

Lane Elementary

106216660063571

Principal's Name: Rosemary Baiz

Principal's Signature:

A handwritten signature in black ink, appearing to be 'R Baiz', written over a faint dotted line.

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<p>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.</p>	
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

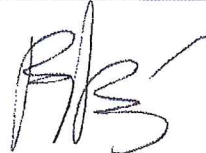
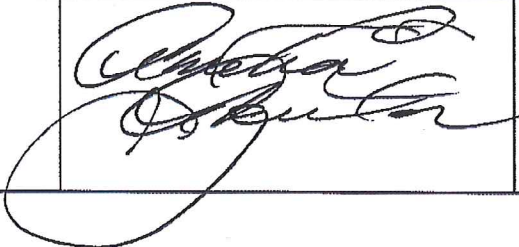
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rosemary Baiz	X				
2. Chairperson - Amelia Aguilar				X	
3. Vice-President - Jessica Aguilar				X	
4. Secretary - Esmeralda Rangel				X	
5. Myra Perez				X	
6. Arsenio Vargas				X	
7. Ernest Sanchez		X			
8. MaLee Her		X			
9. Sylvia Escalante			X		
10. Staff Member Vacancy					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
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.			
Title	Print Name Below	Signature Below	Date
Principal	Rosemary Baiz		4/3/18
SSC Chairperson	Amelia Aguilar		4/4/2018

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Lane - 0290

ON-SITE ALLOCATION

3010	Title I	\$58,055 *
7090	LCFF Supplemental & Concentration	\$225,824
7091	LCFF for English Learners	\$97,536
TOTAL 2018/19 ON-SITE ALLOCATION		\$381,415

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,366
Remaining Title I funds are at the discretion of the School Site Council	\$56,689
Total Title I Allocation	\$58,055

Lane Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25.798	32.798
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	24.202	31.202

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Interim Assessment Focus Standards

- Professional Learning Communities
- Learning By Doing

Professional Learning Communities (PLC) Identified Essential Standards and Essential Learnings

PLC created Common Formative Assessments focused on Essential Standards

- PLC Teams calendared CFAs
- PLC Teams analyzed CFAs to identify student learning needs and respond to those needs including after school tutoring opportunities
- Cognitively plan instruction
- Differentiated Instruction

District Adopted Guaranteed and Mable Curriculum - GVC

Imagine Learning

JiJi and Accelerated Reader K-6

Modified Library time to accommodate for recess and after school access

Data Chats with students including Goal setting for English Learners, for DRP, for Interim Assessments

- English Learner awareness assemblies and the importance of Redesignation
- Meet the Assessors

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Students with Disabilities performed at 8% on ELA CAASP compared to overall performance of 27%.

Progress toward meeting grade level standards is gradual and supported by IEP goals.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Students with Disabilities performed at 6% on ELA CAASP compared to overall performance of 25%.

Progress toward meeting grade level standards is gradual and supported by IEP goals.

Include comments about African American students attendance disproportionality

Celebrations Recognition and Incentives

- AR Banquet and Awards
- Awards Assemblies, End of Year trophies for Attendance, Honor Roll, Merit List, Teachers Awards
- Certificates for improvement and progress, Redesignation

Technology

- increased time for students on tablets to access online assessments, instructional supports as much as resources allowed.
- greater access for students to online assessments on Wonders

Interventions

- Tier 1 Intervention - TK-6 Including after school tutoring for K
- Tier 2 Intervention - TK-6
- Tier 3 Intervention - K-6
- Expanded use of BIAs and Teaching Fellows to support students not meeting grade level standards in K-6 grades

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Interim Assessment Focus Standards

- Professional Learning Communities
- Learning By Doing

Professional Learning Communities (PLC) Identified Essential Standards and Essential Learnings

PLC created Common Formative Assessments focused on Essential Standards

- PLC Teams calendared CFAs
- PLC Teams analyzed CFAs to identify student learning needs and respond to those needs including after school tutoring opportunities
- Cognitively plan instruction
- Differentiated Instruction

District Adopted Guaranteed and Viable Curriculum - GVC

Imagine Learning

JiJi and Accelerated Reader K-6

Current Math Progress Data is the following:

Math Percent Met or Exceeded

Grade	17-18		Growth
	Interim 1	Interim 2	
1	25%	55.9%	30.9%
2	42%	43.8%	1.8%
3	29%	37.2%	8.2%
4	16%	24.2%	8.2%
5	14%	20%	6%

6	20%	18,6%	-1.4%
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2-20-18 SSC Meeting

How do we get more parents involved from our different language groups to attend the parent education classes? We may need to start with a survey.

