

Lane Elementary

10621666006357

Principal's Name: Karen Streich-Rodgers

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

School Site Council

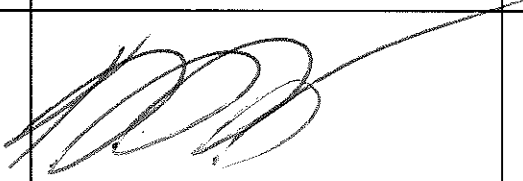
School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Karen Streich-Rodgers	X				
2. Co Chairperson – Michelle Taylor				X	
3. Co Chairperson – Casssandra Verboon		X			
4. Evie Sanchez		X			
5. Guadalupe Andrade – Secretary		X			
6. Kimberli Yanez			X		
7. Pa Vue				X	
8. Moises Payan				X	
9. Gabriela Alcala				X	
10. Rosa Jimenez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

XXX ELAC reviewed the SPSA as a school advisory committee.

☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Lane Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Karen Streich-Rodgers		5/13/2026
SSC Chairperson	Michelle Taylor	Michelle Taylor	5/13/2026

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

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

FY 2026/27

Lane - 0290

ON-SITE ALLOCATION

3010	Title I	\$73,968 *
7090	LCFF Supplemental & Concentration	\$208,512
7091	LCFF for English Learners	\$86,020

TOTAL 2026/27 ON-SITE ALLOCATION

\$368,500

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,144
Program Budget	\$71,824
Total Title I Allocation	\$73,968

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Lane Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		12.4 %	2024-2025	13.5 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		48.7 %	2024-2025	49.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		23.3 %	2025-2026	24.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		34.5 %	2025-2026	35.6 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		50 %	2025-2026	51.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		50.4 %	2025-2026	51.5 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		26.6 %	2025-2026	27.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		50 %	2025-2026	51.1 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		45.3 %	2025-2026	46.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		57.7 %	2025-2026	58.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		58.7 %	2025-2026	59.8 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		17.9 %	2025-2026	19 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-42.4 pts	-64.4 pts	2024-2025	-49.4 pts	↑
Goal 1	SBAC ELA - Average distance from standard (English Learner)		-79.2 pts	2024-2025	-64.2 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		24.9 %	2024-2025	29.9 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-31 pts	-60.7 pts	2024-2025	-45.7 pts	↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-101.2 pts	2024-2025	-86.2 pts	↑

Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		26.3 %	2024-2025	31.3 %	↑
Goal 2	Chronic Absenteeism (ALL) Semester 1	28.1 %	17.9 %	2025-2026	17.3 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	94.5 %	96 %	2025-2026	97.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	94.3 %	90 %	2025-2026	91.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		85 %	2025-2026	87 %	↑
Goal 2	Suspension Rate - (English Learner)		4 %	2024-2025	3.67 %	↓
Goal 2	Suspension Rate - (Students w/ Disabilities)		10 %	2024-2025	9.67 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	1.5 %	0.8 %	2025-2026	0.47 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

ELA and Math: students have shown some growth as measured by SBAC and iReady, although inconsistent across grade levels.

- There is a need for consistent and continued phonics instruction (6 step Phonics Lesson) in primary grades as well as for intermediate students that struggle with foundation literacy skills
- Writing across the schools is not at grade level

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

- Students not progressing through grade level measures at the expected pace
- Lack of foundational literacy/math skills lead to unfinished learning at all levels
- Phonics instruction and training has been limited to primary grades
- Writing and problem solving to grade level standards is a challenge across all grades
- School wide writing instruction/practice is in the early stages of implementation across grade levels

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.

- Implementation of consistent phonics instruction school wide
- Implementation of common writing practices/language/expectations across grade levels

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

ELA Comprehensive Reading Instruction TK-6

Partially Implemented

- Partially implemented with 6 Step Phonics lessons in K-2
- Expect to see growth with further training around Foundational Literacy and Writing for TK-6 teachers and support staff
- Expect to see growth with support of Academic Coach to support teacher implementation of PL

Improving Math Instruction TK-6

Partially Implemented

- Partially implemented
- Student growth inconsistent across grade levels
- Grades 5/6 participated in FCOE training
- Staff participated in training around Math Language Routines

English Language Development Plan TK-6

Fully Implemented

- Fully implemented
- dELD windows, supports, and structures

Expand Student-Centered Real-World Learning Experiences

Fully Implemented

- Fully implemented
- all grade levels participated in Goal 2 real world experiences

Expanding Student Engagement in School and Community

Fully Implemented

- Fully implemented
- Community partnerships have expanded and continue to do so

Improve Attendance Rate and Social Emotional Supports

Fully Implemented

- Fully implemented
- Exited ATSI status this year
- Leveraging HLS and Community Schools Coordinator to extend connections and support to families

Building a Collaborative Culture for Staff

Partially Implemented

- Partially implemented
- Staff survey results are @ 90%, goal is to increase to 91.1%
- Staff retention is high despite being affected by retirements and reduction due to decreased student enrollment

Increase inclusive opportunities for families

Fully Implemented

- Fully implemented
- Parent Center is running and hosting engagement opportunities at least twice per month
- Increase in Literacy events and family participation in school events
- Leveraging HLS and Community Schools Coordinator to extend connections and support to families

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

ELA Comprehensive Reading Instruction TK-6

Partially Effective

Growth and proficiency levels are all below 5% for last year
Growth is inconsistent from grade to grade for individuals and student cohorts

Improving Math Instruction TK-6

Partially Effective

Growth and proficiency levels are all below 5% for last year
Growth is inconsistent from grade to grade for individuals and student cohorts

English Language Development Plan TK-6

Partially Effective

Need to improve EL DFS rates, as they are 79.2 DFS while non-EL students are @ 64.4 DFS

Expand Student-Centered Real-World Learning Experiences

Effective

All students participated in the available activities.

Need to increase awareness of such activities and participation in them for community

Expanding Student Engagement in School and Community

Effective

Student engagement opportunities have increased over the past two years

Improve Attendance Rate and Social Emotional Supports

Partially Effective

Partially effective

Tier II Specialist substitute helped semester 2

HSL, Community Schools Coordinator, School Psychologist support students and families in connecting to school

Student health/wellness survey results are too low at 85%

Building a Collaborative Culture for Staff

Partially Effective

Climate Culture Team supports survey analysis and planning around data

Staff survey numbers are in low 90s, working to get to high 90s

Increase inclusive opportunities for families

Effective

Family results are at 96% favorable

Goal is 100

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.

Continued staff PL and expenditures around:

- Clarity
- PLC+ Cycles
- Foundational Literacy Skills Instruction
- Writing
- Math Practices and Problem Solving
- Social Emotional Learning and support

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:

- reduce assessor or sub hours to save funds?
- find alternate sources for supplies (ink, etc.) or renegotiate contract parameters
- need to keep .5 TSA/.75 Instructional Assistant/two 7 hour BIAs
- possibly reduce planning day hours
- need focus on early literacy and literacy intervention for all grade levels
- need intervention for ELA and Math
- possibly reduce InterAct/Teaching Fellows
- need more classroom supports for students

ELAC:

- continue parent engagement classes to learn how to support students at home
- give rewards for attendance
- continue and increase SEL for students and families
- continue/expand activities for families to do with their children
- continue PRIDE store
- certification classes for adult community
- tutors during and after school
- mentors during school
- field day
- more clubs
- more writing
- more interventions to get students to grade level in ELA/SLA/Math

Staff:

- possibly reduce embedded planning days or hours each quarter
- need RtI in and outside of the classroom
- need tutors for students
- need RtI in ELA and Math
- continue positive momentum of/focus on SEL
- more support for students struggling emotionally
- need more vertical alignment
- ELA/Math professional development book clubs
- more Math training
- training for all staff around deescalation and connecting with students
- need work on writing
- lack of Tier II has contributed to inequities for students
- need for increased student/ home/ staff efficacy
- attendance is always an issue
- language and access to support at home are barriers to student learning
- student behaviors detract from learning
- concerns around standardized assessments and comparison for EO & DLI students
- need ongoing teacher training in early literacy, intervention, math, writing, SEL, and student supports

- need consistent teaching strategies across grade levels
- incentives for staff
- staff social meet ups/team building
- more staff input re: schedules, structures, etc.
- parent bulletin board
- parent volunteers
- parent workshops to learn about ELA/Math
- continue growing community partnerships
- more extensive language support for newcomers
- student goal setting/activities/rallies to engage students
- prioritize academics over recreational activities

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

ELA Comprehensive Reading Instruction TK-6

Action Details

Early Literacy

Lane Elementary will continue to focus on a comprehensive and balanced literacy program with high quality Tier I instruction maintaining 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.

Goal: Decrease SBAC Distance from Standard from 64.4 to 49.4

Direct Instructional Services

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 • Daily instruction will integrate technology to increase student engagement and enhance learning • Lease of copiers will continue, with access available to 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 per grade level guidelines • Students in grades K-6 will use 45 minutes or completion of two lessons of iReady My Path/like lessons twice a week to practice reading foundational skills and reading comprehension • Bilingual Instructional Assistants, Instructional Assistant, will push into classrooms to support Tier I and II ELA instruction in K-1 • Incentives and rewards will be available for Kindergarten and 1st grade students for meeting grade level HFW benchmarks • Software, Programs, and Subscriptions will be purchased to support instruction and intervention • All students will participate in IABs/FAIBs/ICAs/teacher developed formative and summative assessments to monitor progress and help identify intervention needs • Schoolwide and classroom recognitions, celebrations, and incentives will be purchased and organized to celebrate academic progress and achievement for those meeting growth goals, BAS, ELA iReady, ELPAC, SBAC, and other assessment goals • Goal setting will include schoolwide, grade level, subgroup, individual teachers, and student groups

- Technology will be purchased, repaired, and replaced to support instruction
- 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, all teachers will differentiate instruction through small group instruction
- Classroom and pullout intervention for Grades 2-6 will be supported by Instructional Assistants/Bilingual Instructional Assistants/InterAct Fellows/Teaching Fellows as funds allow
- 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
- Students with ongoing academic/health/attendance/behavior concerns may be referred to Targeted Support Team (TST)/sst

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
- .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
- 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 English and Spanish 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, continuuance 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 as funding allows 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
- Instructors may deploy for ELD to address students' learning needs
- EL subgroup data will be analyzed during PLC to address the learning needs of English Learners
- Quarterly progress monitoring of English Learners including Redesignated Fluent English Proficient Learners will be done by teachers
- Long-Term English Learners will be targeted for reading intervention opportunities by the classroom teachers with support from the BIAs/InterAct/Teaching Fellows /paras
- Leveled books will be purchased to support literacy instruction in grades K-6
- Additional online resources will be purchased to support reading foundational skills and literacy in DI classrooms (Gr.K-6)
- District-funded Academic Coach will support ELD instruction through PL, PLC collaboration, coaching cycle, and feedback
- 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
- 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

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):

- *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):

- Consistent administration of IABs/FAIB/other assessments with analysis of subgroup performance and needs
- 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
- Tier II Coordinator to provide additional check-ins with at-risk groups and families

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Support Parent Engagement through Tier II Specialist, Community Schools Coordinator, Home School Liaison to connect school and home learning practices
- Childcare provided as needed/as requested
- Enhanced parent-school connection via parent involvement - Coffee Hours, conferences, establishment of Lane Parent Center
- School-Home communication will be provided in English and Spanish
- Monthly parent calendar and news will continue
- Monthly parent meetings will include Parent Engagement hours
- Principal will host Parent Coffees on a quarterly basis
- Translation services are available to all staff and parents

Professional Learning

Describe Professional Learning related to this action.

- PLCs will administer, and analyze frequent ELA CFA/IAB/FAIBs; 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
- 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 and Tier II instruction, including ELA claims and targets, reading foundational skills, reading comprehension, small group instruction, writing, and Academic Discourse
- Teaching/InterAct Fellows/paraeducators/instructional assistants/teachers/after school tutors will be trained in Reading Foundational Skills
- Teachers will continue deconstruction and analysis of standards, communicate learning targets and success criteria to students to provide instructional clarity and purpose for learning
- 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
- District-funded Academic Coach will support intervention by working with teachers during PLC meetings or PLs using best practices
- Fund on and off-site training to support English and Spanish Language Arts instruction and intervention

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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
- 75% of classroom observations will show implementation of foundational skills lessons & site PL focus: Clarity-Learning Intentions & Success Criteria; structured Academic Discourse; writing
- Monitoring: Usage/completion/implementation will be monitored by teachers, PLCs, Instructional Leadership Team, 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 grow in meeting iReady use/completion goals by 20% at mid-year administration

Students meeting Stretch Growth goals will increase by 20% over last year

District benchmark assessments/IABs/iReady/DIBELS reading assessments will be consistently monitored and show improvement over prior year administrations

Monitoring: Outcomes monitored by teachers, PLCs, ILTs 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/stretch goals, growing 20% over prior year

SBAC results will indicate individual students earning a decrease in DFS 64.4 to 49.4

Monitoring: Outcomes monitored by teachers, PLCs, ILT and Administration

Improving Math Instruction TK-6

Action Details

College & Career Readiness

Lane Elementary will strengthen 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.

