Arlene Hein Elementary

Local Control Accountability Plan (LCAP)
2025-2026

Principal: Jennifer Ekelund

County-District-School (CDS) Code: 34673140105908

Elk Grove Unified School District
Elk Grove, California

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

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Goal Setting (lcapid: 736) | goalsComplete: 0

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 Curriculum, Instruction & Assessment
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness
- All students will learn in an equitable, 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 engage family and community partners.

Stakeholder Engagement

1. 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?

Our administrative team consulted with our decision making teams through out the 2024-2025 school year and sought their input through our Leadership Team, School Site Council, and our English Language Advisory Committee on the following dates as documented on our agendas and presentation slides:

- Leadership Team Meetings: August 12, 2024; September 9, 2024; October 14, 2024; November 13, 2024; December 9, 2024; January 13, 2025; February 18, 2025; March 10, 2025; April 10, 2025, May 12, 2025, June 16, 2025.
- SSC Meetings: September 30, 2024, October 28, 2024, January 30, 2025, March 31, 2025, May 20, 2025
- ELAC Meetings: September 11, 2024, January 30, 2025, April 2, 2025

2. Impact of LCAP and Annual Update

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

A needs assessment for the Arlene Hein Elementary School LCAP was conducted during our staff meeting on March 3, 2025, Leadership Team meeting on March 10, 2025, School Site Council meeting on March 31, 2025, and English Language Advisory Committee on April 2, 2025. Input from our stakeholders were discussed and considered for our LCAP. It was determined with guidance from our administrative team that the following goals will be continued for 2025-2026:

- Full-time academic intervention teacher (AIT), provided by our Curriculum Professional Learning Department
- Kindergarten and first grade push-in support two days a week, provided by our CPL department
- Intermediate push-in support for two days a week, depending upon allocation of funds
- Release time for collaboration or site planning
- Renew IXL to provide independent practice in English Language and Math for grades 3rd through 6th grade
- Timesheet teachers for extended day opportunities to provide clubs or intervention
- Attendance supports for chronically absent students
- Whole-school enrichment opportunities such as assemblies, class visits, etc.

New goals proposed for the 2025-2026 school year:

- Subscribe to Lalilo for TK-2nd grade to support the development and practice of foundational skills, and subscribe to Brain Pop Jr. to support core standards in all subjects

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
High-Quality Curriculum, Instruction & Assessment	Students need high quality classroom instruction and curriculum as measured by:
All students will receive high-quality classroom curriculum, instruction, and assessment to	- A-G Completion - Percent of Graduates Completing A-G Requirements

promote college, career, and life readiness and close achievement and opportunity gaps.

- **AP/IB Exams - Percent of Graduates Passing an AP/IB Exam**
- **CAASPP (ELA, Math, Science) - Distance from Standard**
- **CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded**
- **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence**
- **Progress toward English Proficiency - Percent Increasing ELPI Level**
- **Reclassified - Percent of English Learners Reclassified**
- **Test Participation Rate on Districtwide Assessments**

Site Goal 1.1   (SiteGoalID: 8923) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1   (SiteGoalID: 8923) (DTS: 03/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1) Provide release time for teachers to complete one-on-one district assessments and to enter data in Illuminate from July 2025 to June 2026. $25,000 2) Analyze and discuss formative and summative data to help make instructional decisions during weekly grade level PLC time and	1) The AIT, the instructional coach(es), and administrative team will monitor summative reports for missing data in Illuminate, Synergy, and through the CAASPP website. Missing results will be communicated to teachers to ensure at least a 95% completion rate.	

during grade level collaboration days. 3) Establish trimester SMART goals to monitor student progress over time and to ensure the site goal(s) are met.	2) Teachers will be provided with grade level data folders through out the school year to support with determining standards mastery and to allow for data analysis. 3) Grade level teams will document trimester SMART goals on PLC notes and will update progress each week and during Data Days.	

Site Goal 1.2   (SiteGoalID: 8646) (DTS: 02/13/25)

Stakeholders from SSC and staff recommended that high quality instruction should be the paramount goal for the LCAP. The following goal was established:

Using the Instructional Framework to guide high quality instruction, we will provide students with whole class and targeted small group instruction to meet individual learning needs.