3-6-18

Parents are also more involved due to societal and current concerns and issues such as bullying. Parents want to be sure their children are safe at school, as a result they are more involved. Ms. Aguilar also mentioned that through participation in social media, parents are informed that if they would like particular activities at school they can be addressed by meeting with the principal or participating in the schools committees.

Parents would like to know the protocol to visit school to inform themselves of all the activities listed above in the "What were the key factors that contributed to these performance outcomes..." to be knowledgeable as we go through the SPSA writing process.

Teachers would like to know their instructional supply budget the first day they walk on campus in August as the school year begins.

3/13/18

We mentioned that when children have barriers and its the families that have the challenges, how do we help the children so that we can be sure that they will have a successful future? For example After School Program not being here for summer program will be a disadvantage to our students.

2 ELAC:

Shared performance data with Parents at Coffee Hour, SSC, ELAC, Back to School Night

Awareness of the importance Daily Reading and Attendance through banners posted around the school

Parent Education Workshop through Parent University and Public Broadcasting System (PBS), and Lane Elementary

- Informed parents of the importance of CELDT and tips to support redesignation at home
- Parents accessing online resources to inform themselves of students grades
- Parents awareness led to conversations with teachers regarding student performance
- Classroom visitations
- Increased Parent Involvement
- Kindergarten Orientation and Materials Packets for student use at home.

3 Staff:

Data Chats with students including Goal setting for English Learners, for DRP, for Interim Assessments

- English Learner awareness assemblies and the importance of Redesignation
- Meet the Assessors

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

For the 17-18 School Year, Title 1 monies were spent on Teacher release time for Student Study Teams; for a Bilingual Instructional Assistant; and for the repair, acquisition, and maintenance of technology to support classroom instruction..

For the 18-19 School Year, Title 1 monies will be used for Teacher release time for Student Study Teams; translators for Parent/Teacher conferences; Materials and supplies for Parent Involvement; a Bilingual Instructional Assistant; Repair, acquisition; and maintenance of technology to support classroom instruction.

Providing release time for teachers to attend Student Study Team meetings has been critical to the success of students not demonstrating progress in academics or behaviors. The support of technology in the classroom has support students in learning how to navigate through online assessment, enriched reading through Accelerated Reader and Math support through JiJi. Having an additional BIA has been instrumental in providing support to Transitional Kindergarten and to support Kindergarteners in meeting grade level standards.

Action 1

Title: Goal 1 - All Students will excel in reading and writing

Action Details:

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.

SMART GOAL:

By June 2019, the number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC will increase by 7%

Our 2018 Goal is a 5% increase from 25.8%. This means that our goal for the ELA CAASP 2018 performance is 30.8%

2017 Goals were the following:

By June 2017, the number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC will increase by 5%, which will be Meeting or Exceeding standards at 26.4%. ***Our performance on the ELA CAASP 2017 was 25.8%, an increase of 4.31%, solid growth, yet .6% short of meeting our goal, according to SQII # 5926.***

The number and percentage of students scoring Standards Not Met or Standard Nearly Met, according to SQII# 6142 in the ELA CAASP 2016, was 78.51% 285/363. ***In ELA CAASP 2017, the number and percentage of students scoring Standards Not Met or Standard Nearly Met, was 74.13%; a reduction of 3.5%, solid progress made.***

At the End of Year in 2016, 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%. ***At End of Year, 2017, the number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period, was 26.73%; an increase of 10.6%, significant progress was made.***

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Classroom teachers, TSA, Teaching Fellows and BIAs (as appropriate), and administrators will analyze student work, to monitor student progress and learning needs.
- Administrators will implement daily progress monitoring through walk-throughs, 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 will be utilized to identify student learning needs.
- District Interim Assessments and KAIG will be analyzed in a timely manner and action plans will be developed in grades K-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.
- Tier 3 Intervention Corrective Reading will monitor student progress weekly.
- Alignment of instructional choices to standards in Wonders to CCSS.
- Professional Learning Communities (AC) will monitor student progress through Common Formative Assessments (CFA), in cycles of continuous improvement, a minimum of two times per quarter.
- In an effort to streamline CFAs and make student progress monitoring systems more efficient, CFAs will be developed for online administration and data analysis.
- Learning targets and assessments will be calendared.
- Tier 1 and Tier 2 Interventions will be developed for students not meeting targets/goals.
- CAASP Interim Block Assessments will be utilized to identify student learning needs, inform instruction, and provide for those identified learning needs.
- Provide Professional Learning by traveling outside our district to conferences in order to professionally grow as a teacher and administrator.

