



Arnold Adreani Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Laura Smetak-Buck

County-District-School (CDS) Code: 34673140108720

**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

Arnold Adreani Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 737) | 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.
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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 staff and School Site Council worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's four Strategic Goals. The Leadership Team; comprised of one teacher from every grade level including resource, met once per month to discuss

actions and services that would appropriately support students and the teaching environment. Our PBIS Tier I Team meets monthly to track student discipline data, and our PBIS Tier II Team meets once per week to discuss and plan supports for students in need. Both teams completed the PBIS Tiered Fidelity Inventory in the spring to assess progress towards our goals.

Our Vice Principal meets three times during the school year with our English Language Advisory Committee (ELAC), with a focus on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Adreani's data related to EGUSD's four strategic goals and our progress toward our goals. The Council provides input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all educational partners, has provided valuable input for creating this year's LCAP. The following were opportunities for these partners to be included in the planning process for this LCAP/Annual Review and Analysis:

- Adreani Leadership Team Meetings: 9/4/24, 10/2/24, 11/6/24, 12/18/24, 3/5/25, 4/2/25, 5/7/25, 6/2/25
- School Site Council: 9/23/24, 11/18/24, 2/3/25, 4/14/25, 5/19/25
- ELAC: 10/4/24, 12/12/24, 3/27/25
- Staff meetings: 8/21/24, 9/18/24, 10/16/24, 12/4/24, 1/22/25, 2/26/25, 3/26/25, 4/9/25, 5/21/25
- Back to School Nights: 8/13/24, 8/22/24
- EGUSD Parent, Staff and Student Surveys: 24-25 Perspective Surveys 3/31/25 - 5/9/25
- Continual input sought through ongoing educational partner communication through: zoom meetings, parent phone calls, and school-wide events.

2. Impact of LCAP and Annual Update

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

Meetings with our school site council, ELAC, site leadership and school staff helped us to celebrate our accomplishments and areas of strength. These meetings also provided an opportunity for feedback on initiatives we have chosen to continue based on their successful outcomes, which items to eliminate or modify for the upcoming 25-26 school year as well as an opportunity to suggest new initiatives tied to EGUSD and Arnold Adreani Elementary specific learning goals.

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 (SiteGoalID: 8924) (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: 8924) (DTS: 03/11/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • 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
<p>Illuminate Assessments: August - May</p> <p>Teachers will administer Illuminate Assessments to all students, following the timeline determined by CPL.</p> <p>Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. Certificated substitutes will be secured to</p>	<p>Illuminate Assessments: August - May</p> <p>The Principal will pull Illuminate reports each trimester at the end of the assessment cycle to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. This information will be shared with staff.</p> <p>ELPAC Assessments: August - May</p> <p>The VP will run reports monthly to</p>	<p>Illuminate Assessments:</p> <p>___% of students in Grades K-6 completed Illuminate Assessments for the diagnostic assessment period.</p> <p>___% of students in Grades K-6 completed Illuminate Assessments in Trimester 1.</p> <p>___% of students in Grades K-6 completed Illuminate Assessments in Trimester 2.</p> <p>___% of students in Grades K-6 completed Illuminate Assessments in Trimester 3.</p>

cover assessment days for Grades 1-3.

ELPAC Assessments: August - May

Under the direction of the VP, Initial ELPAC assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey. Under the direction of the VP, time-sheeted teachers will administer the Summative ELPAC to MLL students from February to May 2026.

CAASPP Assessments: April - May

Under the direction of the VP, classroom teachers and Learning Center teachers will administer the CAASPP to Grade 3-6 students. Based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA.

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

Certificated Timesheets:

\$9,000 EL Supp

\$5,300 Supp Con

ensure all students in need of the Initial and Summative ELPAC Assessments have completed assessments.

CAASPP Assessments: April - May

The VP will run reports during testing windows to ensure all students in Grades 3-6 have completed the CAASPP or CAA. This information will be shared with staff.

ELPAC Assessments:

___% of qualifying students in Grades K-6 have taken the Initial ELPAC Assessments.

___% of qualifying students in Grades K-6 have taken the Summative ELPAC Assessments.

CAASPP Assessments:

___% of students in Grades 3-6 have taken the CAASPP Assessments in May - June 2026.

Based on this data, we will ___ to fund certificated substitutes to assist teachers with Interim assessments.

Site Goal 1.2 (SiteGoalID: 8650) (DTS: 02/13/25)

English Language Arts (ELA) CAASPP scores will increase from 78% to 80% of students meeting or exceeding standards.

Medium Category:

- Students with Disabilities (SWD) will increase from 24% met or exceeded standards to 28%.

Low Category:

- English Learners (EL) will increase from 38% met or exceeded standards to 42%.
- Hispanic students will increase from 71% met or exceeded standards to 73%.

These subgroups will be targeted for academic intervention and tutoring services.

Students in grades K-2 who are administered the Illuminate assessment will show the following growth by the end of trimester 2:

- K-2 students will score 95% proficient in phonemic awareness
- K-2 students will score 80% proficient in phonics