Goal: Decrease SBAC Distance from Standard from 60.7 to 45.7

Direct Instructional Services

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
 - Curriculum materials and supplemental resources will be provided as needed to support classroom math instruction and assessment in English Only and Dual Language Immersion classes
 - Daily math instruction will integrate classroom/1 to 1 device technology to increase student engagement and enhance learning
 - Lease of copiers will continue, with access available to all Lane staff
 - BIAs/Inter-Act Fellows/Teaching Fellows/Instructional Assistants/paras will push into classrooms to support Tier I and II math instruction and intervention (Gr.1-6) as available
 - 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 student learning
 - Teachers will communicate math learning intentions and criteria for success to students to provide clarity and purpose for learning
 - Students will participate in IABs/FAIBs/classroom & grade level assessments/iReady/SBAC, with results analyzed to inform instructional decisions
 - Goal setting using current math data will include schoolwide, grade level, individual teacher, and student levels
 - Incentives will be purchased to motivate students to reach their math iReady and SBAC goals
 - 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**

- 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-6 will use iReady My Path lessons weekly, in accordance with district guidelines, to reinforce math skills and basic math facts
- 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 III

- Students not responding to Tier I and II classroom interventions will be referred to Student Success Team/TST to determine further intervention supports
- 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
- Supplemental pay contracts will be used to provide additional after school math tutoring for students as funds allow

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...

- *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*
- *Provision and use of manipulatives and tools to support student learning*

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*
- Fund on and off-site training to support Math instruction and intervention
- utilizing substitute coverage to allow PLCs to focus on EL data, instructional planning, and interventions
- PL around daily use of scaffolds and visual supports to support instruction
- PL around multiple opportunities for peer-to-peer interaction and academic discourse

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 Reclassified Fluent English Proficient students 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
- 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):

- Mentors funded through Community Schools
- Community Schools Coordinator to provide additional check-ins with at-risk groups and families
- Connections through Tier II Specialist to support academic and social progress

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Support Parent Engagement through Tier II Specialist, Community Schools Coordinator, Home School Liaison to connect school and home learning practices
- Enhanced parent-school connection via parent involvement - Coffee Hours, conferences, establishment of Lane Parent Center

- School-Home communication will be provided in English and Spanish
- Monthly parent calendar and news will continue
- Monthly parent meetings will include Parent Engagement hours
- Principal will host Parent Coffees on a quarterly basis
- Translation services are available to all staff and parents

Professional Learning

Describe Professional Learning related to this action.

- 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
- Data driven 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, and ensure students develop fluency, word problem-solving skills, and conceptual understanding
- Substitute release time for teachers will be used to plan instruction, attend professional learning, ILT, IEPs, and SST meetings
- Fund on and off-site training to support Math instruction and intervention
- utilizing substitute coverage to allow PLCs to focus on EL data, instructional planning, and interventions
- PL around daily use of scaffolds and visual supports to support instruction
- PL around multiple opportunities for peer-to-peer interaction and academic discourse
- Teachers will continue deconstruction and analysis of standards, communicate learning targets and success criteria to students to provide instructional clarity and purpose for learning
- District-funded Academic Coach will support intervention by working with teachers during PLC meetings or PLs using best practices

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

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.

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
- 75% of classroom walk throughs will show implementation of skills lessons and site PL focus: clarity-learning intentions & success criteria; structured academic discourse; problem solving and use of math language routines
- Monitoring: Administration, Academic Coach, TSA, Instructional Leadership Team

- Students will grow in meeting iReady use/completion goals by 20% at mid-year administration
- Stretch growth goals will increase by 20% over prior year
- District benchmark assessments/IABs/iReady will show improvement over prior year administrations
- Monitoring: Administration, Academic Coach, TSA, Instructional Leadership Team

- Students will meet iReady use/completion/stretch goals, growing 20% over prior year
- SBAC results will show a decrease in Distance from Standard from 60.7 to 45.7
- Monitoring: Outcomes monitored by teachers, PLCs, and Administration

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books and site licenses. G1A2	6,567.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			materials and supplies, G1A2 **No Food or Incentives**	3,500.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : G1A1-2	60,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Split funded: 0.50 Jackson G1A1, 0.50 Lane G1A2 **Budget lines for personnel include salaries and related benefits	95,046.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Sub coverage. G1A2 **Budget lines for personnel include salaries and related benefits	8,400.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Support for small group instruction. G1A2 **Budget lines for personnel include salaries and related benefits	58,888.00
G1A1	Sup & Conc	Instruction	Bks & Ref			books/materials EO & DLI. G1A2	5,612.00
G1A1	Sup & Conc	Instruction	Copier Maint			copier leasing and maintenance. G1A2	17,700.00
G1A1	Sup & Conc	Instruction	Direct-Maint			direct maintenance. G1A2	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors **Budget lines for personnel include salaries and related benefits	4,500.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Support for small group instruction. G1A2 **Budget lines for personnel include salaries and related benefits	20,650.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	Support for small group instruction. G1A2 **Budget lines for personnel include salaries and related benefits	63,466.00

\$345,329.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Expanding Student Engagement in School and Community

Action Details

Life Skills

Lane will increase meaningful 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.

Direct Instructional Services

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 to encourage engagement and motivation
- CHAMPS, Morning and Classroom meetings will be implemented school wide
- Schoolwide expectations for common areas will be revised and implemented as needed
- Academic award assemblies will be held quarterly to recognize student achievement
- Meaningful Work mentors/supervisors
- Purchase materials and supplies to support successful implementation of student activities and engagement
- 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
- Community Schools Coordinator will support student connection and participation

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 in home language to parents of English Learners during ELAC and Family Engagement meetings*
- *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*
- *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 and English Language growth and proficiency*
- *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*
- *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*
- *Annual Neurodiversity Fair to showcase work and experiences of SWD*
- *Civic involvement opportunities for students (Neighborhood Clean Up, Campus Beautification, Awareness Campaigns, etc.)*

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Support Parent Engagement through Tier II Specialist, Community Schools Coordinator, Home School Liaison to connect school and home learning practices
- Enhanced parent-school connection via parent involvement - Coffee Hours, conferences, establishment of Lane Parent Center
- Family Literacy activities - Literacy Night, Math Night, etc.
- School-Home communication will be provided in English and Spanish
- Monthly parent calendar and news will continue
- Monthly parent meetings will include Parent Engagement hours
- Principal will host Parent Coffees on a quarterly basis
- Translation services are available to all staff and parents

Professional Learning

Describe Professional Learning related to this action.

- 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
- Fund on and off-site PL for teachers around family engagement and connections

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 Coordinator will support student recruitment and participation in engagement activities embedded within and beyond the classroom setting.
- Student engagement measured and monitored by CCT, through attendance, participation, and academic progress data

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 Coordinator will support student recruitment and participation in engagement activities embedded within and beyond the classroom setting.
- Monitoring: CCT, Tier II Specialist, 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.

- Student and family participation in engagement activities embedded within and beyond the classroom setting will increase

- Monitoring: CCT, Tier II Specialist, Community Schools Coordinator, and Administration

- Student engagement measured and monitored by CCT through attendance, decreased suspensions, increased participation, and academic progress data comparing year over year program enrollment and surveys
- Increase Student survey connection results from 85 - 87
- Decrease suspension from 0.8 to 0.47
- Monitoring: CCT, Tier II Specialist, Community Schools Coordinator, and Administration. Parent, Student, and Staff survey results will indicate connection to school and community

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28 - Arts

Action Details

College & Career Readiness

Lane will continue to augment music and Arts Education with the Arts Enrichment fine art and dance supports we implemented in the 2025/2026 school year. Fine and performing arts education serves as a catalyst for whole child development and critical thinking, reinforcing academics through creativity in movement as well as individual and collective art production. Integrating fine and performing arts helps students learn better, think deeper, and connect meaningfully with their studies.

Direct Instructional Services

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

- Instructional facilitators to work with Grades TK-6 (such as Arts Enrichment for All) in support of dance, art history, fine arts with various media, and performing arts
- materials and classroom supplies needed for production
- basic props for creativity
- standards aligned curricular materials
- basic costumes, shoes, performance wear that can be used repeatedly
- guest presenters and professional learning for 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.

N/A

Student Groups

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

N/A

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

N/A

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

N/A

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Student art will be showcased at various family engagement events:

- Open House
- Family Literacy Night
- Monthly engagement/coffee hours

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

- Participants show enthusiasm, joy, and pride in movement and production-based learning
- Measurement through teacher observations, attendance, and student surveys
- Monitored by Arts instruction providers and site Administrators

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 receiving Arts movement instruction will demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels
- Students receiving Arts production instruction will demonstrate increased creativity in class projects where fine or performing art production is a component
- Measured by teacher observations, reduction in behavior incidents, and/or increase in creative expression in class and class work
- Monitored by arts instructors and classroom instructors

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.

- School environment fosters positive, inclusive interactions around arts and arts involvement
- Student belonging and school connection increase
- Measured by climate culture surveys, student attendance, and family engagement data
- Monitored by school Administration and Climate Culture Team

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			student participation, incentives, materials, instructional supplies, parent support.G1A1-2	17,216.00

\$17,216.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Increase inclusive opportunities for families

Action Details

Community Engagement

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.

Direct Instructional Services

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

- All parents have access to students' Atlas accounts to monitor grades and attendance
- Parent workshops, communication, 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 site developed learning opportunities
- 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 study trips, 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.)
- Babysitting provided for site- based meetings and parent English classes
- 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
- Materials and supplies for parent meetings and workshops

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

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

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

N/A

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Continued family learning opportunities around school-home connections, communication, and supports

Professional Learning

Describe Professional Learning related to this action.

- PL for staff around strengthening school-home connections and communication

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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, Climate Culture Team, 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
- Goal: increase Parent Engagement survey results from 96 to 97.1
- Monitoring will be managed by Community Schools Coordinator and Administration

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent participation **Budget lines for personnel include salaries and related benefits	3,901.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			local mileage - HSL	150.00
G3A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for parent engagement	1,904.00

\$5,955.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0290 Lane Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0290	1110	1000	4200	Bks & Ref					G1A1	Books and site licenses. G1A2	6,567.00
060	3010	0290	1110	1000	4300	Mat & Supp					G1A1	materials and supplies, G1A2 **No Food or Incentives**	3,500.00
060	3010	0290	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : G1A1-2	60,000.00
060	3010	0290	1110	2495	2260	Cls Sup-Sup					G3A1	Parent participation **Budget lines for personnel include salaries and related benefits	3,901.00
030	7090	0290	1110	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Voss, Kristin	0.5000	G1A1	Split funded: 0.50 Jackson G1A1, 0.50 Lane G1A2 **Budget lines for personnel include salaries and related benefits	95,046.00
030	7090	0290	1110	1000	1120	Teacher-Subs					G1A1	Teacher Sub coverage. G1A2 **Budget lines for personnel include salaries and related benefits	8,400.00
030	7090	0290	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Vela, Panomi	0.7500	G1A1	Support for small group instruction. G1A2 **Budget lines for personnel include salaries and related benefits	58,888.00
030	7090	0290	1110	1000	4200	Bks & Ref					G1A1	books/materials EO & DLI. G1A2	5,612.00
030	7090	0290	1110	1000	4300	Mat & Supp					G2A1	student participation, incentives, materials, instructional supplies, parent support.G1A1-2	17,216.00
030	7090	0290	1110	1000	5633	Copier Maint					G1A1	copier leasing and maintenance. G1A2	17,700.00
030	7090	0290	1110	1000	5723	Direct-Maint					G1A1	direct maintenance. G1A2	1,000.00
030	7090	0290	1110	3130	5211	Local Mileag					G3A1	local mileage - HSL	150.00
030	7090	0290	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors **Budget lines for personnel include salaries and related benefits	4,500.00
030	7091	0290	4760	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Aguirre, Alma	0.3750	G1A1	Support for small group instruction. G1A2 **Budget lines for personnel include salaries and related benefits	20,650.00
030	7091	0290	4760	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Garcia, Diana	0.7500	G1A1	Support for small group instruction. G1A2 **Budget lines for personnel include salaries and related benefits	63,466.00
030	7091	0290	4760	2495	4300	Mat & Supp					G3A1	Materials and supplies for parent engagement	1,904.00
													\$368,500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$73,968.00
Sup & Conc	7090	\$208,512.00
LCFF: EL	7091	\$86,020.00
Grand Total		\$368,500.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$345,329.00
G2 - The Whole Child (SEL and Engagement)	\$17,216.00
G3 - Operational Excellence	\$5,955.00
Grand Total	\$368,500.00