

Lane Elementary

10621666006357

Principal's Name: Karen Streich-Rodgers

Principal's Signature:

A handwritten signature in blue ink, consisting of several loops and a long horizontal stroke extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</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 rewritten 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 - Karen Streich-Rodgers	X				
2. Chairperson - Jessica Lucio				X	
3. Jessica Carmona				X	
4. Gabriela Licea				X	
5. Martha Rosales			X		
6. Guadalupe Andrade				X	
7. Stephanie Perez				X	
8. Joelle Smith				X	
9.					
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	Karen Streich-Rodgers		4/24/2025
SSC Chairperson	Jessica Lucio		4/24/2025

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

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

FY 2025/26

Lane - 0290

ON-SITE ALLOCATION

3010	Title I	\$72,864 *
7090	LCFF Supplemental & Concentration	\$227,910
7091	LCFF for English Learners	\$94,710

TOTAL 2025/26 ON-SITE ALLOCATION	\$395,484
---	------------------

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,112
Program Budget	\$70,752
Total Title I Allocation	\$72,864

ESSA Assistance Status: Not Identified for Assistance

Lane Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		41 %	2023-2024	42.1 %
SBAC ELA - Average distance from standard	✓	-58 pts	-62.4 pts	2023-2024	-42.4 pts
SBAC ELA - percentage of students met/exceeded standard	✓	30 %	29.2 %	2023-2024	35.2 %
SBAC Math - Average distance from standard	✓	-55 pts	-51 pts	2023-2024	-31 pts
SBAC Math - percentage of students met/exceeded standard	✓	30 %	32.1 %	2023-2024	37.1 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Students are not reading on grade level as indicated by SBAC
- Students are not mastering conceptual Math skills
- PLCs have not analyzed data from IABs, FAIBs, CFAs to inform instruction to the fullest extent
- English Learners are progressing through ELPI levels slower than necessary to reclassify prior to leaving elementary school

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Students are not consistently mastering foundational skills in primary grades
- Foundational Skills Instruction and Science of Reading pedagogy are needed across grade levels
- Math instruction is inconsistent with training needed across grade levels
- Lack of consistency in small group instruction and differentiation across grade levels
- Use of data analysis protocols and PLC time is inconsistent across PLCs
- PLC time is split to meet English Only and Dual Language Immersion needs
- Lack of person in Designated Schools TSA position to support intervention and assessment had a negative impact

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Foundational skill building training for staff
- Continued EL intervention and supports
- Intensive reading intervention for students not on grade level
- Intensive math intervention for students not on grade level
- Staff learning around Clarity and small group instruction
- implementation of data analysis protocols and practices across PLCs
- embedded time for EO and DLI teachers to collaborate
- .5 TSA to support intervention and assessment

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA Comprehensive Reading Instruction TK-6

Partially Implemented

Partially implemented, slow implementation

- LETRS training includes 5/33 instructors
- K-2 instructors are participating in training with Regional Literacy Specialist
- K-6 instructors are participating in small group instruction training with Scholastic
- Literacy Coach position was vacant until January 2025
- InterAct Fellows work in every classroom at least 30 minutes per day, the type of work they do with students is becoming more consistent

Action 2: Improving Math Instruction TK-6

Partially Implemented

Partially implemented

- Unable to fill vacant Designated School TSA position; this position coordinates Math intervention
- 1/3 of staff continued with SWUN Math practices, the rest reverted to GoMath/existing curriculum
- Student skills are inconsistent through grade level progression
- Growth is happening slowly

Action 3: English Language Development Plan TK-6

Partially Implemented

Partially implemented

- After school Summit is serving small groups of students and seeing some progress
- dELD lessons provided by EL Services are used inconsistently
- Some work with small groups includes ELD instruction

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA Comprehensive Reading Instruction TK-6

Partially Effective

- Training in small group instruction implemented for EO through Fall 2024
- Training in small group instruction for DLI implementation taking place Spring 2025
- Unable to fill Literacy Coach position until January 2025 at which time InterAct Fellows' alignment with small group supports was evaluated and realigned
- Minimal participation in LETRS
- DIBELS training and intentional use in progress
- Students are not meeting stretch goals in iReady

Action 2: Improving Math Instruction TK-6

Partially Effective

- Math intervention did not exist outside the classroom this year as unable Designated TSA position remained vacant all year (TSA is primary Math intervention coordinator)
- Some instructors followed GoMath, others SWUN, resulting in gaps in PLC work around math analysis
- Students still struggle in meeting standards around conceptual understanding
- Students are not meeting stretch goals in iReady

Action 3: English Language Development Plan TK-6

Partially Effective

- Time and instruction dedicated to dELD are inconsistent
- Many students participating in Summit through After School Program are progressing but that impacts only a few students
- Newcomers struggle when placed in grades by age/prior schooling when L1 language skills are weak
- Designated Schools TSA (unfilled all year) not present to support assessment and intervention with specialized focus on ELs

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue work around:

- Foundational Skills Instruction professional learning for staff
- Language Arts - Reading and Writing instruction and developing consistency across grade levels
- Small group instruction and differentiation
- Refining Math instruction and developing consistent practices across grade levels
- Funding of .5 TSA to support intervention, primarily focusing on Math and assessment
- Focus on progress of our English Learners and ensuring students receive high quality ELD
- Academic/Literacy Coach supporting Professional Learning, Curriculum, and Instruction
- Goal setting and data cycles focused on ELs

Section D: 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.

SSC:

Supports:

- ELA intervention and instructional support through InterAct Teaching Fellows
- Math intervention and instructional support through TSA and realignment of instructional assistants and InterAct Teaching Fellows
- Inclusion of more extracurricular sports and activities for students
- Inclusion of more arts related programs for students, including performing and fine arts
- Continuance of school events to involve families: BINGO Nights, Movie Nights, Reading Club, etc.
- Need for mentors to work with students on campus
- Tutor (funded through Literacy Grant) to provide direct student support as well as professional learning support in the areas of technology software and online resources
- Need for Tier II Specialist (position unfilled for two years)
- Need for social emotional counseling and support for students and families
- Continuance of parent meetings to support parent learning

ELAC:

Supports:

- Math and ELA interventions
- Family nights on campus (Movies, BINGO, Reading Club, etc.)
- Parent Meetings and Classes
- More dance and art for students
- More social emotional help for students
- Continued food distribution days
- Training for teachers to support student social emotional needs
- Physicals, eye exams & glasses, shot mobile, dental exams & care
- Family and individual counseling
- Food and other resource connections

Staff:

Supports:

- Continued professional learning around reading and literacy instruction at every grade level
- ELA intervention and instructional support through InterAct Teaching Fellows
- Professional Learning around Math instruction
- Math intervention and instructional support through TSA and realignment of instructional assistants and InterAct Teaching Fellows
- Vertical articulation and establishing consistent instructional practices across grade levels
- Teacher training to support social emotional needs
- Inclusion of more celebrations of academic growth throughout the program
- Tutor (funded through Literacy Grant) to provide direct student support as well as professional learning support in the areas of technology software and online resources
- Inclusion of more extracurricular sports and activities for students
- Inclusion of more arts related programs for students,

and involvement

- Physical and social emotional wellness: eye exams & glasses; shot mobile; family counseling; food and other resource connections

Supports:

- ELA intervention and instructional support through InterAct Teaching Fellows
- Math intervention and instructional support through TSA and realignment of instructional assistants and InterAct Teaching Fellows
- Inclusion of more extracurricular sports and activities for students
- Inclusion of more arts related programs for students, including performing and fine arts
- Continuance of school events to involve families: BINGO Nights, Movie Nights, Reading Club, etc.
- Need for mentors to work with students on campus
- Certificated Tutor (funded through Literacy Grant) to provide direct student support as well as professional learning support in the areas of technology software and online resources
- Need for Tier II Specialist (position unfilled for two years)
- Need for social emotional counseling and support for students and families
- Continuance of parent meetings to support parent learning and involvement
- Physical and social emotional wellness: eye exams & glasses; shot mobile; family counseling; food and other resource connections

including performing and fine arts

- Continuance of regional literacy nights
- Continuance of school events to involve families: BINGO Nights, Movie Nights, Reading Club, etc.
- Need for mentors to work with students on campus
- Need for Tier II Specialist (position unfilled for two years)
- Need for social emotional counseling and support for students and families
- Continuance of parent meetings to support parent learning and involvement
- Physical and social emotional wellness: eye exams & glasses; shot mobile; food and other resource connections

Action 1 :

