



## **Arlene Hein Elementary**

# **Local Control Accountability Plan (LCAP) 2021-2022**

**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**

## Goal Setting

### State Priorities

**Conditions of Learning:**

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

**Pupil Outcomes:**

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

**Engagement:**

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

### Strategic Goals

**Goal 1: High-Quality 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.

### Stakeholder Engagement

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| <b>Involvement Process for LCAP and Annual Update</b>   |
| <p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>SSC meeting: April 28, 2021 (Teachers, parents, and classified employees)<br/>                 Hawk Talk: May 13, 2021 (Parents and administration)<br/>                 Leadership Meeting: April 14 &amp; May 12, 2021 (Teachers and administration)<br/>                 ELAC meeting: March 31, 2021 (EL parents and administration)</p>   |
| <b>Impact of LCAP and Annual Update</b>   |
| <p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>The ideas and contributions from our community were discussed and added to the LCAP. It was determined that the following goals would be continued from 2020-2021:</p> <ul style="list-style-type: none"> <li>• Professional development for teachers</li> <li>• The purchase of instructional materials</li> <li>• Guest speakers for students and parents</li> <li>• Timesheet teachers for extended day and intersession</li> </ul> <p>New goals were introduced for 2021-2022:</p> <ul style="list-style-type: none"> <li>• ASSIST Team-Structured Sports</li> <li>• Playground Equipment</li> <li>• Social Emotional Learning experiences including wellness and yoga</li> <li>• Purchase culturally responsive books to promote equity and inclusion</li> </ul> |

### Resource Inequities

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| <b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b> |
| N/A  |

### Goals, Actions, and Progress Indicators

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**District Strategic Goal 1:**

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.

**District Needs and Metrics 1:**

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

- 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**

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

Provide students with high quality targeted whole class and small group instruction throughout the day to meet individual learning needs.

- Third through sixth grade students who meet and exceed standard will increase by 6% in reading/language arts ( %) and mathematics ( %) on the 2021-2022 CAASPP when compared to the 2020-21 CAASPP language arts ( %) and mathematics (%) CAASPP scores.
- By the end of first grade 2022, 85% of our first graders will score 70 on the BPST which is a 5 point increase from 2021 (65).
- By the end of second grade 2022, 85% of our second graders will score 95 on the BPST which is a 8 point increase from 2021 (87).

**Metric:** CAASPP

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- All • School-wide

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services?  |
|--|--|--|
| 1. *Participate in District provided PD on assessments. Survey teachers to determine PD needs and provide teachers with professional development opportunities including fees, materials, and release time.<br>2. *Provide teachers with weekly PLC planning time during early out Wednesdays.<br>3. Purchase instructional materials ( District approved books, P.E. equipment, classroom supplies, etc.) and technology (projectors, etc.) for the classroom, physical education, and library.<br>4. Provide teachers release time for grade level collaboration, individually assess students, and to attend I.E.P's, SSTs, and 504 meetings.<br>5. Provide students the opportunity to go to the library weekly for instruction by a school librarian and to check out library books.<br>6. Provide students with intervention during the school day through workshop, extended day, and intersession.<br>(*Actions do not require funding.) | Source: Research by John Hattie (December, 2017) <a href="http://visiblelearningplus.com">visiblelearningplus.com</a><br><br>Direct instruction - Effect Size .60<br>Small group learning- Effect size .49<br>Teacher clarity- Effect size .90 | 1. Administration team will survey teachers to determine PD needs and review the number of teachers who participated in staff development opportunities to ensure that every teacher participated in some type of professional development throughout the year. Administration will consult with district coaches and organize PD opportunities at Monday staff meetings.<br>2. Administration team will review weekly PLC minutes and give feedback.<br>3. Antidotal information through classroom observations and teacher feedback will show if the newly purchased materials were effectively utilized by teachers.<br>4. Administration will monitor I.E.P's, SSTs, and 504 meeting agendas and plans to ensure that teachers are participating in I.E.P's, SSTs, and 504 meetings.<br>5. Administration will monitor library schedule to ensure that every child has the opportunity to utilize the school library.<br>6. Intervention will be observed during formal and informal observations by the administrative team and noted on walkthrough forms which are given to teacher and placed in teacher file. |

| Funding Source                         | Amount  | Description of Use           |                                     |                                       |
|--|---------|------------------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7101/0000) | \$10000 | Certificated Salaries        | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7101/0000) | \$3000  | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7101/0000) | \$23255 | Classified Salaries          | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

**Site Goal 1.2**

Provide students with opportunities to receive intervention/enrichment in reading/language arts and mathematics and accelerated enrichment in areas including VAPA and STEM.

- Intervention assessment data will show an improvement of at least 20% when pre and post assessment data is submitted and compared during the 2021-2022 school year.
- The numbers of students attending enrichment programs will increase by 10% during the 2021-2022 school year when compared with the 2019-2020 participation rate of 40 students .

**Metric:** Other (Site-based/local assessment)

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- All • School-wide

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services?   |
|--|--|---|
| 1. Provide students with the opportunity to participate in extended day clubs for enrichment.<br>2. Purchase annual license for on-line computer resource program. | Source: Research by John Hattie (December, 2017) visiblelearningplus.com<br><br>Interventions for learning disable - Effect size .77<br>Response to Intervention - Effect size 1.07<br>Creativity programs - Effect size .65<br>Acceleration - Effect size .68 | 1. Extended day coordinator will monitor pre and post assessment data from Hawk Academy and after school clubs to monitor progress and make adjustments as needed for extended day and intersession. Differentiated opportunities will be observed during formal and informal observations during the school day by the administrative team and noted on walkthrough forms which are given to teacher and placed in teacher file.<br>2. Administration, classroom teachers, and computer teacher will monitor on-line program determined by student usage. Administration team will also monitor an incentive system. |

| Funding Source                         | Amount  | Description of Use |                                     |                                       |
|--|---------|--------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7101/0000) | \$15000 | Contracts/Services | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

**Site Goal 1.3**

Our third - sixth grade African American, Hispanic, and EL students will increase their performance (by 6%) on the mathematics section of the CAASPP during the spring of 2022 when compared to the 2021 spring CAASPP scores with the following goals :

- African American- % (meet or exceed standards)- % 2020-21
- Hispanic - % (meet or exceed standards)- % 2020-21
- EL - % (meet or exceed standards)- % 2020-21

Our third through sixth grade African American, Hispanics, and EL students will increase their performance (by 6%) on the language arts section of the CAASPP during the spring of 2022 with the following goals:

- African American- % (meet and exceed standards)- % 2020-21
- Hispanic - % (meet and exceed standards) - % 2020-21
- EL - % (meet and exceed standards) - % 2020-21

**Metric:** CAASPP

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

• Black or African American • EL • Hispanic or Latino

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?  | How will you Measure the Effectiveness of the Actions/Services?  |
|--|---|--|
| 1. Provide students with differentiated instruction during the school day, extended day, and intersession. (Summer school funds)<br>2. Provide teachers with professional development on effective teaching strategies and social/emotional learning. (Provided by EGUSD instructional coaches.)<br>3. *Instructional coaches will give classroom demonstrations and provide individual and grade level coaching.<br>4. * Administer IABs in mathematics, analyze assessment results, and make instructional plans.<br>(*Actions do not required funding.) | Source: Research by John Hattie (December, 2017) visiblelearningplus.com<br><br>Direct instruction - Effect Size .60<br>Small group learning- Effect size .49<br>Teacher clarity- Effect size .90 | 1. Differentiated instruction will be observed during formal and informal observations by the administrative team and noted on walkthrough forms which are given to teacher and placed in teacher file.<br>2. Administration team will survey teachers to determine PD needs and review the number of teachers who participated in staff development opportunities to ensure that every teacher participated in some type of professional development throughout the year. Administration will organize PD opportunities at Monday staff meetings.<br>3. Instructional coach will work with administration to ensure that teachers are receiving support as evidenced on the schedule of the instructional coach and PLC minutes.<br>4. PLC minutes will be reviewed by administration team to monitor IAB administration and progress monitoring. Administration will also review IAB data on the CAASPP website. |

| Funding Source | Amount | Description of Use |
|----------------|--------|--------------------|
|                |        |                    |

**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:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

**Site Goal 2.1**

Teachers will increase their PLC time analyzing assessment results and making instructional decisions to 50% of the meeting time as documented on PLC minutes during a two week span TBD during the spring of 2021-2022 when compared with minutes during the week of May 3, 2021- May 14, 2021 when 20% of the meeting time was devoted to analyzing assessment results and making instructional decisions.

