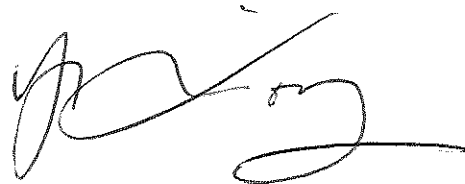


Lane Elementary

10621666006357

Principal's Name: Yi Xiong

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Yi Xiong', written over a light blue horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

| District Goals | |
|--|---|
| <p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p> | |
| Student Goal | Improve academic performance at challenging levels |
| Student Goal | Expand student-centered and real-world learning experiences |
| Student Goal | Increase student engagement in their school and community |
| Staff Goal | Increase recruitment and retention of staff reflecting the diversity of our community |
| Family Goal | Increase inclusive opportunities for families to engage in their students’ education |

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

Consolidated Program Assurances

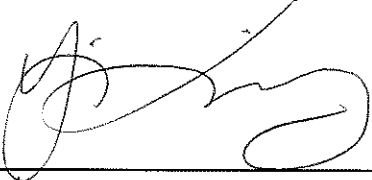
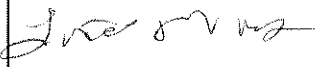
| |
|---|
| <p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p> |
| <p>The SSC, and all advisory committees, are formed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

School Site Council

| School Site Council List | | | | | |
|----------------------------------|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Yi Xiong | X | | | | |
| 2. Chairperson - Amelia Aguilar | | | | X | |
| 3. Secretary – Guadalupe Andrade | | X | | | |
| 4. Co-Chairperson – Lisa Munoz | | | | X | |
| 5. Mary Vang | | X | | | |
| 6. Malee Her | | X | | | |
| 7. Evelyn Silva | | | X | | |
| 8. Cindy Vargas | | | | X | |
| 9. Juana De Jesus | | | | X | |
| 10. Otilia Pacheco | | | | X | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

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

Required Signatures

| School Name: Lane Elementary | | | |
|---|------------------|--|---------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Yi Xiong |  | 3/23/21 |
| SSC Chairperson | Lisa Munoz |  | 3/23/21 |

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Lane - 0290

ON-SITE ALLOCATION

| | | |
|---|---|------------------|
| 3010 | Title I | \$63,940 * |
| 7090 | LCFF Supplemental & Concentration | \$207,273 |
| 7091 | LCFF for English Learners | \$81,810 |
| | | |
| 7099 | School Opening Support <i>(New! One-time funds)</i> | \$23,411 |
| TOTAL 2021/22 ON-SITE ALLOCATION | | \$376,434 |

| | | |
|---|--|----------|
| * These are the total funds provided through the Consolidated Application | | |
| * Title I requires a specific investment for Parent Involvement | | |
| | Title I Parent Involvement - Minimum Required | \$1,668 |
| | Remaining Title I funds are at the discretion of the School Site Council | \$62,272 |
| | Total Title I Allocation | \$63,940 |

Lane Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Current Target | Actual | As Of | Target |
|--------------------------|----------------|---------|-----------|---------|
| EL Reclassification Rate | | 4.66 % | 2019-2020 | 11.66 % |
| I-Ready ELAD2 On Level | | 26.12 % | 2020-2021 | 33.12 % |
| I-Ready Math D2 On Level | | 20.65 % | 2020-2021 | 27.65 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

I-Ready ELAD2 On Level

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

- PLCs implemented quarterly Common Formative Assessments and semester IABs in grades 3-6.
- PLC teams used the cycle of continuous improvement to analyze assessment data and made instructional decisions based on the results.
- Teachers had 3 planning days during the year to backwards map ELA instruction using the district's quarterly planners, scope and sequence and formative/summative assessments.
- Classroom teachers provided tier 1 and 2 intervention.
- Tier 3 intensive support is provided by the TSA and 3 Inter-Act Fellows using corrective reading (SRA) for students significantly below grade level in grades 1-4.
- Students in 5th and 6th grade received reading comprehension intervention and support.
- Students were provided 1 to 1 technology in grades TK-6 to fully participate in distance learning.
- Instructional alignment of the regional ILT work.
- ELA SBAC 2019: Increase of 3.6% meeting/exceeding standards
- ELA iReady: Overall, students performing on or above grade level showed an increase of 5% from test 1 to test 2. Students in Dual Immersion classes (1-2 grade) did not take the first ELA iReady

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

I-Ready ELA D2 On Level

Based on analysis of historical SBAC data and recent iReady results in ELA, the following were key factors that contributed to the disproportionality of low student groups:

Students with Disabilities

- Due to distance learning, it was challenging to provide students with appropriate academic support.
- The use of paras was not maximized due to distance learning.
- SEL support from tier 2 intervention/CWAS was limited to a check-in/check-out process.
- Inequity with technology and internet access.
- Low attendance and student engagement.
- Lack of parental support at home.
- Lack of motivation and participation.
- Online learning posed challenges for special needs students.
- Online assessments were difficult to administer and results were unreliable.
- SBAC results showed an increased learning gap in ELA between students with disabilities (SWD) and other subgroups over the last five years.
- Each year as this subgroup advanced to the next grade level, the learning gap continued to widen.

I-Ready Math D2 On Level

Diagnostic

- iReady results: The group of At-Risk students in tier 3 decreased from 47% to 38%.

I-Ready Math D2 On Level

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

- PLCs implemented quarterly Common Formative Assessments and semester IABs in grades 3-6.
- PLC teams used the cycle of continuous improvement to analyze assessment data and made instructional decisions based on the results.
- Teachers had 3 planning days during the year to backwards map math instruction using the district's quarterly planners, scope and sequence and formative/summative assessments.
- Classroom teachers provided tier 1 and 2 intervention.
- Students were provided 1 to 1 technology in grades TK-6 to fully participate in distance learning.
- Math SBAC 2019, showed an increase of .8% of students meeting/exceeding standards from 29.8% to 30.6%
- Math iReady: Overall students performing on or above grade level showed an increase of 5% from test 1 to test 2. Note that DI 1st-2nd grade students did not take the first ELA I-Ready Diagnostic.
- iReady Results: The group of At-Risk students in tier 3 decreased from 44% to 32%.

EL Reclassification Rate

English Learners: Currently there are 194 English Learners in grades TK-6. Teachers are using the ELA/ELD framework, grade level standards and the adopted curriculum to plan for instruction that integrates scaffolds and appropriate support for English Learners.

- 2019 ELPAC: 7% of student progressed at least one proficiency level, and 4% maintained their levels.
- EL goal-setting form was used to set short and long term goals with students.
- Implementation of integrated and Designated ELD instruction.
- 3 BIAs provided primary language support during small group instruction.
- Our Home School Liaison supported parents of English Learners with verbal and written communications between home and school.
- Parents are informed of the importance of ELPAC and redesignation by sixth grade.
- Parents are informed about language proficiency levels, through ELAC, SSC and Coffee Hours.
- Teacher/student conferences were held to discuss goal setting, ELPAC assessment and redesignation by sixth grade.
- Parent University provided courses and learning modules for parents.

