



## **Arlene Hein Elementary**

# **Local Control Accountability Plan (LCAP) 2024-2025**

**Principal: Jennifer Ekelund**

**County-District-School (CDS) Code: 34673140105908**

**Elk Grove Unified School District  
Elk Grove, California**

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

## IV. Goals, Action Plans and Progress Monitoring

Arlene Hein Elementary | Focused Work: 2024-2025

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### Goal Setting (Icapid: 616)

#### 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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

##### 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 learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

##### Goal 4: Family and Community Engagement

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

##### 1. Involvement Process for LCAP and Annual Update

**How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?**

SSC Meetings: October 30, 2023, January 29, 2024, March 25, 2024, April 29, 2024, and May 29, 2024

Leadership Team Meetings: August 14, 2023, September 11, 2023, October 9, 2023, November 13, 2023, December 11, 2023, January 22, 2024, February 13, 2024, March 11, 2024, April 8, 2024, May 13, 2024, and June 10, 2024.

ELAC Meetings: September 12, 2023, January 16, 2024, and March 12, 2024.

## 2. Impact of LCAP and Annual Update

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

A needs assessment for the Arlene Hein LCAP was conducted with our staff on April 1, 2024, our School Site Council on April 29, 2024, and our Leadership Team on April 8, 2024. Input from our stakeholders were discussed and considered for our LCAP . It was determined with guidance from our administrative team that the following goals will be continued from 2023-2024:

Full-time academic intervention teacher (AIT), provided by our Curriculum Professional Learning Department  
Kindergarten and first grade push-in support two days a week, provided by our CPL department

Release time for collaboration or site planning

Renew IXL to support reading and Reflex to support math

Timesheet teachers for extended day opportunities for enrichment or intervention

Timesheet teachers for our Intersession "Camp Hein" program, provided by our Expanded Learning Department

New goals introduced for 2024-2025:

Intermediate push-in support for two days a week (depending on funding)

Attendance supports for chronically absent students

Whole-school enrichment opportunities such as assemblies, class visits, etc.

## Resource Inequities (ATSI 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.

At this time, it is unknown if Arlene Hein falls under the ATSI category.

## Goals, Actions, and Progress Indicators

### District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum 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

**Site Goal 1.1 (SiteGoalID: 7286) (DTS: 12/13/23)**

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

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

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

All 3rd through 6th grade students will meet or exceed the district established desired outcome of +18 Distance from Standard (DFS) for English language arts by 5 points as measured by the CAASPP test in 2023-2024. In 2022-2023, Arlene Hein students performed at +27 when compared to the district established desired outcome.

All 3rd through 6th grade students will meet or exceed the district established desired outcome of -9 Distance from Standard (DFS) for mathematics by 5 points as measured by the CAASPP test in 2023-2024. In 2022-2023, Arlene Hein students performed at +19 when compared to the district established desired outcome.

All fifth-grade students will meet or exceed the district established desired outcome of -3 Distance from Standard (DFS) for science as measured by the CAST test in 2023-2024. In 2022-2023, Arlene Hein students performed at -4 DFS when compared to the district established desired outcome, therefore Hein will increase our performance by 5 points to +1 DFS in Science on the CAST test in 2023-2024.

In addition, our teams have established the following grade level goals for kindergarten, first grade and second grade based on district Interim assessments:

**Kindergarten Goals:**

ELA: By the end of kindergarten, 80% of our students will recognize and name all upper and lowercase letters of the alphabet.

Math: By the end of kindergarten, 80% of students will be able to add and subtract with sums and differences to 5.

**First Grade Goals:**

ELA: By the end of first grade, 80% of students will score at least 45 out of 54 on the phonemic awareness Illuminate assessment.

Math: By the end of 1st grade, 80% of students will be able to add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

**Second Grade Goals:**

ELA: By the end of the year, 80% of 2nd grade students will score 116 out of 128 or better on the LETRS Phonics Assessment.

Math: By the end of the year, 80% of our 2nd graders will be able to fluently solve 40 addition and subtraction problems (sums to 20) with 100% accuracy.

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

**Action 1.1.1 (SiteGoalID: 7286) (DTS: 12/13/23)**

**Targeted Student Group(s)**

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <ol style="list-style-type: none"> <li>1. Provide additional funds for teachers to attend the AVID Summer Institute to support our alignment with the Instructional Framework and AVID strategies.</li> <li>2. *Provide teachers with weekly PLC collaboration time during early out Wednesdays to analyze student data, create/revisit SMART goals, share instructional best practices based on the Instructional Framework, and discuss grading practices.</li> <li>3. Provide teachers release time for grade level collaboration from August 2024 to June 2025 to analyze Interim data, revisit SMART goals, and make instructional commitments based on data and student needs.</li> <li>4. Provide students with small group intervention during the school day and during extended day opportunities referred to as Hawk Academy from August 2024 to June 2025.</li> <li>5. We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.</li> <li>6. Renew annual license for IXL, a district approved online resource program, to provide independent practice and review on grade level standards.</li> <li>7. Provide students time to go to the library each week to check out books and provide time for the library technician to catalog, shelve, and inventory books and instructional materials.</li> </ol>	<p><b>Progress Monitoring</b></p> <ol style="list-style-type: none"> <li>1. Teachers will collaborate during the AVID Institute and develop our AVID site implementation plan and commitments, as documented on a Google Document.</li> <li>2. Administration team will review weekly PLC minutes and give feedback.</li> <li>3. Administration, Academic Intervention Teacher and Instructional Coach will monitor grade level Interim data to determine areas of strength and needs and provide data folders and feedback to grade level teams.</li> <li>4. Intervention pretest/posttest data and attendance data will be shared with the administration team to determine the impact of our programs.</li> <li>5. Antidotal information through classroom observations and teacher feedback will show if the newly purchased materials were effectively utilized by teachers.</li> <li>6. Administration, classroom teachers, and computer teacher will monitor on-line program determined by student usage.</li> <li>7. Administration will monitor library schedule to ensure that every child has the opportunity to utilize the school library each week.</li> </ol>	<p><b>Evaluation</b></p>

(*Actions do not require funding.)		
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## Site Goal 1.2 (SiteGoalID: 7290) (DTS: 12/13/23)

Provide Hein students with enrichment opportunities such as GATE, VAPA, STEAM, CREST, etc. During the 2023-2024 school year, 209 students participated in extended day enrichment programs at Hein. The numbers of students attending enrichment programs will increase by 10% during the 2024-2025 school year when compared with the 2023-2024 participation rate.

**Metric:** Other

### Action 1.2.1 (SiteGoalID: 7290) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <ol style="list-style-type: none"> <li>Provide students with the opportunity to participate in extended day classes, such as STEAM, CREST, VAPA, etc., assemblies, and field trips to provide enrichment from July 2024 to June 2025.</li> <li>Purchase enrichment materials (technology, curriculum, newspaper subscription, etc.) from August 2024 to May 2025.</li> <li>Administer the GATE assessment to all third grade students in October 2024 and retesting in January 2025.</li> <li>Provide a stipend to the GATE coordinator in May 2025.</li> </ol>	<p><b>Progress Monitoring</b></p> <ol style="list-style-type: none"> <li>Extended day offerings will be recorded on Google Sheets and attendance will be recorded by teachers. Assemblies and field trips will be documented on our master calendar.</li> <li>Antidotal information through classroom observations and teacher feedback will show if the newly purchased enrichment materials were effectively utilized by teachers.</li> <li>GATE coordinator will schedule third grade GATE assessments as noted on the master schedule and communications to third grade teachers and parents.</li> <li>GATE teacher will submit a work</li> </ol>	<p><b>Evaluation</b></p>

	log with dates and times at the end of the 2024-2025 school year.	
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**Site Goal 1.3 (SiteGoalID: 7294) (DTS: 12/13/23)**

Our third through sixth grade students with Disabilities (SWD) make progress toward the district established desired outcome of +18 Distance from Standard (DFS) as measured by the CAASPP or CAA test in 2023-2024. In 2022-2023, Arlene Hein students with Disabilities performed at -90 when compared to the district established desired outcome.

Our third through sixth grade students with Disabilities (SWD) will make progress toward the district established desired outcome of -9 Distance from Standard (DFS) as measured by the CAASPP or CAA test in 2023-2024. In 2022-2023, Arlene Hein students with Disabilities performed at -99 when compared to the district established desired outcome.

