Arnold Adreani Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: JULIE HUGHES

County-District-School (CDS) Code: 34673140108720

Elk Grove Unified School District
Elk Grove, California

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

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

Involvement Process for LCAP and Annual Update

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

Our staff worked together to review and analyze last year's LCAP plan and it's impact on students as it relates to the Eight State Priorities and EGUSD's four Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided opportunities for input through staff meetings and leadership meetings for goal setting for 2021-2022 school year. Our PBIS Team meets biweekly to track student discipline data and both teams completed the PBIS Tierred Fidelity Inventory (TFI) to assess our progress towards our goals.

During Adreani PTA meetings, site data was shared and members' feedback was solicited. Our Vice-Principal meets 3-4 times per school year with our English Language Advisory Committee (ELAC). Those meetings are focused on how we can best serve our EL students and seek stakeholder input that drives the LCAP planning process. Our School Site Council (SSC) reviewed Adreani's data related to EGUSD's four strategic goals and our progress toward those goals. The SSC provides input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

    - Arnold Adreani Leadership Team on 1/11/21, 3/29/21, 4/12/21, 4/26/21, 10/6/21, 11/3/21, 12/15/21
    - Grade level meetings on 9/15/21,10/13/21,11/10/21
    - School Site Council on 12/16/21
    - PTA Board meeting on 9/16/21,10/20/21,12/1/21
    - ELAC on 9/23/21,9/30/21
    - Staff meeting on 8/25/21,9/8/21,9/22/21,10/20/21,12/1/21
    - PBIS Tier 1 and 2 Meetings
    - continual input sought through ongoing stakeholder and parent communication through: newsletters, parent nights, awards assemblies, and school functions.

Impact of LCAP and Annual Update

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

The input from stakeholders was collected and presented to staff, ELAC and School Site Council. The information collected from stakeholders was used to have a discussion about our current reality versus our future outcomes. Each group had an opportunity to use stakeholder input to drive the decision making for 2021-22 school year goals. Their input revealed a need for increased intervention, professional development in Framework for High Quality Instruction as it relates to Essential Standards and Formative Assessment (Illuminate), and cultural awareness through site offered professional development.

Resource Inequities

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 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.	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

Increase the number of students attaining proficiency in core subject areas based on CAASPP Math and ELA scores as well as K-2 Interim assessments by providing high quality, research based instructional practices. We seek to improve student achievement scores each year to continue to be the top performing school in EGUSD. We set the following goals for the 2022 CAASPP:

Number of students meeting or exceeding standards:
ELA increase by 5% from 76% to 81%
Math increase by 5% from 72% to 77%

Based on 2020 data due to COVID-19 CAASPP Assessment Waiver

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) Provide internal professional development through release time for teachers to plan and collaborate on school-wide instructional targets focused on EL and Socio-Economically Disadvantaged (SED) students. • Whole grade level release time to begin work on essential standards, learning targets and success criteria for all lessons with a focus on the High Quality Framework for Instruction all the while, asking, "How will we know students have learned it?" • Vertical articulation for alignment of standards • Grade-level planning for alignment of standards to instruction, and differentiation for each grade level team Supplemental Concentration - $9600 2) Increased access for students to library resources Supplemental Concentration - $600	Action 1-4 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria Action 1 - 4 John Hattie, October 2015 Influences and Effect Size • Collective teacher efficacy 1.57 • Teacher clarity 0.75 • Formative Evaluation 0.68	1)The effectiveness of the release time will be measured by each team identifying essential standards, learning targets and success criteria in ELA (specific to reading standards) for the upcoming trimester. By the end of the year teachers will submit identified essential standards maps in ELA. 2) Increased access to library resources will be measured by increase in comprehension and vocabulary skills and increase use of Accelerated Reader (AR) program. 3)The effectiveness of GATE will be measure by student attendance rates. We will look at the attendance rates of GATE identified students versus FAME students. In addition, we will administer a GATE feedback survey. 4) Additional staffing will allow us to host more students to attend classes. Effectiveness will be measured by attendance rates.

3) Materials and supplies for GATE program implemented to provide unique and different experiences for students through multiple session of enriching and engaging after-school classes. Supplies may include software for programming classes, equipment for video editing classes, cooking supplies for baking classes.
GATE Funding $960

4) Provide GATE and Fantastic And Meaningful Education (FAME) enrichment classes after school.
Certificated Timesheets $2,000

Funding Source	Amount	Description of Use		
GATE (7105/0000)	$2000	Certificated Salaries		
Supplemental/Concentration (7101/0000)	$9600	Certificated Salaries		
Supplemental/Concentration (7101/0000)	$600	Certificated Salaries		
GATE (7105/0000)	$967	Certificated Salaries		

Site Goal 1.2

Increase English Language Learner Reclassification rate to 25% and progress toward English Proficiency as measured by the ELPAC to 45%

Metric: Redesignation	

Actions/Services 1.2.1

Principally Targeted Student Group

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

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) Continuously improve the proficiency of English Learners through designated and integrated ELD and additional supports and interventions throughout the instructional day 2) Timesheet a paraeducator to provide students with targeted tutorials and intervention opportunities through small group and workshop EL Supplemental - Classified Timesheets $1000	Actions 1-2 John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning. • Response to Intervention 1.07 • Teaching strategies 0.62 • Small Group learning 0.49	1) The effectiveness of this will be measured by EL Walkthrough data that will ultimately be represented in our PIC Data. 2)The effectiveness of this will be measured on a 6-8 week basis following the school-wide RTI check in model. The data that will be collected will be based on progress toward team-determined essential standards. Summatively, we will also use CAASPP, ELPAC and redesignation data to determine if we hit our annual target.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$1000	Classified Salaries		

Site Goal 1.3

Close the achievement gap with the lowest performing subgroups in ELA

- African American students will move from 75% meets or exceeds standards to 80%
- Students with 2 or more races will move from 79% meets or exceeds standards to 84%
- EL students will move from 52% meets or exceeds standards to 57%.
- Socio-Economically Disadvantaged students will move from 68% meets or exceeds standards to 73%

Increase the number of students reading on grade level or beyond by 5% as measured by grade level Interim assessments.

Metric: A-G Completion	

Actions/Services 1.3.1

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) Teaching staff will be provided professional learning through the EGUSD Curriculum & Professional Learning Department regarding the framework for *High Quality Instruction* with a focus on *"Formative Assessment and Feedback."* (District LCAP) 2) Provide students who are not meeting grade level standards in reading with focused language arts instruction in foundational reading skills through an intervention teacher(s). Intervention will begin in October and will be available minimally twice per week. (3 days per week x 3 hours per day x 9 weeks = $4900) and (2 days per week x 3 hours per day x 14 weeks = $3300) Supplemental Concentration - $4000 EL Supplemental - $4,200	Actions 1-3 John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning. - Response to Intervention 1.07 - Teaching strategies 0.62 - Small Group learning 0.49	1) The effects of the professional development will be measured by teacher feedback following the training and administrative walkthroughs to monitor implementation. 2)The effects of the intervention will be measured on a 6-8 week basis using running records and teacher created progress monitoring based on specific literacy skill be addressed. Additionally, we will use the district's interim assessments to determine the effectiveness of the intervention.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$4200	Certificated Salaries		
Supplemental/Concentration (7101/0000)	$4000	Certificated Salaries		

Site Goal 1.4

Close the achievement gap with the lowest performing subgroups in Math

- African American students will increase from 75% meets or exceeds standards to 80%
- Hispanic students will move from 52% meets or exceeds standards to 57%
- Students with 2 or more races will move from 77% meets or exceeds standards to 82%
- EL students will move from 45% meets or exceeds standards to 50%.
- Socio-Economically Disadvantaged students will move from 61% meets or exceeds standards to 66%

Metric: CAASPP	

Actions/Services 1.4.1

Principally Targeted Student Group

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

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?
Arnold Adreani will continue to develop differentiated instruction practices that include mathematics. The actions below match that in goal area 1.3.1 as this impacts pedagogy and the delivery of instruction globally. This is not a new funding source but rather a dual effort with ELA. 1) Teaching Staff will be provided professional development on selecting essential standards and using resources in Wonders, Go Math, and Illuminate to support targeted collection of data that supports the work of MTSS (PLCs and RTI) 2) Teaching staff will be provided professional learning through the EGUSD Curriculum & Professional Learning Department regarding the framework for *High Quality Instruction* with a focus on *"Formative Assessment and Feedback."* (District LCAP)	John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning. • Response to Intervention 1.07 • Teaching strategies 0.62 • Small Group learning 0.49	The effects of this will be measured on a 6-8 week basis as determined by an RTI model through teacher assessment. We seek to utilize item analysis of chapter math tests and math fact data.

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

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

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) Continue to hone the effectiveness of PLCs at Arnold Adreani by selecting essential standards that improve the focused use of common formative assessment data during weekly meetings. Specifically using essential standards and Common Formative Assessment to answer the driving questions of a PLC: "What do we want students to learn?" and "How do we know students have learned it?" 2) Support the development of a school-wide MTSS that includes RtI and PLCs by providing Co-Ops twice per year to look at student progress toward the chosen essential	Actions 1-3 Voelkel, R. (2011). <u>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</u>	1)The effectiveness of PLCs will be measured by the collection of agendas and minutes from PLC meetings. Minutes to include evidence of planning around the driving questions of a PLC (What do we want students to learn?(Essential Standards), How will we know they have learned it (Formative Assessment)?, What do we do when they don't learn it (Differentiation/RtI)?, What do we do when they do?) 2)The effectiveness of CoOps will be measured by a teacher survey following the CoOps. We will compare results from our first and second CoOps.

standards with a focus on EL and SED students. (4 days x 1 roving sub x 2 times per year = $800). We will also provide a roving sub for SSTs and IEPs that follow RTI model one IEP day per trimester. (3 day x 1 sub = $1286)   Supplemental Concentration - Certificated Salary $3100

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$3100	Certificated Salaries		

Site Goal 2.2

Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. Use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins) as required by law.

Metric: Assessment System	

Actions/Services 2.2.1

Principally Targeted Student Group

• EL

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) Vice Principal and certificated staff will administer ELPAC and interpret ELPAC results along with EL Walk through data to make informed decisions for EL instructional strategies and ensure ELD program is being taught with fidelity. EL Supplemental Certificated Timesheets - $1,491 2) Utilize district instructional coach to provide our faculty with ELD focused strategies centered around High Yield Strategies for Integrated and Designated ELD and ELD resources provided through existing curriculum. EL Supplemental Certificated Timesheets - $2,500	Actions 1-3 Teaching Academic Vocabulary By Kate Kinsella, Ed.D.	1) The effectiveness of this will be measured by EL walkthrough data and CoOp data trimesterly. In addition, summative CAASPP and ELPAC assessments will determine if we hit our goal. 2) The effectiveness of this will be measured by CAASPP for 3rd through 6th Grade and K-2 Interim Assessments through Illuminate.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$3991	Certificated Salaries		

Site Goal 2.3

Our goal is to increase student learning by using assessment results to guide instruction and continuous programmatic evaluation through the use of, EGUSD adopted assessment platform, "Illuminate Education." The foundation for effective PLCs is Formative Assesment. Student progress is enhanced by data-driven conversations and shared best-practices on instruction and intervention. Further, teacher LCAP Survey data revealed a

need for an effective assessment tool to support teaching and learning.

Metric: Data and Program Evaluation	

Actions/Services 2.3.1

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 be provided professional learning on the components of the EGUSD adopted assessment platform, *Illuminate Education.* Training will be delivered via a TOT model during teaching staff meetings, Early Out PLC meetings. 2) Grade level teams will be provided release time to analyze data from Illuminate Education, District Diagnostic Assessments and Wonders/Go! Math assessments. Guest teachers will be utilized to cover classrooms or assist in facilitation and collaboration as needed. Supplemental Concentration - $1900	*Common Formative Assessment: A Toolkit for Professional Learning Communities at Work (How Teams Can Use Assessment Data Effectively and Efficiently)* - Kim Baley, Chris Jakicic, Richard DuFour	1) The effectiveness of this will first be measured by the number of teachers using Illuminate followed by the frequency of use as indicated by PLC minutes, release day agendas, and Co-Op data.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$1900	Certificated Salaries		

Site Goal 2.4

Our goal is to increase access to enrichment opportunities for all students by removing the barriers of entry into GATE. We will assess all third graders via NNAT and utilize the district's portfolio qualification system. While GATE assessments and requirements are still in place, we will offer Fantastic And Meaningful Education (FAME) courses that are cohesive with GATE so that all students may have access per goal 1.1.1.

Metric: Assessment System	

Actions/Services 2.4.1

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) GATE Coordinator to assess students for GATE, solicit and approve additional ways to qualify for GATE and administer the program GATE Funding $1,250 2) One substitute day for the GATE Coordinator to conduct NNAT Testing GATE Funding $180	Actions 1-2 Closing Advanced Coursework Equity Gaps for All Students - https://www.americanprogress.org/issues/education-k-12/reports/2021/06/30/500759/closing-advanced-coursework-equity-gaps-students/	GATE/FAME attendance data

Funding Source	Amount	Description of Use		
GATE (7105/0000)	$1430	Certificated Salaries		

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

Support physical and emotional well-being of all on campus by continuing to develop as a PBIS team and move towards full implementation of PBIS Tier 2. In 2021, our Tier 1 PBIS Tierred Fidelity Inventory (TFI) score was 80% and the Tier 2 PBIS TFI was 85%. Our goal in 2022 will be to achieve 85% implementation of Tier 1 and 90% for Tier 2.

Metric: Cohort Graduation	

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)PBIS Tier 2 implementation • Increase interventions vs. consequences • Increase the use of WOW tickets to increase desirable behaviors • Sharing of school-wide data • Continued teacher education on Synergy and Major vs Minor • Increase branding and messaging through banners and needed supplemental materials, equipment and personnel. • Implement use of check in - check out process with "at risk" students • Identify Foster Youth & inform staff of FY • Recognize the impact of trauma on students/families and provide resources for support 2) Social Groups/MHT referrals	Actions 1-2 Robert Marzano, "What Works in Schools," 2002 (Safe and Orderly Environment) "Is School-wide Positive Behavior Support an Evidenced-based Practice?" by Rob H. Horner, George Sugai, and Timothy Lewis	This will be measured by Synergy discipline data with a goal of reducing behavior referrals (minor and major) and suspensions from the 2019-20* school year to 2021-2022. *2019-2020 prior to COVID and distance learning was observed.

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment		

Site Goal 3.2

We will increase climate and culture on campus as evident by the number of students responding favorably on the Climate and Culture LCAP metric.

We set the following goals for the 2021-22 Survey:
Given the impact of the COVID pandemic, we would like to maintain our overall high rating of 87% for all students
Increase our African American students from 84%-87% favorable
Increase our Students with Disabilities from 79%-87% favorable

Metric: School Climate	

Actions/Services 3.2.1

Principally Targeted Student Group

• Asian • Black or African American • Hispanic or Latino • Two or More

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?
We will provide curriculum and resources that reflect the diversity of our student population.		The effectiveness of this will be measured by increased scores on the culture and climate survey as follows: We set the following goals for the 2021-22 Survey: Given the impact of the COVID pandemic, we would like to maintain our overall high rating of 87% for all students Increase our African American students from 84%-87% favorable Increase our Students with Disabilities from 79%-87% favorable

Funding Source	Amount	Description of Use		

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve 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**
- **Chronic Absentee Rate**
- **Family and Community Engagement**
- **Input in Decision Making**
- **Other (Site-based/local assessment)**
- **Partnerships for Student Outcome**
- **Relationships Between Staff and Families**

Site Goal 4.1

Increase opportunities to participate in school-wide events by focusing on parent groups who do not traditionally attend school functions, including SSC, ELAC, PTA, parent conferences, Watch DOGS, Parent University nights, Student Study Team, Accelerated Reader, Math Club and school-wide community events such as BTSN, Open House, