grade level and student)
- Consistent tier 2 support with SEL
- Expand SEL support to more students
- Continue school wide SEL engagement activities and incentives

Action 1

Title: ELA Comprehensive Reading Instruction TK-6

[Action Details:](#)

Lane Elementary will implement a comprehensive reading instruction to reflect a 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

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)
- Kindergarten: Foundational Skills Assessment (FSA-English and Spanish)
- Scholastic F.I.R.S.T data
- Data Chats
- BAS
- DIBELS
- BPST
- Fluency
- HFW
- iReady & iStation (DI program)
- CFAs
- IABs/FIABs
- SRA Corrective Reading data.
- Tier 1 and Tier 2 Interventions data

Owner(s):

- Classroom Teachers
- Admin.
- TSA
- PLCs
- ILT

Timeline:

- Student work-Weekly
- Walkthroughs-Weekly
- FSA-Quarterly
- CAASPP-Annually
- I-ready- 3 times per year
- CFAs - Quarterly
- Data Chats- twice a year
- Intervention data-Quarterly
- BAS, Fluency, BPST, HFW-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 one ELA CFA/IAB/FIAB per quarter, analyze grade level, whole class and individual student data, diagnose learning needs, and provide targeted intervention
- District funded academic coach will support ELA instruction through PL, PLC collaboration, coaching cycle, and feedback
- Lane will expand the Dual-Immersion program to include 4th grade during the 2022-2023 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 device to engage in meaningful learning
- Daily instruction will integrate technology to increase student engagement and learning of the Common Core State Standards
- 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
- All grade levels will set 120 minutes of protected time for ELA instruction using the Guaranteed Viable Curriculum (GVC)
- 10 Inter-Act Fellows (6 in the morning & 4 in the afternoon), 3 bilingual paraprofessionals and 1 para IA will work collaboratively with teachers to support Tier 1 and 2 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 teachers
- Additional professional learning opportunities such as trainings/conferences will be offered to teachers to support student learning as funds allow
- Professional learning will focus on improving tier 1 instruction including ELA claims and targets, reading foundational skills, reading comprehension, and writing
- School wide and classroom recognition, celebrations, and incentives will be implemented to celebrate student progress and achievement
- Technology will be purchased, repaired, and replaced to support instruction
- Teachers will communicate learning targets to students to provide clarity and purpose for learning
- Implementation of goal setting using current data to include: school wide, grade level, individual teacher and student
- 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 2

- During ELA block, teachers will implement tier 2 intervention using small group instruction with the support of 4 Inter-Act Fellows in grades 1-3
- Teachers in grades 4-6 will provide tier 2 intervention and differentiated small group instruction during ELA intervention block with the support of 1 para IA and 3 BIAs
- Each classroom will receive an hour of support daily during ELA intervention time with Inter-Act Fellows and para professionals
- 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 monitor 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 1 instruction
- District funded academic coach will support intervention by working with teachers during PLC meetings or PLs using best practices
- Supplemental pay contracts will be available 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 CWAS/Tier 2 Intervention staff will support student success by providing social emotional support in and out of the classroom including SEL competencies and social skills learning

Tier 3

- Students not responding to tier 1 and 2 intervention will receive additional intensive support from TSA and 2 Inter-Act Fellows
- 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 1 and 2 intervention

Specify enhanced services for EL students:

- Implement daily integrated and designated English Language Development instruction
- School wide protected ELD block
- Grade levels may deploy for ELD given 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.1-4)
- District funded academic coach will support ELD instruction through PL, PLC collaboration, coaching cycle, and feedback
- Supplemental contracts will be available to provide additional after school tutoring for EL students including Long Term English Learners as funds allow
- 3 BIAs will provide primary language support for EL students in grades K-6
- Parents will be invited to Parent Coffee Hours, annual Title 1, ELAC, and SSC meetings to be informed about student data and programs
- Professional learning opportunities will be explored to support ongoing professional development in ELA to meet the needs of English Learners

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
- Teachers will apply and incorporate cultural proficiency strategies when planning instruction
- Data Chats will be held with teachers (K-6, and RSP) and administrators a minimum of 2 times per year to ensure progress of all students
- PLC work: Will align data analysis and action plan to support these specific subgroups
- Tier 1 and Tier 2 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 1 and 2 instruction
- District funded CWAS/Tier 2 Intervention staff 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
- Materials and supplies will be purchased to support interventions and student learning
- 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 Corrective Reading (SRA) during tier 3 intervention
- Corrective Reading will be provided by the TSA and 2 Inter-Act Fellows

Action 2

Title: Improving Math Instruction TK-6

Action Details:

Lane Elementary will implement a comprehensive balanced math instruction to reflect Focus, Coherence and Rigor with learning opportunities and intervention related to conceptual understanding of mathematics, problem solving and real-life application. Teachers will continue to use the GVC to plan and refine tier 1 and 2 instruction in the 90-minute math block. Lessons will provide opportunities for students to engage collaboratively with grade-level problems, mathematical investigations, and/or tasks. Student learning and support will be based on whole and small group instruction including cooperative learning groups using relevant data. At least 30 minutes of targeted math intervention will be provided to students daily to ensure mastery of the grade level content standards. To achieve our goal of all students achieving academic proficiency, math instruction and work in PLCs in grades TK-6 will address IPG Tenets 2A, 2B, 3 and 4.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Analysis of student work
- Consistent classroom walkthroughs, observations and feedback using the Instructional Practice Guide (IPG)
- Data Chats
- Math iReady results
- Math Reflex data
- Math CFAs
- Math IABs/FIABs
- Tier 1 and Tier 2 Interventions math data
- Analysis of math data related to student disproportionality

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
- CFAs - Quarterly
- Data Chats- twice a year
- 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 math instruction aligned to the Common Core standards and IPG using the Guaranteed and Viable Curriculum (GVC) ensuring student ownership and challenging content
- School wide implementation of 90 minutes 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, 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 and individual student data, diagnose learning needs, and provide targeted intervention
- Lane will expand the Dual-Immersion program to include fourth grade during the 2022-2023 school year
- Curriculum materials and resources will be provided as needed to support classroom math instruction and assessment in DI classes
- Students will have 1 to 1 laptop device to engage in meaningful learning
- Daily math instruction will integrate technology to increase student engagement and learning of the Common Core State Standards
- A technology assistant will provide professional learning support in the area of technology software and online resources
- Lease of copiers will be provided for all Lane staff
- Inter-Act Fellows (4 in the afternoon), 3 BIAs and 1 para IA will work collaboratively with teachers to support Tier 1 and 2 math instruction (1-6)
- School wide and classroom recognition, celebrations, and incentives will be implemented to celebrate student progress and achievement
- Professional learning opportunities such as trainings/conferences will be offered to teachers to support student learning as funds allow

- Technology will be purchased, repaired, and replaced to support student learning
- Teachers will communicate math learning targets to students to provide clarity and purpose for learning
- Implementation of goal setting using current data -school wide, grade level, individual teacher and student
- 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 2

- 90 minutes of 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 2 intervention using small group instruction with the support of 4 Inter-Act Fellows in grades 1-3
- Teachers in grades 4-6 will provide tier 2 intervention and differentiated small group instruction during math intervention with the support of 1 para IA and 3 BIAs
- Each classroom will receive at least 45 minutes of support daily during math intervention time with Inter-Act Fellows and para professionals
- Students in grades K-6 will use 30 minutes of math Reflex at least 3 times a week and iReady MyPath lessons twice a week to reinforce math skills and basic math facts
- Admin, TSA, and academic coach will monitor 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 1 math instruction
- As funds allow, supplemental pay contracts will be available to support after school math tutoring based on student needs
- District funded academic coach will support intervention by working with teachers during PLC meetings or PLs using best practices
- Students with ongoing academics, health, attendance, and behavior concerns may be referred to the Targeted Support Team (TST) for additional support
- District funded school psychologist will provide additional SEL support to identified students as needed
- District funded CWAS/Tier 2 Intervention staff will support student success by providing social emotional support in and out of the classroom including SEL competencies and social skills learning

Tier 3

- Students not responding to tier 1 and 2 intervention will receive additional intensive support from TSA through 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
- Through SST process, students may be referred for 504 plan or Special Education assessment based on data analysis of current progress with tier 1 and 2 intervention

Specify enhanced services for EL students:

- Daily integrated and designated English Language Development instruction:
 - 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
- 3 BIAs will provide primary language support for EL students in grades K-6 during math instruction
- Students will be provided multiple opportunities to demonstrate mastery of math standards
- Supplemental contracts will be available to provide additional after school tutoring for EL students including Long Term English Learners
- Parents will be invited to Parent Coffee Hours, annual Title 1, ELAC, and SSC meetings to be informed about student data and programs
- 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, and feedback

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 including 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
- Data Chats will be held with teachers (K-6, and RSP) and administrators a minimum of 2 times per year to ensure progress of all students
- PLC work: Will align math data analysis and action plan to support these specific subgroups
- Tier 1 and Tier 2 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 1 and 2 math instruction
- District funded CWAS/Tier 2 Intervention staff 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

- 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 through the pull out model
- Use of math Reflex program to support mastery of basic math facts
- iReady MyPath math lesson will be assigned to students to reinforce skills taught
- Materials and supplies will be purchased to support math interventions and student learning

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 support will be provided to EL students by 3 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)
- 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 1 and Tier 2 Intervention data

Owner(s):

- Classroom Teachers
- Admin.
- TSA
- PLCs
- ILT

Timeline:

- Student work-Weekly
- Walkthroughs-Weekly
- FSA-Quarterly
- CAASPP-Annually
- I-ready- 3 times per year
- CFAs - Quarterly
- Data Chats- twice a year
- 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 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 1 and 2 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 1 and 2 instruction
- BIAs will provide primary language support in small group setting and one-on-one during core instruction (K-6)
- Supplemental contracts will be offered for after school tutoring for LTEL and newcomers based on student needs as funds allow
- Lane will expand the Dual-Immersion program to include 4th grade during the 2022-2023 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 device to engage in meaningful learning
- Daily instruction will integrate technology to increase student engagement and learning of the Common Core State Standards
- 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 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
- Grade levels may deploy for ELD given 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 with students
- 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
- TSA will provide progress monitoring support to teachers using the new Elevation platform
- Long Term English Learners will be targeted for reading intervention by the classroom teachers with support from the 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-2
- Additional online resources will be purchased to support reading foundational skills and literacy in DI classrooms (Gr.1-4)
- 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

Specify enhanced services for low-performing student groups:

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

English Learners

Students with disabilities

- Student conferences will be held to discuss current proficiency status, areas of growth in reading and goal setting for ELPAC, SBAC, and CFAs
- 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.
- Data Chats will be held with teachers (K-6, and RSP) and administrators a minimum of 2 times per year to ensure progress of all students
- Tier 1 and Tier 2 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 1 and 2 instruction
- Targeted Support Team (TST) will monitor and provide additional support for students not meeting benchmark targets/goals.
- District funded CWAS/Tier 2 Intervention staff 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

- Materials and supplies will be purchased to support interventions and student learning
- Inter-Act Fellows, BIAs, and a para professional 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 Corrective Reading (SRA) during tier 3 intervention
- Corrective Reading will be provided by TSA and 2 Inter-Act Fellows through the pull out model

2022-2023 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,A 2-3) Paraprof, IA,SDO	47,954.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			(G1,A2-3) AR(2570) +RazKids(875)+Arbol(360)+Quills(640)+Lvl ed Reader bks(3580)	8,025.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			(G1,A2-3;G3,A1) Planning 3daysx30; ILT 2daysx8;IEP10days, SST 8 days; (\$26,606 base + \$5,464 benefits)	32,070.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			(G1,A2-3; G4,A1) Tech Asst. 558hrs, (\$21,874 base+\$ 5,205 benefits)	27,079.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			(G1,A2-3) Tutoring; (\$1,600 base+\$380 benefits)	1,980.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	(G1,A2-3) 3 hr ParaBIA	13,062.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			(G1,A2-3) Cls supplm; Tutoring; (\$1,500 base + \$ 463 benefits)	1,963.00
G1A1	Sup & Conc	Instruction	Bks & Ref			(G1,A2-3) Leveled Bks (Total Quote\$13,498)	6,918.00
G1A1	Sup & Conc	Instruction	Mat & Supp			(G4,A1) Materials&supplies;(Toner/paper;Beg.Yr supp, Hmwk fldrs,Agendas,Schlwide Incentives);Peaceworks, AJ, etc..	37,830.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			(G1,A2-3)Technology/Student devices (14@445.61)	7,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : (G1,A2-3), 4 Inter-Act Fellows, 3hrs,Sept.1-May26th	53,598.00
G1A1	Sup & Conc	Instruction	Travel			: (G1,A3) Conference (Orton Gillingham Training) baisc package;per person	1,095.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Leases (Office/Workroom)	18,072.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance-DistrictWorkOrders-repairs	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			: Catering-4days(3 BB &1 Inst day)	1,255.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	(G1,A2-3) 3hr Para BIA	12,868.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	(G1,A2-3), 6hr ParaBIA	51,512.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			(G1,A2-3); Cls EL Tutoring, (\$1,500base + \$463 benefits)	1,963.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: (G1,A3) Lveled Books	3,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: (G1,A2-3) student devices; (27x2@445.61)	24,084.00
G1A1	One-time School	Instruction	Subagreements			Education and Leadership Foundation : (G1,A2-3) 6 Inter-Act Fellows (tutors), 3hr, Sept.1-May26th	80,396.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (base \$6,500 + \$1,547	8,047.00

2022-2023 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
G1A3		Instruction	Teacher-Supp			benefits)	8,047.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher contracts for EL tutoring (\$1500base+ \$380 benefits)	1,980.00
G1A3	LCFF: EL	Instruction	Mat & Supp			materials & supplies for ELs	1,430.00

\$444,181.00

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	✓		85.52 %	2021-2022	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 will expand opportunities for students to engage in school activities and real-world learning experiences. Due to COVID restrictions, students participation in school related activities were limited:

- Grade level field trips were offered virtually and in-person
- Students in grades 2-6 were able to participate in music classes
- Participation in the Expanded Learning Program (ELP) was limited due to staff shortage
- Limited outdoor assemblies were provided for students
- Orientation for 7th grade was provided to 6th grade students
- Limited sports practice occurred in quarter 3 of 2021-22
- Arts club started in quarter 3 of 2021-22

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

Lane will expand opportunities for students to engage in school activities and real-world learning experiences.

Students were able to engage in limited activities and real-world experiences during the 2021-2022 school year. The pandemic limited opportunities for students to fully engage in sports, various enrichment trips, Spelling Bee, art, sewing, gardening, Folkloric Dance, Drumming/music, Meaningful Work, and assemblies. Our goal for the year 2022-2023, is to continue to provide opportunities to increase students participation rate in grades TK-6.

- Over night and out of town trips were cancelled due to health and safety reasons
- Elementary sports were paused due to COVID
- After school clubs were limited to students
- The extended learning time in semester 1 made it difficult to provide after school activities for students
- Recruitment of staff to lead after school clubs and activities was challenging due to COVID

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).

