Arlene Hein Elementary

Local Control Accountability Plan (LCAP) 2026-2027

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

IV. Goals, Action Plans and Progress Monitoring

Arlene Hein Elementary | Focused Work: 2026-2027

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 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 throughout the 2025-2026 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 11, 2025; September 8, 2025; October 13, 2025; November 10, 2025; December 8, 2025; January 12, 2026; February 10, 2026; March 9, 2026; April 13, 2026, May 11, 2026, June 8, 2026.
- SSC Meetings: October 8, 2025, November 5, 2025, January 28, 2026, March 11, 2026, May 6, 2026
- ELAC Meetings: September 16, 2025, January 26, 2026, April 14, 2026

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 English Language Advisory Committee meeting on September 16, 2025, Leadership Team meeting on March 9, 2026, School Site Council meeting on March 11, 2026, and staff meeting on March 16, 2026. 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:

- Part-time academic intervention teacher (AIT), provided by our Curriculum Professional Learning Department
- Kindergarten, first grade and second grade push-in support two days a week, provided by our CPL department
- Intermediate push-in support for two days or three half 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, field trips, class visits, etc.

New goals proposed for the 2026-2027 school year:

- Provide additional hours for push-in support for K-2 students
- Allocate funds for a book study for our teachers

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.

N/A

Goals, Actions, and Progress Indicators

District Strategic 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.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- **A-G Completion - Percent of Graduates Completing A-G Requirements**
- **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

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 2026-2027. In 2024-2025, Arlene Hein students performed at +30 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 2026-2027. In 2024-2025, Arlene Hein students performed at +24 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 2026-2027. In 2024-2025, Arlene Hein students performed at -8 DFS when compared to the district established desired outcome, therefore Hein will increase our performance by +4 points to -4 DFS in Science on the CAST test.

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

Action 1.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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 2026 to June 2027. Certificated Timesheets: $20,000 3. Provide students with small group intervention during the school day and during extended day opportunities referred to as Hawk Academy from August 2026 to June 2027. Certificated Timesheets: $10,000 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 Brain Pop Jr. for K-3rd grade to provide independent practice and	**Progress Monitoring** 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 for on-track students.	**Evaluation**

review of grade level standards. Contracts and Services: IXL $8,900, 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 *Actions do not require funding.		

Site Goal 1.2

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 1.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1) Provide release time for teachers to complete one-on-one district assessments and to enter data in Illuminate from July 2026 to June 2027. Certificated Timesheets: $20,000 2) Analyze and discuss formative and summative data to help make instructional decisions during weekly grade level PLC time and 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.	**Progress Monitoring** 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. 2) Teachers will be provided with grade level data folders by our instructional coach 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.	**Evaluation**

Site Goal 1.3

English Language Arts (ELA) CAASPP scores will increase from 65% to 67% of students meeting or exceeding standards in 2026-2027.

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

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Action 1.3.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. *Provide teachers with professional development on the district Instructional Framework and English Language Arts instructional strategies. 2. *Analyze Interim assessment data and IAB results and make instructional decisions based on the data. (*Actions do not require funding.) 3. Provide a book study for teachers that will be available for our site through PL Essentials. $2,000 for Materials/Supplies	**Progress Monitoring** 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. 3. Monitor attendance over the 6 week book study and collect teacher reflections. Take aways will be shared during staff meetings.	**Evaluation**

Site Goal 1.4

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.

Students that do not meet the goal will receive small group or one-on-one instruction based on the ELA Foundational Skills Flowchart.

As of the 2025-2026 Trimester 2 Interim assessments, 80% of kindergarten students and 86% of first grade students met these goals. Our 2nd through 6th grade students did not meet the fluency goal based on the Trimester 2 fluency assessments. Our Leadership Team conducted a root analysis on May 11, 2026 to determine barriers to meeting this goal and the principal will work with the instructional coach to develop an action plan for 2026-2027.

Metric: Formative Assessment

Action 1.4.1

Targeted Student Group(s)

• All

Action Plan • Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan • Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	Data Collection & Evaluation • Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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. **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	**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 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.	**Evaluation**

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.		