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.
- Certificated Technology Assisstant
- Parents and students

Timeline:

- Expectations and Agreements will be made prior to the start of the school year in August 2018 regarding the consistent and frequent monitoring of students.
- Professional Learning Communities will conduct student progress monitoring to a minimum of twice a quarter 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 2018
- DRP – In September 2018
- Interim Assessments in October 2018 & February 2019
- Administrators will Monitor AC team data
- Assessment will occur weekly for corrective reading and every 2-3 weeks for 5th - 6th grade intervention.
- Adjustments in timeline will be made as necessary.
- Develop and utilizing cycles of continuous improvement planning and data analysis tools.

Teachers and Administrators

Fall and Spring semester

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

Providing monthly student study team to teachers and parents for tier 2 & 3 academic achievements 504's and IEP's

Owner(s):

VP/School Psychologist / teachers/ parents

Timeline:

once a month for subs to release teachers for meetings

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

Asupplemental contract will be provided for certificated Teachers and Teaching Fellows that will provide after-school support tutoring for students who are at nearly met on their interims and SBAC. Tutoring will be provided in order to meet their academic needs in Math and in ELA and will monitor results regularly at appropriate times of instruction.

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

Provide software and licensing for students learning through imagine learning, Jiji, and accelerated reader, in order to support students with user-friendly websites that help students monitor their reading comprehension, conceptual math strategies, and phonics.

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.
- Lane will implement Pre-K and K Dual-Immersion programs during the 2018-2019 school year. Materials and Supplies will be provided as needed to support classroom instruction and assessment.
- 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.
- paying a lease of copiers that are provided for all staff at Lane to use in order to be able to print the necessary work that students are needing to be successful in their academics.
- 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 achievement.
- Technology will be purchased/repared/replaced to support the academic program.
- A 0.375 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, through formative assessments to realign

Owner(s):

Teachers and Teaching fellows

Timeline:

During each quarter teachers will target their nearly met students to assist them with ELA and Math in order to excel.

Owner(s):

All Lane students teachers and parents

Timeline:

daily and during computer time.

Specify enhanced services for EL 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.
- 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.

their learning goals.

- Materials and supplies will be purchased to support Professional Learning Community work and to support instruction.
- provide all students with food incentives who are meeting their academic goals, also enforce character count assemblies with awards for their good efforts.

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.
- A 6 hour Resource Counseling Assistant will support student success in the classroom by providing social emotional support and behavior modification in and out of the classroom, and small groups to provide social skills and anger management learning.
- 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 1st-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.

Explain the 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.
- Teachers will provide students and parents with their portal user names and passwords.
- The following parent forums will be utilized to inform parents of student performance reports and strategies to support at home: Parent University Modules, Parent Portal, Coffee hour, English Learner Advisory Committee, Back to School, Parent/Teacher conferences, workshops, seminars and mini-conferences.
- Parents will be informed of the following: 1.) Importance of Redesignation before entering Middle School and its impact on A-G courses. 2.) Importance of attendance at 95% or above, beginning in PreK, and its impact on future success. 3.) Importance of Early Learning – talking, reading and singing with children 0- 5 years of age. 4.) 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.

Describe Professional Learning related to this action:

- 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 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, Conferences, and travel costs 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.

- Preschool – 6th grade teachers send home quarterly reading data as determined by grade-level.
- Regular communication will be made to parents regarding student performance. Parents will be informed of action as needed.
- Transportation will be provided to meaningful learning experiences such as Dual-Immersion conference in Fresno.
- The Resource Counseling Assistant will support parents in collaborating with teachers and staff to improve students success in the classroom through strategies and behavior modification.
- Early Learning best practices
- Student Feedback
- Professional Learning will be focused on learning how to evaluate performance on the ELPAC and how to support students on making progress toward redesignation, with a specific focus on English Learners.
- Professional Learning on the use of various reports in Atlas to analyze student learning, development of online assessments, how to "share" them and how to analyze student performance by student, and by performance band.