ELA Comprehensive Reading Instruction TK-6

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

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

Tier II

- During ELA block, teachers will implement Tier II intervention using small group instruction with the support of four Inter-Act Fellows in grades 1-3
- Teachers in grades 4-6 will provide Tier II intervention and differentiated small group instruction during ELA intervention block with the support of Instructional Assistants/Bilingual Instructional Assistants
- Each classroom will receive at least 45-minutes of support daily during ELA intervention time with Inter-Act Fellows and /or paraprofessionals
- Students in grades K-6 will use 45 minutes or completion of two lessons of iReady MyPath/like lessons twice a week to practice reading foundational skills and reading comprehension
- Students in grades K-3 will have access to DIBELS and M-Class supports as needed
- All teachers/PLCs will progress monitor and provide intervention responses to meet the learning needs of students who are not responding to Tier I instruction using relevant student data
- District-funded Academic Coach will support intervention by working with teachers during PLC meetings or PLs using best practices
- Students with ongoing academic/health/attendance/behavior concerns may be referred to Targeted Support Team (TST)

Tier III

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

- utilizing substitute coverage to allow PLCs to focus on EL data, instructional planning, and interventions
- provide additional support for EL students through lunch and after school language groups
- books and materials to support language development
- ensuring protected ELD time occurs within the regular school day by leveraging ancillary supports to pull out/push in to classrooms
- use of iReady/pathways to monitor progress toward meeting standards
- work with BIAs/InterAct/Teaching Fellows /paras to support ELD
- .75 paraeducator instructional assistant to support students in classrooms and other areas
- .5 TSA to coordinate interventions and support assessment, focus on EL goal setting and data collection

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

- enhanced parent-school connection via parent involvement - Coffee Hours, conferences, establishment of Lane Parent Center
- purchase of EL specific software/online platforms for EL skill building
- books and materials to support language development
- InterAct/Teaching Fellows /paras to support language acquisition
- substitute coverage to support instructional planning
- funding of two BIAs to support language development and instruction
- ELPAC assessors to support annual testing
- utilizing substitute coverage to allow PLCs to focus on EL & DLI data, instructional planning, and interventions

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

- Implement daily integrated and designated English Language Development instruction
- Schoolwide protected ELD block
- Grade levels may deploy for ELD to address students' learning needs
- EL subgroup data will be analyzed during PLC to address the learning needs of English Learners
- Quarterly progress monitoring of English Learners including Redesignated Fluent English Proficient Learners will be done by teachers
- Long-Term English Learners will be targeted for reading intervention opportunities by the classroom teachers with support from the BIAs/InterAct/Teaching Fellows /paras
- Leveled books will be purchased to support literacy instruction in grades K-6
- Additional online resources will be purchased to support reading foundational skills and literacy in EL classrooms (Gr.K-6)
- District-funded Academic Coach will support ELD instruction through PL, PLC collaboration, coaching cycle, and feedback
- Student ELPAC and SBAC goal setting conferences will be supported by teachers, TSA and Academic Coach
- Peer collaboration will be embedded in lessons to support language acquisition
- Supplemental contracts will be used to provide additional after school tutoring for EL students including Long-Term English Learners as funds allow
- BIAs will provide primary language support for EL students in grades K-6
- TSA will work with BIAs to provide additional instructional support for newcomers
- Parents will be invited to Family Engagement Hour, annual Title 1, ELAC, and SSC meetings to be informed about student data and programs
- Professional learning opportunities will target ELA and ELD to meet the diverse needs of English Learners
- BIAs/InterAct/Teaching Fellows /paras will provide intervention support for students in K-6 to meet grade-level benchmarks
- Materials and supplies will be purchased to support EL interventions and after school tutoring
- Incentives will be purchased to motivate students to reach their ELPAC goals towards reclassification
- ELPAC assessors will be used to support the administration of ELPAC assessment

- District-funded Home School Liaison will provide attendance support and conduct home visits to decrease chronic absenteeism
- Certificated Tutor (funded through Literacy Grant) will provide direct student support as well as professional learning and technology support
- School Psychologist will provide additional social emotional support and resources to students and their families
- All 4 Youth counseling will be provided to students in need of intensive SEL support
- Arts in Education experiences for students to connect language to fine and performing arts
- Tier III supports will be available in English and Spanish

Student Groups

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

Hispanic (HI):

English Learner (EL):

- *utilizing substitute coverage to allow PLCs to focus on EL data, instructional planning, and interventions*
- *provide additional support for EL students through lunch and after school language groups*
- *books and materials to support language development*
- *ensuring protected ELD time occurs within the regular school day by leveraging ancillary supports to pull out/push in to classrooms*
- *use of iReady/pathways to monitor progress toward meeting standards*
- *.75 paraeducator instructional assistant to support students in classrooms and other areas*

African American (AA):

- *.75 paraeducator instructional assistant to support students in classrooms and other areas*
- *books and materials to support instruction*

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

Hispanic (HI):

English Learner (EL):

- *enhanced parent-school connection via parent involvement - Coffee Hours, conferences, establishment of Lane Parent Center*
- *purchase of EL specific software/online platforms for EL skill building*
- *books and materials to support language development*
- *InterAct/Teaching Fellows /paras to support language acquisition*
- *substitute coverage to support instructional planning*
- *funding of two BIAs to support language development and instruction*
- *ELPAC assessors to support annual testing*
- *utilizing substitute coverage to allow PLCs to focus on EL & DLI data, instructional planning, and interventions*

African American (AA):

- *books and materials*
- *work with InterAct/Teaching Fellows /paras to support academic growth*
- *use of iReady/pathways to monitor progress toward meeting standards*
- *.5 TSA to coordinate interventions and support assessment, focus on goal setting and data collection*

As a site: What are the planned actions to support this student group?

Hispanic (HI), African American (AA):

- Certificated Tutor (funded through Literacy Grant) will provide direct student support as well as professional learning and technology support
- Arts in Education experiences for students to connect literacy to fine and performing arts
- Mentors funded through Community Schools
- Community Schools Coordinator to provide additional check-ins with at-risk groups and families

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Students will meet iReady use/completion goals weekly as monitored by classroom teachers

70% of classroom observations will show implementation of foundational skills lessons & site PL focus

Usage/completion/implementation will be monitored by teachers, PLCs, and Administration

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Students will meet iReady use/completion goals weekly as monitored by classroom teachers

Stretch growth goals will be targeted and celebrated at semester awards assemblies

District benchmark assessments/IABs/iReady/DIBELS/reading assessments will show improvement over prior year administrations

Outcomes monitored by teachers, PLCs, and Administration

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Students will meet iReady use/completion goals weekly as monitored by classroom teachers

Stretch growth goals will be targeted and celebrated at semester awards assemblies

SBAC progress will be monitored and celebrated as data is available at the beginning and end of the academic year

SBAC results will indicate a decrease in DFS from -58 to -42.4

Outcomes monitored by teachers, PLCs, and Administration

Action 2 :

Improving Math Instruction TK-6

Action Details:

Lane Elementary will implement a comprehensive and balanced math instruction program to reflect Focus, Coherence and Rigor with learning opportunities and interventions related to conceptual understanding of mathematics, mathematical fluency, problem solving and real-life application. Tier I and II instruction will take place in the 90-minute daily 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.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

Tier I

- All students in grades TK– 6 will receive high-quality standards-based math instruction, ensuring student ownership and challenging content
- Schoolwide implementation of a 90 minute math block in grades 1-6
- Professional learning opportunities in mathematics will be differentiated by grade level, focused on claims and targets, word problems, conceptual understanding, mathematical fluency, math reasoning and discourse
- Grade level PLCs will be supported by district math coaches and .5 TSA
- Math instruction will be supported by district-funded Academic Coach through professional learning, PLC meetings, coaching cycle, and feedback
- PLCs will administer and analyze grade level FAIBs/IABs/CFAs, attending to whole class, subgroup and individual student data, to diagnose learning needs, and provide targeted intervention
- Grade level PLCs will engage in weekly PLC meetings to analyze students' math data and make instructional decisions to meet the learning needs of all students
- Lane will expand the Dual-Immersion program to include two sixth grade sections during the 2025-2026 school year
- Curriculum materials and supplemental resources will be provided as needed to support classroom math instruction and assessment in DI classes
- Students will have a 1-to-1 laptop device to engage in meaningful learning
- Daily math instruction will integrate technology to increase student engagement and enhance learning
- Tutor (if funded through Literacy Grant) will provide direct student support as well as professional learning support in the areas of technology software and online resources
- Lease of copiers will be provided for all Lane staff
- BIAs/Inter-Act Fellows/Teaching Fellows/Instructional Assistants/paras will push into classrooms to support Tier I and II math instruction (Gr.1-6) as available
- BIAs/Inter Act Fellows/Teaching Fellows/Instructional Assistants/paras will support intervention through targeted pull out supports as available
- Schoolwide and classroom recognitions, celebrations, and incentives will be implemented to celebrate student progress and achievement
- Math professional learning opportunities will be provided to teachers to support student learning
- Technology will be purchased, repaired, and replaced to support student learning
- Teachers will communicate math learning targets and criteria for success to students to provide clarity and purpose for learning
- Expand implementation of goal setting using current math data to include schoolwide, grade level, individual teacher and student
- Incentives will be purchased to motivate students to reach their math iReady and SBAC goals
- Substitute release time for teachers will be used to plan instruction, attend professional learning, ILT, IEPs, and SST meetings
- Classroom instructional materials, and supplies including, but not limited to, FUSD Graphics, supplemental books and math materials, notebooks, homework folders, student agendas, paper, pencils, pens, markers, crayons, etc..., will be purchased to support instruction in all subject areas and interventions needs for all students and teachers

