



Arnold Adreani Elementary

Local Control Accountability Plan (LCAP) 2026-2027

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: 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 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 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 needs. 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: 8/28/25, 9/18/25, 10/16/25, 1/15/26, 2/12/26. 3/26/26, 4/22/26, 5/14/26
- School Site Council: 9/23/24, 11/18/24, 2/3/25, 4/14/26, 5/19/26

- ELAC: 10/1/25, 12/10/25, 4/22/26, 5/12/26
- Staff meetings: 10/1/25, 12/10/25, 1/7/26, 2/4/26, 4/8/26, 5/6/26
- Back to School Nights: 8/12/25, 8/21/25
- EGUSD Parent, Staff and Student Surveys: 25-26 Perspective Surveys 3/30/26 - 5/8/26
- 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 staff provided an opportunity to celebrate our accomplishments and highlight areas of strength. These conversations also allowed us to review initiatives with demonstrated success that we plan to continue, identify programs to refine or discontinue for the 2026–2027 school year, and propose new efforts aligned with both EGUSD priorities and Arnold Adreani Elementary's specific learning goals.

During the first spring School Site Council meeting, members discussed implementing an Inclusion Week in conjunction with Autism Awareness Week to strengthen schoolwide inclusive practices. Plans were also introduced to establish a calming room with sensory supports to further promote inclusion. In addition, the Council emphasized the importance of expanding professional learning opportunities for teachers to better support Long-Term English Learners.

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

We will increase the percentage of students scoring above standard in the writing and research composite area of the ELA CAASPP from 50.57% to 60%.

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

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 <i>formative student data</i> 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
Grade-Level Data Days: September - February Conduct three full-day grade-level Data Day Meetings (post- BOY, T1, and T2) for teachers in Grades 1-6 to analyze disaggregated ELA data, align instructional goals, identify at-risk students, and plan intervention groups. Support will be provided by administration, Instructional Coach, and MLE Coach. Grade-level PLC Meetings: August - May Utilize weekly PLC meetings to analyze data and collaboratively plan/adapt/evaluate curriculum and instructional strategies. K-2 Academic Intervention: August - May 0.5 FTE Academic Intervention Teacher will utilize small group instruction, LETRS Training, and High Quality Teaching Strategies to teach targeted students who are not meeting grade-level standards in ELA. Library: July - June Increase our library technician hours from 15 hours/week to 17.5 hours/week and supplement library technician hours to accommodate additional students and supplement library technician hours for special projects (i.e., curriculum inventory, materials). Supplemental Resources: July - June Extend practice for mastery, intervention, and differentiation opportunities for students in ELA and Science using approved online and real-time supplemental instruction to increase levels of phonemic awareness, phonics, vocabulary, fluency, and comprehension for all students, as well as to close achievement gaps for significant subgroups. AVID Implementation: August - May	Grade-Level Data Days: Three Data Day sessions completed with 100% teacher participation; meeting notes document identified at-risk students, intervention plans, and instructional adjustments. Benchmark data demonstrates an increase in the percentage of students meeting benchmark targets and a reduction in students performing below standard between BOY, T1, and T2 assessment windows. Monitored by: Principal Timeline: Trimesterly (BOY, T1, T2) PLC Meetings: PLC agendas/notes collected weekly documenting analysis of formative and benchmark ELA data, differentiation plans, and instructional adjustments. Classroom and common assessment data demonstrate increased student proficiency on targeted standards after PLC instructional actions are implemented. Monitored by: Principal, Vice Principal Timeline: Weekly monitoring, monthly review K-2 Academic Intervention: Intervention groups are updated every 4–6 weeks based on progress monitoring data. Student growth is measured through literacy benchmark assessments, intervention progress-monitoring tools, and the percentage of students exiting intervention services. Reduction in the number of students performing below benchmark in foundational literacy skills. Monitored by: Principal, Vice Principal, Academic Intervention Teacher Timeline: Every 4-6 weeks, trimesterly benchmark review Library: Library schedules and usage logs demonstrate increased student access to	

Implement AVID in Grades 1-6. A certificated teacher will serve as AVID Coordinator to help guide site-wide implementation, including goal setting and updating staff at leadership and staff meetings.

Continuous Improvement Writing

Team: August - May

The CIWT will consist of a representative from Grades 1-6, will meet six times per year, and will serve as a driver of instructional coherence, consistency, and measurable growth across grade levels. It will serve the following functions:

- Analyze Writing Data and identify Gap: Analyze on-demand writing samples across grade levels, benchmark/rubric scores, subgroup performance, and patterns in areas of strength and weakness to identify specific breakdowns (e.g., weak elaboration, poor organization, lack of academic language).
- Define clear schoolwide writing expectations: Establish consistency so students aren't relearning writing every year using common rubrics and anchor papers, agreed-upon writing structures by grade (e.g., paragraph - essay progression), vertical alignment (what "proficient" looks like at each grade level), and non-negotiables (e.g., all students write daily, all classrooms use modeled writing).
- Facilitate design/refinement of instructional practices: Develop model lessons, identify high-impact strategies, align writing to reading and content areas, and create scaffolds for MLLs.
- Pilot and test strategies: Select a strategy, pilot in the classroom, bring back student work, and compare impact, refine or scale.
- Facilitate calibration of writing at grade levels to ensure it is consistent and meaningful: Score student work together using a common rubric, and discuss discrepancies to align expectations, and build shared understanding of rigor.
- Build teacher capacity: Function as instructional leaders to lead Trainings/Staff Meetings on writing strategies, model lessons or co-teach, create quick-reference guides or toolkits, and support new teachers with writing instruction.