Action 2

Title: Goal 1 - All Students will excel in math

Action Details:

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%, 77/363. **Our performance on the Math CAASP 2017 as reported on the SQII was 24.3%, a solid growth increase of 3%, 95/375.**

The number and percentage of students scoring Standards Not Met or Standard Nearly Met, according to SQII# 6160 in the ELA CAASP 2016, was 78.8%, 286/363. **On the Math CAASP, 2017, the number and percentage of students scoring Standards Not Met or Standard Nearly Met was, 75.7%, 284/375, a solid reduction of 3.1%.**

SMART Goal

By June 2019, the number and percentage of students scoring Standard Met or Standard Exceeded on the Math SBAC will increase by 7%

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Professional Learning Communities (AC) will monitor student progress through Common Formative Assessments, in cycles of continuous improvement, a minimum of two times per quarter.
- In an effort to streamline CFAs and make student progress monitoring systems more efficient, CFAs will be developed for online administration and data analysis.
- When analyzing student assessment results, we will include analysis by subgroups.
- Learning targets and assessments will be calendared.
- Tier 1 and Tier 2 Interventions will be developed for students not meeting targets/goals.
- Administrators will implement daily progress monitoring through walk-throughs, 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.
- Alignment of instructional choices to standards in Go Math to CCSS.
- District Interim Assessments and KAIG will be analyzed in a timely manner and action plans will be developed in grades K-6.
- CAASP Interim Assessments will be utilized to identify student learning needs, inform instruction, and provide for those identified learning needs.

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 as needed.
- 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.
- Technology, Materials and supplies will be purchased to support Math instruction in core and supplemental instruction.
- GO Math personal trainer support and practice.
- Maintain and acquire technology to support math instruction and student learning.
- Supplemental materials and supplies will be purchased to support student learning.

Explain the 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.

Owner(s):

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

Timeline:

Implementation begins in August 2018 before the first day of school and continues through June 2019.

Specify enhanced services for EL 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 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.
- English Learners will be provided with opportunities to prepare and practice for ELPAC (using both online and hard copy resources).
- Teacher/Administrator ELD Progress Monitoring/Goal Setting Data Chats
- Conduct ELPAC/Goal Setting chats with students in the fall as the year begins, and in January to coincide with ELPAC, and District Interim Assessments.
- Conduct Awareness Assemblies in to ensure students know that they are English Learners, what their ELD level is, their ELPAC performance, and assist in setting goals to make progress on the ELPAC and toward Redesignation.
- EL Student Progress Data and student work will be analyzed in ACs to coincide with ELPAC 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.

Describe Professional Learning related to this action:

- Building strengthening Professional Learning Communities (AC) through professional learning and utilizing Skillful Leader and Learning by Doing Professional Resources.
- Planning cross grade-level, cross school-site, with the utilization of district math coaches.

- Resources will be uploaded onto the Lane website for easy access.
- Develop and utilize cycles of continuous improvement planning and data analysis tools.
- Focus, Coherence and Rigor
- Professional Learning, Conferences, and travel costs may also be included not listed above as the need arises.
- Building capacity in the use of Standards Progressions, Coherence Maps, 8 Mathematical practices, 5 Es, Manipulatives, Technology, Learning posters, less scaffolding, Student Engagement (Talk), and Common Core Math Companion.
- Professional Learning will be focused on learning how to evaluate performance on the ELPAC and how to support students on making progress toward redesignation, with a specific focus on English Learners.
- Professional Learning on the use of various reports in Atlas to analyze student learning, development of online assessments, how to "share" them and how to analyze student performance by student, and by performance band.

Action 3

Title: Goal 1 - ELs not advancing at least one proficiency level

[Action Details:](#)

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%,68/319 students (EOY 2016).

Number and percentage of English Learner students, according to SQII #917 is 14.1%, 35/248 students (EOY) 2017).

Current Redesignation rate is not available at this time as ELPAC results have not been released.

Target for Redesignation for the 2018-2019 school year is 16%

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)

At the End of Year 2017 there were 95 students not advancing on the CELDT, which is 36.6%.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- 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.

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.
- 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 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 zbeing 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.

Explain the actions for Parent Involvement (required by Title I):

- Letters and notices sent/mailed 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

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.