Based on analysis of historical SBAC data and recent iReady results in math, the following are key factors that contributed to the disproportionality of low student groups:

Students with Disabilities

- Due to distance learning, it was challenging to provide students with appropriate academic support.
- The use of paras was not maximized due to distance learning.
- SEL support from tier 2 intervention/CWAS was limited to a check-in/check-out process.
- Inequity with technology and internet access.
- Low attendance and student engagement.
- Lack of parental support at home.
- Lack of motivation and participation.
- Online learning posed challenges for special needs students.
- Online assessments were difficult to administer and results were unreliable.
- SBAC results showed an increased learning gap in math between students with disabilities and other subgroups over the last five years.
- Each year as this subgroup advanced to the next grade level, the learning gap continued to widen.

EL Reclassification Rate

- Due to distance learning, it was challenging to provide students with appropriate academic support.
- The use of BIAs was not maximized due to distance learning.
- SEL support from tier 2 intervention/CWAS was limited to a check-in/check-out process.
- Inequity with technology and internet access.
- Low attendance and student engagement.
- Lack of parental support at home.
- Lack of motivation and participation.
- The online schedule made it difficult for teachers to fully implement ELD instruction.
- Online learning posed challenges for these students.
- Online assessments were difficult to administer and results were unreliable.
- SBAC results showed an increased learning gap in ELA between EL students and other subgroups over the last five years.
- Each year as EL students advanced to the next grade level, the learning gap continued to widen.
- In 2017-2018: 11% of English Language Learners redesignated compared to 10.5% in 2018-2019 and 7.4% in 2019-2020.
- In the last three years, the number of Long-Term English Learners have increased from 5% to 17%.
- Based on the most recent ELPAC result, only 4.58% of the students scored proficient compared to 14.68% previously.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

ELA

Due to distance learning, the implementation of the current SPSA actions were challenging and limited:

- Teachers were following a tight schedule and did not have enough time in front of students to provide adequate tier 2 intervention.
- Tier 3 intervention with the TSA and 3 Inter-Act Fellows was delayed. The distance learning schedule made it difficult for the tier 3 intervention team to serve all the students who could benefit from the intensive support.

- Teaching and learning virtually created new challenges for both teachers and students.
- The Targeted Support Team (TST) referral for At-Risk students was not maximized. This process was impacted by distance learning, the daily schedule and limited instructional minutes.

Math

Due to distance learning, the implementation of the current SPSA actions were challenging and limited:

- Distance learning made it difficult to provide 90 minutes of math instruction daily.
- Due to limited instructional minutes, differentiated instruction including intervention for all students were inconsistent.
- Teaching and learning virtually created new challenges for both teachers and students.
- Opportunities were provided for collaborations and academic discourse but student engagement and participation were limited.

English Learners:

Due to distance learning, the implementation of the current SPSA actions were challenging and limited:

- Integrated and designated ELD were impacted by the distance learning schedule.
- Primary language support from BIAs was inconsistent and impacted by the distance learning schedule.
- Teaching and learning virtually created new challenges for teachers, support staff and students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

ELA

- Funds will be allocated to add four Inter-Act Fellows to support Tier 2 intervention in the classroom in grades 1-4. These Inter-Act Fellows will push-in the classrooms and support small group intervention focused on reading foundational skills in service of comprehension.
- TSA and two Inter-Act Fellows will provide tier 3 intervention using corrective reading (SRA) to identified students in grades 3-6.
- Implementation of a balanced literacy program in grades TK-2.
- Professional Learning will include reading foundational skills, reading comprehension, Write to Source, realignment of CFAs to Claims and Targets and academic discourse.
- Two BIAs will be assigned to 5th and 6th grades to support Long Term English Learners in ELA and math. The redesigned BIA support schedule will allow two BIAs to serve English Learners in grades 1-4 and Newcomers.
- Continue Social Emotional Learning Support and fund one extra day of school psychologist services. This resource has been key in supporting student success in Tier 1 such as improved student participation, engagement and behavior choices.
- Continue to fund 8 hour Home-School Liaison to facilitate communication between school, classroom, home and community.

Math

- Math professional Learning will focus on realignment of assessments (CFAs), instruction, and curriculum.
- Professional Learning will also focus on conceptual understanding, problem solving skills and academic discourse.
- Lane will continue to implement 90 minutes of math instruction block in grades 1-6 with the last 30 minutes focused on differentiated learning and/or intervention based on student needs. Teachers will continue to use checking for understanding strategies to monitor learning and provide real time feedback to students.
- Teacher support and refinement of Tier 1 and 2 instruction will be done through professional learning, classroom observations and feedback using the Instructional Practice Guide (IPG).
- PLC teams will continue to analyze and disaggregate data for all student groups, including students with disabilities and English Learners. Progress monitoring will be done through common formative (CFA) and summative (CSA) assessments to identify student learning gaps and needs. Intervention strategies will be identified and implemented to ensure adequate progress, in response to student learning needs.
- PLCs will continue to engage in Data Chats twice during the year to ensure all student groups are making adequate growth.
- Lane will implement a schoolwide monitoring system and accountability to increase the percentage of students meeting or exceeding standards using relevant student data.
- Increase instructional focus in the area of conceptual understanding, problem solving and application, collaborative work and academic discourse in math.
- Close monitoring of the 30 minutes of differentiated math instruction and intervention at the end of the day to ensure implementation and fidelity.

English Learner Progress and Redesignation Rate

- Lane will continue to utilize a monitoring system to ensure adequate progress towards redesignation for all EL students. Content instruction will be developed based on the ELA/ELD framework and include integrated and designated ELD. Instruction will provide appropriate scaffolds to allow EL students to access high-quality English Language Arts, mathematics, science and social studies content. Designated ELD instructor will focus on ELD standards specifically on meaning and interaction and on building knowledge about the linguistic features and structure of English.
- Professional Learning will include integrated vs designated instruction, scaffolds and academic discourse/accountable talk strategies.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

| |
|---|
| 1 SSC: |
| See attachment for SSC input (2021-22). |

| |
|--|
| 2 ELAC: |
| See attachment for ELAC input (2021-22). |

| |
|---|
| 3 Staff: |
| See attachment for staff input (2021-22). |

Action 1

Title: ELA Comprehensive Reading Instruction TK-6

Action Details:

Lane Elementary will implement a comprehensive reading instruction to reflect a balanced literacy program with a focus on reading foundational skills in grades TK-2 and comprehension of rigorous texts and writing skills in grades 3-6. Instruction will provide challenging content and employ questions and tasks, both oral and written to integrate reading, writing, speaking and listening standards. A systematic Multi-tiered System of Support will be implemented to improve ELA/Literacy instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of standards. Tier 1 and 2 instruction will be provided by the classroom teachers. Inter-Act Fellows will support small group intervention in the classrooms. TSA and Inter-Act Fellows will provide Tier 3 support to identified students via pull out model.