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

Classified Timesheets:

\$5,445 Supp Con

literacy resources. Student checkout rates, participation in literacy activities, and classroom collaboration records are monitored. Reading engagement trends and circulation data are maintained or increased compared to prior year.

Monitored by: Vice Principal, Library Technician

Timeline: Monthly, annual review

Supplemental Resources: Usage reports indicate students access supplemental instructional tools at least 2–3 times weekly. Platform data demonstrates measurable growth in literacy skill areas, including phonics, vocabulary, fluency, and comprehension. Student subgroup performance data is reviewed for evidence of narrowing achievement gaps.

Monitored by: Principal, Instructional Coach, Teachers

Timeline: Monthly usage review, trimesterly achievement review

AVID Implementation: FONT walkthrough data demonstrates implementation of AVID WICOR strategies in Grades 1–6 classrooms. Staff updates, implementation goals, and walkthrough evidence are documented. Student engagement, writing, organization, and collaboration indicators improve as measured through walkthrough tools and classroom artifacts.

Monitored by: Vice Principal, AVID Coordinator
Timeline: Monthly walkthrough review, trimesterly implementation review

Continuous Improvement Writing Team: Six CIWT meetings are completed annually with agendas, notes, and products documented. Common writing rubrics, calibration protocols, and instructional strategies are implemented schoolwide. Writing benchmark data and rubric scores demonstrate increased student proficiency and reduced variation between classrooms/grade levels. As writing benchmark data and rubric scores increase, we expect to see an increase in the percentage of students scoring above the standard on the ELA CAASPP reading and writing composite area.

Monitored by: Principal

Timeline: Bi-monthly meetings, trimesterly writing data review

As writing benchmark data and rubric scores increase through the progress monitoring plan above, we expect to see an increase in the percentage of students scoring above the standard on the ELA

<u>Certificated Timesheets:</u> \$33,075 Supp Con <u>Materials/Supplies/Equipment:</u> \$8,080 Supp Con <u>Contracts/Subscriptions/Services:</u> \$23,325 Supp Con	CAASPP reading and writing composite area.	
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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 Illuminate Assessments: August - May Teachers will administer Illuminate Assessments to all students, following the timeline determined by CPL. 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 cover assessment days for primary grades. Admin to send out weekly reminders of students to be assessed. ELPAC Assessments: August - May Under the direction of the VP, Initial ELPAC assessments will be administered by time-sheeted certificated staff within 30 days of enrollment based on the Home Language Survey. Under the direction of the VP, time-sheeted certificated staff will administer the Summative ELPAC to MLL students from February to May 2026. CAASPP Assessments: April - May Under the direction of the VP, classroom	Progress Monitoring Illuminate Assessments: Track the number of students assessed during each window through the Illuminate portal. Monitored by: Principal Timeline: Trimesterly (BOY, T1, T2) ELPAC Assessments: Track Initial ELPAC completed within 30 days of enrollment, and summative ELPAC completed within the testing window Monitored by: Vice Principal Timeline: Monthly CAASPP Assessments: Track percentage of students tested; check that accommodations are provided in accordance with IEPs, 504s Monitored by: Vice Principal Timeline: Monthly	Evaluation

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. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> <u>Certificated Timesheets:</u> \$9,000 EL Supp \$13,320 Supp Con		
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Site Goal 1.3

We will increase the percentage of students scoring above standard in the mathematical practices composite area of the Math CAASPP from 53.67% to 60%.

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

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 <i>formative student data</i> 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
Grade-Level Data Days: September - February Conduct three full-day grade-level Data Day Meetings (post- BOY, T1, and T2) for teachers in Grades 1-6 to analyze disaggregated math data, align instructional goals, identify at-risk students, and plan intervention groups. Support will be provided by the administration, Instructional Coach, and MLE Coach. Grade-level PLC Meetings: August - May Utilize weekly PLC meetings to analyze data and collaboratively plan/ adapt/ evaluate	Grade-Level Data Days (Math): Progress monitoring measures will include documentation of all three Data Day meetings with 100% teacher participation. Agendas, meeting notes, intervention plans, and instructional goals will be collected after each session to verify implementation. Benchmark assessment data from BOY, Trimester 1, and Trimester 2 will be analyzed to monitor increases in the percentage of students meeting grade-level expectations and decreases in the number of students identified as at risk in mathematics. Follow-up PLC discussions and instructional plans will provide	

curriculum and instructional strategies.

Supplemental Resources: July - June

Extend practice for mastery, intervention, and differentiation opportunities for students in Math and Science using online 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.

Continuous Improvement Math

Team: August - May

The CIMT will do the following:

- Analyze data related to mathematics instruction.
- Create and deliver training on mathematical practices and multi-step word problems.
- Complete 16 hours of after-school math tutoring in Grades K-6.

