



# Arlene Hein Elementary

## Local Control Accountability Plan (LCAP) 2020 - 2021

**Principal:** \_

**(Signature):** \_

**County-District-School (CDS) Code:** 34673140105908

**Elk Grove Unified School District  
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on \_

\*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

## Goal Setting

### State Priorities

**Conditions of Learning:**

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

**Pupil Outcomes:**

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

**Engagement:**

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

### Strategic Goals

**Goal 1: High-Quality Classroom Instruction and Curriculum**

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

**Goal 2: Assessment, Data Analysis, & Action**

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

**Goal 3: Wellness**

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

**Goal 4: Family and Community Engagement**

- All students will benefit from programs and services designed to inform and involve family and community partners.

### Stakeholder Engagement

<b>Involvement Process for LCAP and Annual Update</b>
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>The SSC met on April 30th and May 21st through Zoom to give input, recommendations, and approval of the LCAP plan. The Hein ELAC committee was also invited to attend the meetings. Staff input was solicited through e-mails since the school was closed for the remainder of the 2019-20 school year.</p>
<b>Impact of LCAP and Annual Update</b>
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>Input from the staff and community was paramount in creating the 2020-21 LCAP. The input from the community was valued, utilized, and imbedded into the entire LCAP plan.</p>

### Resource Inequities

<b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b>
N/A

### Goals, Actions, and Progress Indicators

<p><b>District Strategic Goal 1:</b></p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• A-G Completion</li> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Other (Site-based/local assessment)</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> </ul>
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• Teacher Assignment

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 1.1**

Provide students with high quality targeted whole class and small group instruction throughout the day to meet individual learning needs.

- Third through sixth grade students who meet and exceed standard will increase by 2% in reading/language arts (69%) and mathematics (62%) on the 2020-2021 CAASPP when compared to the 2018-19 language arts ( 67%) and mathematics (60%) CAASPP scores.
- By the end of first grade 2021, 85% of our first graders will score 70 on the BPST which is a 5 point increase from 2020 (65).
- By the end of second grade 2021, 85% of our second graders will score 95 on the BPST which is a 8 point increase from 2020 (87).

**Metric:** CAASPP

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Survey teachers to determine PD needs and provide teachers with professional development opportunities including materials and release time. 2. Provide teachers with weekly PLC planning time during early out Wednesdays. 3. Purchase instructional materials ( District approved books, P.E. equipment, etc.) and technology (projectors, etc.) for the classroom, physical education, and library. 4. TK- 3 grade teachers to attend On Grade Level Reading trainings hosted by EGUSD On Grade Level Reading coaches. Substitutes provided to release teachers for three sessions TK- 3rd. 5. Provide teachers release time for grade level collaboration, individually assess students, and to attend I.E.P's, SSTs, and 504 meetings. 6. Provide students the opportunity to go to the library weekly for instruction by a school librarian and to check out library books. 7. Provide students and families the opportunity to hear speakers, provide hands on experience with mobile education centers, and hear and participate in fine arts performances. 8. Provide students with differentiated instruction during the school day, extended day, and intersession.	Source: Research by John Hattie (December, 2017) <a href="http://visiblelearningplus.com">visiblelearningplus.com</a>  Direct instruction - Effect Size .60 Small group learning- Effect size .49 Teacher clarity- Effect size .90	1. Administration team will survey teachers to determine PD needs and review the number of teachers who participated in staff development opportunities to ensure that every teacher participated in some type of professional development throughout the year. Administration will organize PD opportunities at Monday staff meetings. 2. Administration team will review weekly PLC minutes and give feedback. 3. Antidotal information through classroom observations and teacher feedback will show if the newly purchased materials were effectively utilized by teachers. 4. Administration team will notice instructional strategies from on OGLR during informal and formal walkthroughs and read about implementation during weekly PLC notes. 5. Administration will monitor I.E.P's, SSTs, and 504 meeting agendas and plans to ensure that teachers are participating in I.E.P's, SSTs, and 504 meetings. 6. Administration will monitor library schedule to ensure that every child has the opportunity to utilize the school library. 7. Administration will work with staff and community to plan and schedule opportunities for students to hear speakers, provide hands on experience with mobile education centers, and hear and participate in fine arts performances. Events will be placed on the school master calendar and posted on the school website. 8. Differentiated instruction will be observed during formal and informal observations by the administrative team and noted on walkthrough forms which are given to teacher and placed in teacher file.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$52000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$4750	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.2**

Provide students with opportunities to receive intervention/enrichment in reading/language arts and mathematics and accelerated enrichment in areas including VAPA and STEM.