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

Action 1.2.1 (SiteGoalID: 8650) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none">• 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?
<p>Action Plan</p> <p>Grade-Level Data Days: September - February Conduct one half day (after diagnostic assessment window) and two full days (after Interim 1 and 2 windows) Grade-Level Data Days for teachers to analyze disaggregated ELA data, align instructional goals, and determine intervention groups. Support will be provided by admin, Instructional Coach, and MLE Coach.</p> <p>Grade-level PLC Meetings: August - May Utilize weekly PLC meetings to evaluate student progress, plan differentiation, and adjust intervention groups.</p> <p>K-2 Academic Intervention: August - May 1.0 FTE Academic Intervention Teacher will support small group</p>	<p>Progress Monitoring</p> <p>Grade-Level Data Days: September - February Administration will collect note-taking sheets after each Data Day has taken place and analyze whether grade level instructional goals have been met.</p> <p>Grade-Level PLC Meetings: August - May Grade-levels will maintain notes on a single, shared document that can be accessed by admin on a weekly basis, noting members present, topics/data discussed, and resulting actions to be taken.</p> <p>K-2 Academic Intervention: August - May AIT will collect site-based assessment data every 4 weeks and re-evaluate student progress towards grade-level standards.</p> <p>Library: July - June</p>	<p>Evaluation</p> <p>Grade-Level Data Days: Based on the data from common assessments, __% of students made the targeted progress in Grade __. We will (continue, discontinue, modify) grade-level Data Days.</p> <p>Grade-Level PLC Meetings: __% of PLC notes were submitted to the Principal. __% of notes included requested components.</p> <p>K-2 Academic Intervention: Site-based assessment data indicate __% of students caught up to grade-level standards and exited pull-out Academic Intervention groups.</p> <p>Library: __ books were checked out in March 2025 while __ books were checked out in March 2026.</p>

<p>instruction for students in Grades K-2 not meeting grade level ELA standards (funded by LBRG).</p> <p>Library: July - June Increase our library technician hours from 15 hours/week to 19.75 hours/week and supplement library technician hours for special projects (i.e. curriculum inventorying, materials processing, distribution, and reorganization of library materials).</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Classified Timesheets:</u> \$5,000 Supp Con <u>Certificated Timesheets:</u> \$19,258 Supp Con</p>	<p>The number of books students check out of the library will increase from the prior year as measured by the library technician in March of each school year. This data will be shared with staff and the SSC annually.</p>	
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Action 1.2.2 (SiteGoalID: 8650) (DTS: 03/21/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> 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
<p>Supplemental Resources: July - June Extend practice for mastery, intervention, and differentiation opportunities for students in ELA and Science using on-line supplemental instruction to increase levels of phonemic awareness, phonics, vocabulary, fluency, and comprehension for</p>	<p>Supplemental Resources: July - June The effectiveness of actions will be measured by:</p> <p>100% of students receiving log in information within one week of starting the school year/new enrollment</p>	<p>Supplemental Resources: Based on the data from district benchmark assessments, __% students made the targeted progress in ELA in Grade 1. Based on the data from district benchmark assessments, __% students made the targeted progress in ELA in Grade 2. Based on the data from district</p>

<p>all students as well as to close achievement gaps for significant subgroups.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Contracts/Subscriptions/Services:</u> \$19,300 Supp Con</p>	<p>Increase of students scoring at grade level standards on district benchmark assessments by 10% or more each assessment period as monitored by PLC teams</p> <p>Student use of programs at/above 50%</p>	<p>benchmark assessments, __% students made the targeted progress in ELA in Grade 3. Based on the data from district benchmark assessments, __% students made the targeted progress in ELA in Grade 4. Based on the data from district benchmark assessments, __% students made the targeted progress in ELA in Grade 5. Based on the data from district benchmark assessments, __% students made the targeted progress in ELA in Grade 6.</p> <p>Data collected from Lexia Core 5/Power Up show student use of _____ at __%. Data collected from AR/STAR Reading show student use of _____ at __%. Data collected from Generation Genius show student use of _____ at __%.</p> <p>As a result, we will (continue, discontinue, modify) funding Lexia Core 5/Power Up. We will (continue, discontinue, modify) funding AR/STAR Reading. We will (continue, discontinue, modify) funding Generation Genius.</p>
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Action 1.2.3 (SiteGoalID: 8650) (DTS: 04/07/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> 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
Student Goal Setting: July -	Student Goal Setting: July - June	Student Goal Setting:

<p>June</p> <p>The site leadership team will create a common goal-setting form for students in Grades 4-6.</p> <p>Administration will conduct goal-setting conferences with all students in Grades 4-6 during Trimester 1.</p>	<p>Count completed goal-setting forms.</p> <p>Collect goal-setting forms after CAASPP testing and revisit goals in 26-27 with individual students.</p>	<p>Administration conducted goal-setting conferences with ___% of students in Grades 4-6.</p>
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Site Goal 1.3 (SiteGoalID: 8994) (DTS: 03/13/25)

Math CAASPP scores will increase from 76% to 78% of students meeting or exceeding standards.
Medium Category:

- Students with Disabilities (SWD) will increase from 32% met or exceeded standards to 36%.

High Category:

- English Learners (EL) will increase from 44% met or exceeded standards to 48%.
- Socioeconomically Disadvantaged (SED) students increase from 67% met or exceeded standards to 69%.

These sub groups will be targeted for academic intervention and tutoring services.

Students in grades K-2 who are administered the Illuminate assessment will show the following growth by the end of trimester 2:

- K-2 students will score 80% proficient in math

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

Action 1.3.1 (SiteGoalID: 8994) (DTS: 03/13/25)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <p>Grade-Level Data Days: September - February Conduct one half day (after diagnostic assessment window) and two full days (after Interim 1 and 2 windows) Grade Level Data Days for teachers to analyze disaggregated math data, align instructional goals, and determine intervention groups. Support will be provided by admin, Instructional Coach, and MLE Coach.</p> <p>Grade-Level PLC Meetings: August - May Utilize weekly PLC meetings to evaluate student progress, plan differentiation, and adjust intervention groups.</p> <p>Pull-Out Math Instruction: October - May A part-time classified paraeducator will provide small group, pullout instruction for students in Grades 3-6 who are not meeting grade level math standards.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Classified Timesheets:</u> \$20,000 Supp Con</p>	Progress Monitoring <p>Grade-Level Data Days: September - February Administration will collect note-taking sheets after each Data Day has taken place and analyze whether grade level instructional goals have been met.</p> <p>Grade-Level PLC Meetings: August - May Grade-levels will maintain notes on a single, shared document that can be accessed by admin on a weekly basis, noting members present, topics/data discussed, and resulting actions to be taken.</p> <p>Pull-Out Math Instruction: (October - May) Administration will collect monthly site-based assessment data for students receiving small group pullout math instruction and re-evaluate student progress towards grade level standards.</p>	Evaluation <p>Grade-Level Data Days: Based on the data from common assessments, ___% of students made the targeted progress in Grade ___. We will (continue, discontinue, modify) grade-level Data Days.</p> <p>Grade-Level PLC Meetings: ___% of PLC notes were submitted to the Principal. ___% of notes included requested components.</p> <p>Pull-Out Math Instruction: Data collected from math topic assessments show ___% of students receiving supplemental math instruction passed with a rate of 70% or more possible points. Based on this data we will (continue, discontinue) to fund supplemental math instruction.</p>

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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?
<p>Action Plan</p> <p>Supplemental Resources: July - June Extend practice for mastery, intervention, and differentiation opportunities for students in Math and Science using on-line supplemental instruction to increase levels of math fact fluency and skills practice for all students as well as to close achievement gaps for significant subgroups.</p> <p>Implement the Math Olympiad program to increase engagement with higher-order mathematical skills and practice.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Contracts/Subscriptions/Services:</u> \$4,200 Supp Con</p>	<p>Progress Monitoring</p> <p>Supplemental Resources: July - June The effectiveness of actions will be measured by:</p> <p>100% of students receiving log in information within one week of starting the school year/new enrollment</p> <p>Increase of students scoring at grade level standards on district benchmark assessments by 10% or more each assessment period as monitored by PLC teams</p> <p>Student use of programs at/above 50%</p>	<p>Evaluation</p> <p>Supplemental Resources: Based on the data from district benchmark assessments, __% students made the targeted progress in Math in Grade 1. Based on the data from district benchmark assessments, __% students made the targeted progress in Math in Grade 2. Based on the data from district benchmark assessments, __% students made the targeted progress in Math in Grade 3. Based on the data from district benchmark assessments, __% students made the targeted progress in Math in Grade 4. Based on the data from district benchmark assessments, __% students made the targeted progress in Math in Grade 5. Based on the data from district benchmark assessments, __% students made the targeted progress in Math in Grade 6.</p> <p>Data collected from Rocket Math show student use of _____ at __%. Data collected from Xtra Math show student use of _____ at __%. Data collected from Success Maker show student use of _____ at __%.</p> <p>As a result, we will (continue, discontinue, modify) funding Rocket Math. We will (continue, discontinue, modify) funding Xtra</p>

Math.
We will (continue, discontinue, modify) funding Success Maker.

Site Goal 1.4 (SiteGoalID: 8995) (DTS: 03/13/25)

Implement the Instructional Framework with increasing consistency.

Teachers will increase their effective use of student talk from 68.6% to 75% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Emphasis will be placed on Purposeful Conversations, Equitable Culture, and Thoughtful Implementation

Metric: Student Talk

Action 1.4.1 (SiteGoalID: 8995) (DTS: 03/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • 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
<p>Professional Development Alignment: July - June Plan year-long professional development with site instructional coach, MLE coach, equity coach and AVID coach as it relates to student talk in order to deepen implementation of the instructional framework.</p> <p>Grade-Level PLC Meetings: August - May Teachers will use PLC time and/or release time to plan student talk</p>	<p>Professional Development Alignment: July - June Administration will utilize PIC data, Student and Staff Perspective Survey data, and FONT walk-through data to assess if instructional strategies have been implemented.</p> <p>Grade-Level PLC Meetings: August - May Grade-level leads will submit notes to the Principal after weekly PLC meetings, noting members</p>	<p>Professional Development Alignment: PIC data indicate an overall score of 68.6% for student talk. Student Perspective Survey data for "Does your teacher expect you to talk and share ideas?" increased/decreased from 88.7% to __%. Staff Perspective Survey data for "Overall, what is your current level of implementation of the following instructional practices: Student Talk?" increased/decreased from 83.9%</p>

activities/strategies for future lessons.

FONT Walk-through

Calibration: August - May
Calibrate FONT observations with site VP and regional principals to ensure accuracy and consistency with data gathering to determine implementation level of the Instructional Framework.

FONT Walk-throughs and

Teacher Feedback: August - May

Conduct FONT walk-throughs a minimum of three times per week per site administrator to gather data to determine implementation level of the Instructional Framework. Provide SITS feedback to teachers within 24 hours of observation.

Leadership Team Classroom

Observation: August - May
The site leadership team will participate in classroom walkthroughs once per trimester, utilizing the Description of Practice to support implementation of the Instructional Framework. Notes will be collectively reporting and trends will be used to suggest further professional development in the area of Student Talk.

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

Certificated Timesheets:

\$3,000 Supp Con

present, topics/data discussed, and resulting actions to be taken.

FONT Walk-through

Calibration: August - May
Admin will schedule six one-hour sessions (two per trimester) to complete FONT walkthrough calibration.

FONT Walk-throughs and

Teacher Feedback: August - May
Admin will record FONT walk-throughs on a master observation sheet to ensure all classrooms have been observed at least twice per trimester.

Share FONT walk-through data, especially as it relates to Student Talk, with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success.

Update site leadership team monthly regarding data from FONT walk-throughs to discuss ways to deepen implementation of the Instructional Framework.

Leadership Team Classroom

Observation: August - May
The site leadership team will discuss classroom observations at leadership team meetings following classroom observation sessions.

to ____%. FONT data showed a ____% increase in use of student talk. Based on the data about, we will (continue, discontinue, modify) providing release time and professional development on additional instructional strategies.

FONT Walkthrough Calibration:

Admin completed one-hour calibration sessions on the following dates: ____

FONT Walk-throughs and

Teacher Feedback:
____ FONT walk-throughs were conducted during a period of ____ weeks.

FONT walk-through data were shared with staff during staff meetings on the following dates: ____
____ FONT walk-through data were shared with the leadership team on the following dates: ____

Grade-Level PLC Meetings:

____% of PLC notes were submitted to the Principal. ____% of notes included requested components.

Grade-Level PLC Meetings:

____% of PLC notes were submitted to the Principal. ____% of notes included requested components.

Leadership Team Classroom

Observation:

____ leadership team members observed in ____ total classrooms. Observations were discussed in leadership meetings on the following dates: ____.
Observation notes were collectively recorded and used/not used to inform professional development.

Site Goal 1.5 (SiteGoalID: 9033) (DTS: 03/24/25)

Continue to implement the Advancement Via Individual Determination (AVID) program across Grades 1-6. This work is aimed to support at risk and under-represented student groups with executive functioning, academic readiness and experiences designed to help with a college and career mindset. Additionally, this goal seeks to improve classroom engagement and attendance across all subgroups and prepare students for the next grade level each school year with skills to ensure they can be successful students.

Action 1.5.1 (SiteGoalID: 9033) (DTS: 03/24/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> 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
<p>AVID Site Team Meetings: August - May The AVID school site team will meet 3 times per school year to collaborate on AVID strategies being used in classrooms, develop support needed to ensure strategies are up to date, and next steps of AVID implementation.</p> <p>AVID Site Visits: August - May AVID site visit will take place twice per school year by district coordinators. This will require 2 half days of guest teacher coverage to allow our site AVID coordinator to join the classroom walk throughs.</p> <p>AVID Supplies and Materials: August - May We will provide communication folders for all students in grades TK-6 and AVID branded binders and dividers for grades 2-6 to develop organization skills in our students.</p> <p>AVID Summer Conference PD: June Non-AVID certified classroom teachers will be provided the</p>	<p>AVID Site Team Meetings: August - May Leadership and PLC meetings will include an AVID item in 90% of agendas.</p> <p>AVID Site Visits: August - May AVID Team will visit 70% of classrooms during two visits from district coordinators.</p> <p>AVID Supplies and Materials: August - May 100% of students receiving AVID organization materials within one week of starting the school year/new enrollment. Supplies and materials will be evaluated during Friendly Binder Inspections one time per trimester.</p> <p>Student use of materials in grades 3-6 at/above 90%</p> <p>AVID Summer Conference PD: June Adreani classroom teachers will receive training in AVID strategies aimed to support at risk and under-represented student groups with executive functioning and academic readiness.</p>	<p>AVID Site Team Meetings: __% of meeting agendas contained discussion surrounding AVID implementation.</p> <p>AVID Site Visits: __% of classrooms were visited by district coordinators.</p> <p>AVID Supplies and Materials: __% of students in grades 3-6 are successfully using AVID supplies and materials as noted by 4 point rubric used during Friendly Binder Inspections.</p> <p>AVID Summer Conference PD: __% of classroom teachers are trained in AVID strategies.</p>

<p>opportunity to attend the AVID summer conference in summer 2026.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Certificated Timesheets:</u> \$700 Supp Con <u>Materials/Supplies/Equipment:</u> \$8,500 Supp Con <u>Contracts/Subscriptions/Services:</u> \$3,700 Supp Con</p>		
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Site Goal 1.6 (SiteGoalID: 9102) (DTS: 04/07/25)

All identified English Learners will make progress towards English proficiency by increasing their overall ELPAC score by 1 proficiency level or by maintaining a Level 4.

The percentage of English Learners reclassified will increase from 11% (2023-2024 data) to 20% in 2025-2026.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.6.1 (SiteGoalID: 9102) (DTS: 04/07/25)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> 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
Designated ELD and Supplemental Support: August - May	Designated ELD and Supplemental Support: August - May	Designated ELD and Supplemental Support: ___% of students in Grades K-6

Provide Designated ELD during the school day to help English learners to develop critical English language skills necessary for academic content learning in English.

- Provide professional development pertaining to Designated ELD
- Provide support during grade-level Data Day meetings to analyze MLL student data and to determine resources/groupings for EL students

Provide targeted instructional support for MLL students through after-school tutoring for LTEL and newcomer students by certificated and classified staff.

EL/ELPAC Coordination: August - May

Provide MLL Coordination and ELPAC coordination and assessment of annual performance of 100% of MLL students.

Coordinator duties may include:

- Coordination and scoring of Initial and Summative ELPAC assessments
- Identification and Reclassification, EL/RFEP monitoring, and support for ELAC meetings
- ELAC training and PD
- Coordination of translation services for parent meetings/correspondence
- Organizing materials and food for parent meetings
- Providing light refreshments for meetings

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

Certificated Timesheets:

\$2,000 EL Supp

Supplies/Materials/Equipment:

\$1,166 EL Supp

All MLL students in Grades K-6 will increase their ELPI level. 15% of EL students will reclassify from EL to FEP status.

Teachers will submit their ELD schedule for designated ELD instruction to the Vice Principal, who will submit schedules to Elementary Education. Submissions will be acknowledged by the Vice Principal by the second day of school. All administrators will monitor the adherence to these schedules by completing walkthrough observations on a regular basis and entering these into FONT.

EL/ELPAC Coordination: August - May

The percentage of redesignated MLL students will be monitored by the Vice Principal biweekly via Power BI.

ELAC meetings will be held a minimum of three times during the year and will reflect required topics of discussion.

increased their ELPI level. ___% of EL students reclassified from EL to FEP status.

Teachers submitted their schedule for designated ELD instruction to the Vice Principal. ___% of teachers had the correct number of designated ELD minutes incorporated into their daily schedules. Teachers regularly followed their ELD schedule as observed through walkthrough observations recorded in FONT.

MLL/ELPAC Coordination:

___% of MLL students redesignated as English Proficient during the school year.

ELAC meetings were held on the following dates: ___

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Site Goal 1.7 (SiteGoalID: 9292) (DTS: 04/17/25)

MTSS interventions (the degree to which the MTSS system is identifying and supporting students) will increase from 61.4% to 80% as measured by various sources compiled in PICsee.

Metric: Other

Action 1.7.1 (SiteGoalID: 9292) (DTS: 04/17/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• 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
<p>Tier 2 Team: August - May The Tier 2 Team will utilize the MTSS process to identify students who will benefit from targeted programs and services offered by our specialists. Agendas for Tier 2 meetings will be predetermined and student progress will be tracked over time.</p> <p>System for Screening: August - May Tier 2 team will create and use decision rules and multiple sources of data to identify students who require Tier 2 supports.</p> <p>Professional Development: August - May Teachers at Arnold Adreani will be offered professional development surrounding the following:</p> <ul style="list-style-type: none"> Needs Assessment for specific skills Targeted Interventions Reference Guide 	<p>Tier 2 Team: August - May Weekly meeting schedule with attendance documents; agendas; student tracker sheet</p> <p>System for Screening: August - May Tier 2 Team Handbook will be updated. It will contain a team decision rubric to guide decisions for intervention, as well as a process for following up with students who have already been referred.</p> <p>Professional Development: August - May Professional development offered at least two times during the year</p>	<p>Tier 2 Team: Based on the data, weekly scheduled meetings were held ___% of the time with ___% attendance. ___% of agendas were predetermined before meetings. Student progress was/was not tracked over time.</p> <p>System for Screening: Handbook was created and referred to on the following dates: —</p> <p>Professional Development: ___% of teachers attended professional development training. ___% of teachers responded positively on Staff Perspective Survey stating that they understand what targeted instruction looks like.</p>

Funding Sources for District Goal 1 (DEV - LCAP ID: 737)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	28258	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	25000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	8500	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	23500	Contracts/Services/Subscriptions
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EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	11000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	1166	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: 8651) (DTS: 02/13/25)

The Students with Disabilities Disparity will decrease from 38.1% less likely, on average, to have a favorable outcome on LCAP metrics (including attendance, CAASPP performance data, chronic absenteeism, social emotional learning, student climate, and suspension rates) to 35% less likely to have a favorable outcome on LCAP metrics.

Metric: Students with Disabilities Disparity

Action 2.1.1 (SiteGoalID: 8651) (DTS: 02/13/25)

Targeted Student Group(s)

- SWD

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
<p>Academic Support: August - May Improve CAASPP performance and academic progress for Students with Disabilities (SWD).</p> <ul style="list-style-type: none"> Provide academic support aligned with each student's IEP, including accommodations and modifications for access to core curriculum. Implement regular progress monitoring and data analysis to adjust instruction and interventions. Utilize co-teaching models and push-in services to promote inclusive academic growth. Support SWD participation in state testing with appropriate accommodations and preparation opportunities. <p>Attendance Support: August - May Reduce chronic absenteeism rates among SWD.</p> <ul style="list-style-type: none"> Identify at-risk students early using attendance data and initiate tiered intervention supports. Partner with families and community liaisons to address barriers to consistent attendance (e.g., transportation, health concerns). Incorporate attendance incentives and recognition programs that include SWD. 	<p>Academic Support: August - May Self-contained teachers and RSP teachers will track level of academic support provision and will report percentage of compliance to admin at the end of each trimester.</p> <p>Attendance Support: August - May Admin will track chronic absenteeism rate three times per year.</p> <p>Related Service Support: August - May Related service providers will track service provision and will report percentage of compliance to admin at the end of each trimester.</p> <p>Professional Development: August - May Admin and district coaches will meet with special education staff on a bi-monthly basis to review FONT data and to assess PD needs.</p> <p>Social-Emotional Learning and Student Climate: August - May FONT/informal observations confirm use; Student Perspective Survey data for overall SEL will increase</p> <p>Suspension and Discipline: August - May Admin will track the number of incidents and the number of suspensions of SWD each trimester.</p> <p>Inclusion of all Students in</p>	<p>Academic Support: ___% of SWD received academic support as written in their IEP.</p> <p>Attendance Support: Trimester 1 chronic absenteeism rate for SWD: ___% Trimester 2 chronic absenteeism rate for SWD: ___% Trimester 3 chronic absenteeism rate for SWD: ___%</p> <p>Related Service Support: ___% of SWD received related service support as written in their IEP.</p> <p>Professional Development: Admin and district coaches met with special education staff ___ times during the year. Meeting minutes did/did not reflect review of FONT data and assessment of PD needs.</p> <p>Social-Emotional Learning and Student Climate: August - May FONT/informal observations confirm use; Student Perspective Survey data for overall SEL will increase</p> <p>Suspension and Discipline: August - May Trimester 1 number of incidents: ___% Trimester 1 number of suspensions: ___% Trimester 2 number of incidents: ___% Trimester 2 number of suspensions: ___% Trimester 3 number of incidents: ___%</p>

- Ensure IEP teams consider attendance-related needs and include support plans as necessary.

Related Services Support:

August - May

Ensure IEP compliance and improve overall student outcomes through specialized services.

- Deliver related services (e.g., speech, OT, PT, counseling) as outlined in each student's IEP.
- Maintain ongoing collaboration and communication among related service providers, case managers, and classroom teachers.
- Use service provider data to support decisions regarding instructional and behavioral supports.

Professional

Development: August - May

Strengthen instructional and behavioral practices to better support SWD.

- Align PD offerings with teacher needs using SCOE, AVID, UDL, and district resources focused on differentiation and inclusive practices.
- Provide logistical support such as substitutes, timesheets, and conference fees to encourage teacher participation.
- Require special education teachers to attend job-alike release days and collaborate on strategies aligned to the Instructional Framework.
- Include sessions on de-escalation strategies, trauma-informed practices, and proactive behavior management to reduce suspensions.

Social-Emotional Learning and

Student Climate: August - May

Improve SEL skills and foster a positive school climate for SWD.

School Events: August - May
Admin will track percentage of students with access to school events and programs.

Trimester 3 number of suspensions: ____%

Inclusion of all Students in School Events

____% of SWD were provided with access to school events and programs.

- Integrate SEL instruction into general education and specialized classrooms using evidence-based curricula.
- Train staff to support emotional regulation and resilience in students with disabilities.
- Conduct climate surveys that disaggregate responses by disability status and use findings to inform schoolwide supports.
- Increase counselor and mental health support accessibility for SWD.

Suspension and

Discipline: August - May

Decrease suspension rates and ensure equitable discipline practices for SWD.

- Use data to identify disciplinary trends among SWD and implement preventative behavior supports.
- Provide professional development in restorative practices and alternatives to suspension.
- Ensure manifestation determination reviews are timely and lead to revised support strategies when needed.
- Monitor implementation of behavior intervention plans and positive behavior supports.

Inclusion of all Students in School Events and

Programs: August - May

Increase engagement and belonging of SWD in all school experiences.

- Ensure SWD are actively included in all school-wide events, assemblies, clubs, and extracurricular programs.
- Provide necessary supports and accommodations for participation in both

<p>academic and social activities.</p> <ul style="list-style-type: none"> • Coordinate with families and staff to encourage SWD engagement in after-school programs. • Monitor and address any barriers to participation through the IEP team process. 		
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Action 2.1.2 (SiteGoalID: 8651) (DTS: 04/01/25)

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • 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?
<p>Action Plan</p> <p>Tier 2 Team: August - May The Tier 2 Team will utilize the MTSS process to identify students who will benefit from targeted programs and services offered by our specialists. Agendas for Tier 2 meetings will be predetermined and student progress will be tracked over time.</p> <p>System for Screening: August - May Tier 2 team will create and use decision rules and multiple sources of data to identify students who require Tier 2 supports.</p> <p>Professional Development: August - May Teachers at Arnold Adreani will be</p>	<p>Progress Monitoring</p> <p>Tier 2 Team: August - May Weekly meeting schedule with attendance documents; agendas; student tracker sheet</p> <p>System for Screening: August - May Tier 2 Team Handbook will be updated. It will contain a team decision rubric to guide decisions for intervention, as well as a process for following up with students who have already been referred.</p> <p>Professional Development: August - May Professional development offered at least two times during the year</p>	<p>Evaluation</p> <p>Tier 2 Team Based on the data, weekly scheduled meetings were held ___% of the time with ___% attendance. ___% of agendas were predetermined before meetings. Student progress was/was not tracked over time.</p> <p>System for Screening Handbook was created and referred to on the following dates: ___</p> <p>Professional Development ___% of teachers attended professional development training. ___% of teachers responded positively on Staff Perspective Survey stating that they understand what targeted instruction looks like.</p>

<p>offered professional development surrounding the following:</p> <ul style="list-style-type: none"> Needs Assessment for specific skills Targeted Interventions Reference Guide 		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 737)		
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 3:	District Needs and Metrics 3:
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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 (SiteGoalID: 9243) (DTS: 01/01/10)

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

Metric: Other

Action 3.1.1 (SiteGoalID: 9243) (DTS: 04/16/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• 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 Supplies, Equipment, and Resources: 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. PBIS Rotations: 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).	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	Evaluation

<p>Playground Areas and Supervision: July-June Designated areas for specific games on the playground with adequate supervision.</p> <p>Recess Rules/Expectations: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ASSIST personnel will be used to reinforce rules and expectations.</p> <p>Yard Supervisor PD: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p>Supplies/Materials/Equipment: \$3,500 Supp Con</p>	<p>needed.</p> <p>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.</p>	
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Site Goal 3.2 (SiteGoalID: 8652) (DTS: 02/13/25)

Increase student perceptions of Safety from 70% to 80% as measured by the Student Perspectives Survey.

Metric: Other

Action 3.2.1 (SiteGoalID: 8652) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
<p>SEL Alignment and Resources: July Administration will work to align monthly character trait with Character Strong SEL curriculum and provide grade levels with supplemental resources for SEL lessons, including books targeting the monthly skill.</p> <p>SEL Instruction: August - May Teachers will utilize Character Strong/supplemental resources in daily mini-lessons.</p> <p>PBIS Branding: August - May Printed materials and signage will be updated to reflect modifications to school expectations and will be ordered to meet the needs of instructional efforts.</p> <p>Instruction of School-Wide Expectations: August, January Explicitly teach school-wide expectations twice per year through the use of teacher-led "tours" throughout campus using student passports.</p> <p>Weekly Friday Assemblies: August - May Implement whole-school assemblies each Friday, where students are celebrated and PBIS expectations are reviewed. Student of the Week certificates will be printed and awarded to students during Friday morning assembly.</p> <p>PBIS Character Assemblies: August - May</p>	<p>SEL Alignment and Resources: July Monthly alignment completed and resources/books distributed</p> <p>SEL Instruction: August - May Lesson discussion visible in PLC notes; FONT/informal observations confirm use; Student Perspective Survey data for overall SEL will increase</p> <p>PBIS Branding: August - May All signage and printed materials are updated to reflect new PBIS expectations and aligned character traits</p> <p>Instruction of School-Wide Expectations: August, January Passports used; all students participate in twice per year teacher-led "tours"</p> <p>Weekly Friday Assemblies: August - May Assemblies held weekly; certificates distributed</p> <p>PBIS Character Assemblies: August - May CHKS data will be used to determine if student ratings of "Social and emotional learning supports" increases from 81% in Grade 5 and 69% in Grade 6. CHKS data will be used to determine if student ratings of "Violence victimization" decreases from 33% in Grade 5 and 34% in Grade 6. CHKS data will be used to determine if student ratings of "anti-bullying" increases from 80% in Grade 5 and 73% in Grade 6.</p>	<p>SEL Alignment and Resources: Date monthly character trait alignment was completed: ____ Location of resources folder provided to teachers: ____</p> <p>SEL Instruction: ____% of teachers confirm incorporating SEL lessons/mini-lessons on a daily basis. ____% of teachers confirm incorporating SEL lessons/mini-lessons on a weekly basis. Student Perspective Survey data for "Overall SEL" will increase from 81% to 85%.</p> <p>PBIS Branding ____% of signs and printed materials reflect new PBIS expectations and aligned character traits. ____ new signs promoting PBIS expectations around the school were installed on campus in the following locations: ____</p> <p>Instruction of School-Wide Expectations ____% of classrooms participated in the fall teacher-led "tours." ____% of classrooms participated in the winter teacher-led "tours."</p> <p>Weekly Friday Assemblies ____ assemblies were held during the school year. ____ certificates were distributed during assemblies.</p> <p>PBIS Character Assemblies ____ assemblies were held during the school year. ____ certificates were distributed</p>

Implement monthly assemblies for administration and equity coach to meet with students in Grades 1-6 to discuss monthly character trait and anti-bullying efforts. During assemblies, distribute awards for targeted character trait of the month.

Sixth-Grade Retreats: August, March
Implement two, one day "retreats" for Grade 6 students to support leadership, empathy, kindness, and anti-bullying efforts (BOY and after spring break).

Restorative Practices

PD: October, January
Two additional Restorative Practices (RP) PDs will be provided by the equity coach. Teachers will integrate RP concepts into academic and non-academic instruction. Administration will continue to utilize components of RP to encourage student reflection and repair of relationships when students incidents are referred.

PBIS Tier I Team Meetings and

PD: August - May
Tier 1 Team will monitor referrals and suspension data at their monthly meetings. Provide for conference fees, parking and per diem expenses, and certificated substitute coverage for a team of three to attend the California PBIS Conference in Sacramento (October) in order to assist with modification/expansion of PBIS program. The team attending the conference will return and share learning with the Tier I Team.

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

Certificated Timesheets:

\$1400 Supp Con

Supplies/Materials/Equipment:

\$5,000 Supp Con

Contracts/Subscriptions/Services:

Sixth-Grade Retreats: August, March
4-6 weeks after Grade 6 Retreat #1, a Rapid Cycle Measure (RCM) will be given to assess student perceptions. CHKS data will be used to determine if student ratings of "Social and emotional learning supports" increases from 69% in Grade 6. CHKS data will be used to determine if student ratings of "Violence victimization" decreases from 34% in Grade 6. CHKS data will be used to determine if student ratings of "anti-bullying" increases 73% in Grade 6.

Restorative Practices

PD: October, January
4-6 weeks after professional development and Grade 6 Retreat #1, a Rapid Cycle Measure (RCM) will be given to assess student perceptions.

PBIS Tier I Team Meetings and

PD: August - May
At monthly staff meetings, school-wide data will be reviewed. Notes from Tier 1 team meetings may be shared during staff meetings to show analysis of incident/suspension data.

during assemblies.
CHKS data indicates student ratings of "Social and emotional learning supports" increased/decreased by ___% in Grade 5 and ___% in Grade 6. CHKS data indicates student ratings of "Violence victimization" increased/decreased by ___% in Grade 5 and ___% in Grade 6. CHKS data indicates student ratings of "Anti-bullying climate" increased/decreased by ___% in Grade 5 and ___% in Grade 6.

Sixth-Grade Retreats:

RCM measures indicated a gain of ___ in positive student perceptions. CHKS data indicates student ratings of "Social and emotional learning supports" increased/decreased by ___% in Grade 6. CHKS data indicates student ratings of "Violence victimization" increased/decreased by ___% in Grade 6. CHKS data indicates student ratings of "Anti-bullying climate" increased/decreased by ___% in Grade 6.

Restorative Practices PD:

RCM measures indicated a gain of ___ in positive teacher perceptions.

PBIS Tier I Team Meetings and PD

Data was/was not shared monthly and action steps were/were not documented through meeting notes

\$1,650 Supp Con		
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Funding Sources for District Goal 3 (DEV - LCAP ID: 737)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	1400	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	8500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	1650	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: Family & Community Engagement All students will benefit from programs and services designed to inform and engage family and community partners.	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> • Attendance Rate • Parents indicating a respectful and welcoming school environment
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- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 8653) (DTS: 02/13/25)

Increase our 24-25 average student attendance rate from 95.4% to 96% and continue to decrease our chronic absenteeism rate from 6.3% to 6%, as measured by Synergy attendance data.