| |
|--|
| Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence |
|--|

Explain the Progress Monitoring and data used for this Action

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

- Analysis of student work
- Consistent classroom walkthroughs, observations and feedback using the Instructional Practice Guide (IPG)
- Kindergarten: Foundational Skills Assessment (FSA-English and Spanish)
- Data Chats
- BAS
- DIBELS
- BPST
- Fluency
- HFW
- iReady & iStation (DI program)
- CFAs
- IABs/FIABs
- SRA Corrective Reading data.
- Tier 1 and Tier 2 Interventions data

Owner(s):

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

Timeline:

- Student work-Weekly
- Walkthroughs-Weekly
- FSA-Quarterly
- CAASPP-Annually
- I-ready- 3 times per year
- CFAs - Quarterly
- Data Chats- twice a year
- Intervention data-Quarterly
- BAS, Fluency, BPST, HFW-Quarterly

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

Tier 1

- All students in grades TK– 6th will receive high quality reading instruction aligned to the Common Core standards and IPG using the Guaranteed and Viable Curriculum (GVC) ensuring student ownership and challenging content.
- PLCs will create and administer one ELA CFA/IAB/FIAB per quarter, analyze grade level, whole class and individual student data, diagnose learning needs, and provide targeted intervention.
- Lane will expand the Dual-Immersion program to include third grade during the 2021-2022 school year. Curriculum materials and resources will be provided as needed to support classroom instruction and assessment in DI classes.
- Students in grades TK-6th will receive technology instruction aligned to the technology standards.
- A Certificated Technology Assistant will provide professional learning support in the area of technology software and online resources.
- 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.
- Teachers, paraprofessionals, 4 Inter-Act Fellows and 3 Bilingual paraprofessionals will work collaboratively to provide Tier 1 and 2 intervention and differentiated instruction in the TK-6 grade classrooms to support ELA/ELD standards, 60 minutes daily, to support literacy development in foundational skills, phonemic awareness, reading comprehension, writing and speaking and listening skills using Wonders curriculum, Wonders Tier 2 Handbooks, and online resources.
- 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 in grades 4-6 will be utilized to motivate and encourage reading. Students meeting personal AR goals will be recognized by the classroom teachers.
- Additional support during instruction will be extended in 4th-6th grades, utilizing district and site funded personnel, as resources allow.
- School wide and classroom recognition, celebrations, and incentives will be implemented to acknowledge student progress and achievement.
- Technology will be purchased/repared/replaced to support the academic program.
- Teachers will communicate learning targets to provide clarity and purpose for learning.
- Teachers will conference with students and set learning goals based on performance data.
- Substitute release time for teachers will be used to plan instruction, attend professional learning, ILT and SST meetings.
- Classroom instructional materials, and supplies including, but not limited, to FUSD Graphics, supplemental books and reading materials, notebooks, homework folders, student agendas, paper, pencils, pens, markers, crayons, etc...will be purchased to support instruction in all subject areas and interventions for all students and teachers.

Tier 2

- During ELA block, teachers will implement tier 2 intervention using small group instruction with the support of 4 Inter-Act Fellows in grades 1-3.
- Teachers in grades 4-6 will provide tier 2 intervention and differentiated small group instruction during ELA intervention block.
- Admin will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades K-6.

- All teachers/PLCs will progress monitor and provide intervention responses to meet the learning needs of students who are not responding to Tier 1 instruction.

Tier 3

- Students not responding to tier 1 and 2 will receive additional intensive intervention and support from TSA and 2 Inter-Act Fellows.
- TSA will coordinate intervention support and monitor student progress to ensure adequate growth is being made. TSA will communicate student progress to teachers and administrators on a regular basis.
- Through SST process, students may be referred for 504 accommodations or Special Education assessment based on data analysis of current progress with tier 1 and 2 intervention.

Specify enhanced services for EL students:

- Daily Integrated and Designated English Language Development instruction.
- Grade levels may deploy for ELD given students learning needs.
- EL subgroup data will be analyzed during PLC to address the learning needs of English Learners.
- Quarterly progress monitoring of English Learners including Redesignated Fluent English Proficient Learners will be done by teachers using the EL goal setting reports.
- Long Term English Learners will be targeted for reading intervention opportunities by the classroom teachers with support from the BIAs.

Specify enhanced services for low-performing student groups:

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

English Learners

Students with disabilities

- Student conferences will be held to discuss current language proficiency status and areas of needed growth in reading and set goals for ELPAC and SBAC.
- English Learners and students with disabilities will have priority for after school tutoring opportunities.
- Professional learning for teachers will address learning gaps and disproportionality, integrated and designated ELD instruction.
- Data Chats will be held with teachers (K-6, and RSP) and administrators a minimum of 2 times per year to ensure progress of all students.
- Tier 1 and Tier 2 Interventions will be developed by Professional Learning Communities and Targeted Support Team for students not meeting benchmark targets/goals.
- TST process will be used to identify students who are not responding to Tier 1 and 2 instruction.
- A Tier 2 Intervention/CWAS 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 learning.
- School Psychologist will provide social emotional support through social skills and anger management instruction.
- Materials and supplies will be purchased to support interventions and student learning.
- Inter-Act Fellows and BIAs will provide intervention support for students in K-6 classrooms to meet grade level benchmarks.
- Students significantly below grade level, in 3rd-6th grade will receive Corrective Reading (SRA) during tier 3 intervention. Corrective Reading will be delivered by the TSA and 2 Inter-Act Fellows.

Action 2

Title: Math Instruction TK-6

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action**Details: Explain the data which will specifically monitor progress toward each indicator target**

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

Owner(s):

- Classroom Teachers
- TSA
- Professional Learning Communities (PLCs)
- Admin team
- ILT

Timeline:

- Student work-Weekly
- Walkthroughs-Weekly
- CAASPP-Annually
- I-ready- 3 times per year
- CFAs - Quarterly
- Data Chats- twice a year
- Intervention data-Quarterly

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

Tier 1

- All students in grades TK– 6th will receive high quality math instruction aligned to the Common Core standards and IPG using the Guaranteed and Viable Curriculum (GVC) ensuring student ownership and challenging content.
- School wide implementation of 90 minute math block in grades 1-6.
- Professional learning opportunities in mathematics will be differentiated by grade level, focused on word problems, conceptual understanding, math reasoning and discourse.
- Grade level PLCs will be supported by math coaches based on needs.
- PLCs will create and administer one math CFA/IAB/FIAB per quarter, analyze grade level, whole class and individual student data, diagnose learning needs, and provide targeted intervention.
- Lane will expand the Dual-Immersion program to include third grade during the 2021-2022 school year. Curriculum materials and resources will be provided as needed to support classroom instruction and assessment in DI classes.
- A certificated Technology Assistant will provide professional learning support in the area of technology software and online resources.
- 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.
- School wide and classroom recognition, celebrations, and incentives will be implemented to acknowledge student progress and achievement.
- Technology will be purchased/repaired/replaced to support the academic program.
- Teachers will communicate learning targets to provide clarity and purpose for learning.
- Teachers will conference with students and set learning goals based on performance data.
- Substitute release time for teachers will be used to plan instruction, attend professional learning, ILT and SST meetings.
- Classroom instructional materials, and supplies including, but not limited to, FUSD Graphics, supplemental books and reading materials, notebooks, homework folders, student agendas, paper, pencils, pens, markers, crayons, etc....will be purchased to support instruction in all subject areas and interventions needs for all students and teachers.

Tier 2

- 90 minutes of math instruction with the last 30 minutes focused on small group differentiated math instruction in grades 1-6.
- Admin and TSA will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades K-6.
- All teachers/PLCs will progress monitor and provide intervention responses to meet the learning needs of students who are not responding to Tier 1 math instruction.
- If funds allow, after school extra pay contracts for teachers to do math intervention will be created based on student needs.

Tier 3

- Through SST process, students may be referred for 504 accommodations or Special Education assessments based on data analysis of current progress with tier 1 and 2 math intervention.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- Daily Integrated and Designated English Language Development instruction:
 - Academic math vocabulary
 - Strategies to unpack and solve word problems
- EL subgroup math data will be analyzed during PLC to address the learning needs of English Learners.
- Quarterly progress monitoring of English Learners including Redesignated Fluent English Proficient will be done by teachers using the EL goal setting reports.
- Long Term English Learners will be targeted for math intervention opportunities by the classroom teachers with support from the BIAs.
- Students will be provided multiple opportunities to demonstrate mastery of math standards.

Based on historical SBAC and iReady math data, the following subgroups require additional supports for achievement in mathematics:

English Learners

Students with disabilities

- Student conferences will be held to discuss current proficiency level and areas of needed growth in math and set goals for SBAC.
- English Learners and students with disabilities will have priority for after school tutoring opportunities.
- Professional learning for teachers will address learning gaps and disproportionality, integrated and designated ELD instruction.
- Data Chats will be held with teachers (K-6, and RSP) and administrators a minimum of 2 times per year to ensure progress of all students.
- Tier 1 and Tier 2 Interventions will be developed by Professional Learning Communities and Targeted Support Team for students not meeting math benchmark targets/goals.
- TST process will be used to identify students who are not responding to Tier 1 and 2 math instruction.
- A Tier 2 Intervention/CWAS 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 learning.
- School Psychologist will provide social emotional support through social skills and anger management instruction.
- Materials and supplies will be purchased to support math interventions and student learning.
- Increase instructional focus in the area of student academic discourse in Math.
- Tier 2 and 3 Interventions will be developed for students not meeting targets/goals during the 90-minute math block daily.

Action 3

Title: English Language Development Plan TK-6

Action Details:

Lane Elementary will implement a comprehensive approach to support English language acquisition to ensure progress towards redesignation for all EL students. Teachers will plan and design instruction using the ELA/ELD framework and provide daily Integrated and Designated English Language Development instruction to all English Learners. Content instruction will provide appropriate scaffolds to allow EL students to access high-quality English Language Arts, mathematics, science and social studies content. Designated ELD instruction will focus on ELD standards specifically on meaning and interaction and on building knowledge about the linguistic features and structure of English. Additional primary language support will be provided to EL students by 3 Bilingual Instructional Aides (BIAs) in the classroom. Targeted small groups intervention with primary language support will be provided to Long-Term English Learners and newcomers.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Analysis of student work
- Consistent classroom walkthroughs, observations and feedback using the Instructional Practice Guide (IPG)
- Kindergarten: Foundational Skills Assessments (FSA-English and Spanish)
- Data Chats
- ELPAC
- BAS
- DIBELS
- BPST
- Fluency
- HFW
- iReady & iStation (DI program)
- CFAs
- IABs/FIABs
- SRA Corrective Reading data
- Tier 1 and Tier 2 Interventions data

Owner(s):

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

Timeline:

- Student work-Weekly
- Walkthroughs-Weekly
- FSA-Quarterly
- CAASPP-Annually
- I-ready- 3 times per year
- CFAs - Quarterly
- Data Chats- twice a year
- Intervention data-Quarterly
- BAS, Fluency, BPST, HFW-Quarterly
- ELPAC-Annually

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

- Three Spanish BIAs will provide primary language support to EL students during instruction, ensuring access to the core curriculum in grades 1-6
- Daily Integrated ELD instruction will be provided to all English Learners with appropriate scaffolds and support.
- Daily Designated English Language Development for a minimum of 30 minutes for all EL focused on ELD standards specifically on meaning and interaction and on building knowledge about the linguistic features and structure of English.
- Professional Learning for teachers will focus on the following: ELA/ELD framework, ELD standards, Integrated and Designated ELD instruction, and academic discourse.
- Teachers will conference with EL students to communicate the importance of ELPAC performance, and redesignation goals.
- ELPAC assessors to support ELPAC assessment.
- Celebrations and incentives for students who are redesignated and are making adequate yearly progress.
- Teachers will identify students who are Long Term English Learners (LTEL) and students at risk of becoming an LTEL and provide small group intervention with the support of BIAs.
- After school extra paid contracts to support LTEL and newcomers will be available based on student needs.
- Technology will be purchased/repared/replaced to support the academic program.
- Teachers will communicate language objectives and learning targets to provide clarity and purpose for learning.
- Teachers will conference with students and set learning goals based on performance data.
- Substitute release time for teachers will be used to plan instruction, attend professional learning, ILT and SST meetings.
- Classroom instructional materials, and supplies including, but not limited, to FUSD Graphics, supplemental books and reading materials, notebooks, white boards, homework folders, student agendas, paper, pencils, pens, markers, crayons, etc...will be purchased to support instruction in all subject areas and interventions needs for all students and teachers.

Specify enhanced services for EL students:

- Daily Integrated and Designated English Language Development instruction will occur daily.
- Grade levels may deploy for ELD given students learning needs.
- English Learner students will be given priority to participate in any after school tutoring opportunities.
- Goal setting with students toward reclassification.
- EL subgroup data will be analyzed during PLC to address the learning needs of English Learners.
- Quarterly progress monitoring of English Learners including Redesignated Fluent English Proficient Learners will be done by teachers using the EL goal setting reports.
- Long Term English Learners will be targeted for reading intervention opportunities by the classroom teachers with support from the BIAs.

Specify enhanced services for low-performing student groups:

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

English Learners

Students with disabilities

- Student conferences will be held to discuss current language proficiency status, areas of needed growth in reading and goal setting for ELPAC and SBAC.
- English Learners and students with disabilities will have priority for after school tutoring opportunities.
- Professional learning for teachers will address learning gaps and disproportionality, Integrated and Designated ELD instruction.

