

## Lane Elementary

10621666006357

Principal's Name: Rosemary Baiz

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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<b>District Goals</b>	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement 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 Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

**School Site Council**


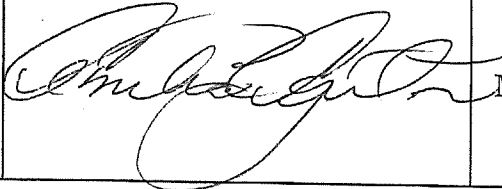
<b>School Site Council List</b>					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rosemary Baiz	X				
2. Chairperson - Amelia Aguilar				X	
3. Vice-Chair - Jessica Zuniga				X	
4. Secretary - Olivia Rodriguez				X	
5. Marta Canizal				X	
6. Desiree Moreno				X	
7. Ernest Sanchez		X			
8. Daniel Gomez		X			
9. Jackie DeMoss			X		
10. Open		X			
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
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X - ELAC reviewed the SPSA as a school advisory committee.
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<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date_____.
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**Required Signatures**

<b>School Name:</b>			
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 Single Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	<b>Rosemary Baiz</b>		<b>March 21, 2017</b>
<b>SSC Chairperson</b>	<b>Amelia Aguilar</b>		<b>March 21, 2017</b>

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2017/18

Lane - 0290

**ON-SITE ALLOCATION**

3010	Title I	\$55,061 *
7090	LCFF Supplemental & Concentration	\$193,403
7091	LCFF for English Learners	\$86,106
		<hr/>
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$334,570</b>

* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,034
	Remaining Title I funds are at the discretion of the School Site Council	\$54,027
	Total Title I Allocation	<hr/> \$55,061

## 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	47/68	N/A <sup>3</sup>	21.26%	21.49%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	31/68	N/A <sup>3</sup>	18.84%	21.21%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3169</a>	<b>District Dashboard (Goal 1):</b> Percentage of 3rd grade students reading at grade level	35/66	N/A <sup>3</sup>	25.84%	23.53%	N/A <sup>3</sup>	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	28/68	0.00% <sup>4</sup>	53.11%	50.82%	38.19%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3751</a>	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	50/63	N/A <sup>6</sup>	12.79%	20.99%	5.97%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3752</a>	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	56/63	N/A <sup>6</sup>	23.26%	35.80%	28.36%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	34/67	N/A <sup>7</sup>	N/A <sup>7</sup>	20.42%	31.18%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	33/67	N/A <sup>8</sup>	N/A <sup>8</sup>	20.98%	30.74%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

**2 - Social Emotional/Climate Culture**

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	14/68	6.93%	19.10%	21.32%	11.16%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	22/68*	16.87%	28.15%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	16/68	36.89%	38.38%	37.45%	43.24%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	37/68	94.91%	94.85%	94.95%	95.04%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	43/69	15.33%	17.25%	16.87%	15.25%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	20/68	N/A <sup>10</sup>	N/A <sup>10</sup>	30.51%	26.78%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	61/69	8.96%	0.13%	0.53%	0.13%	•LCAP Dashboard - 6SchoolClimate



<input type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	8/68	8.01%	5.12%	2.50%	4.01%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	1/68	0.14%	0.13%	0.00%	0.13%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	44/67	96.88%	97.44%	35.92%	2.14%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	<a href="#">7132</a>	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	65/68	N/A <sup>13</sup>	N/A <sup>13</sup>	63.28%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7133</a>	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	43/69	N/A <sup>13</sup>	N/A <sup>13</sup>	63.08%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7134</a>	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	66/68	N/A <sup>13</sup>	N/A <sup>13</sup>	47.73%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7135</a>	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	59/68	N/A <sup>13</sup>	N/A <sup>13</sup>	66.02%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student

## Notes

\* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

**Elementary Segment Example:**

*Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.*

**High School Segment Example:**

*In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.*

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : ☐ No ☐ Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Lane Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain

☒ 1. Academic Performance

☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	21.49	26.49	California Teaching Fellows Foundation

☐ New-Action

☒ On-going

Reasoning:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Detail the Action

Lane will implement comprehensive reading support, to improve student learning through professional learning, best practices, and increased daily reading. Students significantly below grade level in Kindergarten – 4th grade will receive corrective reading (SRA), daily. Students performing below grade level standards in grades 5th - 6th grade will receive reading comprehension intervention and support. To ensure that students are reading by third grade, Pre-K - 3rd, Professional Learning Communities will establish ELA goals and targets by quarter.

Standards Met/Exceeded

The number and percentage of students scoring Standard Met or Standard Exceeded on the 2016-17, according to SQII # 5926 number of students meeting/exceeding ELA on SBAC was 21.49% 78/363

The number and percentage of students scoring Standards Not Met or Standard Nearly Met, according to SQII# 6142 number of students not meeting standards was 78.51% 285/363

Reading by Third Grade Rate

The number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period, according to SQII# # 6590 is 14.74%, rank .

SMART Goals

By June 2018, the number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC will increase by 5%, which will Meeting or Exceeding standards at 26.4%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Classroom teachers, BIAs (as appropriate), and administrators will analyze student work to monitor student progress and learning needs
- Administrators will implement daily progress monitoring through walkthroughs, feedback, reflective conversations, etc.
- Targeted Action Plans will be developed to focus teaching and learning improvement in areas of student learning need, aligned to CCSS and the Instructional Practice Guide.
- Students in corrective reading will be assessed weekly and progress will be monitored. Adjustments will be made to service as needed. Students will be exited upon meeting the established criteria and in consultation with homeroom teachers. Students will also be referred to SST when appropriate.
- DRP
- District Interim Assessments will be analyzed in a timely manner and action plans will be developed in grades 1-6.
- BAS, DIBELS, BPST, Fluency and HFW assessments will be analyzed by quarter to ensure student progress.
- Additional relevant assessments
- KAIG
- When analyzing student assessment results, we will include analysis by subgroups
- Intervention Resources and progress monitoring may include SRA Corrective Reading.
- Alignment of instructional choices to standards in Wonders to CCSS.
- Professional Learning Communities (AC) will monitor student progress through Common Formative Assessments in cycles of continuous improvement not to exceed 4 weeks. Learning targets and assessments will be calendared. Interventions will be developed for students not meeting targets/goals.
- A system for monitoring student progress will be collaboratively developed following the cycle of continuous improvement.
- Analysis of student progress will occur quarterly to ensure students are meeting benchmarks.
- Interventions will be developed to address learning needs for students not meeting quarterly benchmarks

#### Owner(s):

- Classroom Teachers
- Professional Learning Communities (AC)
- Leadership Team
- Principal/VP
- Bilingual Instructional Assistants
- Teaching Fellows,
- Intervention/TSA
- Resource Lab Assistant
- Intervention/TSA (Designated Schools additional 1.0 FTE), BIAs, and Teaching Fellows, will coordinate regular and consistent assessment of student progress utilizing appropriate assessments.

#### Timeline:

- Expectations and Agreements will be made prior to the start of the school year in August 2017 regarding the consistent and frequent monitoring of students.
- Professional Learning Communities will conduct student progress monitoring no more than 4 weeks and will be calendared for the year, for ELA and Math.
- Structured data analysis will occur after assessments are completed and data becomes available.
- CAASPP in August 2017
- DRP – In September 2017
- Interim Assessments in October 2017 & February 2018
- Administrators will Monitor AC team common form
- Professional Learning Communities (AC) will conduct student progress monitoring in consistent cycles, not to exceed 4 weeks and will be calendared.
- Assessment will occur weekly for corrective reading and every 2-3 weeks for 4th - 6th grade intervention.
- Adjustments in timeline will be made as necessary.
- ELA strategies and Wonders materials
- Building and strengthening Professional Learning Communities (AC) through professional learning and utilizing Skillful Leader and Learning by Doing professional resources.
- Develop and utilizing cycles of continuous improvement planning and data analysis tools.
- Early Learning best practices
- Student Feedback?
- 

#### Explain the Targeted Actions for Parent Involvement (required by Title I):

- Each teacher will specifically review each student's reading levels and scores at the Fall parent conference. Teachers will provide information to parents regarding what the learning content for the year will be and elicit parents as partners to support student success.
- The following parent forums will be utilized to inform parents of student performance reports and strategies to support at home: Parent University Modules, Coffee hour, English Learner Advisory Committee, Back to

#### Describe Related Professional Learning:

- The ELA/ELD Framework
- Aligning instructional choices in Wonders to CCSS.
- Instructional Practice Guide
- Professional Learning Communities (AC) based on Learning By Doing
- Core 6, Notice and Note, and Making Thinking Visible, are professional reading resources that may be

School, Parent/Teacher conferences, workshops, seminars and mini-conferences.

- Parents will be informed of the following:

- Importance of Redesignation before entering Middle School and its impact on A-G courses.
- Importance of attendance at 95% or above, beginning in PreK, and its impact on future

success.

- Importance of Early Learning – talking, reading and singing with children 0- 5 years of age.
- Importance of communicating with their child's teacher and creating a partnership.

- Establish the EFFORT (Every Family Focused on Reading Together) program, a school-wide daily reading at home support structure. Every family will be encouraged to read nightly. Families who participate in the program 90% of the time, will be invited to an end of the year celebration (BBQ) with their children.
- Parent Volunteers are organized to support improved student achievement in classrooms, and in the computer lab.
- Maximize use of Parent Meetings, Parent University, ELAC, & Coffee Hour to encourage regular reading, 20-30 minutes a night.
- Family reading support will be encouraged by posting banners around the school fences. (i.e. Did you read 20-30 minutes last night, Can you write a simple sentence, Have you Read, Talked, or Sang with your child today, etc...)
- Early learning focus on Parent Education Workshops provided by administrators and teachers targeting Preschool – Kindergarten.
- Preschool – 3rd grade teachers send home quarterly reading targets.
- Regular communication will be made to parents regarding student performance. Parents will be informed of action

#### Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

##### Tier 1 Actions

- All students in grades TK – 6th will participate in daily literacy instruction that require complex text, task, talk, and thoughts. Children will be expected to read a minimum of 60 minutes per day, across curricular areas/multiple contexts.
- Technology instruction and practice using the Technology Scope & Sequence will occur weekly.
- A Certificated Technology Assistant will provide professional learning support in the use of software and other online, internet based teaching resources to teachers.
- An incentive/motivation based program to reward and celebrate Kindergarten and 1st Grade students for meeting HFW grade level benchmarks. Rainbow colored bracelets will be given to students as they learn "color words" that support students in "making a rainbow".
- Accelerated Reader will be utilized as a reading motivation and incentive activity. Teachers and Intervention Teacher/TSA will develop a school-wide system of Accelerated Reader incentives, recognition and celebrations for students meeting personal goals.
- Two, 6 hour, District Funded BIAs, will provide support for Kindergarten, and may extend support through 3rd grade, as resources allow, to meet benchmarks in ELA, Math and English Language Development, and provide English Learner Newcomer support in 4th - 6th grades. In addition, through existing resources 2 hours of support for TK will be provided.
- Additional support, during instruction, will be extended through 4th -6th, utilizing district and site funded personnel.
- Expand Library books and periodical section to increase reading and complex text selection.
- Recognition, Celebrations, and Incentives will be implemented to acknowledge student progress and

utilized during Lane Professional Learning sessions to increase knowledge and strategies to support improved student learning.

- Vocabulary Development
- Technology Scope and Sequence
- CAASPP, DRP, Interim Assessments, and Math performance tasks will be analyzed to identify gaps in student learning and inform instruction. Assessments will be analyzed and acted upon as results become available.
- Analysis of Common Formative Assessments to identify student learning needs and to plan for next instructional steps.
- Training on Accelerated Reader/STAR Program.
- How to teach long-term struggling readers using best practices.
- Standards Articulation by Grade Level
- Professional Learning may also be included not listed above as the need arises.
- Identification of essential standards and learning targets (Essential Learnings) in ELA
- ELA strategies and Wonders materials
- Building and strengthening Professional Learning Communities (AC) through professional learning and utilizing Skillful Leader and Learning by Doing professional resources.
- Develop and utilizing cycles of continuous improvement planning and data analysis tools.
- Early Learning best practices
- Student Feedback?

#### Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Daily Designated English Language Development instruction will occur for a minimum of 30 minutes. Grade levels may deploy for ELD given students learning needs.
- Student work will be analyzed to surface differences in the performance of English Only students versus English Learner students. The learning needs specific to English Learners will be addressed in Designated ELD.
- English Learners will be identified and focused upon, to ensure progress toward meeting redesignation criteria.
- In addition to including English Learners in the daily and frequent progress monitoring, their progress will be monitored quarterly to ensure that students are making adequate progress toward reclassification and redesignation.
- One, site funded, 6 hour BIA, 2 six hour District Funded BIAs, and two, 3 hour BIAs will provide support for TK – 6th grade, to meet benchmarks in ELA, Math and English Language Development, and provide English Learner Newcomer support, as resources allow.

achievement.

- Technology will be purchased/repaired/replaced to support the academic program.
- A0.375 FTE Resource Lab Assistant will assist in managing resources to teachers and students.
- Materials and supplies will be purchased to support English Language Arts instruction.
- Teachers will communicate learning targets to students as appropriate, and facilitate students setting learning goals.
- Students will be given specific feedback on their performance during through formative, benchmark (District Interim) and common formative assessments to realign their learning goals.
- Materials and supplies will be purchased to support Professional Learning Community work and to support instruction.
- **Tier 2 Actions**
- 4th -6th grade students who are not meeting benchmarks will receive intervention in reading comprehension through deployment, 30 minutes per day, 4 days per week, taught by classroom teachers, TSA and Resource Specialist as appropriate.
- Materials and supplies will be purchased to support interventions.
- Supplemental materials and supplies may be purchased to support student learning.
- **Tier 3 Actions**
- Students significantly below grade level, in K - 4th grade will receive Corrective Reading, daily for 25-45 minutes, as appropriate. Corrective Reading will be delivered by the TSA and Teaching Fellows.
- K - 6th grade students not meeting ELA benchmarks may receive additional support after school. (As resources allow)
- Teaching Fellows and BIAs will provide support for students in TK - 3rd classrooms, for intervention, to meet grade level benchmarks, during the school day, for a minimum of 30 minutes, 5 days per week.

Lane Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750			\$	10,947.00
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750			\$	10,777.00
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.7500			\$	40,301.00
1	1	Sup & Conc	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.3125			\$	8,551.00
1	1	LCFF: EL	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.1250			\$	3,421.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher Planning time 3 days per year to be calendared by ACs	\$	11,621.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Technology Assistant Supplemental Contract 3hrs	\$	17,763.00
1	1	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translators for Parent Meetings	\$	1,206.00
1	1	LCFF: EL	Parent Participation	Classified Support-Supplemental				Babysitting for Parent Meetings	\$	2,052.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies	\$	992.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Accelerated Reader & AR 360 license - Lane pays 60% and FCOE pays 40%	\$	3,609.00
1	1	Sup & Conc	Instruction	Copier Maintenance				IKON Copier Lease	\$	18,072.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Copier Paper	\$	9,223.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Highlighters & Dry Erase Markers	\$	800.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Journals - 5th grade (4 for each student)	\$	800.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Homework Folders - Kindergarten to 4th grade	\$	1,000.00
1	1	LCFF: EL	Instruction	Materials & Supplies				Binders 4th - 6th	\$	2,008.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Planners - 6th grade	\$	800.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Laminating Film & Poster Paper	\$	3,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Kindergarten Packets	\$	1,000.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology - Replace Tech (Short-throws, Elmos, etc)	\$	10,000.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows - 3 TF in AM	\$	27,000.00
1	1	LCFF: EL	Instruction	Materials & Supplies				Toner for printers	\$	8,000.00
1	1	LCFF: EL	Instruction	Direct-Maintenance (Dr)				Technology Repair - Student tablets, etc...	\$	3,000.00
1	1	LCFF: EL	Instruction	Direct-Maintenance (Dr)				Technology Repair - Student tablets, etc...	\$	3,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies - Misc	\$	588.00
1	1	LCFF: EL	Instruction	Materials & Supplies				Materials & Supplies - Misc	\$	8,441.00
								Total	\$	207,972.00

**Action # 2****Domain**

1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture &amp; Climate

**School Quality Review**

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	21.21	27.21	Other - Please specify within action



New-Action



On-going

**Reasoning:**

Strong Evidence



Moderate Evidence



Promising Evidence

**Detail the Action**

Students will engage in conceptual based Math instruction aligned to CCSS through writing, oral presentations, consensus building, group discussions and projects.

**Standard Met/Exceeded**

The number and percentage of students scoring Standards Met or Exceeded on 2016 Math SBAC, according to SQII #6169 is currently 21.21%, students, rank: 77/363

**SMART Goals**

By June 2018, the number and percentage of students scoring Standard Met or Standard Exceeded on the Math SBAC will increase by 6%.

**Explain the Progress Monitoring using the Cycle of Continuous Improvement model:****Details: Explain the data which will specially monitor progress toward each indicator target**

- Professional Learning Communities (AC) will monitor student progress in cycles of continuous improvement **not to exceed 4 weeks**. Learning targets and assessments will be calendared.
- A system for monitoring student progress will be collaboratively developed following the cycle of continuous improvement.
- Administrators will implement daily progress monitoring through walkthroughs, feedback, reflective conversations, etc.
- 

**Owner(s):**

- Classroom Teachers
- Professional Learning Communities (AC)
- Principal/VP

**Timeline:**

Implementation begins in August 2017 before the first day of school and continues through June 2018.

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

- Maximize use of Parent Meetings, Parent University, ELAC, & Coffee Hour to encourage regular practice in learning basic math facts and knowledge of focused math concepts.
- Include math coherence across grade levels in parent education workshops.
- Resources will be uploaded onto the Lane website for easy access.

**Describe Related Professional Learning:**

- Building strengthening Professional Learning Communities (AC) through professional learning and utilizing Skillful Leader and Learning by Doing Professional Resources.
- Develop and utilize cycles of continuous improvement planning and data analysis tools.
- Focus, Coherence and Rigor
- Building capacity in the use of Standards Progressions, Coherence Maps, and Common Core Math



Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will have the opportunity to talk, write, think and collaborate regarding Math concepts, process and multiple ways of solving problems and participate in the eight mathematical practices during instruction.
- Teachers will communicate learning targets to students and facilitate students in setting learning targets by quarter.
- Students will be given specific feedback on their performance on formative, benchmark and common formative assessments, to realign with their learning goals.
- 
- ST Math (JiJi) software support and practice.
- Materials and supplies will be purchased to support Math instruction.
- Supplemental materials and supplies will be purchased to support student learning.

Companion.

- Building capacity in the teaching of the 8 Math Practices.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Student work will be analyzed to surface differences in the performance of English Only students versus English Learner students. The learning needs specific to English Learners will be addressed in designated ELD.
- In addition to including English Learners in the daily and frequent progress monitoring, their progress will be monitored quarterly to ensure that students are making adequate progress toward reclassification and redesignation.
- English Learners will be identified and focused upon to ensure progress toward meeting redesignation criteria.

Lane Budgeted Expenditures										
Action	Y	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2		1 Sup & Conc		Instruction	Materials & Supplies				Math Journals	\$ 1,500.00
2		1 Sup & Conc		Instruction	Books & Other Reference				Jiji License - Lane pays 60% and FCOE Pays 40%	\$ 2,600.00
									Total	\$ 4,100.00

**Action # 3****Domain**

1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture &amp; Climate

**School Quality Review**

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	94.95	95.95	



New-Action



On-going

**Reasoning:**

Strong Evidence



Moderate Evidence



Promising Evidence

**Detail the Action**

Lane will implement systems and structures to monitor and increase attendance rates, with emphasis on students with Chronic, and Manageable attendance.

**Attendance Rate ADA** Attendance Rate from EOY 2015-2016, according to SQII # 48 was 94.95%.

**SMART Goals**

By June 7, 2018, Lane will increase our daily and annual attendance rates by 1% to meet, our goal of 95.9%.

**Explain the Progress Monitoring using the Cycle of Continuous Improvement model:****Details: Explain the data which will specially monitor progress toward each indicator target**

- Atlas Reports - Weekly monitoring of Manageable and Chronic students
- Child Welfare Attendance Specialist – coordinate communication and support for Manageable and Chronic students by making weekly phone calls home.
- Regular and consistent scheduling of chats and conferences with families in the upper levels of the Manageable attendance group.
- Systems, structures and timelines will be developed to monitor attendance of Manageable and Chronic students, conference with families and celebrate success in coordination with the Child Welfare Attendance Specialist, Office Assistant, Home-School Liaison, teachers, and administrators.
- Year to date attendance reports will be communicated to all teachers.

**Owner(s):**

- Principal
- Child Welfare Attendance Specialist
- Home School Liaison
- Office Assistant
- Teachers

**Timeline:**

Implementation will begin August 2017 and actions will occur daily, weekly and quarterly.

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

- Kindergarten Parent Orientation – the first day of school.

**Describe Related Professional Learning:**

- Atlas Systems and Reports

- Early Learning Mini-Conference to include importance of attendance and research supporting great attendance equates to future success.
- Edutext
- School Messenger
- SSTs
- Communication with parents: letters, agendas, phone calls, conferences (large group, small group and one on one)
- ELAC meetings, coffee hours, and parent meetings.
- Posting of banners around the school to promote attendance goals.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

**Tier 1 Actions**

- Safe & Civil Team contracts
- NTA/Classified Professional Learning
- Increase Library Time/Access - 1-3 days per week as resources allow
- Perfect and Satisfactory Attendance Celebrations. (i.e. Bingo party, movie party, extra recess).
- Improve attendance and safety at Lane by addressing safety concerns (i.e. lighting, signage, locks, automatic gates, communication devices, safety communications/updates, and other materials and supplies).
- All students will have an opportunity to attend the public After School Program, during the academic year, and receive academic support services by means of homework support, Accelerated Reader, Jiji, Math Fluency, BBF mastery, and enrichment.
- **Tier 2 Actions**
- Incentives will be provided to students showing improvement in attendance.
- Attendance Improvement Celebrations. (i.e. Bingo party, movie party, extra recess).
- Study trips and extended learning opportunities as funds become available for students with improved attendance
- **Tier 3 Actions**
- Conferences and goal setting with families of Manageable/Chronic students

- School Messenger
- After School Program Training – Safety Plan/Procedures, Lane Discipline Policy and System
- NTA Training

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Conference with families going to Mexico for extended vacations, during instructional days, to explain the negative impact on student achievement.
- 12% of students with chronic attendance are English Learners. Conference with the parents of these students to support improved attendance.

Lane Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	1.0000			\$ 50,540.00
3	2	Sup & Conc	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.2000		Victoria Orosco - additional 1 day service to site.	\$ 28,059.00
3	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Safe & Civil Team Contracts	\$ 2,368.00
3	2	Sup & Conc	In-House Instructional Staff Development	Other Classified-Supplemental				NTA training	\$ 1,809.00
3	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Teacher Release to attend SSTs/Level 1 Behavior plans	\$ 3,529.00
3	2	Sup & Conc	Instruction	Materials & Supplies				Parent Education Materials	\$ 4,000.00
3	2	Sup & Conc	Instruction	Materials & Supplies				Incentives - Awards/Trophies	\$ 4,000.00
3	2	Sup & Conc	Instruction	Direct-Food Services (Dr)				Student of the Month Breakfast	\$ 500.00
3	2	Sup & Conc	Instruction	Materials & Supplies				Safety Materials - Gates/Signage/etc...	\$ 25,000.00
								<b>Total</b>	<b>\$ 119,805.00</b>

Action # 4

Domain

☐ 1. Academic Performance

☒ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2358 - EL's not advancing at least one proficiency level in Re-designation	41.3	36.3	

☐ New-Action

☒ On-going

Reasoning:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Detail the Action

Lane will implement a comprehensive system of support that will include awareness of the importance of redesignation, ELPAC knowledge and practice strategies, and analyze English Learner student performance data to reduce the number of students not advancing at least one level on the ELPAC.

EL Redesignation Rate

Number and percentage of English Learner students, according to SQII #917 is 21.7%, 225/708 students (EOY 2016).

Non Advancing EL Students

The number and percentage of students not advancing at least one proficiency level on the CELDT, according to SQII #2358 37.45% 94/251 (EOY 2016)

SMART Goals

By June 2018, the number of English Learner students not advancing at least one proficiency level in the 2017-2018 school year will be reduced by 5% as measured by the ELPAC, for a percentage of 32.45%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Consistent analysis of English Learner students' academic performance data.
- Consistent analysis of English Learner students' performance during Common Core Reading instruction and Designated ELD.
- Identify Target students not advancing at least one level on the previous and current ELPAC.
- Identify Target students not advancing at least one level on the previous and current ELPAC.
- Teacher/Administrator ELD Progress Monitoring/Goal Setting Data Chats
- Conduct ELPAC/Goal Setting chats with students in the fall, mid-year, and spring to coincide with ELPAC, DRP, District Benchmark Assessments, and state testing.
- EL Student Progress Data and student work will be analyzed in ACs to coincide with ELPAC- DRP and Interim Assessments testing results.
- Align actions and data analysis to support the Roosevelt Region Goal of: By the end 17-18 the number % of EL students redesignated in Roosevelt Region will increase by 2% as measured by end of year SQII # 917.
- Report out and share EL student performance data at Regional Principal Meetings, several times during the year, to monitor progress, garner support and learn best practices from colleagues.

#### Owner(s):

- Principal/MP
- Teachers
- TSA
- Roosevelt Region Principals
- Resource Lab Assistant

#### Timeline:

##### **First 3 6 weeks of school**

- Teachers' Professional Learning ELPAC Prep/EL Redesignation Goal Setting Tool/EL Student Profile.
- Teacher/Admin EL Data Chats
- Conduct ELPAC chats fall, mid-year, and spring to coincide with ELPAC, DRP and state testing.

##### **In the Fall and Spring Semesters**

- Staff-wide review of EL student progress with EL Goal Setting Report
- Administrators conduct individual data chats with teachers to include EL Goal Setting Report, student work, and create action plans to address EL student learning needs.

##### **January-February**

- Review EL Goal Setting Report in preparation for state testing, conduct ELPAC chats with identified students after ELPAC and before DRP 2.

#### Explain the Targeted Actions for Parent Involvement (required by Title I):

- Letters and notices sent home to parents to inform about ELPAC, strategies they could use at home and the importance of students getting redesignated by 6th grade.
- Send letters home to congratulate parents of students who have passed the ELPAC and to inform of next step toward Redesignation
- Consistently communicate to parents regarding the importance of Redesignation by 6th grade and A-G courses. Forums will include: Parent Teacher conferences Back to School Night, ELAC, SSC, Coffee Hours, etc. ? Review and provide student EL profiles to parents at appropriate forums.
- Invite students and parents to a reception to celebrate student redesignation.

#### Describe Related Professional Learning:

- Teachers' Professional Learning – ELPAC /ELPAC Prep/ EL Redesignation Goal Setting Tool/EL Student Profile, Resources on the EL Services website
- Analysis of English Learner data with a focus on redesignating students by their anticipated RFEP date to ensure redesignation of students whose RFEP date has passed.
- ELA/ELD Framework/ELD Standards
- Integrated/Designated ELD Instruction
- ELD instruction in Wonders
- Plan all content areas in tandem with the ELD standards.
- Additional PL topics may include the following: Strategies: Reconstruction/Deconstruction, Four Areas of Vocabulary Development, Structured Academic Discourse, Structured Planning Time

#### Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- One, 6 hour and two, 3 hour, site funded, Spanish BIAs will provide support to EL students during instruction, to ensure access to the core curriculum.
- Daily Designated English Language Development for a minimum of 30 minutes for all EL students.
- Identification of students not advancing at least one level on the ELPAC or not making adequate yearly progress.
- Four Areas of Vocabulary Development.
- Structured Academic Discourse
- Structured Planning time.
- Administrators will meet with EL students by grade level, K - 6th grade, to communicate the importance of ELPAC, provide strategies to improve ELPAC performance, the goal of Redesignation by 6th grade, the test

#### Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

being the same for K/1, 3-5 and 6-8, and A-G courses.

- Short Assemblies are held, for students in 1st – 6th grade, to introduce the ELPAC assessors to students to prevent students from feeling awkward due to z being tested by someone they do not know.
- Celebrations and incentives for students who are redesignated.
- Celebrations for students who are making adequate yearly progress.
- EL Student Chats with students regarding their next steps toward Redesignation. For example, raise DRP, pass the ELPAC , etc.
- Materials and supplies will be purchased to support and celebrate the redesignation of students.

Lane Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	LCFF: EL	Instruction	Direct-Other (Dr)				LPAC/CELDT Assessors	\$	3,900.00
								Total	\$	3,900.00

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0290 Lane Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies	992.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher Planning time 3 days per year to be calendared by ACs	11,621.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Technology Assistant Supplemental Contract 3hrs	17,763.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		10,947.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Accelerated Reader & AR 360 license - Lane pays 60% and FCOE pays 40%	3,609.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Copier Paper	9,223.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Highlighters & Dry Erase Markers	800.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Journals - 5th grade (4 for each student)	800.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Homework Folders - Kindergarten to 4th grade	1,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Planners - 6th grade	800.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Laminating Film & Poster Paper	3,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Kindergarten Packets	1,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies - Misc	588.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology - Replace Tech (Short-throws, Elmos, etc)	10,000.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows - 3 TF in AM	27,000.00
1	1	Sup & Conc	Instruction	Copier Maint			: IKON Copier Lease	18,072.00
1	1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.313		8,551.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		10,777.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.750		40,301.00
1	1	LCFF: EL	Instruction	Mat & Supp			: Binders 4th - 6th	2,008.00
1	1	LCFF: EL	Instruction	Mat & Supp			: Toner for printers	8,000.00
1	1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies - Misc	8,441.00
1	1	LCFF: EL	Instruction	Direct-Maint			: Technology Repair - Student tablets, etc...	3,000.00
1	1	LCFF: EL	Instruction	Direct-Maint			: Technology Repair - Student tablets, etc...	3,000.00
1	1	LCFF: EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.125		3,421.00
1	1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for Parent Meetings	1,206.00
1	1	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting for Parent Meetings	2,052.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Jiji License - Lane pays 60% and FCOE Pays 40%	2,600.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Math Journals	1,500.00
3	2	Title 1 Basic	Instruction	Teacher-Subs			Teacher Release to attend SSTs/Level 1 Behavior plans	3,529.00
3	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.000		50,540.00
3	2	Sup & Conc	Instruction	Teacher-Supp			Safe & Civil Team Contracts	2,368.00
3	2	Sup & Conc	Instruction	Mat & Supp			: Incentives - Awards/Trophies	4,000.00

3	2	Sup & Conc	Instruction	Mat & Supp			: Parent Education Materials	4,000.00
3	2	Sup & Conc	Instruction	Mat & Supp			: Safety Materials - Gates/Signage/etc...	25,000.00
3	2	Sup & Conc	Instruction	Direct-Food			: Student of the Month Breakfast	500.00
3	2	Sup & Conc	In-House Instructional Staff Deve	Oth Cls-Supp			NTA training	1,809.00
3	2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.200	Victoria Orosco - additional 1 day service to site.	28,059.00
4	2	LCFF: EL	Instruction	Direct-Other			: LPAC/CELDT Assessors	3,900.00

**\$335,777.00**

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$55,061.00
Sup & Conc	7090	\$194,610.00
LCFF: EL	7091	\$86,106.00
<b>Grand Total</b>		<b>\$335,777.00</b>

Domain Totals	Budget Totals
Academic	\$212,072.00
SEL / Culture & Climate	\$123,705.00
<b>Grand Total</b>	<b>\$335,777.00</b>