Site Goal 1.5

Teachers will increase their use of success criteria from 81% to 85% as measured by FONT Data at the end of Trimester 2 in 2026-2027 according to the FONT report “Derived Implementation Levels” and band Success Criteria Explicit.

Metric: Success Criteria

Action 1.5.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. *Continue staff PD for effectively written and communicated learning targets and success criteria that clearly connect to content area standards between July 2026 and June 2027. 2. *Discuss implementation practices and calibrate during Franklin regional walkthroughs between September 2026 and May 2027. (*Actions do not require funding.)	**Progress Monitoring** 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.	**Evaluation**

Site Goal 1.6

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 according to the LCAP Metrics. During the 2024-2025 school year, MLE students at Hein were reclassified at a rate of 20%.

Metric: Reclassified - Percent of English Learners Reclassified

Action 1.6.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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 retired teacher to administer the Initial and Summative ELPAC and input data. ($9523 certificated timesheets) 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 ML students. 5. Purchase light refreshments/training materials for in-person ELAC meetings. Materials/Supplies/Equipment (See action 4.2.1). Materials/Supplies $500 6. Provide staff PD on English Language Development strategies between September 2026 and May 2027.	**Progress Monitoring** 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 2026 to June 2027. 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.	**Evaluation**

Site Goal 1.7

The numbers of students that participate in GATE will increase by 10% during the 2026-2027 school year when compared with the 2025-2026 participation rate. During the 2025-2026 school year, 68 students were identified as Gifted and Talented Education Program.

Metric: Other

Action 1.7.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1) Administer the GATE assessments to all third-grade students in Fall 2026. 2) Provide a stipend to the GATE coordinator in May 2027. 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 January 2027 to June 2027. Contracts/Services/Subscriptions: $8000 4) Purchase enrichment materials as needed (technology, curriculum, newspaper subscription, etc.) from August 2026 to May 2027.	**Progress Monitoring** 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 2026-2027 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.	**Evaluation**

Funding Sources for District Goal 1		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$182,267	Certificated- Salaries
Title I Basic (4900/3010)	$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	$32,939	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$9,000	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$19,341	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 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

By June of 2027, Chronic absenteeism will reduce from 15% to 13% for ALL students as measured by the California Dashboard.

Orange Designation to Yellow Designation:

- African American
- Students with Disabilities

Metric: African American Disparity

Action 2.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the

		actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. *By August 2026, 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 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.	**Progress Monitoring** 1. Attendance Tech to run the U-ATD1402 Chronically Absent Notification report bi-weekly and will share with the Attendance Team. 2. 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. 3. Attendance data will be shared during staff meetings and Leadership Team meetings as documented on our agendas.	**Evaluation**

Site Goal 2.2

English Language Arts (ELA) CAASPP scores will increase from 65% to 67% of students meeting or exceeding standards in 2026-2027.

The following sub groups will increase their performance:

- African American and Students with Disabilities (SWD) students will increase from Average Growth to Accelerated Growth in English Language Arts as measured by the California Dashboard in 2026.

Metric: African American Disparity

Action 2.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made

		based on the data collected.
Action Plan 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. Certificated timesheets for extended day intervention $10,000 and enrichment $5,000 2. Timesheet an Intervention Support Teacher as an to provide small group instruction on reading comprehension and writing for 4th, 5th and 6th grade students based on Interim data, formative data, and teacher recommendation. Certificated Timesheets $20,000 3. Provide funds for additional push-in support for K-2 students to supplement the funds provided by the CPL department. Certificated Timesheets $14,284	**Progress Monitoring** 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. 3. Develop an equitable calendar and schedule amongst the grade levels. Additional intervention will focus on grade level standards and foundational skills as measured by district Interim assessments.	**Evaluation**

Funding Sources for District Goal 2

Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	$0	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$10,000	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 3:	District Needs and Metrics 3:
Wellness **All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.**	**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

Decrease playground referrals by 10% through the implementation of Tier I PBIS supports. Our playground referrals decreased from 90 referrals in 2024-2025 to 75 referrals in 2025-2026.

Metric: Active Participation

Action 3.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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.	**Progress Monitoring** 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	**Evaluation**

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.	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.	