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

Contracts/Subscriptions/Services:

\$2,495 Supp Con

evidence that reteaching and intervention strategies are being implemented based on the data analysis.

Monitored by: Principal, Instructional Coach, MLE Coach

Timeline: Trimesterly (BOY, T1, T2)

Grade-level PLC Meetings: Progress monitoring measures will include weekly collection of PLC agendas and meeting notes documenting analysis of formative assessments, benchmark data, instructional adjustments, and differentiation plans. Teachers will review common formative assessment results and student work samples to determine whether instructional changes are improving student understanding of mathematical practices and problem-solving skills. Follow-up discussions during PLC meetings will monitor the effectiveness of reteaching and intervention strategies by examining student growth data and increases in proficiency on targeted standards.

Monitored by: Principal

Timeline: Weekly

Supplemental Resources: Progress monitoring measures will include review of usage reports to ensure students are accessing supplemental math resources at least 2–3 times per week. Platform-generated reports will be analyzed to monitor student growth in math fact fluency, mathematical reasoning, and problem-solving skills. Classroom assessment data and subgroup performance trends will also be reviewed to determine whether supplemental practice is contributing to increased proficiency and reduction of achievement gaps among student groups.

Monitored by: Principal, Instructional Coach, Teachers

Timeline: Monthly usage review; trimesterly achievement review

Continuous Improvement Math

Team: Progress monitoring measures will include documentation of monthly CIMT meetings through agendas, notes, and action plans that identify schoolwide instructional priorities and training focus areas. FONT walkthrough data and classroom observations will be used to monitor implementation of mathematical discourse routines, problem-solving strategies, and rigorous mathematical reasoning tasks across classrooms. Student work samples, benchmark assessments, and rubric-scored performance tasks will be analyzed to measure growth in students' ability to explain mathematical reasoning and solve

	complex problems. Attendance records and student progress data from after-school math tutoring will also be reviewed during PLC meetings to evaluate the effectiveness of intervention support on improving student achievement in mathematics. Monitored by: Principal, Vice Principal, CIMT Teacher Leaders Timeline: Monthly meetings; trimesterly student data review; ongoing walkthrough monitoring	
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Site Goal 1.4

Teachers will consistently implement key components of the Instructional Framework by improving their communication of learning targets and success criteria. By the end of the year, effective implementation rates will increase by 5 percentage points as measured by PIC and FONT data:

- Learning Targets: 70.1% to 75.1%
- Success Criteria: 63.3% to 68.3%

Metric: Learning Targets

Action 1.4.1

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 <i>formative student data</i> 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
Supplemental Training Alignment (August–May) Administration and instructional coaches will provide ongoing training focused on strengthening teachers’ implementation of learning targets and success criteria within the Instructional Framework. Training will emphasize strategies that increase clarity of instruction, student engagement, and access for at-risk learners. Grade-Level PLC Meetings: August - May Teachers will collaborate during PLC meetings and release time to collectively	Supplemental Training Alignment: Maintain agendas, sign-in sheets, and coaching documentation to monitor participation and implementation of professional learning. Monthly, the administrative team and instructional coaches will review FONT walk-through data to determine whether training topics are evident in classroom instruction, including evidence that students can articulate what they are learning and what success looks like. Based on data trends, we will schedule additional support sessions or differentiated coaching opportunities for teachers or teams that need further assistance.	

design, refine, and analyze learning targets and success criteria aligned to grade-level standards and student needs. Teams will identify instructional supports and scaffolds for at-risk students and adjust instruction based on student performance data.

FONT Walk-through Calibration: August - May

Site administration will calibrate FONT walk-through observations to ensure consistency and accuracy in identifying effective implementation of learning targets and success criteria. Calibration will support equitable feedback and consistent instructional expectations across classrooms.

FONT Walk-throughs and Teacher

Feedback: August - May

Administrators will conduct a minimum of five FONT walk-throughs per week to monitor implementation of the Instructional Framework. Teachers will receive SITS feedback within 24 hours of observations, including actionable next steps to strengthen instructional practices that support all learners, particularly at-risk students.

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

Certificated Timesheets:

\$1,650 Supp Con

Monitored by: Principal, Vice Principal, Instructional Coaches

Timeline: BOY and ongoing through May

Grade-level PLC Meetings: Grade-level team leads will maintain meeting agendas, notes, and data analysis documentation. Instructional coaches and administration will review PLC documentation monthly to ensure teams are using student data to guide instructional decisions and interventions.

Monitored by: Grade-level team leads, Instructional coaches, and administration

Timeline: BOY and ongoing through May

FONT Walk-Through Calibration: During calibration sessions, administrators will review observation evidence, compare ratings, and discuss alignment of expectations related to implementation of learning targets and success criteria. Biweekly administrative meetings will include follow-up discussions regarding observation trends, discrepancies in ratings, and areas where additional calibration or teacher support may be needed. Calibration results will guide adjustments to observation practices and ensure consistent feedback across classrooms.

Monitored by: Principal and Vice Principal

Timeline: Every two weeks

FONT Walk-Throughs and Teacher

Feedback: Teachers will receive SITS feedback within 24 hours of each observation, including strengths, actionable next steps, and recommendations aligned to learning targets and success criteria. Weekly meetings between the principal and vice principal will be used to review walk-through trends, monitor progress toward implementation goals, identify grade levels or departments needing additional support, and determine follow-up actions. Monthly implementation summaries will also be reviewed with instructional coaches and shared with staff to celebrate growth, reinforce expectations, and guide future training priorities.

Monitored by: Principal and Vice Principal

Timeline: Ongoing

Site Goal 1.5

We will reduce the Distance from Standard of Long-Term English Learner (LTEL) students on the ELA and Math CAASPP assessments from -36 to -31 in ELA and from -69 to -59 in Math.

Action 1.5.1

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 <i>formative student data</i> 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 LTEL Student Profile Dashboard During the first 4-6 weeks of school, the administration and MLL Coach, with the assistance of teachers, will create a student profile dashboard including: - ELPAC scores (overall + domains) - Reading level - Writing samples - Grades + intervention history Strengthen Tier 1 Instruction Teachers will implement designated and integrated ELD daily, including the use of: - Structured oral language routines (think-pair-share, sentence frames) - Explicit vocabulary instruction - Close reading strategies Teachers will emphasize the following: - Academic language production (speaking and writing) - Complex text engagement - Structured student talk (sentence frames, graphic organizers, modeled writing) - Provision of scaffolds Supplemental Training The MLL Coach will monitor district PD offerings and email staff monthly with PD opportunities to include: - Strategies for LTELs vs. newcomers - Explicit language instruction across content areas - Writing instruction for English Learners - Culturally responsive teaching	Progress Monitoring LTEL Student Profile Dashboard: LTEL students will be identified through PLC discussions and Tier intervention meetings. Student profile dashboards will be completed to include ELPAC scores, reading levels, writing samples, grades, and intervention history. Teachers will reference these profiles during PLC planning meetings to guide instructional supports and interventions for LTEL students, as evidenced through PLC notes and planning documents. Monitored By: Principal, Vice Principal, EL Coach, and PLC Teams Timeline: Beginning of Year (first 4–6 weeks) with ongoing review during PLC meetings throughout the year Strengthen Tier 1 Instruction: Teachers will implement designated and integrated ELD daily through the use of structured oral language routines, explicit vocabulary instruction, close reading strategies, sentence frames, graphic organizers, modeled writing, and instructional scaffolds. Classroom implementation will be monitored through FONT observations and walk-throughs, with evidence including increased academic student talk, language production, and engagement with complex text. Feedback will be provided to teachers to support continued instructional growth and adjustment. Monitored By: Principal, Vice Principal, and EL Coach Timeline: Weekly walk-throughs and ongoing throughout the school year Supplemental Training: The MLL Coach will communicate training opportunities to staff	Evaluation

The MLL Coach will provide coaching cycles with feedback for teachers who volunteer for coaching.

Three teachers will attend GLAD Training through Be GLAD and will share the strategies they learn with their grade-level teams.

Monitor Progress and Adjust Instruction

Every two months, one PLC meeting in Grades 5 and 6 will be held and dedicated to analyzing LTEL data to determine what's working and who needs more support. Teachers will bring writing samples and reading data to the identified PLC meetings. The administration and MLL Coach will attend to support the meeting.

Family Engagement and Communication

The Vice Principal will host English Learner Advisory Council (ELAC) meetings three times per year to increase family participation and improve the home-school connection.

MLL Coordinator: August - May

The Vice Principal and MLL Coordinator will collaboratively coordinate the assessment and annual performance of 100% of MLL students, including the following:

- Coordination and scoring of Initial and Summative ELPAC assessments
- Identification and Reclassification, MLL/RFEP monitoring, and support for ELAC meetings
- Creating ELAC training
- Coordination of translation services for parent meetings/correspondence

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

Certificated Timesheets

\$1,500 Supp Con

Materials/Supplies/Equipment

\$357 EL Supp

\$143 Supp Con

Contracts/Subscriptions/Services

\$4,200 Supp Con

monthly, including training focused on LTEL strategies, explicit language instruction, writing instruction for English Learners, and culturally responsive teaching practices. Coaching cycles will be offered to volunteer teachers, with follow-up feedback conversations used to monitor implementation of strategies. Additionally, three teachers will complete GLAD training and share learned strategies with grade-level teams. Evidence of implementation will be monitored through classroom observations and instructional walkthroughs documenting instructional shifts and use of GLAD strategies.

Monitored By: MLL Coach and Administration
Timeline: Monthly PD communication; ongoing coaching cycles and classroom monitoring throughout the year

PLC LTEL Data Cycles: Grades 5 and 6 PLC teams will dedicate one PLC meeting to reviewing LTEL student data, including writing samples, reading data, and classroom performance information. Teachers will analyze student progress, identify language development needs, and adjust instruction and interventions based on identified gaps in writing, reading comprehension, and academic language development. PLC agendas, notes, and classroom observations will serve as evidence of instructional adjustments and collaborative problem solving.

Monitored By: Principal, Vice Principal, MLL Coach, and Grade-Level PLC Teams
Timeline: Every two months throughout the school year

Family Engagement and

Communications: Meeting agendas, sign-in sheets, and communication records will document participation and outreach efforts. Families will receive translated communication and access to interpretation services as needed to ensure meaningful participation and understanding of school programs and supports for English Learners.

Monitored By: Vice Principal and MLL Coordinator

Timeline: Three times annually, with ongoing communication throughout the year

MLL Coordinator: The Vice Principal and MLL Coordinator will collaboratively monitor the assessment, progress, and annual performance of all MLL students. This includes coordination and scoring of Initial and Summative ELPAC assessments, reclassification processes, RFEP monitoring, ELAC support, staff training, and translation

	services for families. Documentation of assessments, monitoring processes, and communication logs will be maintained to ensure compliance and timely support for students and families. Monitored By: Vice Principal and MLL Coordinator Timeline: August–May, ongoing throughout the school year	
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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,	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
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Site Goal 2.1

The Students with Disabilities Disparity will decrease from 48.6% 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 40% less likely to have a favorable outcome on LCAP metrics.

Metric: Students with Disabilities Disparity

Action 2.1.1

Targeted Student Group(s)

- SWD

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 Academic Support: August - May Improve CAASPP performance and academic progress for Students with Disabilities (SWD). • Provide academic support aligned with each student's IEP, including accommodations and modifications for access to the core curriculum. • Implement regular progress monitoring and data analysis to adjust instruction and interventions. • Consult with teachers regarding the use of accommodation plans. RSP teachers will support teachers with advice on classroom strategy implementation by observing and providing feedback, as applicable. • Support SWD participation in state testing with appropriate accommodations and preparation opportunities. Attendance Support: August - May Reduce chronic absenteeism rates among SWD. • Identify at-risk students early using attendance data and initiate tiered intervention supports.	Progress Monitoring Academic Support: IEP accommodations and modifications will be monitored to ensure they are implemented consistently and effectively during instruction and assessment settings, as documented through IEP meetings, classroom observations, and teacher feedback. Students with Disabilities (SWD) will be supported in actively participating in core instruction, and testing accommodations will be utilized appropriately during assessments. Ongoing progress monitoring and data analysis will be used to evaluate student growth and adjust instructional supports and interventions as needed. Monitored By: Principal and Case Managers Timeline: Ongoing, August–May Attendance Support: Attendance data for SWD will be reviewed monthly by the administration, the School Office Assistant (SOA), and regional attendance staff to identify patterns of chronic absenteeism and attendance concerns. Families of at-risk students will be contacted promptly, barriers to attendance will be identified, and intervention supports will be implemented to improve	Evaluation

- Partner with families and community liaisons to address barriers to consistent attendance (e.g., transportation, health concerns).
- 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.

Supplemental Training: 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.
- Encourage 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.

- 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.
- Ensure 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

attendance outcomes. Attendance-related supports and interventions will also be reviewed through the IEP process when applicable.

Monitored By: Vice Principal, SOA, Regional Attendance Staff, Case Managers, and IEP Teams
Timeline: Monthly, August–May

Related Services: Related services, including speech, occupational therapy (OT), physical therapy (PT), counseling, and other specialized supports, will be monitored to ensure services are delivered in alignment with student IEPs. Collaboration among service providers, classroom teachers, and case managers will occur regularly to support student academic, behavioral, and social-emotional growth. Service logs and provider communication will be reviewed to ensure there are no significant service gaps or missed sessions.

Monitored By: Principal, Related Service Providers, Case Managers
Timeline: Ongoing, August–May

Supplemental Training: Staff participation in SCOE, AVID, district trainings, and special education job-alike collaboration sessions will be monitored through agendas, sign-ins, and implementation evidence observed during classroom walkthroughs and collaboration meetings.

Monitored By: Administration, Instructional Coaches, Special Education Department, and District Support Staff
Timeline: Ongoing, August–May

Social-Emotional Learning (SEL) & Climate: SEL instruction and emotional regulation strategies will be implemented consistently across general education and specialized settings, as evidenced through walkthroughs, classroom observations, and staff training participation. Students with Disabilities will have access to counseling and mental health supports, and school climate data will be reviewed to identify areas for continued support and improvement for SWD student groups.

Monitored By: Principal, BSS Teachers, and Paraeducators
Timeline: Ongoing, August–May

Suspension & Discipline: Behavior Intervention Plans (BIPs), proactive behavior supports, and equitable discipline practices for SWD will be monitored regularly to ensure consistent implementation. Discipline and suspension data will be reviewed to identify

among SWD and implement preventative behavior supports. • 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 feelings of belonging of SWD in all school experiences. • Ensure SWD are actively included in all school-wide events, assemblies, clubs, and extracurricular programs. • Incorporate a weeklong event, celebrating and bringing awareness to neurodiverse students. • Provide necessary supports and accommodations for participation in both academic and social activities. • 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. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> <u>Certificated Timesheets</u> \$795 Supp Con	trends and determine whether additional behavioral interventions or support strategies are needed. Manifestation determination reviews and behavior support adjustments will be completed promptly when required. Monitored By: Administration, Case Managers, BSS Staff, Teachers, and IEP Teams Timeline: Ongoing, August–May Inclusion & Engagement: Staff will ensure accommodations and supports are provided to promote meaningful participation in academic and social opportunities. Participation and engagement barriers will be reviewed through collaboration with families, staff, and IEP teams during IEP meetings to ensure equitable access to all school experiences. Monitored By: Principal and Vice Principal, Case Managers, Special Events Team, and IEP Teams Timeline: Ongoing, August–May	
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Action 2.1.2