- ELPAC Assessors
 - After school extra pay contracts for intervention/tutoring for LTEL and newcomers.
- Data Chats will be held with teachers (K-6, and RSP) and administrators a minimum of 2 times per year to ensure progress of all students.
 - Tier 1 and Tier 2 Interventions will be developed by Professional Learning Communities and Targeted Support Team for students not meeting benchmark targets/goals.
 - TST process will be used to identify students who are not responding to Tier 1 and 2 instruction.
 - A Tier 2 Intervention/CWAS 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 learning.
 - School Psychologist will provide social emotional support through social skills and anger management instruction.
 - Materials and supplies will be purchased to support interventions and student learning.
 - Inter-Act Fellows and BIAs will provide intervention support for students in K-6 classrooms to meet grade level benchmarks.
 - Students significantly below grade level, in 3rd-6th grade will receive Corrective Reading (SRA) during tier 3 intervention. Corrective Reading will be delivered by TSA and 2 Inter-Act Fellows.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G1 - Improve academic performance at challenging levels

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|-----------------|------------------------|---------------|-----------------------------|--------|---|-----------|
| G1A1 | Title 1 Basic | Instruction | Teacher-Subs | | | G1A2-3; Subs for SST, 10days+1; (1,348/1,581) ** NO IEPS ** | 1,581.00 |
| G1A1 | Title 1 Basic | Instruction | Ins Aide-Reg | Paraprof, Bilingual Spanish | 0.7500 | G1A2-3; BIA 6hrs, M-F | 49,175.00 |
| G1A1 | Title 1 Basic | Instruction | Bks & Ref | | | AR/STAR (4-6, \$4112) + Starfall (SPED,K) \$280 = \$4392 | 4,392.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | G1A2-3 & G2-G5A1; Materials & supplies (no food/Incentives) | 4,986.00 |
| G1A1 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | G1A2-3; Translators \$1,000/ Babysitting \$2,000 (\$3000base+\$806) | 3,806.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | G1A2-3; Sub(3dx29)/ ILT (2dx8); \$13,877base/\$16,249Total) | 16,249.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | G1 A2-3; Technology Assistant, 558 hrs., (21,874 base/26,188 total) | 26,188.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Bilingual Spanish | 0.3750 | G1A2-3; BIA 3hrs,M-F | 12,542.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | : G1A2&3, G2-5A1; Peaceworks, (hal., carn.pride) | 1,200.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | G1A2&3, G2-5A1; Toner/Paper 15,800, Beg.Yr.supp4,200,Hmwk fldrs. 700, Agendas 1,100, Other(stud.incent.sup,etc.), AJ(200), Incentives1,000, other600-total 2,000, other 561; Total \$27,361 | 27,772.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | G1A2-3; Technology & other equipment | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | Education and Leadership Foundation : G1A2-3; Six Inter-Act Fellows, 152 days, 3hrs, M-F | 65,598.00 |
| G1A1 | Sup & Conc | Instruction | Copier Maint | | | Copier Leases (Office/Workroom) | 18,072.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | G1A2-3; Maintenance-District work orders, repairs | 800.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | : G1A2-3; Certificates, PRIDecards | 500.00 |
| G1A1 | Sup & Conc | Parent Participation | Mat & Supp | | | G1A2-3, G4-G5A1; Parent Involvement supplies, FM, Bobby Salazars, shirts, other food, etc.) | 3,000.00 |
| G1A1 | Sup & Conc | Psychological Services | Crt Pupil-Reg | Psychologist, School | 0.2000 | 1062999 G3A1; 1 extra day; SEL support | 30,352.00 |
| G1A1 | One-Time School | Instruction | Mat & Supp | | | : G1A2-3, G2-5A1; PPE, materials & supplies | 12,711.00 |
| G1A1 | One-Time School | Instruction | Nc-Equipment | | | : G1A2-3; Technology & equipment (one time funds) | 10,000.00 |
| G1A1 | One-Time School | Instruction | Direct-Maint | | | : G1,A2-3; Maintenance-District work orders | 700.00 |
| G1A3 | LCCF: EL | Instruction | Teacher-Supp | | | Contracts- Newcomers <EL (4@20 hrs.) | 3,831.00 |
| G1A3 | | Instruction | Ins Aide-Reg | | 0.3750 | | |

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G1 - Improve academic performance at challenging levels

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|----------|-------------------|--------------|-----------------------------|--------|--|-----------|
| G1A3 | LCFF: EL | Instruction | Ins Aide-Reg | Paraprof, Bilingual Spanish | 0.3750 | G1A1-2; BIA 3hrs, M-F | 17,354.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | Supplies for EL students | 322.00 |
| G1A3 | LCFF: EL | Instruction | Direct-Other | | | : ELPAC Assessors (2@6 days; \$163.04) | 1,326.00 |

\$312,457.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 2 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|--------|-----------|--------|
| Student-centered real world learning experience - Site Defined | | 0 % | 2020-2021 | 90 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Student-centered real world learning experience - Site Defined

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

Due to distance learning, students were able to participate in limited virtual activities:

- A few grade levels were able to participate in virtual trips.
- In most grade levels, students were able to participate in music classes.
- Some students participated in the after school program virtually.

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

Student-centered real world learning experience - Site Defined

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

Students were unable to engage in meaningful activities and real-world experiences during the 2020-2021 school year. The pandemic limited opportunities for students to engage in sports, enrichment trips, cheerleading, Spelling Bee, art, sewing, gardening, Folkloric Dance, Drumming/music, Assemblies/Awards, Student of the Month events including activities such as Meaningful Work and Check-In and Check-Out for students needing tier 2 support.

Our goal for the year 2021-2022, is to continue to increase opportunities and students participation rate in grades TK-6.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The intended actions were not implemented due to health and safety reasons. Lane has always provided opportunities for students to engage in meaningful activities including athletics, visual and performing arts, clubs and field trips. Actions to expand these opportunities will be found in the 2021-2022 SPSA to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Lane will continue to expand opportunities and ensure that engagement in student centered activities and real-world experiences increase in 2021-2022. We will continue to encourage and actively recruit students to increase engagement and participation. Teachers and HSL will support recruitment and communication to parents via flyers, parent meetings, and phone calls.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

| | | |
|---|--|---|
| 1 SSC: | 2 ELAC: | 3 Staff: |
| See attachment for SSC input (2021-22). | See attachment for ELAC input (2021-22). | See attachment for staff input (2021-22). |

Action 1

Title: Increasing and expanding Student Engagement

[Action Details:](#)

Lane will continue to create and increase engagement opportunities for students to have meaningful experiences in arts, activities, after school clubs and athletics including music/band, field trips, school-wide events and assemblies. Active recruitment of students to increase participation in these activities will help students build a sense of school connectedness.

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

[Owner\(s\):](#)

[Timeline:](#)

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

Teachers
TST
CCT
HSL
Admin team

Monthly
Quarterly

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

Tier 1

- Purchase materials and supplies to support successful implementation of student activities and engagement.
- Communicate and advertise engagement opportunities to students in various languages for sports, clubs, assemblies, field trips etc...
- Intentional recruitment of students including subgroups to participate in various activities by teachers and staff.
- Incentives will be provided to students showing improvement in attendance.
- All students in grades 1-6 will participate in music classes.

- Supplemental contracts will be provided to staff to organize and lead school athletic teams, activities and clubs.

Tier 2 and 3

- Our Tier 2 Intervention/CWAS will provide positive connections to increase learning in the classroom, positive social connections, and improved attendance.
- The school psychologist will provide resources to students and families, support with Threat Assessments, and facilitate behavior support plans.
- TST process will be used to identified students in need of tier 2 and 3 supports.
- Students needing tier 2 and 3 support will be given priority to participate in school activities.
- Students continuing to struggle with success after Tier 2 intervention implementation will be referred to ICET Team for Tier 3 supports and services.