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

**Action 1.3.1 (SiteGoalID: 7294) (DTS: 12/13/23)**

**Targeted Student Group(s)**

• Black or African American • Foster Youth • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>1. *Provide students with targeted small group or individual instruction during the school day and during extended day opportunities with learning center staff, classroom teachers, push-in teachers, and our academic intervention teacher. (K-1 push-in and AIT are funded through the</p>	<p><b>Progress Monitoring</b></p> <p>1. Targeted small group or individual instruction will be observed during formal and informal observations by the administrative team and noted on walkthrough forms and in FONT. 2. The push-in teacher will work with our AIT to create flexible groups based on student need and</p>	<p><b>Evaluation</b></p>

<p>Curriculum and Professional Learning department and ESSER funds.)</p> <p>2. Timesheet a teacher to provide third through sixth grade push-in support with reading two days a week based on Interim data.</p> <p>3. *Provide teachers with professional development on the district Instructional Framework, Illuminate and Social/Emotional Learning during staff meetings.</p> <p>3. * Administer district Interim assessments and Interim Assessment Blocks (IABs) through CAASPP. Analyze Interim assessment data and make instructional decisions based on the data.</p> <p>(*Actions do not required funding.)</p>	<p>will consult with grade level teams to develop standards-based lessons.</p> <p>3. PLC minutes will be reviewed by administration team. Illuminate assessment data, ELPAC data, and CAASPP/CAA data will be monitored to to determine our impact on student outcomes over time.</p>	
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#### Site Goal 1.4 (SiteGoalID: 7918) (DTS: 05/16/24)

Our Franklin regional goal for the implementation of effectively communicated Success Criteria will increase from 64.2% to 74.2% by the end of the 2024-2025 school year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

**Metric:** Other

#### Action 1.4.1 (SiteGoalID: 7918) (DTS: 05/16/24)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
Action Plan	Progress Monitoring	Evaluation



<p>1. Continue staff PD for effectively written and communicated learning targets and success criteria that clearly connect to content area standards.</p> <p>2. Discuss and share implementation practices during Franklin regional meetings between August 2024 and May 2025.</p>	<p>1. Our administrative team will record and monitor FONT data for evidence of increased implementation of learning targets and success criteria. This data will be shared during staff meetings and leadership team meetings between July 2024 to June 2025.</p> <p>2. Make adjustments to site implementation as needed based on feedback from colleagues.</p>	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 616)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	70000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	20000	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	31576	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

**District Strategic Goal 2:**

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

**District Needs and Metrics 2:**

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

- Test Participation Rate on Districtwide Assessments

**Site Goal 2.1 (SiteGoalID: 7297) (DTS: 01/01/10)**

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

**Metric:** Test Participation Rate on Districtwide Assessments

**Action 2.1.1 (SiteGoalID: 7297) (DTS: 12/13/23)****Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b>  1. Provide release time for teachers to complete one-on-one district assessments and to enter data in Illuminate from July 2024 to June 2025. 2. Analyze and discuss formative and summative data to help make instructional decisions during weekly grade level PLC time and during grade level collaboration days each trimester. 3. Establish trimester SMART goals to monitor student progress over time and to ensure that the	<b>Progress Monitoring</b>  1) The AIT, the instructional coach(es), and administrative team will monitor summative reports for missing data in Illuminate, Synergy, and through the CAASPP website. Missing results will be communicated to teachers to ensure at least a 95% completion rate. 2) Teachers will be provided with grade level data folders throughout the school year to determine standards mastery and to allow for data analysis. 3) Grade level teams will	<b>Evaluation</b>

site goals are met.	document trimester SMART goals on PLC notes and will update progress each week.	
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## Site Goal 2.2 (SiteGoalID: 7287) (DTS: 12/13/23)

Teachers will analyze Illuminate assessment data and other summative assessment data and to make instructional decisions as documented on PLC minutes and on their grade level trimester SMART Goal Analysis Form to determine progress toward meeting goals and instructional decisions based on data.

**Metric:** Test Participation Rate on Districtwide Assessments

### Action 2.2.1 (SiteGoalID: 7287) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>1. * Teachers will administer and enter district Diagnostic and Interim assessments through Illuminate from July 2024 to June 2025.</p> <p>2. *Provide time on Early Out Wednesdays to analyze assessment data and make instructional plans with their PLCs.</p> <p>3. Provide teachers with release time to meet with their grade level team to analyze assessment results, make instructional decisions, and set trimester SMART goals based on student data.</p>	<p><b>Progress Monitoring</b></p> <p>1. Teachers will progress monitor students using grade level Interim assessments.</p> <p>2. PLC minutes will be reviewed by administration team to view progress monitoring. A PLC implementation scoring rubric will be used in August and May to determine growth over the 2024-2025 school year.</p> <p>3. PLC notes and SMART goal analysis forms will be monitored by the admin. team.</p>	<p><b>Evaluation</b></p>

(\*Actions do not required funding.)

