



Arnold Adreani Elementary

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Julie Hughes

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, Actions and Services

Arnold Adreani Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 513)

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 Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.
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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 throughout the year with our English Language Advisory Committee, 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 on 9/7/22, 10/5/22, 12/7/22, 1/25/23, 4/5/23, 5/3/23
- School Site Council on 10/26/22, 1/26/23, 4/24/23, 5/4/23, 5/16/23
- ELAC on 9/30/22, 11/4/22, 3/3/23
- Staff meetings on 9/28/22, 10/19/22, 12/14/22, 1/11/23, 2/8/23, 3/22/23, 4/26/23, 5/17/23
- Back to School Night 8/9/22, 8/10/22 and Open House 4/20/23
- Parent Survey, April 2023
- Community Feedback Night, 4/6/23
- EGUSD Parent, Staff and Student Surveys Fall 2022 Spring 2023
- 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 23-24 school year as well as an opportunity to suggest new initiatives tied to EGUSD and Arnold Adreani Elementary specific learning goals. Additionally, all educational partners were made aware of goals that could not be accomplished due to a shortage in staffing at times in the school year or other factors that were unseen. Goals 1.1, 1.2 written for teacher release days; given to develop the framework for high quality instruction, learning targets, and success criteria, should be continued due to the post-pandemic environment. These days have proven successful in the recent past and pre-pandemic school years.

Resource Inequities

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

There weren't any resource inequities discovered. With LCFF, ESSER and general funding our current students' academic needs were met to the greatest extent possible. The only area that surfaced through student, staff and community surveys was the need for increased mental health supports. An area of focus coming out of the pandemic according to survey data of stakeholders must be focused on the social-emotional and mental health needs of our students.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will have access to standards aligned curriculum and receive high quality instruction to

District Needs and Metrics 1:

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

promote college, career, and life readiness and eliminate the achievement gap.

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1 (SiteGoalID: 6123) (DTS: 02/10/23)

Increase the number of students attaining proficiency in the core subject area of mathematics based on 2023 CAASPP data by providing high quality, research based instructional practices. We seek to improve student achievement scores each year to continue to be the top performing school in EGUSD. We set the following goals for the 2024 CAASPP:

- 78% of all subgroups meeting proficiency in Grades K-6 using common grade level trimester assessments from Illuminate to assess performance.
- 81% of students in Grades 3-6 meeting or exceeding standards in mathematics, an increase of 6% as compared to our 2022 CAASPP overall score of 75%

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Actions/Services 1.1.1 (SiteGoalID: 6123) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) Provide 12 hours of release time for teachers to plan and collaborate on school-wide instructional targets focused on all students, with a concentration on English Learners (EL) and Socio-</p>	<p>1)The effectiveness of this release time will be measured on a trimesterly basis by an increase in identification and establishment of "I Can" statements for 100% of grade levels (K-6) for all priority</p>	

Economically Disadvantaged (SED) students. Hours will be used each trimester (4 hours/trimester).

- Whole grade level release time will be used to continue work on developing Learning Targets and Success Criteria for all math lessons with a focus on the High Quality Framework for Instruction. This work is guided by our CPL Department and site coach.
- Vertical articulation for alignment of standards
- Grade-level planning for alignment of standards to instruction, and differentiation for each grade level team.

Supplemental Concentration - (12 hours @ \$50/hour = \$600 x 38 teachers will be \$22,800.)

standards, including ELA and Math. "I Can" statements are also called Learning Targets, and Success Criteria in student friendly language for each priority standard as it relates to California's mathematic standards.

2) Data from these trimesterly interim assessments from Illuminate Education platform will show student progress toward math standards. Summatively, we will also use CAASPP, ELPAC and redesignation data to determine if we hit our annual target.

Site Goal 1.2 (SiteGoalID: 6128) (DTS: 02/10/23)

Increase the number of students attaining proficiency in the core subject area of English Language Arts (ELA) based on 2023 CAASPP data by providing high quality, research based instructional practices. We seek to improve student achievement scores each year to continue to be the top performing school in EGUSD. We set the following goals for the 2022 CAASPP:

- 78% of all subgroups meeting proficiency in Grades K-6 using common grade level trimester assessments from Illuminate to assess performance.
- 88% of students in Grades 3-6 meeting or exceeding standards in ELA, an increase of 6% as compared to our 2022 CAASPP overall score of 82%

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Targeted Student Group(s)

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) Provide 12 hours of release time for teachers to plan and collaborate on school-wide instructional targets focused on all students, with a concentration on English Learners (EL) and Socio-Economically Disadvantaged (SED) students. Hours will be used each trimester (4 hours/trimester).</p> <ul style="list-style-type: none"> • Whole grade level release time will be used to continue work on developing Learning Targets and Success Criteria for all English Language Arts lessons with a focus on the High Quality Framework for Instruction. This work is guided by our CPL Department and site coach. • Vertical articulation for alignment of standards • Grade-level planning for alignment of standards to instruction, and differentiation for each grade level team. <p>Supplemental Concentration - (12 hours @ \$50/hour = \$600 x 38 teachers will be \$22,800.) Allocated in goal 1.1 above.</p>	<p>1)The effectiveness of this release time will be measured on a trimesterly basis by an increase in identification and establishment of "I Can" statements for 100% of grade levels (K-6) for all priority standards, including ELA and Math. "I Can" statements are also called Learning Targets, and Success Criteria in student friendly language for each priority standard as it relates to California's mathematic standards.</p> <p>2) Data from these trimesterly interim assessments from Illuminate Education platform will show student progress toward reading standards. Summatively, we will also use CAASPP, ELPAC and redesignation data to determine if we hit our annual target.</p>	

Site Goal 1.3 (SiteGoalID: 6129) (DTS: 02/10/23)

We will expand the implementation of the Advancement Via Individual Determination (AVID) program in our primary grades (Kinder-2nd) during the 2023-2024 school year and continue the work in progress for all other grade levels (3rd-6th) in order to support at risk and under-represented students with executive functioning, academic readiness and experiences designed to help with a college and career mindset. This goal seeks to improve classroom engagement and improved attendance for affected subgroups as evidenced by an improvement in formative and summative assessment results through Illuminate assessments.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Actions/Services 1.3.1 (SiteGoalID: 6129) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • Foster Youth • Low Income • School-wide • SWD

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when?	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?
<p>1) The AVID school site team will meet bimonthly to discuss strategies being used in the classroom, support needed, and next steps in implementation.</p> <p>2) All grade level teams (K-6th) will meet twice a trimester to discuss implementation progress of AVID site goals set during summer institute under the direction of the vice-principal and AVID site team.</p> <p>3) The AVID site team will hold two articulation meetings each school year with district AVID coaches. During these meetings, the team will complete walkthroughs and look for evidence of AVID</p>	<p>1-2) The effectiveness of this time will be measured by successful classroom implementation of practices that are aligned with AVID strategies as indicated by classroom walk through observations using FONT.</p> <p>3-4) AVID articulation meeting outcomes will show positive growth toward full implementation of AVID at the site level.</p>	

<p>implementation.</p> <p>4) Our site will supply the PTSG with necessary organizational materials to successfully implement AVID strategies in the classroom. (Supplemental \$400)</p>		
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Site Goal 1.4 (SiteGoalID: 6130) (DTS: 02/10/23)

We will work to increase student access to high quality literature and informational text by expanding our library technician hours from 15 hours/week to 19.75 hours weekly (an increase of 4.75 hours weekly). This will increase our ability to host read alouds, teach library organization, support classroom research projects, incorporate diverse titles and support curriculum check-in and out procedures for staff. This goal will seek to improve student participation in the Accelerated Reader program as well as fluency and comprehension rates among all subgroups.

Metric:

Actions/Services 1.4.1 (SiteGoalID: 6130) (DTS: 02/10/23)

Targeted Student Group(s)

- All • Black or African American • EL • Hispanic or Latino • School-wide • Two or More

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) We will allocate \$3,600 in classified salaries to increase our library technician hours from 15 hours/week to 19.75 hours/week (an addition of 4.75 hours weekly), at a cost of \$20/hour for 37 weeks.</p> <p>2. We will also allocate \$2000 in classified timesheets to supplement library technician hours for special projects (i.e.</p>	<p>1. We will measure the effectiveness of this goal through a growth in students reaching their classroom AR goal each trimester, as well as an increase in fluency and comprehension rates among all subgroups, and increased student access/use of the library/increased circulation</p> <p>2. The administration will work closely with the Library Technician</p>	

curriculum inventorying, materials processing and distribution, book fair, ordering new and diverse titles). At \$20/hour this would equate to 100 additional hours yearly.

to ensure that all core and supplemental instructional materials are effectively and efficiently distributed to staff and students on time.

Site Goal 1.5 (SiteGoalID: 6133) (DTS: 02/10/23)

Our site will assess all 3rd grade students for the GATE program to ensure all that qualify are identified and given opportunity to participate in after-school enrichment activities on campus. Additionally, all students in grades 4-6 will be given the opportunity to participate in the Fantastic And Meaningful Education (FAME) opportunities on campus that will enrich classroom learning, giving all students equitable access to enrichment opportunities.

Metric:

Actions/Services 1.5.1 (SiteGoalID: 6133) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) GATE Coordinator will assess all eligible 3rd grade students for the GATE program using NNAT testing format. One day guest teacher for the GATE Coordinator to conduct NNAT testing will cost our site, \$250.</p> <p>2) GATE/FAME enrichment classes will be offered to all 4th-6th grade students in an after school format beginning in January of 2023 and run for 15 weeks (3 classes/week). Students will sign up for classes based on their interests. Materials or supplies for these classes may</p>	<p>1) Completion of NNAT testing for all 3rd grade students.</p> <p>2, 3) GATE/FAME student attendance to enrichment offerings based on high level interest in courses.</p>	

include, software for computer programming classes, materials for engineering classes, cooking supplies for baking classes or science experiment supplies. Certificated staff to teach these classes will cost our site \$2250 (45 hours is 3 hours each week for 15 weeks at \$50/hr). This will leave us with a supplies budget of \$647.

3) GATE/FAME coordinator will plan classes, schedule offerings and manage sign ups for all classes as part of the stipend of \$1250.

Site Goal 1.6 (SiteGoalID: 6934) (DTS: 04/23/23)

In an effort to bring a diversified experience for students into our classrooms, our site will provide funding to classroom teachers to purchase class sets of novels; approved through our district, that focus on diverse stories which represent all students. Our goal is to diversify the stories used in our classrooms by 20% for the 23-24 school year across all grade levels.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Actions/Services 1.6.1 (SiteGoalID: 6934) (DTS: 04/23/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) Provide grade level classroom novel sets with a focus on representation of school student body from approved EGUSD book list to all classrooms ranging</p>	<p>1) The effectiveness of this action will be measured by the increase of the response for "My student feels academically supported" and "My student feels welcome and</p>	

from TK-6.
(Supplemental: \$4521, EL
supplemental: \$723)

valued” on the Social Emotional
Learning survey administration to
students.

Site Goal 1.7 (SiteGoalID: 6935) (DTS: 04/23/23)

We will support our students with additional intervention support in primary grades (K-3rd) by staffing one part time classified staff member.

Metric: A-G Completion - Percent of Graduates
Completing A-G Requirements

Actions/Services 1.7.1 (SiteGoalID: 6935) (DTS: 04/23/23)

Targeted Student Group(s)

- EL • Foster Youth • Low Income • School-wide

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) The addition of one part time intervention staff member to support primary grades (K-3rd). 19 hours per week at \$20/hour will cost our site \$380/week for 28 weeks = \$10,640.</p>	<p>1) Illuminate interim assessments given 3x per school year will show a positive growth rate of 3% over the course of each testing window, among grades K-2 in the areas of letter names/sounds, phonemic awareness, phonics, math, fluency, and comprehension.</p>	

Site Goal 1.8 (SiteGoalID: 6944) (DTS: 04/24/23)

The Renaissance Accelerated Reader (AR) and Star Reading program will continue at our site to support literacy and comprehension skills in students, grades 2nd-6th.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Actions/Services 1.8.1 (SiteGoalID: 6944) (DTS: 04/24/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. 2nd-6th grade classrooms will continue setting trimester goals for their students, with a focus on fluency and comprehension provided in the Accelerated Reader/STAR Program. Time will be given in all classrooms during each school day to support students in this work. (Annual subscription for AR and STAR program is \$8700)</p> <p>2. Students meeting their AR goals will be acknowledged at all awards ceremonies and be invited to an end of year celebration for meeting trimesterly and yearly goals.</p>	<p>1-2. This goal will be measured at each trimester with consistent growth rates for all students in fluency and comprehension.</p>	

<p>Funding Sources for District Goal 1</p>	<p>Amount</p>	<p>Description of Use</p>
<p>EL Supplemental (7150/0000)</p>	<p>\$723</p>	<p>Materials/Supplies/Equipment</p>
<p>GATE (7105/0000)</p>	<p>\$2500</p>	<p>Certificated- Timesheets</p>
<p>GATE (7105/0000)</p>	<p>\$1250</p>	<p>Certificated-Stipends</p>
<p>GATE (7105/0000)</p>	<p>\$647</p>	<p>Materials/Supplies/Equipment</p>
<p>Supplemental/Concentration (7101/0000)</p>	<p>\$22800</p>	<p>Certificated- Timesheets</p>

Supplemental/Concentration (7101/0000)	\$3600	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$12640	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$8700	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$4921	Materials/Supplies/Equipment

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Site Goal 2.1 (SiteGoalID: 6781) (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

Actions/Services 2.1.1 (SiteGoalID: 6781) (DTS: 03/31/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
1) Primary grade level teams (1st-3rd) will be provided guest teacher support to cover classrooms in order to administer Illuminate diagnostic and interim	1) Completion rates of assessment will be at 100% for all grade levels given support.	

assessments each trimester. This will cost our site \$2340 for 9 days of guest teacher coverage. (\$260 x 9 days)

Site Goal 2.2 (SiteGoalID: 6124) (DTS: 02/10/23)

All grade level teams and our support/intervention team will operate as a high functioning Professional Learning Community (PLC) to share best practices, routinely analyze assessment data, and make modifications of instruction based on the data. All will participate in the cycle of inquiry to improve student achievement and help close our achievement gap. PLCs will meet weekly.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6124) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) Our Support/Intervention team will continue to build on our foundation of a school-wide Multi-Tiered System of Supports (MTSS) that includes Response to Intervention (Rtl) by providing Co-Op meetings twice per year to look at student progress toward grade level standards with a focus on English Learner and Socio-economically disadvantaged (SED) students. We will require a guest teacher to cover staff rotations. (3 days x 1 roving sub x twice per year = \$1200).</p> <p>2) Grade Level teams will meet every Wednesday to discuss formative and summative</p>	<p>1) The effectiveness of Co-Ops will be measured by the progress of identified students or a positive response to intervention as implemented and executed by the Support/Intervention team. This data can be seen and monitored on our PBIS TIPS form which is filled out bi-monthly and through our final PBIS assessment of the Tierred Fidelity Inventory (TFI) completed in April 2024.</p> <p>2) Grade Level Illuminate data will show positive student growth between interim assessments.</p> <p>3) An consistent increase in team inventory scores will serve as the</p>	

assessment data for each grade level appropriate student, including Illuminate's diagnostic and interim reports.

3) All grade level teams will take part in a PLC Inventory once per trimester to gauge their effectiveness in the PLC process and ensure they are operating as a high functioning team.

4) We will provide "Professional Learning Communities at Work", a Portable Event Package from Solution Tree, Inc. to 8 staff members in order to evaluate the condition of our current teams; through a diagnostic PLC inventory, and to refresh our PLC work on campus to ensure we are actively and regularly using the Framework for High Quality Instruction to assess our work. The cost for this training is \$700/person, 8 staff members will cost \$5600. One hour follow up meetings following each section (3) of the training, 3 hours/staff member = \$150/person. This will cost our site \$900)

measure of effectiveness of PLCs on campus.

4) An increase in student assessment scores, including all classroom formative and summative assessments as well as Illuminate Education assessments administered four times per year.

Site Goal 2.3 (SiteGoalID: 6139) (DTS: 02/10/23)

We will monitor the English language development of our EL students using 2022-2023 ELPAC scores, with the goal of all of students achieving growth of at least one performance level on the 2024 ELPAC and to increase our reclassification rate by x% to reach xx%. This will be achieved through effective ELD instructional practices provided daily within whole group and designated small group instruction.

Metric: Test Participation Rate on Districtwide Assessments

Targeted Student Group(s)

- EL

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) Tutoring will be offered to primary and intermediate grade EL students in an after-school format by certificated staff members. For each group, tutoring will be offered twice per week for one hour each day = 2 hours/week for 28 weeks which will cost our site \$5,758.00.</p> <p>2) Materials and supplies for EL students receiving tutoring will be purchased in order to enrich the learning experience. (EL Supplemental \$600).</p> <p>3) EL Coordinator and Vice Principal will administer the ELPAC test for all EL students. Ten days of testing will cost our site \$2800 for guest teacher coverage (10 days at \$280/day teacher rate = \$2800).</p> <p>4) The VP will create and hold one ELPAC rally for all EL students to prepare and inform them what the ELPAC is, structure of the test and why it is important.</p> <p>5) Reclassified students will be recognized during the end of the year ceremony and a celebration held during the school day with food provided. Supplemental \$650.</p> <p>6) Interpreting services for after hours school events such as community feedback night,</p>	<p>1) Attendance rates to tutoring and classroom ELA/Math assessment data will measure the effectiveness of this program and an increase of reclassification rates to xx% based on 22-23 data.</p> <p>2) High engagement and attendance rates as well as progress from pre and post assessments from start to end of session will measure the effectiveness.</p> <p>3) The effectiveness of this action will be measured by 100% of EL students completing the ELPAC assessment.</p> <p>4) The effectiveness of this action will be measured by the increase in reclassification rates</p> <p>5-6) The effectiveness of this action will be measured by the increase of the response for "My student feels academically supported" and "My student feels welcome and valued" in the EL Needs Assessment Survey.</p>	

multicultural fairs, Back to School Night, Open House. (Supplemental \$400)		
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Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	\$8558	Certificated- Timesheets
EL Supplemental (7150/0000)	\$1250	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$4440	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$6000	Contracts/Services/Subscriptions

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1 (SiteGoalID: 6125) (DTS: 02/10/23)

Support the social emotional well-being of our school community by continuing to develop as PBIS Tier 1 and 2 teams. In April 2023, our Tier 1 PBIS Tierred Fidelity Inventory (TFI) score was 90% and the Tier 2 PBIS TFI was 88%. Our goal in 2024 will be to achieve 95% implementation of Tier 1 and 90% for Tier 2.

Metric: Cohort Graduation Rate

Actions/Services 3.1.1 (SiteGoalID: 6125) (DTS: 02/10/23)

Targeted Student Group(s)

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) PBIS Tier I implementation</p> <ul style="list-style-type: none"> • Recruit two primary and two intermediate certificated staff members to join the Tier 1 team to ensure that all age groups are represented and have a voice on school-wide expectations, consequences, and acknowledgements. • Provide training in restorative practices and positive behavioral interventions for teachers, yard supervisors and para professionals, with a focus training on positive behavioral interventions for Students with Disabilities and SED. • Supply WOW tickets to staff members to acknowledge positive behaviors. (PBIS \$600) • Share school-wide discipline data at each of the monthly staff meetings to help drive appropriate focus on campus • Plan and implement a bully prevention program, which will include surveying students to gain insight on what bullying looks like at Adreani, an action plan for staff on what to do when bullying occurs, a presentation to students and parents about what bullying looks and sounds like and what to do when it happens, and anti bullying events to reduce the amount of harassing/bullying entries. 	<p>1) Success of our PBIS Tier I program at Adreani will be measured by Synergy discipline data with a goal of reducing behavior referrals (minor and major) and suspensions from the 2022-2023 to the 2023-2024 school year.</p> <p>2) Success of our PBIS Tier 2 program at Adreani will be measured by our student performance data, including tracking proportions of students experiencing success (% of participating students being successful) and use of intervention outcomes data and decision rules for progress monitoring and modification.</p>	