Specify enhanced services for EL students:

- Engagement activities at school will be communicated to parents of English Learners during ELAC and Coffee Hour meetings.
- Home school communication will be in multiple languages for families.
- Teachers, staff and Home School Liaison will make additional parent phone calls to recruit student participation.

Specify enhanced services for low-performing student groups:

Disproportionate engagement data from PowerBI and Atlas engagement tool will be reviewed quarterly. This data will inform Climate and Culture team in their planning of structures and support for students in various subgroups.

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Current Target | Actual | As Of | Target |
|-------------------------------------|----------------|---------|-----------|---------|
| Chronic Absenteeism | | 27.99 % | 2020-2021 | 25.99 % |
| Suspensions students with 1 or more | | 0 % | 2020-2021 | 0 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Chronic Absenteeism

- Classrooms participated in weekly contests within grade levels to earn a trophy for attendance.
- Students were given recognition and incentives weekly and quarterly for attendance and participation in virtual learning.
- To improve attendance, additional awards such as Fun Friday, treasure box, treats, and other incentives were provided to students by classroom teachers.
- Non- Teaching staff (Administration, HSL, SEL/CWAS, ASP, Office Staff)- made frequent phone calls home to encourage virtual attendance.
- Daily phone calls were made by the Attendance Clerk to monitor students' attendance including chronic absences and to communicate with parents the importance of daily attendance.
- Truancy and Chronic Absenteeism letters are generated and sent home. The SARB process was implemented to support students with chronic absences.
- Home School Liaison contacted parents and conducted home visits to find missing students enrolled at Lane. HSL also made additional home visits based on teacher requests.
- Tier 2 intervention/CWAS lead frequent TST meetings focused on preventive measures to improve attendance.
- Tier 2 intervention/CWAS & RCA provided check-in/check-out services to students who struggled with attendance, engagement and motivation.
- Outreach was made to parents during Coffee Hour and Parent University about the importance of attendance by Administrators.
- The school nurse supported families and students with severe or frequent medical concerns which impact chronic absenteeism.
- The percentage of students with good attendance increased from 54.96% from quarter 1 to 65.68% in quarter 3.
- The percentage of students with severely chronic absences decreased from 18.18% in quarter 1 to 9.09% in quarter 4.

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

Chronic Absenteeism

Our target for this year was 15.623 % based on 2020-2021 SPSA. Currently, chronic absenteeism is at 27.99%, a significant increase from our current goal. The increase in the number of students with chronic absenteeism was a result of distance learning. The pandemic has greatly impacted our student attendance in 2020-21.

- Equity issue with technology:
 - Accessing technology was a challenge for students and parents
 - Access to WIFI was another challenge.
- Teaching and learning virtually was challenging:
 - Lack of student motivation
 - Home vs school setting
 - Incentives and reinforcement for attendance were not as effective
 - Lack of parental support at home

Current data showed:

- 65.68% of students are showing good attendance in quarter 3.
- 28% of the students are chronically absent or severely chronic.
- 45.76% of students with disabilities are chronically absent.
- 22.44% of English Learners are chronically absent.

Suspensions students with 1 or more

Current data showed 0 suspension for 2020-21 school year. Due to distance learning, there was no suspension reported.

Suspensions students with 1 or more

- Social Emotional Learning continued to be a focus in the classrooms even during distance learning. All teachers implemented Social Emotional Learning (SEL) through Second Step lessons, class meetings, and/or morning meetings.
- Dedicated time for SEL was part of the instructional day and was implemented with fidelity.
- CHAMPS are implemented to support appropriate behaviors and routines for the virtual classroom.
- Students with concerning social emotional needs were referred to the school psychologist for support and resources.
- Tier 2 intervention/CWAS and RCA provided regular check-in/check-out services to identified students.
- Due to distance learning, no suspension were reported for 2020-21.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Chronic Absenteeism:

The intended actions for this goal were not fully implemented due to distance learning this year. Students stayed on virtual learning and were not on campus. The schoolwide incentive program and reward activities were not carried out due to health and safety reasons.

Suspension:

Due to COVID-19 and no students on campus, zero suspension was reported.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Chronic Absenteeism:

Lane will continue to implement weekly attendance celebrations and incentives to motivate students to attend school. Resources such as HSL, tier 2 intervention/CWAS, and attendance clerk will continue to be utilized to increase and maintain high attendance rate. Actions will be refined to implement a school wide incentive program in the 2021-2022 SPSA.

Suspension:

Resources and services including TST, SST, Tier II intervention/CWAS, School Psychologist and SEL curriculum will continue to be implemented to foster positive relationships and sense of belonging for all students. Lane will continue to refine actions to meet this goal for 2021-22.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

See attachment for SSC input (2021-22).

See attachment for ELAC input (2021-2022).

See attachment for staff input (2021-22).

Action 1

Title: Improve Attendance Rate and Social Emotional Supports

Action Details:

Lane will develop and implement targeted actions to increase the overall attendance rate and reduction of suspensions. The Climate and Culture Team will support the implementation of a school wide incentive program to improve attendance and maintain positive student behaviors. Teachers will continue to embed Second Step lessons and SEL activities to foster positive relationships with students and build a positive school culture with high expectations. Our attendance clerk and Home School Liaison will continue to contact parents to communicate attendance concerns and engage in relationship building with our families. Our tier 2 Intervention/CWAS will continue to support identified tier 2 and 3 students through the TST process and provide small groups as well as one on one intensive SEL support throughout the year. The school psychologist will continue to be a resource and provide SEL support to identified students.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

ATLAS Attendance Data Reports

PowerBI Attendance Data

Suspension and referral data

TST referral data

Attendance Conferences with Parents- Sign-in Sheets

Student Goal Setting

Parent Contacts for students with chronic attendance

SEL Survey- Student/parent/staff

Class Meetings Quarterly Documentation

SST Referrals

Student Behaviors Support Plans

Owner(s):

Office Assistant

HSL

Admin team

SST-Student Success Team

TST - Targeted Support Team

PLCs

Climate Culture Team

Teachers, Students, Parents

Timeline:

On-going weekly admin team

Quarterly-CCT, TST, SST

Bi-Weekly - TST

Daily - Attendance

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

Tier 1

- School-wide attendance practices will be reviewed, implemented, and monitored to support all students with good attendance for school success.
- All students and families will be informed about the importance of good attendance and will be encouraged to come to school every day and on time.
- School wide weekly trophy by grade level.
- All students with perfect attendance will be recognized with quarterly awards.

- Students with good/improved attendance will receive incentives.
- Second Step and SEL lessons will be implemented in the classroom weekly.
- Implement Lane's Guidelines for Success "Lancers Show Up and Have PRIDE!" in the 2021-2022 school year.
- Students that show Lancer PRIDE will be recognized and receive incentives.
- CHAMPS, Morning and Classroom meetings will be implemented school wide.
- School wide expectations for common areas will be implemented.
- CCT will continue to meet monthly to engage in the CCI process to identify priorities and address common trends.
- CCT will continue to monitor and collect data regularly to maintain a positive culture with high expectations.
- Academic award assemblies will be held quarterly to recognize student achievement.
- PRIDEcards will be utilized to encourage engagement and motivation.
- School wide incentive program will be implemented.

Tier 2:

- Students with chronic absenteeism will be identified and supported through the TST process bi-monthly.
- Teachers will continue to use the TST referral process to ensure that students needing additional support and intervention are being addressed.
- Targeted interventions for students with chronic absenteeism will be addressed and monitored by the Targeted Support Team and Tier 2 Intervention/CWAS twice a month.
- Students with improved attendance will receive incentives.
- Students who demonstrate increasing misbehaviors, absences/tardies will be identified and strategies/interventions will be implemented by teachers/parents for improvement.
- Tier 2 intervention/CWAS will identify and work with one-on-one and/or small groups to provide behavior and SEL support.

Tier 3:

- Individual students with chronic absenteeism will be identified weekly. Office Assistant and HSL will collaboratively work to make contact with families to address concerns and absences and discuss a plan for improvement.
- Students with chronic absences will be referred to the SARB process for support and intervention.
- School Psychologist will provide additional SEL support to students needing tier 3 intervention.
- School psychologist will refer students and families to outside resources and agencies as needed.
- Subs will be provided for SST, and 504 meetings.

Specify enhanced services for EL students:

- EL students and families will receive district and school notifications in their home language.
- Spanish Home School Liaison will conduct home visits to support student's attendance, behavior and academic learning.
- Parents will receive on-going communication of student academic, behavior, and attendance progress through parent-teacher conferences, progress reports, report cards, ISLPs, ATLAS Parent Portal, School Messenger, PeachJar, and email/phone messages.
- Parents will be encouraged to participate in the activities that promote good attendance and reward appropriate behaviors (awards assemblies, incentives, education classes).
- Translators will be utilized during meetings including SSC, ELAC and Coffee Hours and parent teacher conferences.

Specify enhanced services for low-performing student groups:

- Low-performing student groups will be identified and provided strategies/interventions to improve attendance and behavior.
- Increased opportunities for students to participate in Meaningful work.
- Parents will receive on-going communication of student academic, behavior, and attendance progress through parent-teacher conferences, progress reports, report cards, ISLPs, ATLAS Parent Portal, School Messenger, PeachJar, and email/phone messages.
- Social Emotional Learning will focus on self-regulation and problem solving strategies.
- Parents will be encouraged to participate in activities that promote good attendance and reward appropriate behaviors (awards assemblies, incentives, education classes).

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0290 Lane Elementary (Locked)

G3 - Increase student engagement in their school and community

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|----------|----------------------------------|-------------|------------------------------|--------|---------------------------------|-----------|
| G3A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 1.0000 | G5A1, G1A1, HSL, 8hrs, M-F | 63,977.00 |

\$63,977.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 4 Metrics | Current Target | Actual | As Of | Target |
|---------------------------|----------------|--------|-----------|--------|
| Staff Goal - Site Defined | | 0 % | 2020-2021 | 89 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Staff Goal - Site Defined

The climate and culture staff survey will reflect a 5% increase in sense of belonging and climate of support for academic learning.

This is a new goal and no actions were developed previously to address this area. The annual Staff survey results showed 80% or more in most categories including *Climate of support for academic learning, Knowledge of discipline rules and norms, Sense of belonging/School connectedness and safety.*

- Sense of belonging in Spring 2019 was 75%, increase of 2 points in Spring 2020.
- Climate of support for academic learning was 84%.

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

Staff Goal - Site Defined

The climate and culture staff survey will reflect a 5% increase in sense of belonging and support in academic learning.

There were no actions previously to address this goal. The staff survey Spring 2020 showed 84% for climate of support for academic learning. The result in this category went down 3 points from Spring 2019. In the category for sense of belonging, the staff survey showed 77% which is lower in comparison to the other areas.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no actions created in the current plan to address this new goal. An action plan is being developed and will be implemented in 2021-2022.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As a result of 1 and 2, Lane will develop structures through the Climate and Culture team to maintain a positive and collaborative culture and work environment for all staff. Lane will prioritize recruitment and retention of staff to reflect the diversity of the students and community. When open positions become available in 2021-2022, candidates with BCLAD and SPED certification will be highly considered to support student learning. Opportunities will be given to Lane staff to pursue their BCLAD.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

| | | |
|--|--|---|
| 1 SSC: | 2 ELAC: | 3 Staff: |
| <p>New goal:</p> <ul style="list-style-type: none"> Recruit qualified bilingual staff to support the needs of students and parents Continue to hire diverse staff Increase school event opportunities for staff to connect with families and students | <p>New goal:</p> <ul style="list-style-type: none"> Recruit qualified bilingual staff to support the needs of students and parents Continue to hire diverse staff Increase school event opportunities for staff to connect with families and students | <p>New goal:</p> <ul style="list-style-type: none"> Continue to recruit diverse staff Provide opportunities for professional growth Increase opportunities for team building activities and connections Increase recognition and celebrations for staff |

Action 1

Title: Increase staff diversity and build a collaborative culture.

Action Details:

Lane will use the Climate and Culture team to develop actions to recruit and retain highly qualified staff to reflect the diversity of the students and community. Support for staff will be developed to build capacity through professional learning needs assessment survey. The Climate and Culture team will plan for team building opportunities to promote sense of belonging and teamwork.

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

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

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

- Admin & Staff
- Admin & Staff
- Admin & Staff
- Admin & Staff
- Admin & Staff
- Admin

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

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

- Onboarding Professional Learning for new staff members: Curriculum (GVC) & Instruction, CHAMPS, ELD expectations, CFAs and PLC expectations, annual notifications from HR.
- Professional learning to build capacity include: FoundationsI skills, ELD-Integrated and Designated, Write tools, CFA realignment, technology tools, academic discourse, SEL, and cultural proficiency trainings.
- Evaluation cycle and frequent actionable feedback to teachers.
- Staff Professional learning needs assessments.

- Data chat cycles with teachers.
- Weekly PLC visits and support.
- Regular optional check-ins with staff.
- Monthly ILT meetings.

Specify Professional Development or Staff Services to support EL students:

- Cultural proficiency trainings.
- Integrated and Designated ELD instruction.
- ELA/ELD framework.
- ELD standards.
- Scaffolds and differentiated support.
- Effective model of ELD instruction.
- Differentiated ELD instruction.
- Instructional strategy training for BIAs.

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

- Cultural proficiency trainings.
- Intervention resources for tier 2 and 3 students.
- SEL -CHAMPS and Second Step lessons.
- Instructional strategy training for support staff.

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 5 Metrics | Current Target | Actual | As Of | Target |
|----------------------------|----------------|--------|-----------|--------|
| Family Goal - Site Defined | | 0 % | 2020-2021 | 90 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Family Goal - Site Defined

Lane will increase inclusive opportunities for families to engage in their students' education by 5%

This is a new goal and no actions were developed previously to address this area.