- Intervention assessment data will show an improvement of at least 20% when pre and post assessment data is submitted and compared during the 2020-2021 school year.
- The numbers of students attending enrichment programs will increase by 10% during the 2020-2021 school year when compared with the 2019-2020 participation rate of 40 students .

**Metric:** Other (Site-based/Local assessment)

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide students with the opportunity to participate in extended day clubs for enrichment. 2. Purchase annual license for IXL -reading and math on-line computer resource.	Source: Research by John Hattie (December, 2017) visiblelearningplus.com  Interventions for learning disable - Effect size .77 Response to Intervention - Effect size 1.07 Creativity programs - Effect size .65 Acceleration - Effect size .68	1. Extended day coordinator will monitor pre and post assessment data from Hawk Academy and after school clubs to monitor progress and make adjustments as needed for extended day and intersession. Differentiated opportunities will be observed during formal and informal observations during the school day by the administrative team and noted on walkthrough forms which are given to teacher and placed in teacher file. 2. Administration, classroom teachers, and computer teacher will monitor IXL usage by students. Administration team will also monitor an incentive system.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$15000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$8000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.2.2**

**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Funding Source	Amount	Description of Use		

**Site Goal 1.3**

Our third - sixth grade African American, Hispanic, and EL students will increase their performance (by 6%) on the mathematics section of the CAASPP during the spring of 2021 when compared to the 2019 CAASPP scores with the following goals :

- African American- 44 % (meet or exceed standards)- 38% 2018-19
- Hispanic - 52% (meet or exceed standards)- 46% 2018-29
- EL - 36% (meet or exceed standards)- 30% 2018-29

Our third through sixth grade African American, Hispanics, and EL students will increase their performance (by 6%) on the language arts section of the CAASPP during the spring of 2021 with the following goals:

- African American- 55% (meet and exceed standards)- 49% 2018-19

- Hispanic - 68% (meet and exceed standards) - 62% 2018-99
- EL - 31% (meet and exceed standards) - 25% 2018-29

**Metric:** CAASPP

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- Black or African American • EL • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide students with differentiated instruction during the school day, extended day, and intersession. 2. Provide teachers with professional development on effective teaching strategies and collaborative learning. This will include work with EDI strategies. 3. Instructional coaches will give classroom demonstrations and provide individual and grade level coaching. 4. Administer IABs in mathematics, analyze assessment results, and make instructional plans. (Actions do not required funding.)	Source: Research by John Hattie (December, 2017) visiblelearningplus.com  Direct instruction - Effect Size .60 Small group learning- Effect size .49 Teacher clarity- Effect size .90	1. Differentiated instruction will be observed during formal and informal observations by the administrative team and noted on walkthrough forms which are given to teacher and placed in teacher file. 2. Administration team will survey teachers to determine PD needs and review the number of teachers who participated in staff development opportunities to ensure that every teacher participated in some type of professional development throughout the year. Administration will organize PD opportunities at Monday staff meetings. 3. Instructional coach will work with administration to ensure that teachers are receiving support as evidenced on the schedule of the instructional coach and PLC minutes. 4. PLC minutes will be reviewed by administration team to monitor IAB administration and progress monitoring. Administration will also review IAB data on the CAASPP website.

Funding Source	Amount	Description of Use

**District Strategic Goal 2:**

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

**District Needs and Metrics 2:**

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 2.1**

Teachers will increase their PLC time analyzing assessment results and making instructional decisions to 50% of the meeting time as documented on PLC minutes during a two week span TBD during the spring of 2020-2021. Results will be compared with the weeks of February 18- February 28, 2020 when 28% of the PLC time was used to analyze assessment results and make instructional decisions.

**Metric:** Data and Program Evaluation

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

<p>1. Provide release time to teachers to individually assess students and time on Early Out Wednesdays to analyze assessment data and make instructional plans with their PLCs.                  2. Teachers will administer grade level IABs, analyze assessment results, and make instructional decisions based on IAB data during PLC time.                  3. Provide teachers with professional development on formative assessment.                  4. Introduce teachers to the new Illuminate assessment system.                  (Actions do not required funding.)</p>	<p>Source: Research by John Hattie (December, 2017) visiblelearningplus.com                   Providing formative evaluation - Effect size .68                  Frequent and effects of testing- Effect size .52                  Teacher clarity - Effect size .75                  Teacher - student relationships - Effect size .52</p>	<p>1. Teachers will progress monitor students using grade level benchmark assessment data and the new Illuminate assessment system.                  2. PLC minutes will be reviewed by administration team to monitor IAB administration and progress monitoring. Administration will also review IAB data on the CAASPP website.                  3. Administration will give further PD on formative assessment including exit tickets on Monday staff meetings as noted on agendas.                  4. Site Illuminate TOT will provide PD and support as noted on Monday staff meeting agendas and PLC minutes.</p>
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Funding Source	Amount	Description of Use		
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**Site Goal 2.2**

The amount of time that students participate in collaborative learning according to EL walkthrough data from 32% in the spring of 2020 to 38 % in the spring of 2021.

**Metric:** Data and Program Evaluation

**Actions/Services 2.2.1**

**Principally Targeted Student Group**

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Hire teacher to administer ELPAC and input data.                  2. Utilize BTA to help communicate to parents informally on the phone and formally at meetings.                  3. Provide refreshments at ELAC meetings.                  4. Purchase instructional materials to support ELs.                  5. Time sheet EL coordinator. Duties include identification/placement. re-designation, RFED monitoring, and support for ELAC meetings.</p>	<p>Research indicates higher gains for English Learner students who are assessed, participate in small group intervention and individualized EL instruction.                   Use of Evidence-Based, Small-Group Reading Instruction for English Language Learners in Elementary Grades: Secondary-Tier Intervention.                  Sage Journals. Volume: 30 issue: 3, page(s): 153-168. Issue published: August 1, 2007</p>	<p>1. Administration team will monitor ELPAC data on Synergy to assure that all EL students are assessed within the appropriate timeline.                  2. Administration team will monitor BTA requests to assure that every request is fulfilled.                  3. Refreshments will be event at ELAC meetings and noted on agendas.                  4. Antidotal information through classroom observations and teacher feedback will show if the newly purchased E.L. materials were effectively utilized by teachers.                  5. VP/Admin will monitor and work with the EL coordinator. ELAC attendance will be monitored. Administration will also check in with classroom teacher to monitor effectiveness of classroom instruction. ELPAC data will be monitored to determine next steps.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$12415	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.2.2**

**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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Funding Source	Amount	Description of Use	

**Site Goal 2.3**

The total number of identified GATE students will increase by 5% during the 2020-2021 school year to 92 students when compared with the total number of GATE students (88) during the 2019-2020 school year .

**Metric:** Data and Program Evaluation

**Actions/Services 2.3.1**

**Principally Targeted Student Group**  
 • All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Administer the GATE assessment to all third grade students. 2. Provide a stipend to the GATE coordinator. 3. Purchase GATE materials (Coding robots, technology, curriculum, I-Pads), trimester newspaper and field trips. 4. Provide GATE students with extended day opportunities.	Gifted programming positively influences students' futures. Several longitudinal studies have shown that gifted programs have a positive effect on students' post-secondary plans. Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. <i>Psychological Science, 24</i> , 648-659.	1. GATE coordinator will schedule third grade GATE assessments as noted on the master schedule and communications to third grade teachers and parents. 2. GATE teacher will submit a work log with dates and times at the end of the 2020-2021 school year. 3. Antidotal information through classroom observations and teacher feedback will show if the newly purchased GATE materials were effectively utilized by teachers. 4. Extended day opportunities for GATE students will be monitored by administration team through extended day plans submitted to administration, informal observations, and parent communications.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p><b>District Strategic Goal 3:</b>                      All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b>                      Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 3.1**

Our Tier 1 and Tier 2 levels from the Arlene Hein PBIS program will earn at least 90% on the annual TIF(Tiered Fidelity Inventory) to be conducted in the spring of 2021.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 3.1.1**

Principally Targeted Student Group				
• All • School-wide				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
1. Purchase signage and materials to implement PBIS program. 2. Conduct Tier 1 PBIS team will meet monthly 3. Conduct Tier 2/MTSS team to meet biweekly	Source: Research by John Hattie (December, 2017) visiblelearningplus.com  Decreasing disruptive behavior - Effect size: .53 Reducing anxiety - Effect size: .48 Response to intervention - Effect size 1.07	1. PBIS committee to review signage and make recommendations for new materials. Recommendations will be noted in PBIS minutes. Antidotal information through classroom observations and teacher feedback will show if the newly purchased PBIS materials were effectively utilized. 2-3. Administration will monitor PBIS and MTSS notes and agendas to ensure that interventions are being implemented and student progress is monitored. (Principal monitors K-3 and VP monitors 4-6th).		
Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 3.2**

Provide professional development to all staff members in the area of social/emotional learning, identifying individual social/emotional needs, and trauma informed care at 25% of the staff meetings as noted on staff meeting agendas during the 2020-2021 school year. .

**Metric:** Other (Site-based/local assessment)

**Actions/Services 3.2.1**

Principally Targeted Student Group				
• All • Foster Youth • School-wide				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
1. Provide professional development to staff by MTSS team. 2. MTSS team to meet biweekly to discuss students of concern (Actions do not required funding.)	Source: Research by John Hattie (December, 2017) visiblelearningplus.com  Professional development - Effect size .45	1. Administration will schedule and implement a professional development plan based on teacher survey results, District requirements, and introduce mindfulness training to the staff during the 2020-21 school year. 2. MTSS meetings will be scheduled on master calendar and participants will receive an Outlook invited. MTSS minutes will document the effectiveness of the MTSS meetings.		
Funding Source	Amount	Description of Use		

**Site Goal 3.3**

The staff will increase the number of opportunities that students can attend social groups to learn social/emotional coping skills by 25% when compared to the 2019-2020 attendance rate of 15 students.

**Metric:** Other (Site-based/local assessment)

**Actions/Services 3.3.1**

Principally Targeted Student Group				
• All				



Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide social group opportunities during the day by MHT and school psychologist. 2. Provide Club BOB (Be Our Best) sessions for students referred to by classroom teachers. 3. Purchase instructional materials for social/emotional educational needs.	Source: Research by John Hattie (December, 2017) <a href="http://visiblelearningplus.com">visiblelearningplus.com</a>  Decreasing disruptive behavior - Effect size: .53 Reducing anxiety - Effect size: .48 Response to intervention - Effect size 1.07	1-2. Staff and administration will increase the amount of social group opportunities available to students during extended day by monitoring students attendance rates. 3. Antidotal information through classroom observations and teacher feedback will show if the newly purchased social/emotional materials were effectively utilized..

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**District Strategic Goal 4:**

All students will benefit from programs and services designed to inform and involve family and community partners.

**District Needs and Metrics 4:**

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 4.1**

Increase the number of home visits conducted by Arlene Hein Elementary staff members by 50% during the 2020-2021 school year when compared to the home visit rate of 4 visits during the 2019-2020 school year.

**Metric:** Relationships Between Staff and Families

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide teachers the opportunity to conduct home visits with families of their students. 2. Time sheet staff members who attend home visits. 3. Provide staff P.D. on home visits	Source: Research by John Hattie (December, 2017) <a href="http://visiblelearningplus.com">visiblelearningplus.com</a>  Parent involvement in student learning- Effect size:.51	1-2. Administration will recommend one home visit per teacher during the 2020-21 school year. Administration will progress monitor completed home visits including updates provided by the FACE office. 3. Staff meeting agendas will show that home visits were addressed during staff meetings to grow.