Tier II

- 90-minute math block with the last 30 minutes focused on small group differentiated math instruction in grades 1-6
- During math block, teachers will implement Tier II interventions using small group instruction with the support of Inter-Act Fellows/Teaching Fellows/Instructional Assistants in grades 1-3
- Teachers in grades 4-6 will provide Tier II interventions and differentiated small group instruction during math intervention
- Additional push-in/pull-out intervention support of BIAs/InterAct Fellows/Teaching Fellows/Instructional Assistants/paras, as available, will be constructed and monitored by .5 TSA
- Teachers in grades 4-6 will support mathematical fluency through Math Talks and Problem of the Day (POD) with a focus on priority standards and those not mastered by students
- Students in grades K-3 will use 30 minutes iReady My Path lessons twice a week to reinforce math skills and basic math facts
- Admin will create intervention structure and support the implementation of a Multi-Tiered System of Support (MTSS) in grades K-6
- Admin, .5 TSA and Academic Coach will monitor the implementation of a Multi-Tiered System of Support (MTSS) in grades K-6
- All teachers/PLCs will progress monitor and provide intervention responses to meet the learning needs of students who are not responding to Tier I math instruction using relevant student data
- District-funded Academic Coach will support math intervention by working with teachers during PLC meetings or PLs using best practices
- Supplemental pay contracts will be used to provide additional after school math tutoring for students as funds allow
- Students with ongoing academic, health, attendance, and behavior concerns may be referred to Targeted Support Team (TST)

Tier II

- Students not responding to Tier I and II classroom interventions will receive additional intensive math support from .5 TSA and/or Math Mentors using the pull-out model
- .5 TSA will coordinate intervention support and monitor student progress to ensure adequate growth is being made. TSA will communicate student progress to teachers and administrators on a regular basis.
- Supplemental pay contracts will be used to provide additional after school math tutoring for students as funds allow
- Through SST process, students may be referred for 504 plan or Special Education assessment based on data analysis of current progress with Tier I and II interventions

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

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

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

- Daily integrated and designated English Language Development instruction will target:
 - Academic math vocabulary
 - Strategies to unpack and solve word problems
- EL subgroup math data will be analyzed during PLC to address the learning needs of English Learners.
- Quarterly progress monitoring of English Learners including Redesignated Fluent English Proficient will be done by teachers.
- TSA will support teachers with progress monitoring using the Ellevation platform
- Long-Term English Learners will be targeted for math intervention
- BIAs will provide primary language support for EL students in grades K-6 during math instruction as funding/staffing allows
- TSA will work with BIAs to provide additional math support for newcomers
- Scaffolds, models, and collaborative discussion will be provided for ELs
- ELPAC and SBAC goal setting conferences with teachers, Academic Coach and TSA
- Students will be provided multiple opportunities to demonstrate mastery of math standards
- Supplemental contracts will be used to provide additional after school tutoring for EL students including Long-Term English Learners
- Parents will be invited to Family Engagement meetings, annual Title 1, ELAC, and SSC meetings to be informed about student data, programs, and services

- Professional learning opportunities will be explored to support ongoing professional development in math for English Learners
- District-funded Academic Coach will support math instruction through professional learning, PLC meetings, coaching cycles, lesson cycles and feedback
- District-funded Home School Liaison will provide attendance support and conduct home visits to decrease chronic absenteeism
- School Psychologist will provide additional social emotional support and resources to students and their families
- All 4 Youth counseling or other social emotional support will be provided to students in need of intensive SEL support
- Materials and supplies will be purchased to support math interventions and student learning

Student Groups

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

Hispanic (HI), English Learner (EL):

- *utilizing substitute coverage to allow PLCs to focus on EL data, instructional planning, and interventions*
- *provide additional support for EL students through lunch and after school language groups*
- *books and materials to support skill development*
- *use of iReady/pathways to monitor progress toward meeting standards*
- *.75 paraeducator instructional assistant to support students in classrooms and other areas*

African American (AA):

- *.75 paraeducator instructional assistant to support students in classrooms and other areas*
- *books and materials to support instruction*

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

Hispanic (HI), English Learner (EL):

- *enhanced parent-school connection via parent involvement - Coffee Hours, conferences, establishment of Lane Parent Center*
- *purchase of EL specific software/online platforms for EL skill building*
- *books and materials to support skill development*
- *InterAct/Teaching Fellows /paras to support language and skill acquisition*
- *substitute coverage to support instructional planning*
- *funding of two BIAs to support language development and instruction*
- *utilizing substitute coverage to allow PLCs to focus on EL & DLI data, instructional planning, and interventions*

African American (AA):

- *books and materials*
- *work with InterAct/Teaching Fellows /paras to support academic growth*
- *use of iReady/pathways to monitor progress toward meeting standards*
- *.5 TSA to coordinate interventions and support assessment, focus on goal setting and data collection*

As a site: What are the planned actions to support this student group?

Hispanic (HI), African American (AA):

- Certificated Tutor (funded through Literacy Grant) will provide direct student support as well as professional learning and technology support
- Mentors funded through Community Schools
- Community Schools Coordinator to provide additional check-ins with at-risk groups and families

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Students will show progress as measured by iReady and CAASPP interim assessments

70% of classroom observations will show implementation of foundational skills lessons & site PL focus

Monitored by .5 TSA, Academic Coach, Administration, PLCs

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Stretch growth goals will be targeted and celebrated at semester awards assemblies

District benchmark assessments/IABs/iReady will show improvement over prior year administrations

Monitored by .5 TSA, Administration, PLCs

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Students will meet iReady use/completion goals weekly as monitored by classroom teachers

Stretch growth goals will be targeted and celebrated at semester awards assemblies

SBAC progress will be monitored and celebrated as data is available at the beginning and end of the academic year

SBAC results will indicate a decrease in DFS from -51 to -31

Monitored by .5 TSA, Academic Coach, Administration, PLCs

Action 3 :

English Language Development Plan TK-6

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- BIAs will provide primary language support to EL students during ELA and Math instruction, ensuring access to the core curriculum in grades K-6
- Daily integrated ELD instruction will be provided to all English Learners with appropriate scaffolds and support
- School wide implementation of ELD block -Ensure a minimum of 30 minutes of designated ELD instruction focused on ELD standards, specifically on meaning and interaction and on building knowledge about the linguistic features and structure of English
- Professional Learning for teachers will focus on the following: ELA/ELD framework, ELD standards, integrated and designated ELD instruction, and Academic Discourse
- District-funded Academic Coach will support teachers with Tier I and II instruction through professional learning, PLC meetings, coaching cycle and feedback
- .5 TSA will support progress monitoring and instructional resource planning through Ellevation and other resources
- Teachers will conference with EL students to communicate the importance of ELPAC performance and set reclassification goals
- ELPAC assessors to support ELPAC assessment
- Incentives will be purchased to recognize students who are reclassified and are making adequate yearly progress
- Long-Term English Learners (LTEL) and students at risk of becoming an LTEL will be supported by teachers during Tier I and II instruction
- BIAs will provide primary language support in small group setting and one-on-one during core instruction (K-6)
- Supplemental contracts will be used for after school tutoring for LTEL and newcomers based on student needs as funds allow
- Lane will expand the Dual-Immersion program to include two 6th grade sections during the 2025-2026 school year
- Additional online resources and subscriptions will be purchased to support classroom instruction and assessment in DI classes, SPED and intermediate classrooms
- Students have a 1-to-1 laptop device to engage in meaningful learning
- Daily instruction will integrate technology to increase student engagement and enhance learning
- Tutor (funded through Literacy Grant) will provide direct student support for technology, software and online resources
- Lease of copiers will be provided for all Lane staff to support ELD
- Technology will be purchased, repaired, replaced to support student learning
- Teachers will communicate language objectives and learning targets including success criteria to provide clarity and purpose for learning
- Substitute release time for teachers will be used to plan instruction, attend professional learning, ILT, IEP, 504, and SST meetings
- District-funded School Psychologist will provide additional SEL support to identified students as needed
- Classroom instructional materials, and supplies including, but not limited to, FUSD Graphics, supplemental books and reading materials, notebooks, white boards, homework folders, student agendas, paper, pencils, pens, markers, crayons, etc..., will be purchased to support instruction in all subject areas and interventions needs for all students and teachers

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

- providing PL and supports for teachers around ELD and dELD
- providing PL around foundational skills, small group instruction, clarity and Academic Discourse
- providing sub coverage for teachers to focus on ELs in planning instruction and assessment and analyzing data

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

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

- providing time and space for ELPAC/CAASPP specific goal setting conferences with students and parents
- .5 TSA will provide progress monitoring support to teachers using the Ellevation platform
- .5 TSA will provide support in goal setting, assessment, and coordination of math intervention
- providing materials to ensure teachers supply visuals and models during instruction

- *connecting mentors with students to impress upon them the importance of doing well on CAASPP and ELPAC and serve as additional supportive adult on campus*

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

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

Student Groups

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

Hispanic (HI), English Learner (EL):

- *utilizing substitute coverage to allow PLCs to focus on EL data, instructional planning, and interventions*
- *provide additional support for EL students through lunch and after school language groups*
- *books and materials to support language development*
- *ensuring protected ELD time occurs within the regular school day by leveraging ancillary supports to pull out/push in to classrooms*
- *use of iReady/pathways to monitor progress toward meeting standards*
- *.75 paraeducator instructional assistant to support students in classrooms and other areas*

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

Hispanic (HI), English Learner (EL):

- *enhanced parent-school connection via parent involvement - Coffee Hours, conferences, establishment of Lane Parent Center*
- *purchase of EL specific software/online platforms for EL skill building*
- *books and materials to support language development*
- *InterAct/Teaching Fellows /paras to support language acquisition*

- substitute coverage to support instructional planning
- funding of two BIAs to support language development and instruction
- ELPAC assessors to support annual testing
- utilizing substitute coverage to allow PLCs to focus on EL & DLI data, instructional planning, and interventions

As a site: What are the planned actions to support this student group?

- use of iReady/pathways to monitor progress toward meeting standards
- .5 TSA to coordinate interventions and support assessment, focus on goal setting and data collection
- Tutor (funded through Literacy Grant) will provide direct student support as well as professional learning and technology support
- Arts in Education experiences for students to connect literacy to fine and performing arts
- Mentors funded through Community Schools
- Community Schools Coordinator to provide additional check-ins with at-risk groups and families

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Consistency in ELD and dELD will be supported through EL training and scheduling

Students will meet iReady use/completion goals weekly as monitored by classroom teachers

70% of classroom observations will show implementation of foundational skills lessons & site PL focus

Usage/completion/implementation will be monitored by teachers, PLCs, and Administration

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

iReady/SBAC measures will show growth in proficiency and decrease in Distance From Standard, improving throughout the year

Students meeting their stretch goals will increase by 25%

Monitoring by teachers, PLCs, TSA, Academic Coach, and administration

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

iReady/SBAC measures will show growth in proficiency and decrease in Distance From Standard

Progress will be evident in increased redesignated rate

Monitoring by teachers, PLCs, TSA, Academic Coach, and administration

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	TSA split .50/.50 between Lane and Jackson - Kristin Voss # ID 1015503 SPSA G1A1, G2A1, G3A1, G4A1, G5A1	85,226.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers ILT (1d x 9), IEP (12 days), SST (10 days)	8,947.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Books and materials: DI	1,500.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Books and materials: EO	1,500.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : 6 ELF/Inter-Act Fellows, 160 Program Days, 21 hrs. Professional Development	89,624.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier lease/maintenance	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance (additional work orders/not district-funded)	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors (2 @90 hours-80 test/10 prep + training) +benefits	9,568.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Support with small group instruction	54,750.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: K-6 DI EO books and materials	4,998.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Support for small group instruction	21,088.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	Support for small group instruction	61,052.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies-ELs	2,002.00

\$361,255.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	90 %	87.9 %	2024-2025	91 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Most families respond favorably to student-centered-real-world questions. We do want to increase opportunities for students to experience relevant field trips and other learning experiences on and off campus. Many students struggle with keeping up on academic responsibilities and do not opt in to extracurricular activities.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Students fall behind in work understanding and completion
- Students do not see a connection between work completion/standards mastery and participation
- Lack of academic support at home

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Need more after school academic support for students
- Need students to connect experiences with their own lives/opportunities
- Having more on-site experiences will extend variety with minimal cost
- Hosting community-based events/experiences will ground students in civic responsibility

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increasing and Expanding Student Engagement

Partially Implemented

- Fielding full sports teams is a struggle as students are often below grade level and struggle to perform academically
- Students have limited experience with extracurricular activities and participation in organized sports
- Students inconsistently participate in after school tutoring
- Students struggle with work completion, turn in, and mastery

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increasing and Expanding Student Engagement

Partially Effective

- Students do not connect personal experience to consequences of non-participation in after school activities
- Skill development is a challenge

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Expansion of tutoring services
- Establishment of mentoring program

Section D: 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.

SSC:

- ELA intervention and instructional support through InterAct Teaching Fellows

ELAC:

- Math and ELA interventions
- Family nights on campus (Movies, BINGO, Reading Club,

Staff:

- Continued professional learning around reading and literacy instruction at every grade level

- Math intervention and instructional support through TSA and realignment of instructional assistants and InterAct Teaching Fellows
- Inclusion of more extracurricular sports and activities for students
- Inclusion of more arts related programs for students, including performing and fine arts
- Continuance of school events to involve families: BINGO Nights, Movie Nights, Reading Club, etc.
- Need for mentors to work with students on campus
- Tutor (funded through Literacy Grant) to provide direct student support as well as professional learning support in the areas of technology software and online resources
- Need for Tier II Specialist (position unfilled for two years)
- Need for social emotional counseling and support for students and families
- Continuance of parent meetings to support parent learning and involvement
- Physical and social emotional wellness: eye exams & glasses; shot mobile; family counseling; food and other resource connections

- etc.)
- Parent Meetings and Classes
- More dance and art for students
- More social emotional help for students
- Continued food distribution days
- Training for teachers to support student social emotional needs
- Physicals, eye exams & glasses, shot mobile, dental exams & care
- Family and individual counseling
- Food and other resource connections

- ELA intervention and instructional support through InterAct Teaching Fellows
- Professional Learning around Math instruction
- Math intervention and instructional support through TSA and realignment of instructional assistants and InterAct Teaching Fellows
- Vertical articulation and establishing consistent instructional practices across grade levels
- Teacher training to support social emotional needs
- Inclusion of more celebrations of academic growth throughout the program
- Tutor (funded through Literacy Grant) to provide direct student support as well as professional learning support in the areas of technology software and online resources
- Inclusion of more extracurricular sports and activities for students
- Inclusion of more arts related programs for students, including performing and fine arts
- Continuance of regional literacy nights
- Continuance of school events to involve families: BINGO Nights, Movie Nights, Reading Club, etc.
- Need for mentors to work with students on campus
- Need for Tier II Specialist (position unfilled for two years)
- Need for social emotional counseling and support for students and families
- Continuance of parent meetings to support parent learning and involvement
- Physical and social emotional wellness: eye exams & glasses; shot mobile; food and other resource connections

Action 1 :

Expand Student-Centered Real-World Learning Experiences

Action Details:

Lane will increase student engagement opportunities in co-curricular and afterschool clubs and athletics, music, art, field trips, civic involvement and school-wide events. The school will actively recruit student participants to increase school connectedness and broaden students' experiences and interests with an emphasis on connecting to the community.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- CTE field trips for appropriate grade levels
- Read Across America Activities and events that engage all staff, students and Community members/leaders
- On-site and virtual learning experiences, guest speakers/presenters (Diary Council, Fresno Grizzlies, gardening, career oriented studies, etc.)
- Purchase materials and supplies to support successful implementation of student activities and engagement: art supplies, music resources, field trips, event production materials, subscriptions, etc.

- Use a variety of parent communication tools, such as Parent Square, to advertise engagement opportunities in multiple languages
- Intentional recruitment of traditionally underserved students (English Learners, homeless and foster youth)
- Ensure grade 2nd-6th students have access to district-funded music classes
- Provide Goal 2 supplemental contracts to staff who lead school athletic teams, activities, and clubs
- Provide incentives to students participating in co-curricular activities and events
- Engage community partners to provide arts and activities support for students across all grade levels
- Community Schools Coordinator will secure providers to serve as mentors, club sponsors, arts/dance instructors, etc., to engage students in real-world learning
- Tier II Intervention Specialist will provide targeted SEL support to increase attendance, foster a sense of belonging, foster positive social skills and improve participation
- Students needing additional support may be given extra consideration to participate in school activities
- Provide Arts instruction to all students during the course of the academic year (embedded or through after school hours)
- Provide Integrated Arts instruction (Prop 28) to classrooms on rotating basis
- Involvement in civic projects will be recruited and managed by Community Schools Coordinator
- Materials and supplies to support student involvement, transportation, costuming, club and academic subscriptions and fees, etc.
- Community Schools Coordinator will continually monitor and solicit feedback from students and families to ensure planned activities and events are relevant

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

- *On and off campus learning experiences*
- *Ensuring access to arts and activities that enrich and expand on core instruction*
- *Providing school-home communications in home language*
- *Technology and supports for improving language acquisition*
- *Leverage personnel to disaggregate data to monitor language acquisition through increased participation in extended opportunities*
- *Substitute release time for teacher planning and data analysis.*
- *Materials and supplies to support student participation and recognition*

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

- *Ensuring access to communication in home language and English*
- *Provide digital subscriptions as funding allows*
- *Provide BIAs/InterAct Fellows/Teaching Fellows as funding allows*
- *Fund a .5 TSA to support assessments, monitoring, and interventions*
- *Sub release time for teachers to attend IEP, SST, 504, and other meetings for students*
- *Materials and supplies to support student participation and recognition*

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

- Engagement activities at school will be communicated to parents at parent meetings, through Parent Square, bulletin postings, flyers home, marquis, website
- Home school communication will be in multiple languages for families
- Interpreters will be available to support parents during meetings when necessary
- Teachers, staff and Home School Liaison will make additional parent phone calls to recruit student participation
- Schoolwide incentives and rewards will be provided to students and classrooms for participation in activities

- Tutor (funded through Literacy Grant) will provide direct student support as well as professional learning and technology support
- Provide Integrated Arts instruction (Prop 28) to classrooms on rotating basis
- Community Schools Coordinator will monitor progress and support communication and resource connections for families
- Mentors (funded through Community Schools Grant) will support students throughout the school day

Student Groups

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

- *provide additional support for students through lunch and after school support groups*
- *books and materials to support language development*
- *materials and supplies to support interventions*
- *materials and supplies to support field trips, recognition, and experiences*

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

- *utilizing substitute coverage to allow PLCs to focus on data, instructional planning, and interventions*
- *provide additional support for EL students through lunch and after school language groups*
- *books and materials to support language development*
- *materials and supplies to support interventions*
- *materials and supplies to support field trips, recognition, and experiences*

As a site: What are the planned actions to support this student group?

- Provide Goal 2 supplemental contracts to staff who lead school athletic teams, activities and clubs
- Provide Arts instruction to all students during the course of the academic year (embedded or through after school hours)
- Ensure all students have Arts in Education experience during the academic year (Prop 28)
- Tutor (funded through Literacy Grant) will provide direct student support as well as professional learning and technology support
- Arts in Education experiences for students to connect literacy to fine and performing arts
- Provide Integrated Arts instruction (Prop 28) to classrooms on rotating basis
- Mentors funded through Community Schools
- Community Schools Coordinator to provide additional check-ins with at-risk groups and families

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

All students will participate in an extracurricular activity supported by Lane

Community Schools Coordinator, CCT, and Administration will monitor

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

All students will participate in an extracurricular activity supported by Lane.

Student engagement measured and monitored by CCT through attendance, participation, and academic progress data for enrollment in extracurricular activities

Community Schools Coordinator, CCT, and Administration will monitor

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

All students will participate in an extracurricular activity supported by Lane

All students will have extra art or dance instruction at least one term of the year.

Extracurricular activities will be showcased during school-wide events

Community Schools Coordinator, CCT, and Administration will monitor

Real-world experience rating goal: 91%

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		30.7 %	2023-2024	28.1 %
Suspension Rate	✓	0.47 %	2.2 %	2023-2024	1.5 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Lane students have a chronic absenteeism rate of 30.7%. Our SWD struggle with attendance.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Tardies are frequent and families with multiple children account for multiple negative marks in attendance measures
- SWD tend to experience more illness/medical issues than others and attendance suffers; Metrics for all students are identical, with no consideration of variance in SWD student need
- Majority of students walk to/from school, which poses a challenge in poor or cold weather
- Consequences for non-attendance have little impact on behavior

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Intense work with chronic offender families
- Stronger message regarding consequence for non-attendance

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Improve Attendance Rate and Social Emotional Supports

Partially Implemented

- Follow up for non-compliance is inconsistent
- A single family with multiple students chronically late or absent has a great impact on overall numbers

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Improve Attendance Rate and Social Emotional Supports

Partially Effective

- Lane exited ATSI status this year, so prior improvement goals were met
- Overall absenteeism reduction is slow

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Change in structure of attendance meetings
- Continuous updates shared publicly
- Increase in home visits
- Community Schools Coordinator will provide additional outreach and resource connection for families

Section D: 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.

SSC:

- ELA intervention and instructional support through InterAct

ELAC:

- Math and ELA interventions

Staff:

- Continued professional learning around reading and literacy

Teaching Fellows

- Math intervention and instructional support through TSA and realignment of instructional assistants and InterAct Teaching Fellows
- Inclusion of more extracurricular sports and activities for students
- Inclusion of more arts related programs for students, including performing and fine arts
- Continuance of school events to involve families: BINGO Nights, Movie Nights, Reading Club, etc.
- Need for mentors to work with students on campus
- Tutor (funded through Literacy Grant) to provide direct student support as well as professional learning support in the areas of technology software and online resources
- Need for Tier II Specialist (position unfilled for two years)
- Need for social emotional counseling and support for students and families
- Continuance of parent meetings to support parent learning and involvement
- Physical and social emotional wellness: eye exams & glasses; shot mobile; family counseling; food and other resource connections

- Family nights on campus (Movies, BINGO, Reading Club, etc.)
- Parent Meetings and Classes
- More dance and art for students
- More social emotional help for students
- Continued food distribution days
- Training for teachers to support student social emotional needs
- Physicals, eye exams & glasses, shot mobile, dental exams & care
- Family and individual counseling
- Food and other resource connections

instruction at every grade level

- ELA intervention and instructional support through InterAct Teaching Fellows
- Professional Learning around Math instruction
- Math intervention and instructional support through TSA and realignment of instructional assistants and InterAct Teaching Fellows
- Vertical articulation and establishing consistent instructional practices across grade levels
- Teacher training to support social emotional needs
- Inclusion of more celebrations of academic growth throughout the program
- Tutor (funded through Literacy Grant) to provide direct student support as well as professional learning support in the areas of technology software and online resources
- Inclusion of more extracurricular sports and activities for students
- Inclusion of more arts related programs for students, including performing and fine arts
- Continuance of regional literacy nights
- Continuance of school events to involve families: BINGO Nights, Movie Nights, Reading Club, etc.
- Need for mentors to work with students on campus
- Need for Tier II Specialist (position unfilled for two years)
- Need for social emotional counseling and support for students and families
- Continuance of parent meetings to support parent learning and involvement
- Physical and social emotional wellness: eye exams & glasses; shot mobile; food and other resource connections

Action 1 :

Expanding Student Engagement in School and Community

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- Implementation of Lane's Guidelines for Success "Lancers Show Up and Have PRIDE!"

- Students showing Lancer PRIDE will be recognized with incentives
- CHAMPS, Morning and Classroom meetings will be implemented school wide
- Schoolwide expectations for common areas will be revised and implemented
- CCT will continue to meet monthly to engage in the CCI process to identify priorities and address common trends
- CCT will continue to monitor and collect data regularly to maintain a positive culture with high expectations
- Academic award assemblies will be held quarterly to recognize student achievement
- PRIDE cards will be utilized to encourage engagement and motivation
- Schoolwide engagement activities and incentive program
- Meaningful Work mentors/supervisors
- Purchase materials and supplies to support successful implementation of student activities and engagement
- Use a variety of parent communication tools, such as Parent Square, to advertise engagement opportunities in multiple languages
- Intentional recruitment of traditionally underserved students (English Learners, homeless and foster youth)
- Ensure grade 2nd-6th students have access to district-funded music classes
- Student work and projects will be showcased throughout campus regularly, through bulletin board and website displays and galleries during large campus events

Tier 2 and 3

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

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

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

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

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

- *Providing on and off campus learning experiences*
- *Ensuring access to arts and activities that enrich and expand on core instruction*
- *Providing school-home communications in home language*
- *Technology and supports for improving language acquisition*
- *Leverage personnel to disaggregate data to monitor language acquisition through increased participation in extended opportunities*
- *Substitute release time for teacher planning and data analysis*

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

- *Ensuring access to communication in home language and English*
- *Provide digital subscriptions as funding allows*
- *Provide BIAs/InterAct Fellows/Teaching Fellows as funding allows*
- *Fund a .5 TSA to support assessments, monitoring, and interventions*

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

- *Engagement activities at school will be communicated to parents of English Learners during ELAC and Family Engagement meetings*
- *Home school communication will be in multiple languages for families*
- *Interpreters will be available to support parents during meetings when necessary*
- *Child care will be provided to allow parents to attend school-related meetings*
- *Teachers, staff and Home School Liaison will make additional parent phone calls to recruit student participation*
- *Tutor (funded through Literacy Grant) will provide direct student support as well as professional learning and technology support*
- *Community Schools Coordinator will monitor progress and support communication and resource connections for families*
- *Mentors (funded through Community Schools Grant) will support students throughout the school day*
- *Schoolwide incentives and rewards will be provided to students and classrooms for participation in activities*

Student Groups

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

English Learner (EL), African American (AA), Students with Disabilities (SWD):

- *materials and supplies to support connection to school*
- *small group instruction*
- *intervention support*

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

English Learner (EL), African American (AA), Students with Disabilities (SWD):

- *materials and supplies to support connection to school*
- *small group instruction*
- *.5 TSA to coordinate interventions and support assessment, focus on goal setting and data collection*

As a site: What are the planned actions to support this student group?

English Learner (EL), African American (AA), Students with Disabilities (SWD):

- *Engagement activities at school will be communicated to parents through Parent Square, and during all parent and family engagement meetings*
- *Home school communication will be in multiple languages for families*
- *Interpreters will be available to support parents during meetings when necessary*
- *Child care will be provided to allow parents to attend school-related meetings*
- *Teachers, staff and Home School Liaison will make additional parent phone calls to recruit student participation*
- *Climate and Culture Team monitoring of engagement and performance data for at risk groups*
- *Tutor (funded through Literacy Grant) will provide direct student support as well as professional learning and technology support*
- *Community Schools Coordinator will monitor progress and support communication and resource connections for families and support active recruitment of underrepresented groups*
- *Mentors (funded through Community Schools Grant) will support students throughout the school day*
- *Schoolwide incentives and rewards will be provided to students and classrooms for participation in activities as well as academic improvement*
- *Community Schools Coordinator to provide additional check-ins with at-risk groups and families*

- *Arts in Education experiences for students to connect literacy to fine and performing arts*
- *Provide Integrated Arts instruction (Prop 28) to classrooms on rotating basis*
- *Annual Neurodiversity Fair to showcase work and experiences of SWD*
- *Civic involvement opportunities for students (Neighborhood Clean Up, Campus Beautification, Awareness Campaigns, etc.)*

Progress Monitoring: Outcomes

Reasoning for using this action Strong Evidence Moderate Evidence Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Community Schools Coordinator will support student recruitment and participation in engagement activities embedded within and beyond the classroom setting.</p> <p>Student engagement measured and monitored by CCT, through attendance, participation, and academic progress data</p> <p>Outcomes monitored by CCT, Tier II Specialist, Community Schools Coordinator, and Administration</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Community Schools Coordinator will support student recruitment and participation in engagement activities embedded within and beyond the classroom setting.</p> <p>Outcomes monitored by CCT, Tier II Specialist, Community Schools Coordinator, and Administration</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Community Schools Coordinator will support student recruitment and participation in engagement activities embedded within and beyond the classroom setting.</p> <p>Student engagement measured and monitored by CCT through attendance, participation, and academic progress data comparing year over year program enrollment and surveys</p> <p>Outcomes monitored by CCT, Tier II Specialist, Community Schools Coordinator, and Administration</p>

Action 2 :

Improve Attendance Rate and Social Emotional Supports

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

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

Tier 2:

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

Tier 3:

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

- utilizing substitute coverage to allow PLCs to focus on EL data, instructional planning, and interventions
- provide additional support for EL students through lunch and after school language groups

- *books and materials to support language and SEL skill development*
- *.75 paraeducator instructional assistant to support students in classrooms and other areas*

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

- *enhanced parent-school connection via parent involvement - Coffee Hours, conferences, establishment of Lane Parent Center*
- *purchase of EL specific software/online platforms for SEL skill building*
- *books and materials to support language development*
- *InterAct/Teaching Fellows /paras to support language acquisition*
- *funding of two BIAs to support language development and instruction*
- *utilizing substitute coverage to allow PLCs to focus on EL & DLI data, instructional planning, and interventions*

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

- EL students and families will receive district and school notifications in their home language
- Bilingual (Spanish English) Home School Liaison will conduct home visits to support students' attendance, behavior and academic concerns
- Parents will receive on-going communication regarding student academic, behavior, and attendance progress through parent-teacher conferences, progress reports, report cards, ISLPs, ATLAS Parent Portal, Parent Square, 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
- Childcare will be provided as needed for parent meetings
- After school tutoring supports will be provided to EL students
- Literacy Coach will monitor academic progress and conduct individual conferences with at risk EL students each semester
- Site and community based social emotional support resources will conduct trainings and resource presentations at parent meetings
- Community Schools Coordinator will connect families to resources as needs arise
- Community Schools Coordinator will plan resource sharing efforts for large school events to ensure community members have opportunities to connect

Student Groups

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

English Learner (EL), African American (AA), Students with Disabilities (SWD):

- *utilizing substitute coverage to allow PLCs to focus on target group data, instructional planning, and interventions*
- *provide additional support for target students through lunch and after school language groups*
- *books and materials to support academic and social development*
- *use of iReady/pathways to monitor progress toward meeting standards and inform interventions*
- *.75 paraeducator instructional assistant to support students in classrooms and other areas*

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

English Learner (EL), African American (AA), Students with Disabilities (SWD):

- *enhanced parent-school connection via parent involvement - Coffee Hours, Parent Engagement meetings and classes, conferences, Lane Parent Center*
- *purchase of EL specific software/online platforms for EL skill building*

- books and materials to support skill development
- InterAct/Teaching Fellows /paras to support skill acquisition
- substitute coverage to support instructional planning and support teacher participation in IEP, SST, 504, and other family meetings
- funding of two BIAs to support language development and instruction
- utilizing substitute coverage to allow PLCs to focus on student data, instructional planning, and interventions
- use of iReady/pathways to monitor progress toward meeting standards
- .5 TSA to coordinate interventions and support assessment, focus on goal setting and data collection

As a site: What are the planned actions to support this student group?

English Learner (EL), African American (AA), Students with Disabilities (SWD):

- Site and community based social emotional support resources will conduct trainings and resource presentations at parent meetings
- Community Schools Coordinator will connect families to resources as needs arise
- Community Schools Coordinator will plan resource sharing efforts for large school events to ensure community members have opportunities to connect
- Mentors (funded through Community Schools Grant) will support students throughout the school day
- Tutor (funded through Literacy Grant) will provide direct student support as well as professional learning and technology support

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Students with connection and SE needs will be processed and supported by Tier II Specialist, School Psychologist, and Community Schools Coordinator

Suspension rates will be at or below 1.5%

Monitored by CCT, Community Schools Coordinator, and Administration

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Students with connection and SE needs will be processed and supported by Tier II Specialist, School Psychologist, and Community Schools Coordinator

Mid-Year Climate and Culture Survey data will show an increase in Student Connectedness to School questions.

Chronic absenteeism will be at or below 28.1%

Suspension rates will be at or below 1.5%

Monitored by CCT, Community Schools Coordinator, and Administration

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Students with connection and SE needs will be processed and supported by Tier II Specialist, School Psychologist, and Community Schools Coordinator

Chronic absenteeism will be at or below 28.1%

Suspension rates will be at or below 1.5%

Monitored by CCT, Community Schools Coordinator, and Administration

2025-2026 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
G3A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies (EOY 6th grade awards/folders, office supplies, student/parent incentives)	18,463.00

\$18,463.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	92 %	93.2 %	2024-2025	94.3 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Staffing the Dual Language Immersion and English only instructional programs and changes prompted by 3 FTE teacher position losses resulted in varied teaming and training needs

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Several grade level changes were made as a result of losing 3 FTE teachers, anticipating the changes will roll through grade levels until 2032
- DLI and EO structures are different, and require different approaches much of the time
- Teams and professional learning/training are affected

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Meeting structures to honor PLC needs for DLI, EO, and grade level work
- Training
- Team building

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Building a collaborative culture

Partially Implemented

- Professional learning hours were at times spent in grade level PLCs, and other times spent in DLI/EO learning

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Building a collaborative culture

Partially Effective

- Grade level standards are shared while DLI and EO structures and program parameters differ
- Split time was beneficial for DLI instructors, less so for EO/DLI grade level PLCs

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- All negotiated PLCs will be full grade level
- Seeking method to provide DLI partners additional time to plan within DLI program expectations
- Continuance of monthly pot-lucks/staff celebrations in a way that more staff can gather at the same time

Section D: 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.

SSC:

- ELA intervention and instructional support through InterAct Teaching Fellows
- Math intervention and instructional support through TSA and realignment of instructional assistants and InterAct Teaching Fellows
- Inclusion of more extracurricular sports and activities for students
- Inclusion of more arts related programs for students, including performing and fine arts

ELAC:

- Math and ELA interventions
- Family nights on campus (Movies, BINGO, Reading Club, etc.)
- Parent Meetings and Classes
- More dance and art for students
- More social emotional help for students
- Continued food distribution days
- Training for teachers to support student social emotional needs

Staff:

- Continued professional learning around reading and literacy instruction at every grade level
- ELA intervention and instructional support through InterAct Teaching Fellows
- Professional Learning around Math instruction
- Math intervention and instructional support through TSA and realignment of instructional assistants and InterAct Teaching Fellows
- Vertical articulation and establishing consistent instructional

- Continuance of school events to involve families: BINGO Nights, Movie Nights, Reading Club, etc.
- Need for mentors to work with students on campus
- Tutor (funded through Literacy Grant) to provide direct student support as well as professional learning support in the areas of technology software and online resources
- Need for Tier II Specialist (position unfilled for two years)
- Need for social emotional counseling and support for students and families
- Continuance of parent meetings to support parent learning and involvement
- Physical and social emotional wellness: eye exams & glasses; shot mobile; family counseling; food and other resource connections

- Physicals, eye exams & glasses, shot mobile, dental exams & care
- Family and individual counseling
- Food and other resource connections

- practices across grade levels
- Teacher training to support social emotional needs
 - Inclusion of more celebrations of academic growth throughout the program
 - Tutor (funded through Literacy Grant) to provide direct student support as well as professional learning support in the areas of technology software and online resources
 - Inclusion of more extracurricular sports and activities for students
 - Inclusion of more arts related programs for students, including performing and fine arts
 - Continuance of regional literacy nights
 - Continuance of school events to involve families: BINGO Nights, Movie Nights, Reading Club, etc.
 - Need for mentors to work with students on campus
 - Need for Tier II Specialist (position unfilled for two years)
 - Need for social emotional counseling and support for students and families
 - Continuance of parent meetings to support parent learning and involvement
 - Physical and social emotional wellness: eye exams & glasses; shot mobile; food and other resource connections

Action 1 :

Building a Collaborative Culture for Staff

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Onboarding Professional Learning for new staff members: Curriculum & Instruction, CHAMPS, ELD expectations, CFAs and PLC expectations, annual notifications from HR.
- Professional learning to build teacher capacity, including reading foundational skills, Teacher Clarity, ELD-Integrated and Designated instruction, ELPAC training, standard deconstruction (Math and ELA), mathematical fluency, SBAC/IAB/CFA alignment, technology tools, Academic Discourse, SEL, and trauma informed practices training
- All 4 Youth and the Tier II Intervention Specialist will provide professional learning on supporting students with social emotional needs
- Evaluation cycle and frequent actionable feedback to teachers
- Staff Professional learning needs assessments
- CCI: Data chats with grade level PLCs and goal setting
- Weekly PLC meetings focused on student data, analysis of student results and action plans for intervention
- Monthly ILT meetings focused on progress monitoring of instructional goals and implementation of school initiatives and expectations

- Monthly SEL engagement activities with staff and students
- Monthly and annual staff appreciation activities
- Connectivity activities during Professional Learning meetings
- Recognition and acknowledgement of staff in Weekly Bulletin and Friday Fun announcements
- Supplemental contracts - Goal 2 student engagement activities
- Release time for teachers for planning
- Release time for teachers to attend SST, 504, and IEP meetings
- Meaningful Work mentors/supervisors
- School-related club supervisors

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Culturally relevant practices and strategies
- Integrated and designated ELD instruction
- ELA/ELD framework
- ELD standards
- Scaffolds and differentiated support
- Effective model of ELD instruction
- Differentiated ELD instruction
- Instructional strategy training for BIAs/InterAct/Teaching Fellows
- Paraprofessional trainings including technology support
- Release time for teachers for planning
- Release time for teachers to attend SST, 504, and IEP meetings
- After school program to support EL students with tutoring
- Admin walkthroughs will monitor implementation of research-based EL strategies and will provide feedback on implementation to teachers
- Opportunity to participate in Saturday Academy as funding allows

Student Groups

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

- *utilizing substitute coverage to allow PLCs to focus on data, instructional planning, and interventions*
- *provide additional support for EL and Tier II/III students through lunch and after school groups*
- *books and materials to support professional development*
- *buyback and PL meeting catering*
- *school community spirit gear*

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

- .5 TSA to coordinate interventions and assessments
- funding for on and off campus professional learning
- books and materials to support professional learning and instruction
- substitute coverage to support planning and participation in IEP, SST, 504 and other meetings

As a site: What are the planned actions to support this student group?

- Tutor (funded through Literacy Grant) will provide direct student support as well as professional learning and technology support
- Arts in Education experiences for students to connect literacy to fine and performing arts
- Mentors funded through Community Schools
- Community Schools Coordinator to provide additional check-ins with at-risk groups and families

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Climate and Culture Team and Community Schools Committee will monitor staff engagement and support in maintaining a welcoming environment at Lane

Monitoring will take place throughout the school year, using formal (Fall and Spring Climate and Culture Surveys) and informal check-ins with staff

Monitoring will be managed by Climate and Culture Team and Community Schools Coordinator and Administration

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Climate and Culture Team and Community Schools Committee will monitor staff engagement and support in maintaining a welcoming environment at Lane

Monitoring will take place throughout the school year, using formal (Fall and Spring Climate and Culture Surveys) and informal check-ins with staff

Monitoring will be managed by Climate and Culture Team and Community Schools Coordinator and Administration

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Climate and Culture Team and Community Schools Committee will monitor staff engagement and support in maintaining a welcoming environment at Lane

Monitoring will take place throughout the school year, using formal (Fall and Spring Climate and Culture Surveys) and informal check-ins with staff

Monitoring will be managed by Climate and Culture Team and Community Schools Coordinator and Administration

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Food			Buyback Day catering (15.50 x 40pp+delivery)	1,500.00

\$1,500.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95 %	93.4 %	2024-2025	94.5 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Lane wants to increase the number of families consistently involved in parent meetings, engagement, support opportunities, and identifying a "best option" is challenging
 Families respond favorably (93.4%) in family engagement domain.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Parent work hours vary, with many working the fields and shift work, resulting in no ideal time to hold parent meetings
- Our families do not engage well in virtual meetings
- Our families walk and evening meetings are challenging

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- More voices on a regular basis
- compromise in meeting times

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase inclusive opportunities for families

Fully Implemented

- Parent participation started at 4 parents in October 2023 and is now steady at 24-30 parents attending coffee and engagement hours
- Parents indicate they have a voice and are pleased with changes in practice and increased achievement scores

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase inclusive opportunities for families

Partially Effective

- Effective in building participation
- Partially effective in building participation in evening family nights

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Alternating morning and afternoon meetings to accommodate more parent schedules
- Using support of Community Schools Coordinator for outreach and added meetings
- Continue using meetings as vehicles to connect families to resources

Section D: 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.

SSC:

- ELA intervention and instructional support through InterAct Teaching Fellows
- Math intervention and instructional support through TSA and realignment of instructional assistants and InterAct Teaching Fellows
- Inclusion of more extracurricular sports and activities for students

ELAC:

- Math and ELA interventions
- Family nights on campus (Movies, BINGO, Reading Club, etc.)
- Parent Meetings and Classes
- More dance and art for students
- More social emotional help for students
- Continued food distribution days

Staff:

- Continued professional learning around reading and literacy instruction at every grade level
- ELA intervention and instructional support through InterAct Teaching Fellows
- Professional Learning around Math instruction
- Math intervention and instructional support through TSA and realignment of instructional assistants and InterAct Teaching

- Inclusion of more arts related programs for students, including performing and fine arts
- Continuance of school events to involve families: BINGO Nights, Movie Nights, Reading Club, etc.
- Need for mentors to work with students on campus
- Tutor (funded through Literacy Grant) to provide direct student support as well as professional learning support in the areas of technology software and online resources
- Need for Tier II Specialist (position unfilled for two years)
- Need for social emotional counseling and support for students and families
- Continuance of parent meetings to support parent learning and involvement
- Physical and social emotional wellness: eye exams & glasses; shot mobile; family counseling; food and other resource connections

- Training for teachers to support student social emotional needs
- Physicals, eye exams & glasses, shot mobile, dental exams & care
- Family and individual counseling
- Food and other resource connections

Fellows

- Vertical articulation and establishing consistent instructional practices across grade levels
- Teacher training to support social emotional needs
- Inclusion of more celebrations of academic growth throughout the program
- Tutor (funded through Literacy Grant) to provide direct student support as well as professional learning support in the areas of technology software and online resources
- Inclusion of more extracurricular sports and activities for students
- Inclusion of more arts related programs for students, including performing and fine arts
- Continuance of regional literacy nights
- Continuance of school events to involve families: BINGO Nights, Movie Nights, Reading Club, etc.
- Need for mentors to work with students on campus
- Need for Tier II Specialist (position unfilled for two years)
- Need for social emotional counseling and support for students and families
- Continuance of parent meetings to support parent learning and involvement
- Physical and social emotional wellness: eye exams & glasses; shot mobile; food and other resource connections

Action 1 :

Increase inclusive opportunities for families

Action Details:

Lane will create opportunities to engage families in on and off campus activities during and outside of school hours. Such activities will be culturally relevant and serve to support the academic and social emotional growth of Lane students. Our Climate and Culture Team will support the planning of school activities/events using input and feedback from parents and community to better serve the needs of our families.

Goal: Family Climate Culture Survey will indicate 100% of families with favorable responses in the domain of family engagement.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- All students have district provided laptops/devices
- All parents have access to students' Atlas accounts to monitor grades and attendance
- K-2 classrooms have room-based devices
- Parent workshops and trainings offered in English, Spanish and Hmong as needed
- Homework assistance for students and access to resources for parents are readily available - Tutor.com, enrollment in Extended Learning Program, various teacher run tutorials after school
- Parent Trainings: Computer skills, Resource Access, SEL, Parent University modules, and ESL classes
- Participation in parent meetings, including School Site Council, annual Title 1 meeting, English Language Advisory Committee, DAC, Family Engagement Hour, Parent Coffee Hours, SSTs, 504, and IEPs, Parent-Teacher

conferences (October)

- Parents will receive on-going communication in multiple languages from teachers and staff in the areas of student academic, behavior and social emotional needs
- Parents have access to a variety of verbal and written communications regarding schoolwide expectations, policies, procedures, disciplinary guidelines, and programs offered to students through flyers, parent bulletin board, school website, Parent Square platform, email and phone contacts
- Parents are invited to attend quarterly award assemblies and various student events on campus
- Parent volunteers will be recruited to help with our annual events (Back to School Night, Open House, Kindness Run, cultural celebrations, movie/BINGO nights, literacy nights, etc.)
- Teachers and HSL will recruit parent volunteers to participate in studytrips, CTE field trips and extracurricular engagement activities during and after school
- Community Schools Coordinator will recruit staff, families, and community to participate in Community Schools Committee work and develop community partnerships with area agencies and supports to enrich the academic, physical, and social well-being of Lane students
- Certificated and classified contracts to support communication and engagement (examples include: website maintenance, materials distribution, and activities to engage families and community in school efforts, etc.)
- Certificated and classified contracts to support student tutorials and extended learning
- Purchases orders for outside vendors to support engagement activities as well as student and family recognition

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Translators-Primary language support for parent conferences, site meetings, including IEPs, SSTs, and 504s
- Bilingual materials to support student learning (books, subscriptions, etc.)
- English Language classes through Fresno Adult School or other entities
- Babysitting provided for site- based meetings and parent English classes
- Parent University modules in English and Spanish
- Site-based parent workshops in both English and Spanish
- Parent/Teacher conferences
- ELAC meeting and materials in English and Spanish
- Family Engagement Meetings
- Incentives to increase participation
- ELPAC and SBAC parent workshops. Families are informed of student goal setting, the meaning of ELPAC, reclassification, RFEP monitoring, and other terms the school uses as a means of tracking progress for EL students.
- Tutoring after school for EL students
- Expanded Summit licenses (as funding is available) to support students identified by site as well as district metrics
- Bilingual TSA/paras/InterAct/Teaching Fellows provides Tier III supports for EL students
- Materials and supplies for parent meetings and workshops
- All 4 Youth and others to provide training for Spanish-speaking parents to support the social emotional needs of EL students

Student Groups

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

- materials and supplies to support parent/community involvement
- BIAs/InterAct Fellows/Teaching Fellows/Instructional Assistants to support involvement

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

- materials and supplies to support parent/community involvement
- babysitting to support parent participation in meetings/events

- BIAs/InterAct Fellows/Teaching Fellows/Instructional Assistants to support involvement

As a site: What are the planned actions to support this student group?

- Tutor (funded through Literacy Grant) will provide direct student support as well as professional learning and technology support
- Arts in Education experiences for students to connect literacy to fine and performing arts
- Provide Integrated Arts instruction (Prop 28) to classrooms on rotating basis
- Special Projects supplemental contract(s) to support school-home communication
- Mentors funded through Community Schools
- Community Schools Coordinator to provide additional check-ins with at-risk groups and families

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Community Schools Committee will monitor staff, student, family and community engagement and support in maintaining a welcoming environment at Lane

Monitoring will be managed by Community Schools Coordinator and Administration

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Community Schools Committee will monitor staff, student, family and community engagement and support in maintaining a welcoming environment at Lane

Monitoring will take place throughout the school year, using formal (Fall Climate and Culture Surveys) and informal check-ins with staff and families

Monitoring will be managed by Community Schools Coordinator and Administration

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Community Schools Committee will monitor staff, student, family and community engagement and support in maintaining a welcoming environment at Lane

Monitoring will take place throughout the school year, using formal (Spring Climate and Culture Surveys) and informal check-ins with staff and families

Monitoring will be managed by Community Schools Coordinator and Administration

2025-2026 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	Instruction	Mat & Supp			: Materials and supplies **No food or incentives**	5,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translators/babysitters (150 hrs ea x 2 pp +benefits)	8,116.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for HSL	150.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies-parent engagement	1,000.00

\$14,266.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0290 Lane Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	TSA split .50/.50 between Lane and Jackson - Kristin Voss # ID 1015503 SPSA G1A1, G2A1, G3A1, G4A1, G5A1	85,226.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers ILT (1d x 9), IEP (12 days), SST (10 days)	8,947.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Books and materials: DI	1,500.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Books and materials: EO	1,500.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : 6 ELF/Inter-Act Fellows, 160 Program Days, 21 hrs. Professional Development	89,625.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier lease/maintenance	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance (additional work orders/not district-funded)	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors (2 @90 hours-80 test/10 prep + training) +benefits	9,568.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Support with small group instruction	54,750.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: K-6 DI EO books and materials	4,998.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Support for small group instruction	21,088.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	Support for small group instruction	61,052.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies-ELs	2,002.00
G3A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies (EOY 6th grade awards/folders, office supplies, student/parent incentives)	18,462.00
G4A1	Sup & Conc	Instruction	Direct-Food			Buyback Day catering (15.50 x 40pp+delivery)	1,500.00
G5A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies **No food or incentives**	5,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translators/babysitters (150 hrs ea x 2 pp +benefits)	8,116.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for HSL	150.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies-parent engagement	1,000.00

\$395,484.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$72,864.00
Sup & Conc	7090	\$227,910.00
LCFF: EL	7091	\$94,710.00
Grand Total		\$395,484.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$361,256.00
G3 - Increase student engagement in their school and community	\$18,462.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$1,500.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$14,266.00
Grand Total	\$395,484.00