The intended actions were not fully implemented due to health and safety reasons. Lane has always provided opportunities for students to engage in meaningful activities including athletics, visual and performing arts, clubs and field trips. Actions to expand these opportunities will be found in the 2022-2023 SPSA to meet this goal.

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 2022-23 SPSA.

Lane will continue to expand opportunities and ensure that engagement in student-centered activities and real-world experiences increase in 2022-2023. We will continue to encourage and actively recruit students to participate. Teachers and HSL will support recruitment and communicate to parents through flyers, parent meetings, school website, and phone calls.

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:

SPSA2022-23 -SSC Input

What factors may have contributed to the success of the students? Top responses:

- Technology
- Online resources
- Virtual and in-person field trips
- Participation in music
- Virtual participation in Art Residency lessons -Gr. 4-6
- Bricks 4 Kidz - grade 3
- outdoor assemblies
- Middle school Orientation - Gr. 6
- Student recognitions and incentives
- School wide engagement activities

What key factors contributed to the disproportionality of low-performing student groups in ELA and math? Top responses:

- Limited opportunities due to COVID restriction

What ideas do you have to support higher student engagement in real-world experience? Top responses:

- More school wide incentives
- More in-person engagement opportunities
- Provide Saturday Sports using Every Neighborhood Partners
- After school sports and clubs
- School related events (science, math and reading nights)
- Meaningful Work implementation

2 ELAC:

SPSA2022-23 - ELAC Input

What factors may have contributed to the success of the students? Top responses:

- Technology
- Online resources
- Virtual and in-person field trips
- Participation in music
- Virtual participation in Art Residency lessons -Gr. 4-6
- Bricks 4 Kidz - grade 3
- outdoor assemblies
- Middle school Orientation - Gr. 6
- Student recognitions and incentives
- School wide engagement activities

What key factors contributed to the disproportionality of low-performing student groups in ELA and math? Top responses:

- Limited opportunities due to COVID restriction

What ideas do you have to support higher student engagement in real-world experience? Top responses:

- More school wide incentives
- More in-person engagement opportunities
- Provide Saturday Sports using Every Neighborhood Partners
- After school sports and clubs
- School related events (science, math and reading nights)
- Meaningful Work implementation

3 Staff:

SPSA 2022-23-Staff Input

What factors may have contributed to the success of the students? Top responses:

- High expectations
- Grade-level planning, SEL activities (in class and school wide), SEL groups
- School wide incentives
- Use of technology
- Positive reinforcement/celebrating student achievement.

What key factors contributed to the disproportionality of low-performing student groups? Top responses:

- Learning gaps created by the pandemic
- Attendance – Due to quarantine guideline
- Limited tier 2 support
- Limited opportunities

What long term planning or ideas do you have to support higher student engagement? Top responses:

- More technology
- More engagement opportunities
- More Sports, clubs and study trips
- Consistent tier 2 support with SEL
- Expand SEL support to more students
- Continue school wide SEL engagement activities and incentives

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, activities, after school 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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

- Participation and Atlas engagement data
- Attendance rate
- Student survey results

Owner(s):

Teachers
TST
CCT
HSL
Admin team

Timeline:

Monthly
Quarterly

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
- Communicate and 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
- School wide 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

- CWAS/Tier 2 Intervention staff 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 2 and 3 supports
- Students needing additional support will be given priority to participate in school activities
- Students will be referred to ICET Team for Tier 3 supports and services when appropriate

Specify enhanced services for EL students:

- Engagement activities at school will be communicated to parents of English Learners during ELAC and Coffee Hour meetings

Specify enhanced services for low-performing student groups:

- Disproportionate engagement data from PowerBI and Atlas engagement tool will be reviewed quarterly.
- This data will inform Climate and Culture team to plan appropriate action steps to support subgroups

- 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
 - School wide incentives and rewards will be provided to students and classrooms for participation in activities
- 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	✓		59.04 %	2021-2022	49 %
Suspension Rate - Semester 1	✓		0.86 %	2021-2022	0.53 %

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

- Classrooms participated in weekly contests within grade levels to earn a trophy for attendance.
- Students were given recognitions and incentives weekly and quarterly for attendance.
- To improve attendance, additional awards such as Fun Friday, treasure box, treats, and other incentives were provided to students by classroom teachers.
- Non- Teaching staff (HSL, SEL/CWAS, ELP, Office Staff)- made frequent phone calls home to encourage attendance.
- 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.
- CWAS/Tier 2 Intervention staff led TST meetings focused on preventive measures to improve attendance.
- CWAS/Tier 2 Intervention staff provided check-in/check-out support to students who struggled with attendance, engagement and motivation.
- Outreach was made to parents during Coffee Hour about the importance of attendance by Administrators.
- The school nurse supported families and students with severe or frequent medical concerns which impact chronic absenteeism.
- The percentage of students with good attendance increased from 21.4% from quarter 1 to 21.5% in quarter 3.