Specify enhanced services for EL 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.
- English Learner students will be included in any after school tutoring sessions that may be offered.
- Student work will be analyzed to surface differences in the performance of English Only students and English Learner 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.
- 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.

Describe Professional Learning related to this action:

- 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

Hours, etc. ? Review and provide student EL profiles to parents at appropriate forums.

- Invite students and parents to a reception to celebrate student redesignation.
- childcare/translators

- 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
- Professional Learning will be focused on learning how to evaluate performance on the ELPAC and how to support students on making progress toward redesignation, with a specific focus on English Learners.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST's	3,556.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Technology repair for classroom devices only G2 A1 G3 A1 G4 A1	6,500.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: material and supplies to support parent activities (No incentives or food)	1,571.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teaching Planning	11,713.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Technology Assistant	20,351.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	G2 A1 G3 A1 G4 A1	11,700.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: AR License Lane Pays 60%; FCOE Pays 40%	3,609.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Starfall, Rosetta Stone and Time for Kids G2A1 G3 A1	6,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Technology Equipment Replacement G2A1 G3A1 G4A1	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: safety material for students and parents Radios mega phones Computer locks and carts NTA vest	2,390.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	28,970.00
G1A1	Sup & Conc	Instruction	Travel			: Professional learning for teachers and Admin	5,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			IKON Copier Lease	18,072.00
G1A1	Sup & Conc	Other Instructional Resources	CI&Tech-Reg	Paraprof, Resource Lab	0.3125	G2A1 G3A1 G4A1	9,070.00
G1A1	Sup & Conc	Parent Participation	Direct-Food			: Student of the Month G2 A1 G3 A1 G4 A1	500.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	G2A1 G3A1 G4A1	11,522.00
G1A1	LCFF: EL	Other Instructional Resources	CI&Tech-Reg	Paraprof, Resource Lab	0.1250	G2A1 G3A1 G4A1	3,629.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Jiji License--Lane Pays 60%; FCOE Pays	3,000.00

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2		Instruction	Bks & Ref			40%	3,000.00
G1A3	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	paraprofessional Bilingual Spanish	45,205.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Tanslators	1,223.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies G2 A1 G3 A1 G4 A1	13,027.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Binders, include dividers, agendas and planners 4-6 SDC	2,940.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Safety materials for students tablets safety boxes, and locks Goal 1 and action 1 Goal 2 and action 1	1,610.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies (copy paper)	9,223.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies Highlighters and Markers	800.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: material and supplies Homework Folders	2,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: technology equipment G2 A1 G3 A1 G4 A1	1,492.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,900.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitters	3,591.00

\$242,164.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	25.601	32.601

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.	2 What were the key factors that contributed to the disproportionality for any significant subgroups.
<p>Goal 2 Participation Rate</p> <p>We believe that not all data was included in this data. We need a system to ensure that all school activities and student participation are recorded.</p>	<p>Goal 2 Participation Rate</p> <p>Not actively monitoring goal 2 and subgroup data to ensure all students at Lane are participating in Goal 2 activities in equal numbers.</p>

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
<p>Our School Site Council would like to have more activities offered to students for enrichment. Elective Wheel and Fun Friday, are two examples.</p>	<p>ELAC Parents want more counselors and psychologist support, security and police at school, better food for student of the month breakfast (pancake, chicken nuggets), after school tutoring, strategies of how to discipline/help students with bad behaviors, homework help at home, student motivation, how to prepare for high school and college, and more services such as summer school and after school tutoring.</p>	<p>Would like to add more activities for enrichment, celebration/recognition and positive reinforcement. This will require a commitment from all staff.</p>

Action 1

Title: Increasing Goal 2 participation rates.

Action Details:

We will create systems and structures to ensure that all student activities are recorded in our Goal 2 participation venues, in addition to increasing student activities such as Fun Fridays, and Elective Wheel styled activities.

SMART Goal:

By the end of the 2018-2019 school year our Goal 2 participation rate will increase from 25.6% to 32.06%.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Participation Rates will be monitored monthly to ensure that all activities and points of positive connections for students will be recorded.
- Review and reflect on SEL data to inform actions and identify areas of growth

Owner(s):

Teachers

Teachers facilitating Goal 2 Activities

Principal Vice Principal

Timeline:

Create timeline for systems and structures during summer planning.