- All grade level classes will contribute to the Monday Morning Assembly by sharing a skit, song, or chant that is PBIS related
- Review Tier 1 intervention strategies with staff twice per school year about when/how to enter student incidents, including major vs minor flowchart.
- Increase branding and messaging through student created posters, school banners and appropriate supplemental materials, equipment and personnel (PBIS \$400)
- Implement a PBIS parent night to inform parents on what PBIS is, what it looks like on campus, and how they can support at home
- Hold PBIS passport stations at the beginning of the school year and again in March to teach/reteach school wide behavior expectations at each of the locations across campus.

(PBIS \$1,000, Supplemental \$3,000)

2) PBIS Tier 2 implementation

- Increase interventions vs. consequences.
- Implement use of check in - check out process with "at risk" students.
- Identify Foster Youth & inform staff of FY.
- Recognize the impact of trauma on students/families and provide resources for support.
- Provide access to Social Groups and MHT referrals as needed.
- Tier 2 Team will meet twice per year to review fidelity of program.
- Tier 2 Team will meet bi-monthly and use the TIPS form to document student progress and needs.

<ul style="list-style-type: none"> Tier 2 Team will develop a written process for teaching relevant staff how to refer students and implement each of our Tier 2 interventions set in place. 		
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Site Goal 3.2 (SiteGoalID: 6131) (DTS: 02/10/23)

We will increase climate and culture on campus as evidenced by the number of students responding favorably on the student Social Emotional Learning (SEL) and Culture Student Survey administered in the fall and spring of each school year.

We set the following goals for the 2023-24 SEL Survey:
 Increase our overall rating of 81% favorable in the 2022-2023 school year to 85% favorable for all groups in the 2023-2024 school year.

- Increase our African American students from 77% favorable in the 2022-2023 school year to 81% favorable in the 2023-2024 school year.
- Increase our Students with Disabilities (SWD) from 71% favorable to 75% favorable in the 2023-2024 school year.
- Increase our Socio-economically disadvantaged students from 77% favorable in the 2022-2023 school year to 81% favorable in the 2023-2024 school year.
- Increase our English Learner students from 74% favorable in the 2022-2023 school year to 78% favorable for the 2023-2024 school year.

We set the following goals for the 2023-24 Climate Student Survey: continue growing at least 3% in favorability rating across all sub sections of the survey which include, school connectedness/sense of belonging, Climate support for academic learning, knowledge and fairness of discipline, rules, and norms, safety.

Metric: Cohort Graduation Rate

Actions/Services 3.2.1 (SiteGoalID: 6131) (DTS: 02/10/23)

Targeted Student Group(s)

- Asian
- Black or African American
- EL
- Hispanic or Latino
- Two or More

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. Actions and Services should be step by step in a chronological order. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> What progress data will be collected and who will collect it? How often and when will it be collected? Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> What is working? What is not working and why? What modifications do you need to make?
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<ul style="list-style-type: none"> • Actions and Services should remove barriers and implement changes. 		
<p>1) We will continue to implement community building morning meetings through the Character Strong curriculum in at least 60% of our classrooms through staff development and other appropriate supports including modeling and use of district personnel. (No additional cost to our site.)</p> <p>2) We will continue to pursue the use of the restorative practice model of conflict management including bringing students together to discuss solutions to problems that arise in order to create a welcoming campus for all students.</p> <p>3) We will employ assemblies/ opportunities for community members to come speak with our students on the topics of empathy, inclusion, and diversity.</p>	<p>1) We will measure the effectiveness of this action through a progressive increase in classrooms that have implemented morning meetings and by a decrease in discipline data and conflict on campus, including in our classrooms and playground areas and a positive increase in attendance rates schoolwide.</p> <p>2-3) We will see a decrease in incidents of conflict around race and cultural differences between students as evidenced by Synergy discipline reporting.</p>	

Site Goal 3.3 (SiteGoalID: 6137) (DTS: 02/10/23)

We will hold a minimum of 4 community building assemblies for our school, one for teachers and three for students to build upon our Character Counts program at Adreani. Our focus will be on diversity, equity and inclusion for others and relating well through our differences.