**Metric:** Data and Program Evaluation

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

• All • School-wide

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services?   |
|--|--|---|
| 1.* Provide time on Early Out Wednesdays to analyze assessment data and make instructional plans with their PLCs.<br>2. *Teachers will identify and administer grade benchmark assessments through Illuminate, analyze assessment results, and make instructional decisions based on student data during PLC time.<br>3.* Provide teachers with professional development on new Illuminate assessment system.<br>(*Actions do not required funding.) | Source: Research by John Hattie (December, 2017) visiblelearningplus.com<br><br>Providing formative evaluation - Effect size .68<br>Frequent and effects of testing- Effect size .52<br>Teacher clarity - Effect size .75<br>Teacher - student relationships - Effect size .52 | 1. Teachers will progress monitor students using grade level benchmark assessment data and the new Illuminate assessment system.<br>2. PLC minutes will be reviewed by administration team to view progress monitoring.<br>3. Site Illuminate TOT will provide PD and support as noted on Monday staff meeting agendas and PLC minutes. |

| Funding Source | Amount | Description of Use |  |  |
|----------------|--------|--------------------|--|--|
|----------------|--------|--------------------|--|--|

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| <b>Site Goal 2.2</b>  |  |
| The amount of time that students participate in collaborative learning according to EL walkthrough data from 32% in the spring of 2021 to 38 % in the spring of 2022. |  |
| <b>Metric:</b> Data and Program Evaluation  |  |

**Actions/Services 2.2.1**

| <b>Principally Targeted Student Group</b>   |   |  |                                     |                                       |
|---|---|--|-------------------------------------|---------------------------------------|
| • EL • R-FEP  |   |  |                                     |                                       |
| Specific Actions to Meet Expected Outcome   | What is the Research Confirming this is an Effective Practice?  | How will you Measure the Effectiveness of the Actions/Services?  |                                     |                                       |
| <ol style="list-style-type: none"> <li>Hire teacher to administer ELPAC and input data.</li> <li>Utilize BTA to help communicate to parents informally on the phone and formally at meetings.</li> <li>Provide refreshments at ELAC meetings.</li> <li>Purchase instructional materials to support ELs.</li> <li>Time sheet EL coordinator. Duties include identification/placement, re-designation, RFED monitoring, and support for ELAC meetings.</li> </ol> | <p>Research indicates higher gains for English Learner students who are assessed, participate in small group intervention and individualized EL instruction.</p> <p>Use of Evidence-Based, Small-Group Reading Instruction for English Language Learners in Elementary Grades: Secondary-Tier Intervention.<br/>Sage Journals. Volume: 30 issue: 3, page(s): 153-168. Issue published: August 1, 2007</p> | <ol style="list-style-type: none"> <li>Administration team will monitor ELPAC data on Synergy to assure that all EL students are assessed within the appropriate timeline.</li> <li>Administration team will monitor BTA requests to assure that every request is fulfilled.</li> <li>Refreshments will be event at ELAC meetings and noted on agendas.</li> <li>Antidotal information through classroom observations and teacher feedback will show if the newly purchased E.L. materials were effectively utilized by teachers.</li> <li>VP/Admin will monitor and work with the EL coordinator. ELAC attendance will be monitored. Administration will also check in with classroom teacher to monitor effectiveness of classroom instruction. ELPAC data will be monitored to determine next steps.</li> </ol> |                                     |                                       |
| Funding Source  | Amount  | Description of Use   |                                     |                                       |
| EL Supplemental (7150/0000)   | \$2000  | Materials/Supplies/Equipment   | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| EL Supplemental (7150/0000)   | \$11415   | Certificated Salaries  | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