Targeted Student Group(s)

- 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 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 Monitoring Tier 2 Team (MTSS Meetings): The Tier 2 Team will meet regularly throughout the school year using the MTSS process to identify students who require targeted academic, behavioral, and social-emotional supports. Meetings will follow predetermined agendas,	Evaluation

progress will be tracked over time. 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. Supplemental Training: August - May Teachers at Arnold Adreani will be offered training surrounding the following: - Needs Assessment for specific skills - Targeted Interventions Reference Guide <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i>	and student progress will be reviewed consistently using multiple data sources and established decision rules. Students may be added to or removed from interventions based on progress monitoring data and demonstrated needs. Intervention plans will be aligned to identified skill deficits, and all decisions, supports, and next steps will be documented in meeting notes to ensure continuity and accountability. Monitored By: Vice Principal, Tier 2 Team Members, Academic Intervention Teacher, Counselor Timeline: Ongoing, August–May System for Screening: Universal screening processes will be implemented on schedule using multiple sources of academic, behavioral, and attendance data to identify students in need of Tier 2 supports. The Tier 2 Team will use established cut scores and decision-making rules to ensure consistent and equitable identification of students requiring additional intervention and support services. Monitored By: Vice Principal, Tier 2 Team, Academic Intervention Teacher Timeline: Ongoing, August–May Supplemental Training: Training will be offered to staff throughout the school year, focusing on needs assessment practices, intervention matching, and effective Tier 2 instructional and behavioral support strategies. Staff participation and engagement in trainings will be monitored through sign-in sheets, agendas, and collaboration records to ensure implementation of learned practices within the classroom and intervention settings. Monitored By: Vice Principal, Instructional Coaches, Tier 2 Team Timeline: Ongoing, August–May	
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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: Wellness All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.	District Needs and Metrics 3: Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: • Cohort Graduation Rate • School Climate - Average Favorability Rating • Social Emotional Learning - Average Favorability Rating • Suspension Rate: Percent of Students Suspended
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Site Goal 3.1 Average student ratings of overall climate will increase from 81.8% to 85% favorable or higher as measured by the Student Perspectives Survey. Metric: School Climate - Average Favorability Rating
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Action 3.1.1 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 <i>formative student data</i> 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	Progress Monitoring	Evaluation
SEL Instruction: August - May Teachers will utilize Character Strong/supplemental resources in daily mini-lessons. 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. Instruction of School-Wide Expectations: August, January, March Explicitly teach school-wide expectations three times per year through the use of teacher-led "tours" throughout campus using student passports. 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. PBIS Character Assemblies: August - May Implement monthly assemblies for the administration to meet with students in Grades 1-6 to discuss the monthly character trait and anti-bullying efforts. During assemblies, distribute awards for the 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). Safe School Ambassadors: August - May Train 6 staff, including the campus supervisor, and 40 students on strategies to prevent incidents on the playground, including bullying. Implement at Fifth and Sixth Grade recesses. Meetings will take place every two weeks throughout the school year. PBIS Tier I Team Meetings: August - May Tier 1 Team will monitor referrals and suspension data at their monthly meetings. Certificated staff, classified staff, and students will be invited to participate in PBIS Tier I Meetings. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> Supplies/Materials/Equipment: \$2,000 Supp Con	SEL Instruction (Daily Mini-Lessons): Daily SEL instruction is occurring consistently across classrooms through the implementation of Character Strong and supplemental SEL resources. Classroom implementation and fidelity of instruction will be monitored through FONT observations and classroom walkthroughs. SEL lessons focus on emotional regulation, empathy, kindness, and positive peer interactions to strengthen students' sense of belonging and improve overall school climate. Monitored by: Principal and Vice Principal Timeline: August – May PBIS Branding & Environment Implementation: Updated signage and printed PBIS materials have been installed throughout the campus, and school-wide expectations are visibly posted in classrooms and common areas. FONT observations and campus walkthroughs will be utilized to monitor the visibility and consistency of PBIS expectations across instructional and shared spaces. The consistent use of visual supports reinforces behavioral expectations and contributes to a positive school environment. Monitored by: PBIS Tier I Team, Vice Principal Timeline: August – May Instruction of School-Wide Expectations Implementation: Three formal school-wide expectation teaching cycles are being implemented during August, January, and March. Teacher-led campus tours and student passport activities have been conducted to explicitly teach behavioral expectations in shared spaces. FONT observations, walkthroughs, and teacher feedback will be used to monitor the consistency and effectiveness of implementation across classrooms and campus settings. Monitored by: Vice Principal, PBIS Team Timeline: August, January, and March Weekly Friday Assemblies: Weekly Friday assemblies are being held consistently and include student recognition, Student of the Week awards, and PBIS expectation reviews. Assemblies continue to promote school connectedness, celebrate positive behavior, and reinforce a positive campus climate. Administration observations and student participation data will be used to monitor the effectiveness and consistency of implementation. Monitored by: Administration, PBIS Tier I	

Contracts/Subscriptions/Services:
\$8,000 Supp Con

Team
Timeline: August – May

Monthly PBIS Character Assemblies

Implementation: Monthly PBIS Character Assemblies are being implemented to reinforce behavior expectations, monthly character traits, and anti-bullying strategies. Character trait awards are distributed during assemblies to recognize positive student behavior and encourage continued student engagement in maintaining a respectful school environment. Implementation and consistency will be monitored through administrative observations and student participation data.

Monitored by: Administration, counselor, and PBIS Tier I Team
Timeline: August – May

6th Grade Retreats: Two sixth-grade retreats are conducted annually to support leadership development, empathy, kindness, and anti-bullying efforts. Retreat activities emphasize relationship-building and peer support and have contributed to reduced bullying incidents and improved peer interactions among upper-grade students. Student feedback, behavioral data, and follow-up observations will be used to monitor the effectiveness of retreat activities.

Monitored by: Administration, sixth-grade teachers, counselor
Timeline: August and March

Safe School Ambassadors

Implementation: Six staff members and 40 students have been trained as Safe School Ambassadors, and biweekly meetings are being conducted consistently throughout the school year. Students are increasingly demonstrating peer-led problem solving and intervening appropriately in minor conflicts, as evidenced through playground observations and student self-reported behaviors shared during SSA meetings. Playground observations, discipline information input through Synergy, and meeting documentation will continue to be used to monitor implementation and student impact.

Monitored by: Campus supervisor, SSA advisors, Vice Principal
Timeline: August – May

PBIS Tier 1 Team Meetings: Monthly PBIS Tier I Team meetings are being held consistently to review discipline referrals, suspension data, and school-wide behavior trends. Meeting notes indicate that Tier I supports are adjusted as needed based on data analysis. FONT observations, referral data, suspension data, and meeting

	documentation will be used to monitor the effectiveness of Tier I supports and overall implementation fidelity. Ongoing monitoring has contributed to reductions in office referrals and suspensions while supporting improvements in school climate. Monitored by: Vice Principal and PBIS Tier I Team Timeline: August – May To measure the overall effectiveness of the action plan for this goal, the Climate Rapid Cycle Measure will be administered to students in Grades 3-6 at the end of each trimester. Data will be analyzed by the PBIS Tier I team and used to make adjustments during the year. Monitored by: Vice Principal and PBIS Tier I Team Timeline: August – May	
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Site Goal 3.2

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

Metric: Other

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
Supplies, Equipment, and Resources: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options,	Supplies, Equipment, and Resources: Playground signs outlining rules and expectations are installed and visible throughout recess areas, and games and equipment are available, organized, and	

adequate supervision) to establish a well maintained and organized recess.

PBIS Rotations: August - May

PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).

Playground Areas and Supervision:

August - May

Designated areas for specific games on the playground with adequate supervision.

Recess Rules/Expectations: August - May

Explicitly teach rules and expectations of recess games and activities to all students throughout the year.

Yard Supervisor Training: July-June

Training for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.

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

Supplies/Materials/Equipment:

\$500 Supp Con

replenished as needed. Students are actively engaged in structured games and activities, resulting in fewer unstructured “dead zones” on the playground. Playground observations and referral data indicate a reduction in conflicts related to unclear rules, lack of engagement, or limited access to materials and equipment.

Monitored by: Vice Principal, campus supervisor, and PBIS Tier I Team
Timeline: August - May

PBIS Rotations: PBIS rotations are completed at the beginning of the school year and following all major breaks to explicitly reteach recess expectations and behavior norms. Students are able to explain recess expectations, and playground staff consistently reinforce common rules and routines across recess settings. Playground observations and behavior data demonstrate improved consistency in student behavior and fewer playground referrals following school breaks.

Monitored by: Vice Principal and PBIS Tier I Team
Timeline: August - May

Playground Areas and

Supervision: Designated playground zones for specific games and activities are clearly marked, and adequate staff supervision is assigned to each area. Staff actively circulate throughout recess periods to ensure consistent coverage, increase student engagement, and reduce conflicts. Playground observations and referral data indicate fewer behavior incidents and improved student safety. Staff, student, and parent feedback also reflect improved perceptions of playground safety and supervision.

Monitored by: Vice Principal and campus supervisor
Timeline: August - May

Recess Rules & Expectations: Rules and expectations for recess games and activities are explicitly taught and reinforced throughout the school year. Students increasingly demonstrate correct game play and appropriate conflict resolution skills without requiring adult correction. Playground observations and referral data indicate a reduction in behavior incidents related to rule-based conflicts and disagreements during recess activities.

Monitored by: Vice Principal and yard supervisors
Timeline: August - May

Yard Supervisor Training: Training is

provided to yard supervisors on active supervision strategies, de-escalation techniques, restorative practices, and recess game expectations. Yard supervisors demonstrate increased consistency in supervision practices and reinforcement of playground expectations. Referral data and playground observations indicate fewer behavior incidents and conflicts during recess as staff apply trained supervision and conflict-resolution strategies.

Monitored by: Vice Principal and PBIS Tier I Team
Timeline: August - May

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:

Family & Community Engagement

District Needs and Metrics 4:

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

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

- 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

Increase our average student attendance rate from 95.7% to 97% and continue to decrease our chronic absenteeism rate from 7.9% to 6%, as measured by Synergy attendance data.

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	Progress Monitoring	Evaluation
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: • Make phone calls home regarding attendance • Request admin/parent conferences to support attendance • Ask for district intervention supports to mitigate attendance concerns, including the FACE Department. • Recommend and review options for Short/Long term independent study options for students/families	Monthly Attendance Review: Monthly attendance reports will be reviewed by the administration, with subgroup data disaggregated, to monitor overall attendance rates, tardiness, early dismissals, and chronic absenteeism trends. Students demonstrating attendance concerns will be identified early so that barriers and patterns impacting attendance can be addressed promptly. School staff will ensure that 100% of families of chronically absent students are contacted and that all communication is documented in the Synergy student contact log. The effectiveness of interventions will be monitored through improved short-term attendance and reduced repeat absences among contacted students. When appropriate, referrals to the FACE Department and other district intervention supports will be completed to assist families and improve student attendance outcomes. Independent study options will also be reviewed and recommended as needed to support consistent student engagement and attendance.	

Monitored By: Vice Principal, SOA II, and District Support Staff/FACE Department
Timeline: Monthly, August–May

Site Goal 4.2

Average parent/guardian ratings of overall climate will be maintained at 95% or increase, as indicated by the Parent Perspective Survey. Parent Perspective Survey results represent 36%, or roughly 1/3 of the families of students attending Adreani. The survey link was sent to 100% of families on a bi-weekly basis and indicates an above-average response rate (25% average EGUSD parent response rate).

Metric: Other

Action 4.2.1

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
School-Home Communication: August - May Support home-to-school communication through the following: - 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 Multicultural Events: August - May Implement multicultural events such as Wildhawks Around the World, food/music evening event, and book author visits.	School-Home Communication: Communication folders and school-wide organizational systems will be monitored to ensure consistent use across all grade levels. Progress reports will continue to be sent home mid-trimester during each trimester, and a minimum of two school-wide parent/teacher check-ins will be conducted each trimester. School-home communication methods, including Talking Points, newsletters, the school website, social media, and printed flyers, will be reviewed regularly to ensure families receive timely and translated information whenever possible. Documentation of family contacts and communication efforts will be maintained through Synergy student contact logs and Talking Points records. Monitored by: Principal and Vice Principal, classroom teachers, and office staff Timeline: August – May; reviewed monthly and each trimester Multicultural Events: Multicultural events, including Wildhawks Around the World, food	

Academic and Parent Information

Nights: August - May

Partner with FACE department/non-district vendors to plan and implement academic (e.g., STEM, Reading Night) events to build connections with and provide information to the school community.

Watch DOGS: August - May

Implement Watch DOGS team through personal invites and an orientation meeting held in the fall.

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

Supplies/Materials/Equipment:

\$400 Supp Con

Contracts/Subscriptions/Services:

\$1,200 Supp Con

and music evening events, and author visits, will be monitored to ensure they are implemented as scheduled and promote meaningful family engagement. Communication regarding events will be provided in families' primary languages whenever possible, and participation data and feedback will be reviewed to evaluate effectiveness and inclusivity.

Monitored by: Administration, event coordinators team, and staff committees
Timeline: August – May; reviewed following each event

Academic and Parent Information

Nights: Academic and parent information nights will be monitored to ensure events are held in partnership with the FACE department and/or community vendors and that targeted topics are delivered to support student learning and family engagement. Attendance, family feedback, and event participation will be reviewed to determine effectiveness and identify areas for improvement. Communication and outreach efforts will also be monitored to ensure accessibility for all families.

Monitored by: Principal and Vice Principal, parent night planning team
Timeline: August – May; reviewed after each event

Watch DOGS Program: The implementation of the Watch DOGS program will be monitored through recruitment efforts, volunteer participation, and completion of the annual orientation meeting held in the fall. Volunteer schedules, campus participation logs, and feedback from staff and participants will be reviewed regularly to ensure the program supports a positive school climate and increased family involvement on campus.

Monitored by: Vice Principal
Timeline: August – May; orientation in fall with ongoing monthly monitoring

To measure the overall effectiveness of the action plan for this goal, the Climate Rapid Cycle Measure will be administered to parents in Grades TK - 6 at the end of each trimester. Data will be analyzed by the PBIS Tier I team and used to make adjustments during the year.

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	\$49,545	\$795	\$0	\$0	\$50,340
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$5,445	\$0	\$0	\$0	\$5,445
Materials/Supplies/Equipment	\$8,223	\$0	\$2,500	\$400	\$11,123
Contracts/Services/Subscriptions	\$30,020	\$0	\$8,000	\$1,200	\$39,220

Supplemental/Concentration (7101/0000) Total: \$106,128

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	\$9,000	\$0	\$0	\$0	\$9,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$357	\$0	\$0	\$0	\$357
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$9,357

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) | 2026-2027

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	\$106,128	\$93,233	\$795	\$10,500	\$1,600	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$9,357	\$9,357	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$115,485	\$102,590	\$795	\$10,500	\$1,600	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$115,485