### Site Goal 2.3 (SiteGoalID: 7292) (DTS: 12/13/23)

Our English Learner students will be reclassified at the rate of the district desired outcome of 15% as determined by ELPAC assessment results and the district reclassification process. During the 2023-2024 school year, EL students at Hein were reclassified at a rate of 31%. [Double check %]

**Metric:** Test Participation Rate on Districtwide Assessments

### Action 2.3.1 (SiteGoalID: 7292) (DTS: 12/13/23)

#### Targeted Student Group(s)

- EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b>  1. Our vice principal will serve as EL Coordinator and will fulfill the following duties: identification/placement of EL students, reclassification, RFEP monitoring, parent communication, and support for ELAC meetings. 2. Timesheet a teacher to administer the Initial and Summative ELPAC and input data. 3. Utilize translation services through our English Learner Services department to help communicate to parents informally on the phone and formally at meetings.	<b>Progress Monitoring</b>  1. and 2. Administration team will monitor ELPAC data in Synergy to assure that all EL students are assessed and reclassified within the appropriate timeline of July 2024 to June 2025. EL families will be invited to ELAC meetings and will be notified of progress toward reclassification. 3. Administration team will monitor translation requests to assure that every request is fulfilled. 4. Antidotal information through classroom observations, FONT data, and teacher feedback will show if the newly purchased EL materials were effectively utilized by teachers.	<b>Evaluation</b>

4. Purchase supplemental instructional materials to support ELs. 5. Purchase light refreshments/training materials for in-person ELAC meetings.	5. Refreshments will be offered at in-person ELAC meetings as documented on agendas and notes; Zoom meetings will not include refreshments.	
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#### Funding Sources for District Goal 2 (DEV - LCAP ID: 616)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	14301	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

District Needs and Metrics 3:

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

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

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

Site Goal 3.1 (SiteGoalID: 7288) (DTS: 12/13/23)

Our Tier 1 and Tier 2 levels from the Arlene Hein PBIS program will earn at least 90% on the annual Tiered Fidelity Inventory(TFI) to be conducted in the spring of 2025. As of April 2024, Arlene Hein earned 100% in Tier 1 and 92% in Tier 2 implementation and supports.

Metric: Other

Action 3.1.1 (SiteGoalID: 7288) (DTS: 12/13/23)

Targeted Student Group(s)

- All
- School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>How will you measure implementation?</li><li>How will you measure student improvement using formative data?</li><li>Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>Are you making progress towards your desired outcome?</li><li>What is working or what is not working?</li><li>How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p>1. *Conduct Tier 1 PBIS team meetings monthly.</p> <p>2. *Conduct Tier 2/MTSS team meetings weekly.</p> <p>3. Teach Tier 1 Expectations school-wide.</p> <p>(*Actions do not require funding.)</p>	<p><b>Progress Monitoring</b></p> <p>1. &amp; 2. We will measure our effectiveness with our Tiered Fidelity Inventory (TFI). Administration will monitor PBIS and MTSS notes and agendas to ensure that interventions are being implemented and student progress is monitored.</p> <p>3. Purchase signage and equipment to implement PBIS program.</p>	<p><b>Evaluation</b></p>

### Site Goal 3.2 (SiteGoalID: 7291) (DTS: 12/13/23)

All third through sixth grade student survey results will meet or exceed the district desired outcome is 80% of favorable responses on the school climate survey for students by 2023-2024. During the 2021-2022 school year, Arlene Hein students had a 79% favorability rating for all students. During the 2023-2024 school year, Hein students will increase favorable responses on the school climate survey by 5% for a desired outcome of 84%. [DATA TO BE DETERMINED]

**Metric:** School Climate - Average Favorability Rating

### Action 3.2.1 (SiteGoalID: 7291) (DTS: 12/13/23)

#### Targeted Student Group(s)

• All • Foster Youth • School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>How will you measure implementation?</li><li>How will you measure student improvement using formative data?</li><li>Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>Are you making progress towards your desired outcome?</li><li>What is working or what is not working?</li><li>How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b>  1. *Provide social emotional learning instruction and check-ins for all students using the adopted SEL curriculum Second Step. 2. Administration will provide professional development about the Second Step program during staff meetings. 3. *MTSS Tier 2 team to meet weekly to discuss requests for assistance(RFAs) and provide support as needed. (*Actions do not required funding.)	<b>Progress Monitoring</b>  1. Conduct a beginning of the year and end of the year teacher survey to determine our levels of implementation and need for professional development. 2. Administration will document professional development offerings on staff meeting agendas. 3. MTSS meetings will be scheduled on master calendar for every Wednesday after school. MTSS minutes and Tier 2 TFI results will determine the effectiveness of the MTSS/PBIS program.	<b>Evaluation</b>