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| <b>Site Goal 2.3</b>  |  |
| The total number of identified GATE students will increase by 5% during the 2021-2022 school year to 92 students when compared with the total number of GATE students (88) during the 2019-2020 school year . |  |
| <b>Metric:</b> Data and Program Evaluation  |  |

**Actions/Services 2.3.1**

| <b>Principally Targeted Student Group</b>  |  |   |  |  |
|--|--|---|--|--|
| • All • School-wide  |  |   |  |  |
| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services?   |  |  |
| <ol style="list-style-type: none"> <li>Administer the GATE assessment to all third grade students.</li> <li>Provide a stipend to the GATE coordinator.</li> <li>Purchase GATE materials (Coding robots,</li> </ol> | <p>Gifted programming positively influences students' futures. Several longitudinal studies have shown that gifted programs have a positive effect on students' post-secondary</p> | <ol style="list-style-type: none"> <li>GATE coordinator will schedule third grade GATE assessments as noted on the master schedule and communications to third grade teachers and parents.</li> </ol> |  |  |

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| technology, curriculum, I-Pads), trimester newspaper, and field trips.<br>4. Provide GATE students with extended day opportunities. | plans.Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. <i>Psychological Science</i> , 24, 648-659. | 2. GATE teacher will submit a work log with dates and times at the end of the 2020-2021 school year.<br>3. Antidotal information through classroom observations and teacher feedback will show if the newly purchased GATE materials were effectively utilized by teachers.<br>4. Extended day opportunities for GATE students will be monitored by administration team through extended day plans submitted to administration, informal observations, and parent communications. |
|---|--|---|

| Funding Source   | Amount | Description of Use           |                                     |                                       |
|------------------|--------|------------------------------|-------------------------------------|---------------------------------------|
| GATE (7105/0000) | \$1000 | Certificated Salaries        | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| GATE (7105/0000) | \$2000 | Contracts/Services           | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| GATE (7105/0000) | \$2397 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

**District Strategic Goal 3:**  
All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

**District Needs and Metrics 3:**  
Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

**Site Goal 3.1**

Our Tier 1 and Tier 2 levels from the Arlene Hein PBIS program will earn at least 90% on the annual TIF(Tiered Fidelity Inventory) to be conducted in the spring of 2022. (2021 levels were 70% for tier 1 and 77% for tier 2.)

**Metric:** Other (Site-based/local assessment)

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

- All • School-wide

| Specific Actions to Meet Expected Outcome   | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services?   |
|---|--|---|
| 1. Purchase signage and materials to implement PBIS program.<br>2. *Conduct Tier 1 PBIS team will meet monthly<br>3. *Conduct Tier 2/MTSS team to meet biweekly<br>(*Actions do not require funding.) | Source: Research by John Hattie (December, 2017) <a href="http://visiblelearningplus.com">visiblelearningplus.com</a><br><br>Decreasing disruptive behavior - Effect size: .53<br>Reducing anxiety - Effect size: .48<br>Response to intervention - Effect size 1.07 | 1. PBIS committee to review signage and make recommendations for new materials. Recommendations will be noted in PBIS minutes. Antidotal information through classroom observations and teacher feedback will show if the newly purchased PBIS materials were effectively utilized.<br>2-3. Administration will monitor PBIS and MTSS notes and agendas to ensure that interventions are being implemented and student progress is monitored. (Principal monitors K-3 and VP monitors 4-6th). |

| Funding Source   | Amount | Description of Use           |                                     |                                       |
|------------------|--------|------------------------------|-------------------------------------|---------------------------------------|
| PBIS (7440/0000) | \$0    | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