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

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

Family Goal - Site Defined

Lane will increase inclusive opportunities for families to engage in their students' education by 5%

Due to the pandemic, opportunities to engage parents were limited.

- Technology was a challenge for parents. Participation in virtual school meetings was low and inconsistent. Parents lacked technology skills to successfully navigate Teams and zoom.
- Not all parents have access to WIFI to stay connected to school, communicate with teachers, and attend virtual events/activities.
- Hotspots were limited to some families.
- Limited access to device such as laptops to use for meetings and communication.
- Parents were not allowed on campus due to health and safety reasons. In-person support was limited.

There were no previous actions to address this goal. Lane will use the parent survey result to plan and develop actions to meet this new goal.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Direct in-person support for parents were limited due to school closure. Many resources were not available due to our school site being shut down and being forced to provide some of these services virtually. Lane will have actions in place to increase opportunities for parents in the 2021-22 SPSA

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Lane will create a variety of opportunities for parents to engage in their child's education. Actions will be created, implemented and monitored to ensure we meet this goal in 2021-22.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

See attachment for SSC input (2021-2022).

2 ELAC:

See attachment for ELAC input (2021-22).

3 Staff:

See attachment for staff input (2021-22).

Action 1

Title: Increase inclusive opportunities for families

Action Details:

Lane will implement targeted actions to increase engagement opportunities for our families. Our Climate and Culture Team will support the planning of school activities/events and develop positive inclusive processes that encourage input and feedback from parents and community to better serve the needs of our families.

Reasoning for using this action:

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

- Parent sign-in sheet for site meetings and Parent University modules
- Track pre-sale tickets for carnival
- Parent sign-ins for back-to-school night / open house
- Parent survey results
- Parent visitation sign-in logs
- Parent Input-Needs Assessment
- Attendance for parent/teacher conferences
- Parent volunteer data

Owner(s):

Admin team
Teachers
Office Staff (OM& OA)
HSL

Timeline:

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

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

- Parent workshops: Homework assistance, parenting, and access to school resources.
- Parent Trainings: Computer skills, SEL, Parent University modules, and ESL classes.
- Participation in parent meetings, including School Site Council, annual Title 1 meeting, English Language Advisory Committee, DAC, Parent Coffee Hour, SSTs, 504, and IEPs.
- Parents will receive on-going communication from teachers and staff regarding areas of student academic, behavior and social emotional.
- Parents will have access to a variety of verbal and written communications regarding schoolwide expectations, policies, procedures, disciplinary guidelines, and programs offered to students through our school website, school and classroom messengers, PeachJar, and email/phone contacts.
- Parents will be invited to attend quarterly award assemblies.
- Teachers and HSL will recruit parent volunteers.
- Parents will be invited to attend any school related activities during and after school.

Specify Direct Service and Opportunities for parents and families to support EL students:

- Translators-Primary language support
- English Language classes
- Parent University modules
- Site parent workshops
- Parent/Teacher conferences

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

Site parent workshops: Homework support, computer skills supports, Atlas and Parent portal.

2021-2022 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 | | | G1A2-3; Subs for SST, 10days+1; (1,348/1,581) ** NO IEPS ** | 1,581.00 |
| G1A1 | Title 1 Basic | Instruction | Ins Aide-Reg | Paraprof, Bilingual Spanish | 0.7500 | G1A2-3; BIA 6hrs, M-F | 49,175.00 |
| G1A1 | Title 1 Basic | Instruction | Bks & Ref | | | AR/STAR (4-6, \$4112) + Starfall (SPED,K) \$280 =\$4392 | 4,392.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | G1A2-3 & G2-G5A1; Materials & supplies (no food/Incentives) | 4,986.00 |
| G1A1 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | G1A2-3; Translators \$1,000/ Babysitting \$2,000 (\$3000base+\$806) | 3,806.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | G1A2-3; Sub(3dx29)/ ILT (2dx8); \$13,877base/\$16,249Total) | 16,249.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | G1 A2-3; Technology Assistant, 558 hrs., (21,874 base/26,188 total) | 26,188.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Bilingual Spanish | 0.3750 | G1A2-3; BIA 3hrs,M-F | 12,542.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | : G1A2&3, G2-5A1; Peaceworks, (hal., carn.pride) | 1,200.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | G1A2&3, G2-5A1; Toner/Paper 15,800, Beg.Yr.supp4,200,Hmwk fldrs. 700, Agendas 1,100, Other(stud.incent.sup,etc.), AJ(200), Incentives1,000, other600-total 2,000, other 561; Total \$27,361 | 27,772.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | G1A2-3; Technology & other equipment | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | Education and Leadership Foundation : G1A2-3; Six Inter-Act Fellows, 152 days, 3hrs, M-F | 65,598.00 |
| G1A1 | Sup & Conc | Instruction | Copier Maint | | | Copier Leases (Office/Workroom) | 18,072.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | G1A2-3; Maintenance-District work orders, repairs | 800.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | : G1A2-3; Certificates, PRIDEcards | 500.00 |
| G1A1 | Sup & Conc | Parent Participation | Mat & Supp | | | G1A2-3, G4-G5A1; Parent Involvement supplies, FM, Bobby Salazars, shirts, other food, etc.) | 3,000.00 |
| G1A1 | Sup & Conc | Psychological Services | Crt Pupil-Reg | Psychologist, School | 0.2000 | 1062999 G3A1; 1 extra day; SEL support | 30,352.00 |
| G1A1 | One-Time School | Instruction | Mat & Supp | | | : G1A2-3, G2-5A1; PPE, materials & supplies | 12,711.00 |
| G1A1 | One-Time School | Instruction | Nc-Equipment | | | : G1A2-3; Technology & equipment (one time funds) | 10,000.00 |
| G1A1 | One-Time School | Instruction | Direct-Maint | | | : G1,A2-3; Maintenance-District work orders | 700.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Supp | | | Contracts- Newcomers <EL (4@20 hrs.) | 3,831.00 |
| G1A3 | LCFF: EL | Instruction | Ins Aide-Reg | Paraprof, Bilingual Spanish | 0.3750 | G1A1-2; BIA 3hrs, M-F | 12,354.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | Supplies for EL students | 322.00 |
| G1A3 | LCFF: EL | Instruction | Direct-Other | | | : ELPAC Assessors (2@6 days; \$163.04) | 1,326.00 |
| G3A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 1.0000 | G5A1, G1A1, HSL, 8hrs, M-F | 63,977.00 |

\$376,434.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$63,940.00 |
| Sup & Conc | 7090 | \$207,273.00 |
| LCFF: EL | 7091 | \$81,810.00 |
| One-Time School | 7099 | \$23,411.00 |
| Grand Total | | \$376,434.00 |

| Goal Totals | Budget Totals |
|--|---------------------|
| G1 - Improve academic performance at challenging levels | \$312,457.00 |
| G3 - Increase student engagement in their school and community | \$63,977.00 |
| Grand Total | \$376,434.00 |