Metric: Cohort Graduation Rate

Actions/Services 3.3.1 (SiteGoalID: 6137) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • How often and when will it be collected? • Who will it be shared with and when? 	
<p>1) These assemblies, provided by Life Changers International Inc. will serve all students from grades TK-6th. School staff will continue the work shared by speakers throughout the school year in our daily announcements and our PBIS Tier I program which covers classrooms and playground areas. (Supplemental \$10,000)</p> <p>2) By serving all staff and students on our campus through speaker (Life Changers International Inc.) messages, we are setting the theme for the school year and encouraging their continued support of school initiatives and best practices when relating to families in our community.</p>	<p>1) We will know this is work is effective by a decrease in our discipline data for harassing, bullying, and discriminating behaviors.</p> <p>2) We will know this work is effective by favorable staff/parent/student feedback on our Social Emotional Learning and Culture Climate survey results in the fall and spring as well as feedback from our annual Community Feedback Night held each spring.</p>	

Site Goal 3.4 (SiteGoalID: 6936) (DTS: 04/23/23)

This goal aims to provide an improved Visual and Performing Arts experience for students at Adreani Elementary School with updates made to the aging stage set up and equipment. VAPA and the supporting California State standards, provides an enriched school environment that supports Social-emotional learning (SEL). One way to support Social Emotional Learning through extracurricular theater is to provide students with access to a high-quality theater experience with professional lighting, quality sound and theater supplies, such as costumes and props. These supplies can enhance the students' experience by helping them to more fully immerse themselves in the characters and stories they are exploring, which can in turn help them to better understand and practice the skills associated with SEL.

Metric: Cohort Graduation Rate

Actions/Services 3.4.1 (SiteGoalID: 6936) (DTS: 04/23/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of</p>	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why?
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<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What modifications do you need to make?
<p>1. All grade levels will participate in a minimum of one school wide performance per year that will teach students about at least one visual or performing art standard. To do this, we will need to update our sound system in order to host and present the work of the students to our school and community. (Supplemental: \$20,000)</p>	<p>1. Performances completed by all grade levels and attended by our school community members.</p>	

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$10000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$23000	Materials/Supplies/Equipment

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/Local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families
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Site Goal 4.1 (SiteGoalID: 6126) (DTS: 02/10/23)

Increase opportunities for families to participate in school-wide events by focusing on parent groups who do not traditionally attend school functions, including School Site Council (SSC), English Learner Advisory Council (ELAC), parent conferences, Watch DOGS, Parent University nights, Accelerated Reader, Math Club and school-wide community events such as Back to School Night, Open House, Carnival, Auction, Family Game Night, Loved Ones Dance, SOTW assemblies, PTA meetings, Coffee/Snacks with the Principal, and Community Feedback Night.

- Identify main languages spoken by families
- Increase the translation of flyers into home language
- Make personal calls to specific sub-group populations to personally invite to school-wide events

Metric: Attendance Rate

Actions/Services 4.1.1 (SiteGoalID: 6126) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) School-wide Family and Community Engagement programs</p> <ul style="list-style-type: none"> • Parent/Teacher conferences • ELAC meetings (light refreshments provided -EL Supplemental \$400) • Back to School Night • Open House • Ensure home/school communications/flyers are translated whenever possible • Make phone calls to personally invite families to events • Establish & communicate current events in print, website, social media • Use Talking Points to send messages in primary language 	<p>1)The effectiveness of this will be measured by increased scores from families on the culture and climate survey and increased attendance on RSVPs for school-wide events.</p> <p>2) Attendance monitored through parent/teacher conference (2), Back to School Night (1), and Open House (1).</p> <p>3) The effectiveness of this will be measured by an increase in students who receive acknowledgement through their success in the Accelerated Reader or Math Club program.</p>	