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 8653) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • 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
<p>Attendance Review: August - May Admin will regularly review monthly attendance reports, and monitor tardies, early dismissals and chronic absences for all student subgroups. In response to high rates of the above mentioned factors, teachers and administration will:</p> <ul style="list-style-type: none"> • Make phone calls home regarding attendance • Request admin/parent conferences to support attendance • Ask for district intervention supports to mitigate attendance concerns, 	<p>Attendance Review: August - May Administration will collect monthly Synergy attendance data on tardies, early dismissals, and all absences verified truant and truants.</p> <p>The RED DIY app in our portal will be used to monitor all attendance factors.</p>	<p>Attendance Review: Synergy: Tardies 24-25: Tardies 25-26: Early Dismissals 24-25: Early Dismissals 25-26: RED DIY: Attendance to date 24-25: Attendance to date 25-26: Chronic Absenteeism 24-25: Chronic Absenteeism 25-26: __ Short/Long term independent study packets were completed during the school year.</p>

including the FACE Department. <ul style="list-style-type: none"> Recommend and review options for Short/Long term independent study options for students/families 		
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Site Goal 4.2 (SiteGoalID: 9024) (DTS: 03/19/25)

The percentage of parents indicating effective opportunities for parent engagement (high or very high engagement) on the Parent Perspective Survey will increase from 81% to 85%.

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1 (SiteGoalID: 9024) (DTS: 03/19/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> 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
School-Home Communication: August - May Support home-to-school communication through the following: <ul style="list-style-type: none"> Communication Folders and School-wide organization systems with grade-level resources and supplies 	School-Home Communication: August - May Teachers will keep a communication log to be shared with the principal each trimester as documentation of Home visits and teacher/family conferences with the goal of meeting with each family once per year and students of concern twice per year. Results will be shared at staff meetings at	School-Home Communication: Academic and Parent Information Nights:

<ul style="list-style-type: none"> • Send progress reports home mid-trimester during each trimester; Implement a minimum of 2 trimester school-wide check ins such as Parent/Teacher conferences • Ensure home/school communications/flyers are translated whenever possible; use Talking Points to send messages in primary language • Establish & communicate current events in print (including BOY "At a Glance" with annual dates), website, and social media sent to families <p>Academic and Parent Information Nights: August - May</p> <p>Partner with FACE department to plan and implement academic (ex: STEM, Reading Night) and non-academic (technology use) events to build connections with and provide information to the school community. Timesheet certificated teachers for attendance.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Supplies/Materials/Equipment:</u> \$4,000</p> <p><u>Certificated Timesheets:</u> \$2,000</p>	<p>least once per trimester. Families will be updated at least once per trimester through the family newsletter and SSC.</p> <p>Academic and Parent Information Nights: August - May</p> <p>After each parent event and survey, the Principal will analyze the data to determine if there has been an increase in participation and parent satisfaction with our school. Results will be shared at staff meetings at least once per trimester. Families will be updated at least once per trimester through the family newsletter and SSC.</p>	
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Site Goal 4.3 (SiteGoalID: 9291) (DTS: 04/17/25)

The percentage of parents indicating an effective provision of a respectful and welcoming environment will increase from 91% to 95%.

Metric: Parents indicating a respectful and welcoming school environment

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> • 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?
<p>Action Plan</p> <p>School-Home Communication: August - May Support home-to-school communication through the following:</p> <ul style="list-style-type: none"> • Communication Folders and School-wide organization systems with grade-level resources and supplies • Send progress reports home mid-trimester during each trimester; Implement a minimum of 2 trimester school-wide check ins such as Parent/Teacher conferences • Ensure home/school communications/flyers are translated whenever possible; use Talking Points to send messages in primary language • Establish & communicate current events in print, website, social media, and through monthly newsletters sent to families <p>Multicultural Events: August - May Implement multicultural events such as Wildhawks Around the World and food/music evening event</p> <p>Watch DOGS: August - May Implement Watch DOGS team</p>	<p>Progress Monitoring</p> <p>School-Home Communication: August - May Teachers will keep a communication log to be shared with the principal each trimester as documentation of Home visits and teacher/family conferences with the goal of meeting with each family once per year and students of concern twice per year. Results will be shared at staff meetings at least once per trimester. Families will be updated at least once per trimester through the family newsletter and SSC.</p> <p>Academic, Parent Information Nights, and Multicultural Events: August - May After each parent event and survey, the Principal will analyze the data to determine if there has been an increase in participation and parent satisfaction with our school. Results will be shared at staff meetings at least once per trimester. Families will be updated at least once per trimester through the family newsletter and SSC.</p> <p>Watch DOGS: August - May Monitor participation in Watch DOGS looking for an increase in participation. Results will be shared at staff meetings at least once per trimester. Families will be updated at least once per trimester through the family newsletter and</p>	<p>Evaluation</p>

<p>through personal invites and an orientation meeting held in the fall.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Supplies/Materials/Equipment:</u> \$2,000</p>	SSC.	
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Funding Sources for District Goal 4 (DEV - LCAP ID: 737)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	2000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	6000	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	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$28258	\$0	\$1400	\$2000	\$31658
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$25000	\$0	\$0	\$0	\$25000
Materials/Supplies/Equipment	\$8500	\$0	\$8500	\$6000	\$23000
Contracts/Services/Subscriptions	\$23500	\$0	\$1650	\$0	\$25150

Supplemental/Concentration (7101/0000) Total: \$104,808

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	\$11000	\$0	\$0	\$0	\$11000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1166	\$0	\$0	\$0	\$1166
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$12,166

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

Arnold Adreani Elementary (205) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	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	\$104,808	\$85,258	\$0	\$11,550	\$8,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$12,166	\$12,166	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$116,974	\$97,424	\$0	\$11,550	\$8,000	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth	\$0	Title I Homeless	\$0
		Title I Centralized Services	\$0	Title I Preschool	\$0
Subtotal of state or local funds included for this school	\$116,974				