Site Goal 3.2

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

For the 2026-2027 school year, our goal is to reduce suspension rates overall and for targeted sub groups by the following percentages:

- Current Data: All students 0%
- Goal by June 2026: All students less than 1.0%

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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	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	

identify a goal for each student participant based on their identified needs. 4. Site led professional development for PBIS, SEL, and Restorative Practices will be provided during staff meetings. 5. Provide training for classified staff (i.e. campus supervisors, cafeteria staff, paraeducators, front office staff, etc.) in the foundational elements of Restorative Practices that most closely aligns to their job duties. 6. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.	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. Work with our Equity Coach provide ongoing in RP training during the school day as documented on our master calendar and meeting agendas. 6. 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		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$0	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$12,714	Contracts/Services/Subscriptions
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)	$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$1	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

The attendance rate at Arlene Hein will meet or exceed the district desired outcome of 95% by the end of the 2026-2027 school year. Our attendance rate during the 2025-2026 school year was 94%.

Metric: Attendance Rate

Action 4.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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 2026 to June 2027. 2. Our teachers will be trained on porch visits through the Family and Community Engagement (FACE) department and will be paid through timesheets with site funds. Our trained teachers will be encouraged to participate in Parent Teacher Home Visits to building relationships with families. 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	**Progress Monitoring** 1. Monitor monthly attendance rates through Synergy reports and Power BI from July 2026 to June 2027 and data will be shared with staff. 2. For chronically absent students, administration will encourage porch visits during the 2026-2027 school year based on Synergy reports and documented on parent meeting notes. 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	**Evaluation**

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.	reports and monitor which students and classes that receive attendance awards and recognitions.	

Site Goal 4.2

For the 2026-2027 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 2024-2025 Parent Perspective Survey, 7 parents of MLE students responded to the survey which yielded a 100% favorability rating. On the 2025-2026 Parent Perspective Survey, approximately 20% of parents completed the survey.
During the 2025-2026 school year, 5-10 parents of MLE students attended ELAC meetings.

Metric: Parents indicating a respectful and welcoming school environment

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Action 4.2.1

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.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Use translated materials and interpreter services to increase parent engagement. Provide translation/interpretation support for front office staff (e.g., Talk and Listen Kits, Pocket Talks, etc.) Encourage parent attendance by providing light refreshments and training materials for ELAC. Supplies: $500 Invite families for a Math Night to promote a strong family-school connection as site teachers and administrative team will facilitate the games and activities. $1000 Materials and $1000 Certificated	**Progress Monitoring** Monitor use of technology adhering to EGUSD Translation Technology Guidance. Track attendance for parents of Multilingual Learners attending ELAC and other school functions between July 2026 and June 2027. Track the number/percentage of parents of MLE students who complete the EGUSD perspective survey and that participate in our Math Night.	**Evaluation**

Timesheets We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.		

Funding Sources for District Goal 4		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$3,000	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$500	Classified- Timesheets
Title I Basic (4900/3010)	$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$20,000	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

Title I Basic (4900/3010)

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	$0	$0	$0	$0	$0
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
				Title I Basic (4900/3010) Total:	**$0**

Supplemental/Concentration (7101/0000)

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	$30,000	$49,284	$0	$1,000	$80,284
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$20,000	$0	$0	$0	$20,000
Materials/Supplies/Equipment	$2,000	$0	$0	$1,500	$3,500
Contracts/Services/Subscriptions	$10,000	$0	$0	$0	$10,000
				Supplemental/Concentration (7101/0000) Total:	**$113,784**

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$9,523	$0	$0	$0	$9,523
Certificated- Timesheets	$0	$0	$0	$0	$0
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$500	$500
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
				EL Supplemental (7150/0000) Total:	**$10,023**

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) | 2026-2027

Fund Source *Mgmt. Code / Description* *Resc. Code / Description*	Allocation	EGUSD Strategic Goals: 1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	Balance
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	$113,784	$62,000	$49,284	$0	$2,500	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$10,023	$9,523	$0	$0	$500	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$123,807	$71,523	$49,284	$0	$3,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$123,807