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| <b>Site Goal 3.2</b>   |  |  |  |
| Provide professional development to all staff members in the area of social/emotional learning, identifying individual social/emotional needs, and trauma informed care at 75% of the staff meetings as noted on staff meeting agendas during the 2021-2022 school year. . |  |  |  |
| <b>Metric:</b> Other (Site-based/local assessment)   |  |  |  |
| <b>Actions/Services 3.2.1</b>  |  |  |  |
| <b>Principally Targeted Student Group</b>  |  |  |  |
| • All • Foster Youth • School-wide   |  |  |  |
| <b>Specific Actions to Meet Expected Outcome</b>   | <b>What is the Research Confirming this is an Effective Practice?</b>  | <b>How will you Measure the Effectiveness of the Actions/Services?</b>   |  |
| 1. *Provide professional development to staff by MTSS team.<br>2. *MTSS team to meet biweekly to discuss students of concern (*Actions do not required funding.)   | Source: Research by John Hattie (December, 2017) visiblelearningplus.com<br><br>Professional development - Effect size .45 | 1. Administration will schedule and implement a professional development plan based on teacher survey results, District requirements, and introduce 15 minutes of mindfulness activities to staff meetings during the 2021-22 school year.<br>2. MTSS meetings will be scheduled on master calendar and participants will receive an Outlook invited. MTSS minutes will document the effectiveness of the MTSS meetings. |  |
| <b>Funding Source</b>  | <b>Amount</b>  | <b>Description of Use</b>  |  |

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| <b>Site Goal 3.3</b>   |  |  |  |
| Stakeholders from SSC and staff recommended that social/emotional activities should be an important goal for the LCAP due to school closures due to the Covid pandemic. The following goal was established:<br>The staff will increase the number of opportunities that students can attend social groups to learn social/emotional coping skills during the 2021-2022 school year by 25% when compared to the 2019-2020 attendance rate of 15 students. |  |  |  |
| <b>Metric:</b> Other (Site-based/local assessment)   |  |  |  |

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|---|---|--|--|
| <b>Actions/Services 3.3.1</b>   |   |  |  |
| <b>Principally Targeted Student Group</b>   |   |  |  |
| • All   |   |  |  |
| <b>Specific Actions to Meet Expected Outcome</b>  | <b>What is the Research Confirming this is an Effective Practice?</b>   | <b>How will you Measure the Effectiveness of the Actions/Services?</b>   |  |
| 1. *Provide social group opportunities during the day by MHT and school psychologist.<br>2. Provide Club BOB (Be Our Best) sessions for students referred to by classroom teachers. (Office funds)<br>3. Purchase instructional materials for social/emotional educational needs.<br>4. Schedule assemblies with motivational speakers for social/emotional learning.<br>5. Provide students with a full service Recess Enhancement program to support school climate, SEL, physical fitness, and character education two days per week at lunch recess. (*Actions do not require funds.) | Source: Research by John Hattie (December, 2017) visiblelearningplus.com<br><br>Decreasing disruptive behavior - Effect size: .53<br>Reducing anxiety - Effect size: .48<br>Response to intervention - Effect size 1.07 | 1-2. Staff and administration will increase the amount of social group opportunities available to students during extended day by monitoring students attendance rates.<br>3. Antidotal information through classroom observations and teacher feedback will show if the newly purchased social/emotional materials were effectively utilized.<br>4. SEL assemblies will be scheduled on the master calendar so that all tracks have opportunities to participate.<br>5.The number of students participating in recess activities during Recess Enhancement days will be greater when compared to days without the recess Enhancement Program. |  |
| <b>Funding Source</b>   | <b>Amount</b>   | <b>Description of Use</b>  |  |



|  |         |                    |                                     |                                       |
|--|---------|--------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7101/0000) | \$2000  | Contracts/Services | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7101/0000) | \$29495 | Contracts/Services | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

**Site Goal 3.4**

A disproportionate number of African American students were suspended during the 2019-2020 when compared with our other subgroups. 64% of all students suspended were African American students while 10% of our student population are African American students.

The following goal was established:

If suspensions do occur during the 2021-2022 school year, the ethnic backgrounds with the students suspended will align with our school population: African Americans 10%, Asian 32%, Filipino 11%, Hispanic 18%, white 12%, Pacific Islander 1%, and two or more races 12%.

**Metric:** Suspension

**Actions/Services 3.4.1**

**Principally Targeted Student Group**

- All

| Specific Actions to Meet Expected Outcome   | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services?   |
|---|--|---|
| 1. *Teaching staff will attend staff development on classroom meetings.<br><br>2. Teachers will have the opportunity to attend a book club to read and discuss <u>Removing Labels</u> . One chapter addresses classroom meetings. (Books purchased with 2020-2021 Supplemental Concentration funds)<br><br>3. *Teachers will hold regular class meetings to establish a climate of trust and support social, emotional and academic learning.<br><br>* No funding required. | Source: Research by John Hattie (December, 2017) visiblelearningplus.com<br><br>Teacher-student relationships - Effect size: .52<br>Positive peer influences - Effect size: .53<br>Strong classroom cohesion - Effect size .44 | 1. Most teachers will attend staff professional learning opportunity according to staff meeting sign-in sheets.<br><br>2. Monitor the number of teachers attending <u>Removing Labels</u> book club.<br><br>3. During classroom walk throughs, class meetings will be observed and noted on teacher feedback forms. |

| Funding Source | Amount | Description of Use |
|----------------|--------|--------------------|
|                |        |                    |

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| <p><b>District Strategic Goal 4:</b></p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p> | <p><b>District Needs and Metrics 4:</b></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"> <li>• Attendance Rate</li> <li>• Chronic Absentee Rate</li> <li>• Family and Community Engagement</li> <li>• Input in Decision Making</li> <li>• Other (Site-based/local assessment)</li> <li>• Partnerships for Student Outcome</li> <li>• Relationships Between Staff and Families</li> </ul> |
|--|---|

**Site Goal 4.1**

Increase the number of home visits conducted by Arlene Hein Elementary staff members by 50% during the 2021-2022 school year when compared to the home visit rate of 4 visits during the 2019-2020 school year.

**Metric:** Relationships Between Staff and Families

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

- All • School-wide

| Specific Actions to Meet Expected Outcome  | What is the Research Confirming this is an Effective Practice?  | How will you Measure the Effectiveness of the Actions/Services?  |
|--|---|--|
| 1. Provide teachers the opportunity to conduct home visits with families of their students.<br>2. Time sheet staff members who attend home visits.<br>3. Provide staff P.D. on home visits | Source: Research by John Hattie (December, 2017) visiblelearningplus.com<br><br>Parent involvement in student learning- Effect size:.51<br><br>www.pthvp.org (Research supporting the effectiveness of home visits and Home Visit Logs) | 1-2. Administration will recommend one home visit per teacher during the 2021-22 school year. Administration will progress monitor completed home visits including updates provided by the FACE office.<br>3. Staff meeting agendas will show that home visits were addressed during staff meetings to grow. |

| Funding Source                            | Amount | Description of Use    |                                     |                                       |
|---|--------|-----------------------|-------------------------------------|---------------------------------------|
| Family & Community Engagement (7415/0000) | \$1000 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

**Site Goal 4.2**

Increase the attendance of family participation at Hawk Talks (46 attended two events 2019-20) , Back to School Night ( 509 attended 2019-2020) , Open House (no 2020-2021 numbers available), and other community events by 10% during the 2021-2022 school year when compared 2019-2020 participation rates.

**Metric:** Attendance Rate

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

- All • School-wide

| Specific Actions to Meet Expected Outcome   | What is the Research Confirming this is an Effective Practice?   | How will you Measure the Effectiveness of the Actions/Services?  |
|---|--|--|
| 1. *Provide parents with parent university opportunities to include such topics as curriculum information, social/emotional learning, and resources available to families.<br>2. Coordinate and monitor Five Star Family Program. Provide community with a celebration to parent volunteers at the end of the year. (PTO)<br>3. *Provide communications through school website, e-mails, and Facebook.<br>4. Provide postage and notes/cards for home communications.<br>5. *Families will be invited to PTO events, Hawk Talks, Back to School Night, New Family Orientation, and Open House.<br>6. *Administrators will make monthly positive and informational calls to families.<br>7. Purchase certificates and birthday cards for students.<br>(Office funds)<br>(*Actions do not require funding.) | Source: Research by John Hattie (December, 2017) visiblelearningplus.com<br><br>Parent involvement in student learning effect size:.51 | 1. Administration will survey parents to determine parent education topics that they would like covered at Parent University during the 2020-21 school year. Parent University will be scheduled, communicated, and managed by administrative team.<br>2. Attendance to the Five Star Family event will be monitored by PTO and administration.<br>3. Communications will be evident by observing the school website, e-mails, and Hein Facebook page.<br>4. Parent communications will be observed by families and monitored by the administration and office staff.<br>5. Administration will count and monitor attendance numbers of PTO events, Hawk Talks, Back to School Night, New Family Orientation, and Open House.<br>6. Administration team will monitor teacher referral numbers for positive calls home, documents calls, and place the referral in teacher files.<br>7. Students will report receiving a birthday cards and certificates through informal observations. |

| Funding Source                            | Amount | Description of Use           |                                     |                                       |
|---|--------|------------------------------|-------------------------------------|---------------------------------------|
| Family & Community Engagement (7415/0000) | \$1000 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

|  |  |   |  |
|--|--|---|--|
| <b>Site Goal 4.3</b>   |  |   |  |
| We will decrease the Chronic Absenteeism rate from 8.2 (2021) to 6.2 (2022) according to the California School Dashboard.  |  |   |  |
| <b>Metric:</b> Attendance Rate   |  |   |  |
| <b>Actions/Services 4.3.1</b>  |  |   |  |
| <b>Principally Targeted Student Group</b>  |  |   |  |
| • All • Black or African American • SWD  |  |   |  |
| <b>Specific Actions to Meet Expected Outcome</b>   | <b>What is the Research Confirming this is an Effective Practice?</b>  | <b>How will you Measure the Effectiveness of the Actions/Services?</b>  |  |
| 1. Students will be given perfect attendance awards for the trimester and school year at trimester award assemblies.<br>( General Education funds)<br>2. *Primary and intermediate classes with the best attendance rates earn a monthly extra recess and winning classes are announced during weekly Friday announcements.<br>3. Classes with perfect attendance can hang a perfect attendance magnet on their doors.<br>(General Education funds)<br><br>(*Actions do not required funding.) | Ginsburg, Allan, Jordan, and Chang (August, 2014). Data demonstrates that students who miss more school than peers consistently show lower scores on standardized tests. | 1-2. Administration will monitor monthly District attendance reports through Synergy. Office staff will make awards and administration team will give out attendance awards at trimester assemblies as noticed by the community. Administration will monitor incentives and announce during Friday announcements<br>3. Teachers will monitor perfect attendance on Synergy and place magnets on the doors if classes have perfect attendance. Perfect attendance magnets will be observed by the community. |  |
| <b>Funding Source</b>  | <b>Amount</b>  | <b>Description of Use</b>   |  |

### 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



**Local Control Accountability Plan (LCAP)  
Year 2021 - 2022**

**V. Funding**

**Arlene Hein Elementary - 280**

| Fund Source<br>Mgmt.<br>Code/Description<br>Resc.<br>Code/Description  | FTE    | Carry<br>Over | Allocation  | Subtotal    | EGUSD Strategic Goals                   |                   |                 |                          | Balance |
|--|--------|---------------|-------------|-------------|---|-------------------|-----------------|--------------------------|---------|
|  |        |               |             |             | 1 -<br>Curriculum<br>and<br>Instruction | 2 -<br>Assessment | 3 -<br>Wellness | 4 - Family<br>Engagement |         |
| <b>1510</b> Regular Education (TK-6)<br><b>0000</b> Unrestricted   | 0      | \$0           | \$30,134    | \$30,134    | \$30,134                                | \$0               | \$0             | \$0                      | \$0     |
| <b>1511</b> Regular Education (TK-6) - Allocated FTE<br><b>0000</b> Unrestricted   | 44.375 | \$0           | \$5,009,656 | \$5,009,656 | \$5,009,656                             | \$0               | \$0             | \$0                      | \$0     |
| <b>1512</b> Subject Matter Teachers<br><b>0000</b> Unrestricted  | 1.17   | \$0           | \$145,774   | \$145,774   | \$145,774                               | \$0               | \$0             | \$0                      | \$0     |
| <b>5495</b> Allocated FTE Leave<br><b>0000</b> Unrestricted  | 0      | \$0           | \$63,716    | \$63,716    | \$63,716                                | \$0               | \$0             | \$0                      | \$0     |
| <b>5634</b> Custodial Services<br><b>0000</b> Unrestricted   | 3      | \$0           | \$200,632   | \$200,632   | \$0                                     | \$0               | \$200,632       | \$0                      | \$0     |
| <b>7101</b> LCFF Supplemental Concentration TK-6<br><b>0000</b> Unrestricted   | 0.075  | \$0           | \$82,750    | \$82,750    | \$51,255                                | \$0               | \$31,495        | \$0                      | \$0     |
| <b>7105</b> Gifted and Talented Education (GATE) TK-6<br><b>0000</b> Unrestricted  | 0      | \$0           | \$5,397     | \$5,397     | \$0                                     | \$5,397           | \$0             | \$0                      | \$0     |
| <b>7150</b> EL Supplemental Program Services TK-6<br><b>0000</b> Unrestricted  | 0      | \$0           | \$13,415    | \$13,415    | \$0                                     | \$13,415          | \$0             | \$0                      | \$0     |
| <b>7440</b> Positive Behavior Incentive Supports<br><b>0000</b> Unrestricted   | 0      | \$0           | \$0         | \$0         | \$0                                     | \$0               | \$0             | \$0                      | \$0     |
| <b>1510</b> Regular Education (TK-6)<br><b>3210</b> Elementary & Secondary School Relief (ESSER)   | 0      | \$0           | \$6,906     | \$6,906     | \$6,906                                 | \$0               | \$0             | \$0                      | \$0     |
| <b>1510</b> Regular Education (TK-6)<br><b>3212</b> Elementary & Secondary School Relief II (ESSER II)   | 0      | \$0           | \$53,392    | \$53,392    | \$53,392                                | \$0               | \$0             | \$0                      | \$0     |
| <b>5610</b> Food and Nutrition Services Center<br><b>5310</b> Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students) | 1.1875 | \$0           | \$78,184    | \$78,184    | \$0                                     | \$0               | \$78,184        | \$0                      | \$0     |
| <b>3155</b> Supported Living Skills (SLS)<br><b>6500</b> Special Education   | 6.5    | \$0           | \$352,261   | \$352,261   | \$352,261                               | \$0               | \$0             | \$0                      | \$0     |
| <b>3410</b> Special Education Mild/Moderate<br><b>6500</b> Special Education   | 2.75   | \$0           | \$257,289   | \$257,289   | \$257,289                               | \$0               | \$0             | \$0                      | \$0     |

|  |         |       |             |             |             |          |           |     |     |
|--|---------|-------|-------------|-------------|-------------|----------|-----------|-----|-----|
| <b>3660</b> Inclusive Education in Lieu of NPA<br><b>6500</b> Special Education                                | 2.25    | \$0   | \$125,869   | \$125,869   | \$125,869   | \$0      | \$0       | \$0 | \$0 |
| <b>3670</b> Program for the Acquisition of Language and Social Skills (PALSS)<br><b>6500</b> Special Education | 9       | \$0   | \$497,925   | \$497,925   | \$497,925   | \$0      | \$0       | \$0 | \$0 |
| <b>3770</b> Full Inclusion<br><b>6500</b> Special Education  | 4.5     | \$0   | \$156,977   | \$156,977   | \$156,977   | \$0      | \$0       | \$0 | \$0 |
| <b>4455</b> Textbook Reimbursement<br><b>9020</b> Lost/Damaged Textbooks Reimbursement                         | 0       | \$132 | \$0         | \$132       | \$132       | \$0      | \$0       | \$0 | \$0 |
| <b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>                                       | 74.8075 | \$132 | \$7,080,277 | \$7,080,409 | \$6,751,286 | \$18,812 | \$310,311 | \$0 |     |

|   |             |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | TBD         |
| Total Federal Funds Provided to the School from the LEA for CSI         | N/A         |
| Subtotal of additional federal funds included for this school           | \$138,482   |
| Subtotal of state or local funds included for this school               | \$6,941,927 |

Principal **Jennifer Ekelund**  
 School Site Council Chairperson **Pablo Espinoza**  
 EL Advisory Chairperson **John Mifsud**

|       |       |
|-------|-------|
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