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

- Identify one staff member to own Goal 2 participation recording.
- Develop a system to monitor monthly Goal 2 activities and ensure that they are recorded.
- Purchase materials and supplies to support successful implementation of Goal 2 activities.
- Communicate to students all activities that they may participate in such as the following: Sports which include Football, Volleyball, Basketball, Softball, Soccer, Cross Country, Track and Field; Yearbook Club; Volunteer Club; PlayDay; Fun Fridays; Assemblies; and After School Activities such as, You Matter Day and Iron Chef.

Specify enhanced services for EL students:

Analyze Participation Rates to ensure that EL students are participating in numbers commensurate with school wide participation rates.

Explain the actions for Parent Involvement (required by Title I):

- At Parent Forums, inform parents of the importance of Goal 2 participation and its impact on students' future success.
- Elicit support of parents and actively recruit parents to maximize success of Goal 2 activities.
- Purchase materials and supplies for parent involvement and support of Goal 2 activities.

Describe Professional Learning related to this action:

- Inform all staff of the importance of Goal 2 activities and which activities are identified as Goal 2 activities.
- Analyze and Reflect on SEL data to inform actions that support improved positive connections with students..

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	98.02	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 3rd Grade</p> <p>Our 3rd grade teachers are excited about the opportunities offered through our school district and are motivated to ensure that all students are able to participate.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 3rd Grade</p> <p>We are unsure how to access this data.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>We would like more social and social learning activities for students to participate in, to feel connected and for community involvement (such reading to senior citizens), to build empathy and compassion.</p> <p>We would like for our 6th graders to read to the younger Lancers.</p> <p>Professional Learning</p> <ul style="list-style-type: none"> Social Emotional Learning: Classroom Meetings, common area systems observations 	<p>2 ELAC:</p> <p>ELAC Parents want more counselors and psychologist support, security and police at school, better food for student of the month breakfast (pancake, chicken nugget), after school tutoring, strategies of how to discipline/help students with bad behaviors, homework help at home, student motivation, how to prepare for high school and college, and more services such as summer school and after school tutoring.</p>	<p>3 Staff:</p> <ul style="list-style-type: none"> Victoria time to be able to monitor the RCA to see the progress or no progress to check success. What do we do when concerned that it is not a reward for children and turns out to be a positive when the children are being disruptive or breaking rules or Ed Code Clearly communicate discipline steps and consequences for all staff. Do this before school starts in August. what are the next steps for our discipline systems. Have the positive connections at recess for kids who are not connected. Will we still need to have that guest come into my when administrators place kids in our classrooms.
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Action 1

Title: Improved SEL Data

Action Details:

According to current SEL survey data, self Efficacy is currently 49%. By the end of the 2018-19 school year, our self-efficacy rating will increase by 5% to 54%.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Data on Student Surveys will be analyzed and actions will be taken through the Safe and Civil Team.
- Additional observation data will be collected, for areas of need, and acted upon through Safe and Civil Team.
- The Roosevelt Region area of focus in SEL data is self-efficacy. A region generated survey is administered as a pre-survey in October to determine growth by the District survey administration in February.
- Students of the Month will be selected based on the Character Pillars of Responsibility, Trustworthiness, Citizenship, Caring, Fairness and Respect. Students will be celebrated at the Student of the Month Breakfast. Quality food items will be offered to families, students and staff in attendance.

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

- All Staff will analyze SEL data with a more specific focus on Growth Mindset and Self-Efficacy.
- Offer supplemental contracts for teachers and staff to offer clubs after school.

Explain the actions for Parent Involvement (required by Title I):

- Conduct parent classes on growth mindset and self-efficacy.
- Purchase materials and supplies as necessary to support parent involvement and learning around SEL.

Owner(s):

- Teachers
- Administrators
- Safe and Civil Team
- Roosevelt Region Principals

Timeline:

Analysis of data will begin in August 2018.

Specify enhanced services for EL students:

- Our SEL data indicates that our English Learners have disproportionately lower growth mindset and Self Efficacy data. When meeting with English Learners to improve redesignation rates at Lane, include growth mindset and Self Efficacy data to inform EL students. Provide examples of how to change their mindsets.

Describe Professional Learning related to this action:

- Safe and Civil Team will deliver short, 10 minute, learnings on Growth Mindset and/or Self-Efficacy at the beginning of Professional Learning sessions.
- Continue Professional Learning on Early Trauma, Growth mindset and Self-Efficacy.

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	16.667	14.667
Suspensions Per 100	4.89	3.89

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <p>Attendance Incentives and Awareness</p> <ul style="list-style-type: none"> Child Welfare and Attendance Specialist (CWAS) Girl and Boy Power Groups Special recess equipment Weekly Attendance Trophies Quarterly Rewards for the best attendance <p>Suspensions Per 100</p> <p>Social Emotional Learning Professional Learning</p> <p>Classroom connectedness research</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <p>Not all classrooms make an effort to improve attendance at Lane, and/or for individual classrooms.</p> <p>Suspensions Per 100</p> <p>Last year at Lane there were 25 African American students. A disproportionality exists for our African American population. The Core District Report Card reports Lane as having an 11.5% suspension rate schoolwide. African American Students reflect a 6.9% suspension rate above schoolwide data. In 2016-2017, of the 28 African American students at Lane, 2 were suspended. This accounted for the IPHS being 6.7, whereas school wide it was .3. We need to dig deeper to determine the root cause of this disproportionality.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>Attendance Incentives and Awareness</p> <ul style="list-style-type: none"> Child Welfare and Attendance Specialist (CWAS) Girl and Boy Power Groups Special recess equipment Weekly Attendance Trophies Quarterly Rewards for the best attendance 	<p>2 ELAC:</p> <p>ELAC Parents want more counselors and psychologist support, security and police at school, better food for student of the month breakfast (pancake, chicken nugget), after school tutoring, strategies of how to discipline/help students with bad behaviors, homework help at home, student motivation, how to prepare for high school and college, and more services such as summer school and after school tutoring.</p>	<p>3 Staff:</p> <p>Activities that are planned for one year are not followed up on the following year. Systems must be restarted each year. This costs us valuable resources, time and effort. Create a system to support sustaining activities year after year.</p> <p>Attendance Incentives and Awareness</p> <ul style="list-style-type: none"> Child Welfare and Attendance Specialist (CWAS) Girl and Boy Power Groups Special recess equipment
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- Weekly Attendance Trophies
- Quarterly Rewards for the best attendance

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

For the 17-18 School Year, Title 1 monies were spent on Teacher release time for Student Study Teams; for a Bilingual Instructional Assistant; and for the repair, acquisition, and maintenance of technology to support classroom instruction..

For the 18-19 School Year, Title 1 monies will be used for Teacher release time for Student Study Teams; translators for Parent/Teacher conferences; Materials and supplies for Parent Involvement; a Bilingual Instructional Assistant; Repair, acquisition; and maintenance of technology to support classroom instruction.

Providing release time for teachers to attend Student Study Team meetings has been critical to the success of students not demonstrating progress in academics or behaviors. The support of technology in the classroom has support students in learning how to navigate through online assessment, enriched reading through Accelerated Reader and Math support through JiJi. Having an additional BIA has been instrumental in providing support to Transitional Kindergarten and to support Kindergarteners in meeting grade level standards.

Action 1

Title: Goal 4 - Attendance Rate

Action Details:

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 2016-2017, according to SQII # 48 was 94.69%.

SMART Goals

By June 7, 2019, Lane will increase our daily and annual attendance rates by 1%

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Atlas 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, School Psychologist, 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
- Parents
- Students

Timeline:

Implementation will begin August 2018 and actions will occur daily, weekly and quarterly.

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

Provide supplemental contracts for Climate and Culture/SEL training for professional growth learning. To support the academics and to build the culture of the school for students success.

Owner(s):

The Climate and Culture Team and the administrator

Timeline:

As Needed

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

Tier 1 Actions

- Safe & Civil Team supplemental contracts
- NTA/Classified Professional Learning
- To support positive student connections with adults, we will provide compensation to staff who chaperone on study trips (i.e. Sixth Grade Camp)
- Perfect and Satisfactory Attendance Celebrations. (i.e. Bingo party, movie party, extra recess) one time per month.
- 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 apply and attend to the public After School Program (as program capacity allows), during the academic year, and receive academic support services by means of homework support, Accelerated Reader, Jiji, Technology based English Language Arts support for English Learners and Math Fluency, BBF mastery, and enrichment.
- CWAS facilitates "Girl Power" and "Boys to Men" student groups to support improved attendance.
- A Resource Counseling Assistant will provide positive connections with students to increase learning in the classroom and attendance.
- Psychologist provides crisis counseling and referrals to students in need and facilitates behavior support plans.
- Home School Liason partners with community agencies to meet family needs with clothing, food and other essentials. HSL facilitates site based drives (i.e. food, clothing, etc.)
- Purchase of materials to support improved attendance such as special recess equipment, trophies, and attendance celebrations.
- Implementation of Monthly Fun Fridays and Elective Wheel style activities.