### Site Goal 3.3 (SiteGoalID: 7295) (DTS: 12/13/23)

During the 2023-2024 school year, 47 requests for assistance or 5% of our population were submitted. According to the MTSS pyramid, approximately 85% of students respond to Tier 1 supports, 10% of students need Tier 2 supports and 5% of students need Tier 3 supports. During the 2024-2025 school year, RFAs will increase by 10% to ensure that all students receive support as needed.

**Metric:** Social Emotional Learning - Average Favorability Rating

#### Action 3.3.1 (SiteGoalID: 7295) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b>  1. *Provide social group opportunities by MHT and school psychologist as needed and as scheduling allows. 2. Teachers will utilize our site-adopted SEL curriculum provided by our Student Support and Health Services department. 3. *Provide students with Tier 1 and Tier 2 Recess Enhancement programs to support school climate, SEL, physical fitness, and character education two days per week during morning and lunch recesses. (*Actions do not require funds.) social/emotional health. 4. Provide training for our teachers to submit requests for assistance (RFA) according to our MTSS process.	<b>Progress Monitoring</b>  1. Staff and administration will increase the amount of social group opportunities available to students during extended day by monitoring students attendance rates. 2. Antidotal information through classroom observations and teacher feedback will show if the newly purchased social/emotional materials were effectively utilized. 3. The number of students participating in recess activities during Recess Enhancement days will be greater when compared to days without the recess Enhancement Program. 4. Analyze pre- and post-survey to determine the level of understanding in submitting RFAs before and after the trainings.	<b>Evaluation</b>



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**Action 3.3.2 (SiteGoalID: 7295) (DTS: 12/13/23)****Targeted Student Group(s)**

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>How will you measure implementation?</li><li>How will you measure student improvement using formative data?</li><li>Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>Are you making progress towards your desired outcome?</li><li>What is working or what is not working?</li><li>How will you modify your plan if you are not making progress?</li></ul>
Action Plan	Progress Monitoring	Evaluation

**Site Goal 3.4 (SiteGoalID: 7296) (DTS: 12/13/23)**

Our site goal is to continue to use restorative practices and alternatives to suspension to address inappropriate behaviors.

Student suspension rates at Arlene Hein will remain lower than the district desired outcome of 3.5%. During the 2023-2024 school year, there were 6 incidents of suspension involving 5 students, therefore students were suspended at a rate of 0.005%. Out of the five students that were suspended, two are Hispanic, two are African American, and one is Asian. This data reflects a disproportionality of suspensions for these student groups.

**Metric:** Suspension Rate: Percent of Students Suspended

**Action 3.4.1 (SiteGoalID: 7296) (DTS: 12/13/23)****Targeted Student Group(s)**

• Black or African American • Foster Youth • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>1. *All staff will attend 28 hours of professional development on Diversity Inclusion and Equity (DEI) through our CPL department by December 2024.</p> <p>2. A cohort of teacher and administrators held a book study on Grading for Equity from January 2024 to March 2024. Our staff will discuss equitable grading practices during our preservice days. Release time for grade levels to discuss more equitable grading practices.</p> <p>* No funding required.</p>	<p><b>Progress Monitoring</b></p> <p>1. Each staff member will monitor and track their hours on the DEI Tracking Sheet to ensure all hours are completed.</p> <p>2. Grading practices will be discussed during staff meetings, Leadership Team meetings and PLC team meetings as evidenced on agendas and notes.</p>	<p><b>Evaluation</b></p>

Funding Sources for District Goal 3 (DEV - LCAP ID: 616)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	<input type="text" value="1000"/>	Materials/Supplies/Equipment
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EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

#### District Strategic Goal 4:

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

#### District Needs and Metrics 4:

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

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

#### Site Goal 4.1 (SiteGoalID: 7289) (DTS: 12/13/23)

The attendance rate at Hein will meet or exceed the district desired outcome of 95% by the end of the 2024-2025 school year. Our attendance rate during the 2023-2024 school year was 94%.

**Metric:** Attendance Rate

#### Action 4.1.1 (SiteGoalID: 7289) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All • School-wide

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<b>Action Plan</b> <ol style="list-style-type: none"> <li>Our administrative team and office staff will continue to communicate the importance of daily attendance through family newsletters, emails, School Messenger, and Talking Points from July 2024 to June 2025.</li> <li>Our teachers will be trained on home visits through the Family and Community Engagement (FACE) department and will be paid through timesheets.</li> <li>Our administrative team will make phone calls to families of chronically absent students to check-in and offer support to improve attendance or to celebrate improvements.</li> <li>Through the RFA process, Family Support Team (FST) meetings will be scheduled to identify obstacles to regular attendance and offer site and district supports.</li> <li>Provide incentives to students to encourage attendance and honor those with improved attendance: perfect attendance awards, class award for highest attendance rate, announcement at Friday Assembly, and special Caught-A-Hawks.</li> </ol>	<b>Progress Monitoring</b> <ol style="list-style-type: none"> <li>Monitor monthly attendance rates through Synergy reports from July 2024 to June 2025 and data will be shared with staff.</li> <li>For chronically absent students, administration will recommend one home visit per teacher per trimester during the 2024-2025 school year based on Synergy reports and documented on Family Support Team (FST) meeting notes. Administration will progress monitor completed home visits including updates provided by the FACE office.</li> <li>Admin. team will keep a log of parents contacted and will also enter the information in Synergy.</li> <li>Monitor the number of Request For Assistance (RFA) forms submitted for attendance concerns.</li> <li>Admin. and office teams will generate reports and monitor which students and classes that receive attendance awards and recognitions.</li> </ol>	<b>Evaluation</b>

#### Site Goal 4.2 (SiteGoalID: 7293) (DTS: 12/13/23)

Increase the attendance of family participation at Hawk Talks, Back to School Night, Open House and other community events by 10% during the 2024-2025 school year when compared 2023-2024 participation rates. [NEED DATA]

**Metric:** Parents indicating opportunities for parent involvement

**Action 4.2.1 (SiteGoalID: 7293) (DTS: 12/13/23)**

**Targeted Student Group(s)**

• All • School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>How will you measure implementation?</li><li>How will you measure student improvement using formative data?</li><li>Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>Are you making progress towards your desired outcome?</li><li>What is working or what is not working?</li><li>How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b>  1. *Provide parents with information meetings during monthly Coffee Talk meetings. 2.. *Provide communications through Talking Points, School Messenger, and e-mails. 3. *Families will be invited to PTO events, Hawk Talks, Back to School Night, Open House, and Friday Assemblies. 4. *Administrators will make monthly positive and informational calls to families through School Messenger.  (*Actions do not require funding.)	<b>Progress Monitoring</b>  1. Parent meetings will be scheduled, communicated, and managed by administrative team. 2. Parent communications will be observed by families and monitored by the administration and office staff. 3. Administration will count and monitor attendance numbers of PTO events, Hawk Talks, Back to School Night, New Family Orientation, and Open House. 4. Administration team will monitor teacher referral numbers for positive calls home, and document calls on Google Sheets.	<b>Evaluation</b>

**Funding Sources for District Goal 4 (DEV - LCAP ID: 616)**

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

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## Funding Source Summary for All District Goals

### Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$70000	\$0	\$0	\$0	\$70000
Classified- Salaries	\$20000	\$0	\$0	\$0	\$20000
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$31576	\$0	\$0	\$0	\$31576
Materials/Supplies/Equipment	\$0	\$0	\$1000	\$0	\$1000

### 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	\$0	\$14301	\$0	\$0	\$14301
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0

### Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A



## V. Funding

### Arlene Hein Elementary (280) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
<b>4900</b> School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	\$122,576	\$121,576	\$0	\$1,000	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	\$14,301	\$0	\$14,301	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$136,877	\$121,576	\$14,301	\$1,000	\$0	

Fund Subtotals	Title I Centralized Services			
Subtotal of additional federal funds included for this school	Title I Foster Youth		\$0	Title I Homeless
	Title I Centralized Services		\$0	Title I Preschool
Subtotal of state or local funds included for this school	\$136,877			

		Signatures: (Must sign in blue ink)	Date
Principal	Jennifer Ekelund		
School Site Council Chairperson	Susan Aglubat-Alvarez		
EL Advisory Chairperson	Nidia De Leon		