<ul style="list-style-type: none"> • Provide necessary supplemental materials, equipment, and personnel. • Community Feedback Night (16 certificated staff members to attend 4 - two hour planning meetings for this event and 2 hour evening event = \$500/staff member which equals \$8000) <p>2) Support home-to-school communication with a focus on English Learner students through Communication Folders and School-wide organization systems with grade-level resources and supplies. Supported by a minimum of 2 trimester school-wide check ins such as Parent/Teacher conferences. (No additional cost to our site.)</p> <p>3) Awards and incentives for academic progress in Accelerated Reader (AR) and Math Club. (Supplemental/Concentration \$1000)</p>		
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Site Goal 4.2 (SiteGoalID: 6132) (DTS: 02/10/23)

Increase attendance rates for all student groups with a percentage under 95% based on 22-23 Synergy data by 2% each and overall site attendance rates from 94.72% in the 22-23 school year to 96.75% in the 23-24 school year.

- According to 22-23 Synergy data, the following student groups fall below the 95% threshold:
 - Asian - 92.92 (goal increase to 94.92%)
 - Black/African American - 91.87 (goal increase to 93.87%)
 - Hispanic - 90.25 (goal increase to 92.25%)
 - Native Hawaiian/Pacific Islander - 91.62 (goal increase to 93.62%)
 - Two or more - 92.69 (goal increase to 94.69%)
 - White - 91.93 (goal increase to 93.93%)

Metric: Attendance Rate

Targeted Student Group(s)

- School-wide • SWD • White

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) School Administration will gather and analyze attendance data monthly with the support of our Attendance Technician at district level. Reports submitted to administration by front office staff will include tardies, early dismissals, and absences.</p> <ul style="list-style-type: none"> • Personal phone calls home from teachers regarding attendance. When chronic attendance issues arise, Administration will make phone calls home. • Follow school policy as laid out in the Staff Handbook for tracking and monitoring tardies. • Hold monthly PBIS/Intervention team meetings • Monitor SART process • Admin/parent conferences <p>(No additional cost to our site.)</p>	<p>1) This will be measure through Synergy Attendance Data collected on the ADA cut off dates to monitor tardies, absences, and early dismissals.</p>	

<p>Funding Sources for District Goal 4</p>	<p>Amount</p>	<p>Description of Use</p>
<p>EL Supplemental (7150/0000)</p>	<p>\$400</p>	<p>Materials/Supplies/Equipment</p>
<p>Supplemental/Concentration (7101/0000)</p>	<p>\$8000</p>	<p>Certificated- Timesheets</p>

Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment
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Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets		\$8558			\$8558
EL Supplemental (7150/0000)	Materials/Supplies/Equipment	\$723	\$1250		\$400	\$2373
GATE (7105/0000)	Certificated- Timesheets	\$2500				\$2500
GATE (7105/0000)	Certificated-Stipends	\$1250				\$1250
GATE (7105/0000)	Materials/Supplies/Equipment	\$647				\$647
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$22800	\$4440		\$8000	\$35240
Supplemental/Concentration (7101/0000)	Classified- Salaries	\$3600				\$3600
Supplemental/Concentration (7101/0000)	Classified- Timesheets	\$12640				\$12640
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$8700	\$6000	\$10000		\$24700
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$4921		\$23000	\$1000	\$28921

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.

*** If applicable, please provide a description ***

V. Funding

Arnold Adreani Elementary (205) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$53,125	\$53,125	\$53,125	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$105,101	\$105,101	\$52,661	\$10,440	\$33,000	\$9,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$10,931	\$10,931	\$723	\$9,808	\$0	\$400	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$174,554	\$174,554	\$110,906	\$20,248	\$34,000	\$9,400	

Fund Subtotals

Subtotal of additional federal funds included for this school \$0

Subtotal of state or local funds included for this school \$174,554

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson