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

Explain the actions for Parent Involvement (required by Title I):

- Kindergarten Parent Orientation – the first day of school.
- Inform parents of importance of attendance and research supporting great attendance equates to future success at every opportunity and parent forum.
- Incentives for implementation of improved attendance and for participation in surveys.

Specify enhanced services for EL students:

- Conference with families going to Mexico for extended vacations, during instructional days, to explain the negative impact on student achievement.
- 10% of students with chronic attendance are English Learners. Conference with the parents of these students to support improved attendance.
- Child Welfare Attendance Specialist monitors students attendance, conferences with families of students with chronic attendance and network with Project Access and other community services to support improved school attendance.

Describe Professional Learning related to this action:

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

- Edutext
- School Messenger
- SSTs
- Communication with parents: letters, agendas, phone calls, school messengers, and conferences (large group, small group and one on one).
- ELAC meetings, coffee hours, parent meetings and other events
- Posting of banners around the school to promote attendance goals.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Supp			School Climate and Culture / SEL learning G1A1 G2A1 G3A1	3,592.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: maint. Security for locks outside of doors and safety boxes for tablets	3,000.00
G4A1	Sup & Conc	In-House Instructional Staff Deve	Oth Cls-Supp			NTA Training	1,836.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	G2A1 G3A1 G4A1	28,785.00
G4A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA to support social-emotional G1A1 G2A1 G3A1 G4A1	45,209.00
G4A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000		56,829.00

\$139,251.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0290 Lane Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST's	3,556.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Technology repair for classroom devices only G2 A1 G3 A1 G4 A1	6,500.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: material and supplies to support parent activities (No incentives or food)	1,571.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teaching Planning	11,713.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Technology Assistant	20,351.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	G2 A1 G3 A1 G4 A1	11,700.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: AR License Lane Pays 60%; FCOE Pays 40%	3,609.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Starfall, Rosetta Stone and Time for Kids G2A1 G3 A1	6,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Technology Equipment Replacement G2A1 G3A1 G4A1	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: safety material for students and parents Radios mega phones Computer locks and carts NTA vest	2,390.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	28,970.00
G1A1	Sup & Conc	Instruction	Travel			: Professional learning for teachers and Admin	5,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			IKON Copier Lease	18,072.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.3125	G2A1 G3A1 G4A1	9,070.00
G1A1	Sup & Conc	Parent Participation	Direct-Food			: Student of the Month G2 A1 G3 A1 G4 A1	500.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	G2A1 G3A1 G4A1	11,522.00
G1A1	LCFF: EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.1250	G2A1 G3A1 G4A1	3,629.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Jiji License--Lane Pays 60%; FCOE Pays 40%	3,000.00
G1A3	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	paraprofessional Bilingual Spanish	45,205.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Tanslators	1,223.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies G2 A1	13,027.00

G1A3		Instruction	Mat & Supp			G3 A1 G4 A1	13,027.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Binders, include dividers, agendas and planners 4-6 SDC	2,940.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Safety materials for students tablets safety boxes, and locks Goal 1 and action 1 Goal 2 and action 1	1,610.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies (copy paper)	9,223.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies Highlighters and Markers	800.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: material and supplies Homework Folders	2,000.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: technology equipment G2 A1 G3 A1 G4 A1	1,492.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,900.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitters	3,591.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			School Climate and Culture / SEL learning G1A1 G2A1 G3A1	3,592.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: maint. Security for locks outside of doors and safety boxes for tablets	3,000.00
G4A1	Sup & Conc	In-House Instructional Staff Deve	Oth Cls-Supp			NTA Training	1,836.00
G4A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000	G2A1 G3A1 G4A1	28,785.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA to support social-emotional G1A1 G2A1 G3A1 G4A1	45,209.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000		56,829.00
							\$381,415.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$58,055.00
Sup & Conc	7090	\$225,824.00
LCFF: EL	7091	\$97,536.00
Grand Total		\$381,415.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$242,164.00
G4 - All students will stay in school on target to graduate	\$139,251.00
Grand Total	\$381,415.00