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
State Priorities

Goal Setting

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

Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

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.

Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

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.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:
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.

District Needs and Metrics 1:
Students need high quality classroom instruction and curriculum as measured by:
- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAAPPPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
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

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Survey teachers to determine PD needs and provide teachers with professional development opportunities including materials and release time.</td>
<td>Source: Research by John Hattie (December, 2017) visiblelearningplus.com</td>
<td>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.</td>
</tr>
<tr>
<td>2. Provide teachers with weekly PLC planning time during early out Wednesdays.</td>
<td>Direct instruction - Effect size .60 Small group learning: Effect size .49 Teacher clarity- Effect size .90</td>
<td>2. Administration team will review weekly PLC minutes and give feedback.</td>
</tr>
<tr>
<td>3. Purchase instructional materials ( District approved books, P.E. equipment, etc.) and technology (projectors, etc.) for the classroom, physical education, and library.</td>
<td></td>
<td>3. Antidotal information through classroom observations and teacher feedback will show if the newly purchased materials were effectively utilized by teachers.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td>4. Administration team will notice instructional strategies from on OGLR during informal and formal walkthroughs and read about implementation during weekly PLC notes.</td>
</tr>
<tr>
<td>5. Provide teachers release time for grade level collaboration, individually assess students, and to attend I.E.P's, SSTs, and 504 meetings.</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>6. Provide students the opportunity to go to the library weekly for instruction by a school librarian and to check out library books.</td>
<td></td>
<td>6. Administration will monitor library schedule to ensure that every child has the opportunity to utilize the school library.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>8. Provide students with differentiated instruction during the school day, extended day, and intersession.</td>
<td></td>
<td>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.</td>
</tr>
</tbody>
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Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
<th>Description of Use</th>
</tr>
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<tbody>
<tr>
<td>Supplemental/Concentration (7101/0000)</td>
<td>$52000</td>
<td>Materials/Supplies/Equipment</td>
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<tr>
<td>Supplemental/Concentration (7101/0000)</td>
<td>$4750</td>
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</tbody>
</table>
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

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<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
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</table>
| 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 disabled - 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. |

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<tr>
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### Actions/Services 1.2.2

#### Principally Targeted Student Group

- All • School-wide

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### 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

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<tr>
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<tr>
<td>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.)</td>
<td>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</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

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sisreporting.egusd.net/LCAP_1_2/index.cfm?fuseaction=printLCAP&isPrint=1&bannerImg=0&reportWindow=2&requestTimeout=1000
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 require funding.)

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

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.

### 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

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| 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.  | 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  | 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.  |

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<th>Funding Source</th>
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<td>EL Supplemental (7150/0000)</td>
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<td>EL Supplemental (7150/0000)</td>
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**Actions/Services 2.2.2**

**Principally Targeted Student Group**

<table>
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<tr>
<th>Specific Actions to Meet Expected Outcome</th>
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</tr>
</thead>
</table>
| 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.  |  |  |
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

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<tr>
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<tbody>
<tr>
<td>1. Administer the GATE assessment to all third grade students.</td>
<td>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., &amp; Benbow, C. P. (2013). Who rises to the top? Early indicators. <em>Psychological Science</em>, 24, 648–659.</td>
<td>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.</td>
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<tr>
<td>2. Provide a stipend to the GATE coordinator.</td>
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<td>3. Purchase GATE materials (Coding robots, technology, curriculum, I-Pads), trimester newspaper and field trips.</td>
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<tr>
<td>4. Provide GATE students with extended day opportunities.</td>
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<tr>
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</thead>
<tbody>
<tr>
<td>Supplemental/Concentration (7101/0000)</td>
<td>$2000</td>
<td>Certificated Salaries</td>
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</table>
### 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

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
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</tr>
</thead>
</table>
| 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. |

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<td>PBIS (7440/7510)</td>
<td>$1000</td>
<td>Materials/Supplies/Equipment</td>
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### 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) visiblelearningplus.com 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.

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<td>Supplemental/Concentration (7101/0000)</td>
<td>$1000</td>
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**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

**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) visiblelearningplus.com 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.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Family &amp; Community Engagement (7415/0000)</td>
<td>$3500</td>
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**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 to the attendance of family participation during the 2019-2020 school year.

**Metric:** Attendance Rate

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<td>Family &amp; Community Engagement (7415/0000)</td>
<td>$3500</td>
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</table>
2019-2020 participation rates.

**Metric:** Attendance Rate

### Actions/Services 4.2.1

#### Principally Targeted Student Group

- All • School-wide

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<tr>
<td>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.</td>
<td>Source: Research by John Hattie (December, 2017) visiblelearningplus.com Parent involvement in student learning effect size:.51</td>
<td>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.</td>
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### Funding Source

**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

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>Ginsburg, Allan, Jordan, and Chang (August, 2014). Data demonstrates that students who miss more school than peers consistently show lower scores on standardized tests.</td>
<td>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...</td>
</tr>
<tr>
<td>Funding Source</td>
<td>Amount</td>
<td>Description of Use</td>
</tr>
<tr>
<td>----------------</td>
<td>--------</td>
<td>--------------------</td>
</tr>
<tr>
<td>community.</td>
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</tbody>
</table>
### 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) 2020 - 2021 - Arlene Hein Elementary ES

### IV. Funding

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Mgmt. Code/Description</th>
<th>FTE</th>
<th>Carry Over</th>
<th>Allocation</th>
<th>Subtotal</th>
<th>EGUSD Strategic Goals</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td>1 - Curriculum and Instruction</td>
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<td>2 - Assessment</td>
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<td>3 - Wellness</td>
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<td>4 - Family Engagement</td>
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</tbody>
</table>

#### 1510 Regular Education (TK-6) 0000 Unrestricted
- $0 carry over
- $29,851 allocated
- $29,851 subtotal
- $0 balance

#### 1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted
- $0 carry over
- $43,218 allocated
- $43,218 subtotal
- $0 balance

#### 7101 LCFF Supple/Conc TK - 6 0000 Unrestricted
- $0 carry over
- $82,750 allocated
- $82,750 subtotal
- $0 balance

#### 7150 EL Supplemental Program Services TK-6 0000 Unrestricted
- $0 carry over
- $13,415 allocated
- $13,415 subtotal
- $0 balance

#### 7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block
- $0 carry over
- $1,000 allocated
- $1,000 subtotal
- $0 balance

#### Total Funds Budgeted for Strategies to Meet the Goals in the SPSA
- $0 carry over
- $170,234 allocated
- $170,234 subtotal
- $152,819 balance

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

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**Benefits Calculator for Timesheets**

<table>
<thead>
<tr>
<th></th>
<th>Staff Amount $</th>
<th>Benefits Amount $</th>
<th>Total $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated</td>
<td></td>
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<tr>
<td>Classified</td>
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</tbody>
</table>

**Signatures:** (Must sign in blue ink)

<table>
<thead>
<tr>
<th>Principal</th>
<th>Lynne C. Mayer</th>
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</thead>
<tbody>
<tr>
<td>Date</td>
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</table>

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<tr>
<th>School Site Council Chairperson</th>
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<thead>
<tr>
<th>EL Advisory Chairperson</th>
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