Suspensions students with 1 or more

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

Chronic Absenteeism

Currently, chronic absenteeism is at 61.7%, a significant increase from previous year. The increased number of students with chronic absenteeism was a result of the increased number of COVID cases. The pandemic continued to greatly impact our student attendance in 2021-22.

- Challenges with COVID.
 - Isolation time for students who were positive was 10 days
 - Quarantine time extended (20 days) for siblings of positive students
 - Office staff was consumed by quarantine protocols and contact tracing process
 - Lack of office staff -Office Assistant position was vacant until quarter 3
 - Access to COVID testing was an issue with a lot of our families
 - Incentives, and reinforcement for attendance were not as effective
 - Lack of parental support at home
 - Some parents were not comfortable with sending students to school in-person
 - Quarantined students continued to struggle with distance learning
 - Utilizing FLATS center for technology issues continued to be a challenge for parents

Current data showed:

- 21.1% of students are showing good attendance in quarter 3.
- 61.7% of the students are chronically absent and severely chronic.
- 74.5% of students with disabilities are chronically absent and severely chronic.
- 53.7% of English Learners are chronically absent and severely chronic

Suspensions students with 1 or more

Current data showed 3 suspensions for 2021-22 school year. Suspension rate remained low with students on campus.

- Social Emotional Learning continued to be a focus in the classrooms. All teachers implemented Social Emotional Learning (SEL) through Second Step lessons, class meetings, and/or morning meetings.
- Dedicated time for SEL was part of the instructional day and was implemented with fidelity.
- CHAMPS are implemented to support appropriate behaviors and routines.
- Students with concerning social emotional needs were referred to the school psychologist for support and resources.
- CWAS/Tier 2 Intervention staff provided regular check-in/check-out support to identified students.
- Suspension for 2021-22 remained low.

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).

Chronic Absenteeism

The intended actions for this goal were not fully implemented due to the pandemic. The quarantine guidelines for students greatly affected the school's overall attendance rate. The school wide incentive program and reward activities were not fully implemented due to health and safety reasons.

Suspension

With the implementation of SEL tier 1 support school wide, students were empowered to make positive choices on campus. There were only 3 formal suspensions reported in 2021-22.

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 2022-23 SPSA.

Chronic Absenteeism

Lane will continue to implement weekly attendance celebrations and incentives to motivate students to attend school. Resources such as HSL, CWAS/Tier 2 Intervention staff, and Office Assistant will continue to work collaboratively to increase attendance rate. Actions will be refined to implement a school wide incentive program in the 2022-2023 SPSA.

Suspension

Resources and services including TST, SST, CWAS/Tier 2 Intervention staff, School Psychologist and SEL curriculum will continue to be utilized to foster positive relationships and sense of belonging for all students. Lane will continue to maintain low suspension rate through appropriate actions.

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:

What factors may have contributed to the success of the

2 ELAC:

What factors may have contributed to the success of the

3 Staff:

SPSA 2022-23-Staff Input

students? Top responses:

- HSL- Home visits and support with attendance
- CWAS/Tier 2 Intervention staff -Support SEL needs
- School psychologist - Support SEL needs
- Student recognitions and incentives
- School wide engagement activities

What ideas do you have to increase student engagement in their school and community? Top responses:

- More school wide incentives
- More in-person engagement opportunities
- After school sports and clubs
- Continue HSL support
- Continue CWAS/Tier 2 Intervention support for students
- Meaningful Work implementation

students? Top responses:

- HSL- Home visits and support with attendance
- CWAS/Tier 2 Intervention staff -Support SEL needs
- School psychologist - Support SEL needs
- Student recognitions and incentives
- School wide engagement activities
- Home -school communication in various language

What ideas do you have to increase student engagement in their school and community? Top responses:

- More school wide incentives
- More in-person engagement opportunities
- After school sports and clubs
- Continue HSL support
- Continue CWAS/Tier 2 Intervention support for students
- Meaningful Work implementation
- Continue to provide translation and communication in various languages

What factors may have contributed to the success of the students? Top responses:

- High expectations
- Grade-level planning, SEL activities (in class and school wide), SEL groups
- School wide incentives
- Use of technology
- Positive reinforcement/celebrating student achievement

What key factors contributed to the disproportionality of low-performing student groups? Top responses:

- Learning gaps created by the pandemic
- Attendance – Due to quarantine guideline
- Limited tier 2 support

What long term planning or ideas do you have to support student engagement in school? Top responses:

- More technology
- More engagement opportunities
- Consistent tier 2 support with SEL
- Expand SEL support to more students
- Continue school wide SEL engagement activities and incentives

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 reduction of suspensions. The Climate and Culture Team will support the implementation of a school wide 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

- School wide 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 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 the classrooms in grades K-2 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
- School wide 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
- PRIDEcards will be utilized to encourage engagement and motivation
- School wide 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
- CWAS/Tier 2 Intervention and .5 RCA staff will work with identified students to 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 3 intervention
- School psychologist will refer students and families to outside resources and agencies as needed
- 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 3 intervention will be supported by the CWAS/Tier 2 Intervention and .5 RCA staff for additional intensive support

Specify enhanced services for EL students:

- EL students and families will receive district and school notifications in their home language
- Spanish 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, School Messenger, 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

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, School Messenger, 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, Coffee Hour/ELAC, and annual Title 1.

2022-2023 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			(G1,A1) Certificates, PRIDEcards	500.00
G3A1	One-time School	Instruction	Mat & Supp			: (G1A1,A2-3, G3,A1); PPE, materials & supplies **No food or incentives**	6,717.00

\$7,217.00

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	✓		87.04 %	2021-2022	92 %

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

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

The climate and culture staff survey will reflect a 5% increase in the organizational culture domain.

Some actions were developed to address this goal. The annual Fall staff survey showed 87% favorable in the organizational culture domain. With COVID restrictions, our staff were able to participate in limited activities that would promote appreciation, recognition including planning and decision making.

Survey results show:

- Feeling prepared to meet student needs 88%
- Feeling valued at this school 96%
- Enjoy being at this school 100%
- Values understanding different races, ethnicities, and cultures 92%
- Connection between my role and district's mission and vision 96%
- Adults model the social emotional skills we expect from students 96%

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

The climate and culture staff survey will reflect a 5% increase in the organizational culture domain.

Limited actions were planned to address this goal. The 2021 Fall staff survey showed 87% favorable in the organizational culture domain. The result in this category went down 3 points from previous year. In the organizational culture domain:

- 75% of the 24 participants responded favorable to this question: We have a culture that provides staff the following- Feedback to improve and grow.
- 67% of the 24 participants responded favorable to this question: We have a culture that provides staff the following-Recognition for the work we do.
- 75% of the 24 participants responded favorable to this question: We have a culture that provides staff the following-Opportunities to be involved in planning and decision making.

The pandemic continued to provide challenges during the school 2021-22 school year. Opportunities to meaningfully interact with the staff were limited. School events and activities to promote staff appreciation and recognition were limited. Staff engagement were done differently to comply with COVID safety protocols. Some staff members chose to participate in professional learning opportunities virtually. Not every staff member responded to the 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).

There were limited actions created in the 2021-2022 SPSA to address this goal. Monthly SEL activities/events were implemented to engage both students and staff. More actions are being developed and will be implemented in the 2022-2023 SPSA to increase in-person engagement opportunities for the staff.

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 2022-23 SPSA.

As a result of steps 1 and 2, Lane will develop structures through the Climate and Culture team to maintain a positive and collaborative culture and work environment for all staff. A special committee will be formed to lead activities that would promote staff appreciation and recognition. The Instructional Leadership Team (ILT) will work closely with administration to improve process for decision making to engage all staff members.

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:

SPSA 2022-23-SSC Input

What factors may have contributed to the school success? Top responses:

- Planning days for collaboration
- Staff events
- Teacher trainings
- Hiring bilingual teachers
- Self-care activities

What ideas do you have to increase and maintain a positive culture at Lane? Top responses:

- Continue self-care activities
- Continue with staff recognition and celebration
- Continue with SEL activities for both students and teachers
- Continue with monthly themed activities

2 ELAC:

SPSA 2022-23- ELAC Input

What factors may have contributed to the school success? Top responses:

- Planning days for collaboration
- Staff events
- Teacher trainings
- Hiring bilingual teachers
- Self-care activities

What ideas do you have to increase and maintain a positive culture at Lane? Top responses:

- Continue self-care activities
- Continue with staff recognition and celebration
- Continue with SEL activities for both

3 Staff:

SPSA 2022-23-Staff Input

What factors may have contributed to the school success? Top responses:

- Use of ILT, CCT and TST
- Recognitions and highlights in Weekly Bulletin and Friday announcement
- Connect before content activities
- Staff engagement activities outside of PL time
- Sunshine Club activities

What might be some areas of growth? Top responses:

- More intentional engagement for staff
- Increase recognition
- Process to engage all staff in decision making
- Sunshine club does not include everyone

What ideas do you have to increase and maintain a positive culture at Lane? Top responses:

- More engagement opportunities
- Create a small committee to plan for staff engagement
- Create school wide SEL engagement activities and incentives for staff

Action 1

Title: Building a collaborative culture

[Action Details:](#)

The Climate and Culture Team will develop actions to promote diversity, decision making, and recognition of all staff members. Actions will be created base on 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:

- Spring Staff survey
- Participation/Attendance - Cultural proficiency trainings
- Participation/Attendance in PLs
- Participation/Attendance in SEL PLs
- Admin created needs assessment survey
- Classroom Observations/Feedback

- Admin & Staff
- Admin & Staff
- Admin & Staff
- Admin & Staff
- Admin & Staff
- Admin & CCT
- Admin & ILT

- Annually
- twice a year
- Quarterly
- Quarterly
- Annually
- Monthly
- Weekly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:**
 - Onboarding Professional Learning for new staff memebrs: Curriculum (GVC) & Instruction, CHAMPS, ELD expectations, CFAs and PLC expectations, annual notifications from HR.
 - Professionl learning to build capacity include: FoundationsI skills, ELD-Integrated and Designated, Write tools, CFA realignment, technology tools, academic discourse, SEL, and cultural proficiency trainings.
 - Evaluation cycle and frequent actionable feedback to teachers.
 - Staff Professional learning needs assessments.
 - Data chat cycles with teachers.
 - Weekly PLC visits and support.
 - Monthly ILT meetings.
 - Monthly SEL engagement activities with staff and students
 - Annual staff appreciation week activities
 - Connectivity activities during PLs.
 - 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
- **Student Engagement:**
 - Meaningful work mentors/supervisors
 - School related clubs supervisors
 - Supplemental contracts - Goal 2 student engagement activities

Specify Professional Development or Staff Services to support EL students:

Specify Professional Development or Staff Services to support low-performing student groups:

- Cultural proficiency trainings
- Integrated and designated ELD instruction
- ELA/ELD framework
- ELD standards
- Scaffolds and differentiated support
- Effective model of ELD instruction

- Cultural proficiency trainings
- Intervention resources for tier 2 and 3 students
- SEL -CHAMPS and Second Step lessons
- Instructional strategy training for support staff
- Tier 2 intervention process with TST
- Referral process for SST

- Differentiated ELD instruction
- Instructional strategy training for BIAs
- Paraprofessional trainings including technology support

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	✓		91.89 %	2021-2022	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.

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

Some actions were developed previously to address this goal.

- Due to the pandemic, parents were unable to participate in school events. Parent participation in meetings such as SSC and ELAC and Back to School Night events were done in person or offered virtually. School events were not allowed due to COVID-19 health and safety reasons
- Parent University courses were offered virtually to support parents with technology, school involvement and attendance
- Teachers worked closely with parents to engage them in their child's education and provided on-going communication to address student academic, behavioral, or social emotional concerns
- Parents have been encouraged and invited to participate in the Student Success Team process to provide collaborative input on academic and behavioral/social emotional intervention
- Parents received a variety of verbal and written communications regarding school wide expectations, policies, procedures, disciplinary guidelines, and programs through school messengers, school website, Peach Jar, flyers, email and phone contacts
- Frequent updates were made on the school webpage to add resources as well as hyper-links to general websites such as ATLAS, Clever, and current school events

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

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

Due to the pandemic, opportunities to engage parents were limited in 2021-22.

- Use of technology was a challenge for parents to attend virtual meetings and communicate with teachers
- Participation in virtual school meetings was low and inconsistent
- Not all parents have access technology and WIFI to stay connected to school, communicate with teachers, and attend virtual events/activities.
- Parents were not allowed on campus due to health and safety reasons
- Accountability for quarantined students continued to be a challenge for many parents.

There were limited actions created to address this goal. Lane will continue to use the parent survey result to plan and develop appropriate actions to engage parents.

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).

Direct in-person support for parents were limited due to health and safety restrictions. Many resources were challenging for parents to access virtually. Lane will continue to develop actions to increase opportunities for parents in the 2022-23 SPSA

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 2022-23 SPSA.

Lane will create a variety of opportunities for parents to engage in their child's education. Actions will be created, implemented and monitored to ensure we meet this goal in 2022-23.

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:

SPSA 2022-23 SSC Input

What factors may have contributed to the school success?

- In-person and virtual engagement activities such as bingo night, Back to School Night, parent-teacher conferences and Open house
- School related meetings: SSC, ELAC/Coffee Hour, annual Title 1 meeting
- Virtual Parent University modules
- School wide activities: Sock Drive & Community food bank
- Home school communication: school messengers, flyers & PeachJar

What might be some areas of growth?

- Increase in-person engagement activities with parents
- Lift restrictions and allow for volunteers at school

What ideas do you have to increase inclusive opportunities for parents at Lane?

- Continue to provide HSL to support parents and attendance
- Continue to provide translations and interpreters during meetings
- Continue to provide child care during school related meetings and functions
- Increase more opportunities for parents to engage in their child's education

2 ELAC:

SPSA 2022-23 ELAC Input

What factors may have contributed to the school success?

- In-person and virtual engagement activities such as bingo night, Back to School Night, parent-teacher conferences and Open house
- School related meetings: SSC, ELAC/Coffee Hour, annual Title 1 meeting
- Virtual Parent University modules
- School wide activities: Sock Drive & Community food bank
- Home school communication: school messengers, flyers & PeachJar

What might be some areas of growth?

- Increase in-person engagement activities with parents
- Lift restrictions and allow for volunteers at school

What ideas do you have to increase inclusive opportunities for parents at Lane?

- Continue to provide HSL to support parents and attendance
- Continue to provide translations and interpreters during meetings
- Continue to provide child care during school related meetings and functions
- Increase more opportunities for parents to engage in their child's education

3 Staff:

SPSA 2022-23-Staff Input

What factors may have contributed to the school success? Top responses:

- HSL
- Translators were available
- Home-School communication is available in multiple language
- Multiple engagement options (in-person & virtual) for parents
- Child care was available

What might be some areas of growth?

- More opportunities for in-person support and engagement

What long ideas do you have to increase inclusive opportunities for parents at Lane? Top responses:

- More in-person engagement opportunities
- Continue to provide HSL support
- Continue to provide translation/interpreters and child care

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 and develop positive inclusive processes that encourage input and feedback from parents and community to better serve the needs of our families.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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 and Parent University modules
- Parent sign-ins for back-to-school night / open house
- Parent survey results
- Parent Input-Needs Assessment
- Attendance for parent/teacher conferences

Owner(s):

Admin team
 Teachers
 Office Staff (OM& OA)
 HSL

Timeline:

On-going - Site meetings/Parent University
 Annually - Back -To -School Night & Open House
 Annually -Survey, Parent/Teacher Conferences

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics:**
 - 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, Parent Coffee Hour, SSTs, 504, and IEPs
 - Parents will receive on-going communication from teachers and staff regarding areas of student academic, behavior and social emotional
 - 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, school and classroom messengers, PeachJar, and email/phone contacts
 - Parents will be invited to attend quarterly award assemblies and have the options to participate virtually or in-person.
- **Student Centered and Real-World Learning:**
 - Teachers and HSL will recruit parent volunteers to participate in study trips, and goal 2 engagement activities
- **Student Engagement:**
 - Parents will receive on-going communication from teachers and staff regarding areas of student academic, behavior and social emotional
 - 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 Direct Service and Opportunities for parents and families to support EL students:

- Translators-Primary language support
- English Language classes
- Parent University modules
- Site-based parent workshops
- Parent/Teacher conferences
- ELAC/Coffee Hour Meetings

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Site-based parent workshops: Homework support, computer skills supports, Atlas and Parent portal
- School related meetings (SSTs, IEPs, annual Title 1 meeting)
- Outreach and home visits by HSL

2022-2023 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			(G1,A1) Translators, Babysitters (\$3,000 base+ \$925 benefits)	3,925.00

\$3,925.00

2022-2023 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,A 2-3) Paraprof, IA,SDO	47,954.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			(G1,A2-3) AR(2570) +RazKids(875)+Arbol(360)+Quills(640)+Lvled Reader bks(3580)	8,025.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			(G1,A2-3;G3,A1) Planning 3daysx30; ILT 2daysx8;IEP10days, SST 8 days; (\$26,606 base + \$5,464 benefits)	32,070.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			(G1,A2-3; G4,A1) Tech Asst. 558hrs, (\$21,874 base+\$ 5,205 benefits)	27,079.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			(G1,A2-3) Tutoring; (\$1,600 base+\$380 benefits)	1,980.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	(G1,A2-3) 3 hr ParaBIA	13,062.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			(G1,A2-3) Cls supplm; Tutoring; (\$1,500 base + \$ 463 benefits)	1,963.00
G1A1	Sup & Conc	Instruction	Bks & Ref			(G1,A2-3) Leveled Bks (Total Quote\$13,498)	6,918.00
G1A1	Sup & Conc	Instruction	Mat & Supp			(G4,A1) Materials&supplies;(Toner/paper;Beg.Yr supp, Hmwk fldrs,Agendas,Schlwide Incentives);Peaceworks, AJ, etc..	37,830.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			(G1,A2-3)Technology/Student devices (14@445.61)	7,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : (G1,A2-3), 4 Inter-Act Fellows, 3hrs,Sept.1-May26th	53,598.00
G1A1	Sup & Conc	Instruction	Travel			: (G1,A3) Conference (Orton Gillingham Training) basic package;per person	1,095.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Leases (Office/Workroom)	18,072.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance-DistrictWorkOrders-repairs	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			: Catering-4days(3 BB & 1 Inst day)	1,255.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	(G1,A2-3) 3hr Para BIA	12,868.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	(G1,A2-3), 6hr ParaBIA	51,512.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			(G1,A2-3); Cls EL Tutoring, (\$1,500base + \$463 benefits)	1,963.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: (G1,A3) Lveled Books	3,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: (G1,A2-3) student devices; (27x2@445.61)	24,084.00
G1A1	One-time School	Instruction	Subagreements			Education and Leadership Foundation : (G1,A2-3) 6 Inter-Act Fellows (tutors), 3hr, Sept.1-May26th	80,396.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (base \$6,500 + \$1,547 benefits)	8,047.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher contracts for EL tutoring (\$1500base+ \$380 benefits)	1,980.00
G1A3	LCFF: EL	Instruction	Mat & Supp			materials & supplies for ELs	1,430.00
G3A1	Sup & Conc	Instruction	Direct-Graph			(G1,A1) Certificates, PRIDEcards	500.00
G3A1	One-time School	Instruction	Mat & Supp			: (G1A1,A2-3, G3,A1); PPE, materials & supplies **No food or incentives**	6,717.00
G5A1		Parent Participation	Cls Sup-Sup				2,025.00

G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup	(G1,A1) Translators, Babysitters (\$3,000 base+ \$925 benefits)	3,925.00
------	---------------	----------------------	-------------	---	----------

\$455,323.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$59,904.00
Sup & Conc	7090	\$203,422.00
LCFF: EL	7091	\$80,800.00
One-time School	7099	\$111,197.00
Grand Total		\$455,323.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$444,181.00
G3 - Increase student engagement in their school and community	\$7,217.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,925.00
Grand Total	\$455,323.00