Our performance goal and metric for third, fourth, fifth and sixth grade students is:

- All 3rd through 6th grade students will meet or exceed the district established desired outcome of +8 Distance from Standard (DFS) for English language arts by +4 points as measured by the CAASPP test in 2025-2026. In 2023-2024, Arlene Hein students performed at +26 when compared to the district established desired outcome.
- All 3rd through 6th grade students will meet or exceed the district established desired outcome of -23 Distance from Standard (DFS) for mathematics by +4 points as measured by the CAASPP test in 2025-2026. In 2023-2024, Arlene Hein students performed at +18 when compared to the district established desired outcome.
- All fifth-grade students will meet or exceed the district established desired outcome of -1 Distance from Standard (DFS) for science as measured by the CAST test in 2025-2026. In 2023-2024, Arlene Hein students performed at -6 DFS when compared to the district established desired outcome, therefore Hein will increase our performance by +4 points to -2 DFS in Science on the CAST test in 2025-2026.

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.2.1   (SiteGoalID: 8646) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-	• Describe your step by step plan for progress monitoring your action plan. What	• Throughout the year, report the results of the formative data as you collect it.

risk students, as related to your goal.	*formative student data* will you collect and how often?	• In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
1. *Provide teachers with weekly PLC collaboration time during early out Wednesdays to analyze student data, create/revisit SMART goals, share instructional best practices based on the Instructional Framework, and discuss grading practices.* 2. Provide teachers release time for grade level collaboration, to complete one-on-one assessments, and to attend IEP/504/SST meetings from August 2025 to June 2026. Certificated Timesheets: $25,000 3. Provide students with small group intervention during the school day and during extended day opportunities referred to as Hawk Academy from August 2025 to June 2026. Certificated Timesheets: $5,000 4. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal. 5. Renew annual license for IXL for grades 3rd-6th grade and subscribe to Lalilo for TK-2nd grade and Brain Pop Jr. for K-3rd grade to provide independent practice and review of grade level standards. Contracts and Services: IXL $8,900, Lalilo $3,500, Brain Pop Jr. $2,730 6. Provide students time to go to the library each week to check out books and provide time for the library technician to catalog, shelve, and inventory books and instructional materials. Classfied Salaries: $20,000	1. Administration team will review weekly PLC minutes and give feedback. 2. Academic Intervention Teacher, Instructional Coach, and Administration team will monitor grade level Interim data to determine areas of strength and needs and provide data folders and feedback to grade level teams. 3. Intervention pretest/posttest data and attendance data will be shared with the administration team to determine the impact of our programs. 4. Classroom observations data and teacher feedback will show if the newly purchased materials were effectively utilized by teachers. 5. Administration, classroom teachers, and computer teacher will monitor on-line program determined by student usage. 6. Administration will monitor library schedule to ensure that every child has the opportunity to utilize the school library each week. 7. Teachers will collaborate during the AVID Institute and develop our AVID site implementation plan and commitments, as documented on a Google Document.	

7. Provide additional funds for teachers to attend the AVID Summer Institute in June 2026 to support our alignment with the Instructional Framework and AVID strategies.
Certificated Timesheets: $5000

*Actions do not require funding.

Site Goal 1.3   (SiteGoalID: 9344) (DTS: 04/21/25)

English Language Arts (ELA) CAASPP scores will increase from 61% to 65% of students meeting or exceeding standards in 2025-2026.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Action 1.3.1   (SiteGoalID: 9344) (DTS: 04/21/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. *Provide teachers with professional development on the district Instructional Framework and English Language Arts instructional strategies during preservice and staff meetings. 2. *Analyze Interim assessment data and IAB results and make instructional decisions based on the data. (*Actions do not require funding.)	1. Professional Learning Community (PLC) minutes will be reviewed by our administrative team to monitor implementation of the PLC essential elements and ELA instruction based on assessment data. 2. FONT reports, Illuminate assessment data, and CAASPP data will be monitored to determine our impact on student outcomes	

over time.	

Site Goal 1.4   (SiteGoalID: 9349) (DTS: 04/21/25)

For letter sounds, 80% of kindergarten students will score proficient at each of the three trimester benchmark assessments.

For phonics,75% of first grade students will score proficient for each of the three trimester benchmark assessments.

For fluency, 70% of 2nd - 6th grade students will score proficient for automaticity (words correct per minute) with a 95% or higher accuracy score.

Metric: Other

Action 1.4.1   (SiteGoalID: 9349) (DTS: 04/21/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **ACHIEVEMENT GOALS – KINDERGARTEN:** 1) Use kindergarten Foundational Skills Flowchart to analyze student needs 2) Follow the K-2 plan for small group instruction for the particular grade span 3) For students not making progress in grades K-2 with Tier 1 supports, consult with AIT for possible Tier 2 intervention.	**Progress Monitoring** 1. Analyze assessment results, make instructional decisions, and set trimester SMART goals based on student data during weekly grade level PLC meetings and during Data Days with our instructional coach; progress with be documented on PLC notes and the SMART Goal Analysis Form and shared with our admin. team. 2. Provide Fall Coops for each track to meet individually with teachers to discuss students of	**Evaluation**

ACHIEVEMENT GOALS –1st GRADE: 1) Use 1st grade Foundational Skills Flowchart to analyze student needs 2) Follow the K-2 plan for small group instruction for the particular grade span 3) For students not making progress in grades K-2 with Tier 1 supports, consult with AIT for possible Tier 2 intervention. **ACHIEVEMENT GOALS 2nd-6th:** 1) Use grade-specific Foundational Skills Flowchart (FSF) to analyze student needs (available in Illuminate in the assessment guide) 2) Administer additional assessments if indicated by the FSF 3) Follow the plan for small group instruction for the particular grade span 4) For students not making progress in grades K-2 with Tier 1 supports, consult with AIT for possible Tier 2 intervention 5) For students in 4th - 6th who are two or more grade levels below in fluency, assess for eligibility for the FLEX Literacy intervention program.	concern with our admin. team, our instructional coach, and our AIT; students of concern will be documented on Google sheets and shared with our Tier 2 team. 3. Offer mid-year follow-up Coops with our instructional team to discuss any new or remaining students of concern.

Site Goal 1.5   (SiteGoalID: 9383) (DTS: 04/22/25)

Teachers will increase their use of success criteria from 81% to 85% as measured by FONT Data at the end of Trimester 2 in 2025-2026 according to the FONT report "Derived Implementation Levels" and band Success Criteria Explicit.

Metric: Success Criteria

Action 1.5.1   (SiteGoalID: 9383) (DTS: 04/22/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. *Continue staff PD for effectively written and communicated learning targets and success criteria that clearly connect to content area standards between July 2025 and June 2026. 2. *Discuss and share implementation practices during Franklin regional meetings between September 2025 and May 2026. (*Actions do not require funding.)	1. Our administrative team will record and monitor FONT data for evidence of increased implementation of learning targets and success criteria. This data will be shared during staff meetings and leadership team meetings. 2. Make adjustments to site implementation as needed based on feedback from colleagues.	

Site Goal 1.6   (SiteGoalID: 9405) (DTS: 04/24/25)

Our Multilingual Learner students will be reclassified at the rate of the district desired outcome of 15% as determined by ELPAC assessment results and the district reclassification process by 2025-2026. During the 2024-2025 school year, MLE students at Hein were reclassified at a rate of 11%.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.6.1   (SiteGoalID: 9405) (DTS: 04/24/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Our vice principal will serve as MLE Coordinator and will fulfill the following duties: identification/placement of MLE students, reclassification, RFEP monitoring, parent communication, and support for ELAC meetings. 2.Timesheet a teacher to administer the Initial and Summative ELPAC and input data. 3. Utilize translation services through our Multilingual Education department to help communicate to parents informally on the phone and formally at meetings. 4. Purchase supplemental instructional materials to support ELs. 5. Purchase light refreshments/training materials for in-person ELAC meetings. Materials/Supplies/Equipment $500 6. Provide staff PD on English Language Development strategies for newcomers between September 2025 and May 2026.	1. and 2. Administration team will monitor ELPAC data in Synergy to assure that all MLE students are assessed and reclassified within the appropriate timeline of July 2024 to June 2025. MLE families will be invited to ELAC meetings and will be notified of progress toward reclassification. 3. Administration team will monitor translation requests to assure that every request is fulfilled. 4. Classroom observations, FONT data, and teacher feedback will show if the newly purchased MLE materials were effectively utilized by teachers. 5. Refreshments will be offered at in-person ELAC meetings as documented on agendas and notes; Zoom meetings will not include refreshments. 6. Work with our Multilingual Learner coach to develop and schedule PD for our teachers during a staff meeting. Consult with our coach as needed to support our newcomer students.	

Site Goal 1.7   (SiteGoalID: 9436) (DTS: 04/25/25)

The numbers of students that participate in GATE will increase by 10% during the 2025-2026 school year when compared with the 2024-2025 participation rate. During the 2024-2025 school year, 66 students participated in the Gifted and Talented Education Program.

Metric: Other

Action 1.7.1   (SiteGoalID: 9436) (DTS: 04/25/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1) Administer the GATE assessments to all third-grade students in Fall 2025 and retest in January 2026 as needed. 2) Provide a stipend to the GATE coordinator in May 2026. 3)Provide students with the opportunity to participate in extended day classes, such as STEAM, CREST, etc., assemblies, and field trips to provide enrichment from July 2025 to June 2026. 4) Purchase enrichment materials as needed (technology, curriculum, newspaper subscription, etc.) from August 2025 to May 2026.	1) GATE coordinator will schedule third grade GATE assessments asnoted on the master schedule and communications to third grade teachers and parents. 2) GATE teacher will submit a worklog with dates and times at the end of the 2024-2025 school year. 3) Extended day offerings will be recorded on Google Sheets and attendance will be recorded by teachers. Assemblies and field trips will be documented on our master calendar. 4) Teacher feedback and observations will show if the newly purchased enrichment materials were effectively utilized by teachers and shared with families.	

Funding Sources for District Goal 1 (DEV - LCAP ID: 736)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	40432	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	20000	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	24920	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	12000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	996	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

Site Goal 2.1   (SiteGoalID: 8647) (DTS: 02/13/25)

By June of 2026, Chronic absenteeism will reduce from 19% to 15% for ALL students as measured by the California Dashboard.

Red Designation:

- African American from 35% to 30%

Orange Designation:

- Students with Disabilities from 42% to 37%

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8647) (DTS: 02/13/25)

Targeted Student Group(s)

• Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
- Describe your step by step plan for intervention, for at-risk students, as related to your goal.	- Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. *By August 2025, establish a site Attendance Team to include an SOA, Admin, Teacher, Counselor, RAIT. This team will monitor attendance and determine action steps for students who are chronically absent, including those in the targeted groups. 2. *During Back to School Nights, our admin. team will communicate (electronically, in person, and via mail) to families the absence policy and why it's important to attend school. Continue communications throughout the year. 3. *Admin will utilize pre-service, along with staff meetings, to train	Attendance Tech to run the U-ATD1402 Chronically Absent Notification report bi-weekly and will share with the Attendance Team. Administration will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team. The Attendance Team will share data with staff at staff meetings and report to the community.	

about district policies and positive messaging about attendance. (*Actions do not require funding.) We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.		

Site Goal 2.2 (SiteGoalID: 9404) (DTS: 04/24/25)

English Language Arts (ELA) CAASPP scores will increase from 61% to 65% of students meeting or exceeding standards in 2025-2026.

The following sub groups will increase their performance:

- African American students will increase from 48% met or exceeded standards to 52%.
- Students with Disabilities (SWD) will increase from 11% met or exceeded standards to 15%.

All 3rd through 6th grade students at Arlene Hein Elementary will meet or exceed the district established desired outcome of +8 Distance from Standard (DFS) for English language arts by 4 points as measured by the CAASPP test in 2025-2026. In 2023-2024, Arlene Hein students performed at +26 when compared to the district established desired outcome.

- African American students will increase their performance of -23 to -19 when compared to the district established desired outcome.
- Students with Disabilities will increase their performance of -102 to -98 when compared to the district established desired outcome.

Metric: African American Disparity

Action 2.2.1 (SiteGoalID: 9404) (DTS: 04/24/25)

Targeted Student Group(s)

• Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	

		• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Provide students with targeted small group or individual standards-based ELA instruction during the school day and during extended day opportunities with classroom teachers, learning center staff, and our academic intervention teacher. 2. Timesheet an Intervention Support Teacher as an to provide small group instruction on reading comprehension (Main Idea & Details, Textual Evidence, Inferences, Theme, and Author's Point of View) for 4th, 5th and 6th grade students for two days a week based on Interim data and teacher recommendation. Certificated Timesheets $24,500	1. Targeted small group or individual instruction will be observed during formal and informal observations by the administrative team and documented in FONT. 2. The Intervention Support Teacher will work with our classroom teachers to create flexible groups based on student need and will consult with grade level teams to develop standards-based lessons based on the Wonders curriculum.	

Funding Sources for District Goal 2 (DEV - LCAP ID: 736)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	24500	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	500	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- **Cohort Graduation Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 8648) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1   (SiteGoalID: 8648) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.		• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results.

	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.	July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	

Our school will promote a safe, respectful, and inclusive environment that encourages student engagement.

For the 2025-2026 school year, our goal is to reduce suspension rates overall and for targeted sub groups by the following percentages:

- Current Data: All students 0.2%; 1 Asian, 1 African-American
- Goal by June 2026: All students less than 1.0%

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1   (SiteGoalID: 9411) (DTS: 04/24/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Tier 1 Team will monitor referrals and suspension data at their monthly meetings. 2. School counselor to meet with students with repeated disciplinary incidents who are identified at-risk through the MTSS process. Priority will be given to identified subgroups. 3. Our school counselor will implement a social groups program for at-risk students (identified through the MTSS process). MTSS Tier 2 team and counselor will work in collaboration to identify a goal for each student participant based on their identified needs. 4. Site led professional development for PBIS, SEL, or restorative practices will be provided during staff meetings. 5. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.	1. The designated team member will bring monthly suspension and referral data to Tier 1 Meetings. 2. As part of the weekly MTSS meeting, our School Counselor will provide the MTSS Team with student progress on their goal within their MTSS plan. 3. Our vice principal will track discipline data to illustrate fluctuations of total and aggregated suspensions over time (month to month) and will track suspensions aggregated by type: 1) type of violation 2) violation category 3) violation location/time of day 4) minor-major violations 5) referrals 6) referred by whom/personnel 7) subgroup (ethnicity, gender, age/grade, etc.) 4. At a staff meeting, school-wide data will be reviewed and a process for analyzing class data will be shared; during PLC time teachers will be given time to analyze their class data. Tiered Fidelity	

Inventory (TFI) could also be used.
5. Notes of Tier 1 team member meetings will be shared during staff meetings to show analysis of suspension and referral data and next steps for student support.

Funding Sources for District Goal 3 (DEV - LCAP ID: 736)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:	District Needs and Metrics 4:

Family & Community Engagement

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

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

- **Attendance Rate**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 8649) (DTS: 02/13/25)

The attendance rate at Arlene Hein will meet or exceed the district desired outcome of 95% by the end of the 2025-2026 school year. Our attendance rate during the 2024-2025 school year was 94%.

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 8649) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Our administrative team and office staff with continue to communicate the importance of daily attendance through family newsletters, emails, SchoolMessenger, and Talking Points from July 2025 to June 2026. 2. Our teachers will be trained on porch visits through the Family and Community Engagement (FACE) department and will be	1. Monitor monthly attendance rates through Synergy reports and Power BI from July 2025 to June 2026 and data will be shared with staff. 2. For chronically absent students, administration will encourage porch visits during the 2025-2026 school year based on Synergy reports and documented on parent meeting notes.	

paid through timesheets with site funds. Certificated Timesheets $25,000 3. Our administrative team will make contact (in-person, over the phone, and in-person) with families of chronically absent students to check-in and offer support to improve attendance or to celebrate improvements. 4. Provide incentives to students to encourage attendance and honor those with improved attendance: perfect attendance awards, class award for highest attendance rate, announcement at Friday Assemblies.	3. Admin. team will enter the information in Synergy under Student Contact Log. 4. Monitor the number of Request For Assistance (RFA) forms submitted for attendance concerns. 5. Admin. and office teams will generate reports and monitor which students and classes that receive attendance awards and recognitions.	

Site Goal 4.2   (SiteGoalID: 9410) (DTS: 04/24/25)

For the 2025-2026 school year, the percentage of parents indicating effective opportunities for MLE parent engagement will increase by 5%.

- Participation in the EGUSD Parent Perspective Survey will increase by 10% for parents/guardians of Multilingual Learners.
- Parents/guardians of Multilingual Learners will increase their involvement in ELAC by 5%.

On the 2023-2024 Parent Perspective Survey, 18 parents of MLE students responded to the survey which yielded a 93.28% favorability rating.

During the 2024-2025 school year, 5-10 parents of MLE students attended ELAC meetings.

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1   (SiteGoalID: 9410) (DTS: 04/24/25)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.		• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results.

	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Use translated materials and interpreter services to increase parent engagement. Encourage parent attendance by providing light refreshments and training materials for ELAC. Provide translation/interpretation support for front office staff (e.g., Talk and Listen Kits, Pocket Talks, etc.) We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.	Track attendance for parents of Multilingual Learners attending ELAC and other school functions between July 2025 and June 2026. Monitor use of technology adhering to EGUSD Translation Technology Guidance. Track the number/percentage of parents of MLE students who complete the EGUSD perspective survey.	

Funding Sources for District Goal 4 (DEV - LCAP ID: 736)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries

EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$24500	$0	$0	$24500
Certificated- Timesheets	$40432	$0	$0	$0	$40432
Classified- Salaries	$20000	$0	$0	$0	$20000
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$500	$0	$0	$500
Contracts/Services/Subscriptions	$24920	$0	$0	$0	$24920

Supplemental/Concentration (7101/0000) Total: $110,352

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$12000	$0	$0	$0	$12000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$996	$500	$0	$0	$1496
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7150/0000) Total: $13,496

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

V. Funding

Arlene Hein Elementary (280) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$0	$0	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$110,352	$85,352	$25,000	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$12,996	$12,996	$500	$0	$0	$-500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$123,348	$98,348	$25,500	$0	$0	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$123,348

Title I Centralized Services			
Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0