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$3500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 4.2**

Increase the attendance of family participation at Hawk Talks (46 attended two events 2019-20) , Back to School Night ( 509 attended 2019-2020) , Open House (no 2019-2020 numbers available), and other community events by 10% during the 2020-2021 school year when compared

2019-2020 participation rates.

**Metric:** Attendance Rate

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide parents with parent university opportunities to include such topics as curriculum information, discipline strategies, and resources available to families. 2. Provide families with materials such as paper, pencils, handouts, and snacks during Parent University and Hawk Talks. 3. Coordinate and monitor Five Star Family Program. Provide community with a celebration to parent volunteers at the end of the year. 4. Provide communications through school website, e-mails, and Facebook. 5. Provide postage and notes/cards for home communications. 6. Families will be invited to PTO events, Hawk Talks, Back to School Night, New Family Orientation, and Open House. 7. Administrators will make monthly positive and informational calls to families. 8. Purchase certificates and birthday cards for students.	Source: Research by John Hattie (December, 2017) visiblelearningplus.com  Parent involvement in student learning effect size: .51	1. Administration will survey parents to determine parent education topics that they would like covered at Parent University during the 2020-21 school year. Parent University will be scheduled, communicated, and managed by administrative team. 2. Informal observations and agendas will monitor that materials and snacks were provided during Parent University and Hawk Talks. 3. Attendance to the Five Star Family event will be monitored by PTO and administration. 4. Communications will be evident by observing the school website, e-mails, and Hein Facebook page. 5. Parent communications will be observed by families and monitored by the administration and office staff. 6. Administration will count and monitor attendance numbers of PTO events, Hawk Talks, Back to School Night, New Family Orientation, and Open House. 7. Administration team will monitor teacher referral numbers for positive calls home, documents calls, and place the referral in teacher files. 8. Students will report receiving a birthday cards and certificates through informal observations.

Funding Source	Amount	Description of Use

**Site Goal 4.3**

We will decrease the Chronic Absenteeism rate from 8.2 (2020) to 7.2 (2021) according to the California School Dashboard.

**Metric:** Attendance Rate

**Actions/Services 4.3.1**

**Principally Targeted Student Group**

• All • Black or African American • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Students will be given perfect attendance awards for the trimester and school year at trimester award assemblies. 2. Primary and intermediate classes with the best attendance rates earn a monthly extra recess and winning classes are announced during weekly Friday announcements. 3. Classes with perfect attendance can hang a perfect attendance magnet on their doors.  (Actions do not required funding.)	Ginsburg, Allan, Jordan, and Chang (August, 2014). Data demonstrates that students who miss more school than peers consistently show lower scores on standardized tests.	1-2. Administration will monitor monthly District attendance reports through Synergy. Office staff will make awards and administration team will give out attendance awards at trimester assemblies as noticed by the community. Administration will monitor incentives and announce during Friday announcements 3. Teachers will monitor perfect attendance on Synergy and place magnets on the doors if classes have perfect attendance. Perfect attendance magnets will be observed by the

community.

Funding Source	Amount	Description of Use		

### Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A



**Local Control Accountability Plan (LCAP)  
Year 2020 - 2021**

**IV. Funding**

**Arlene Hein Elementary - 280**

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$29,851	\$29,851	\$29,851	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	0	\$0	\$43,218	\$43,218	\$43,218	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$82,750	\$82,750	\$79,750	\$2,000	\$1,000	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$13,415	\$13,415	\$0	\$13,415	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>7510</b> Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0	\$0	\$170,234	\$170,234	\$152,819	\$15,415	\$2,000	\$0	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$170,234

<p><b>Benefits Calculator for Timesheets</b></p> <p><input checked="" type="radio"/> Certified</p> <p>Staff Amount \$ <input type="text"/></p> <p>Benefits Amount \$ <input type="text"/></p> <p><input type="radio"/> Classified</p> <p>Total \$ <input type="text"/></p>		<p>Principal <b>Lynne C. Mayer</b></p> <p>_____ School Site Council Chairperson</p> <p>_____ EL Advisory Chairperson</p>	<p><b>Signatures:</b> (Must sign in blue ink)</p> <p>_____ _____ _____</p>	<p><b>Date</b></p> <p>_____ _____ _____</p>
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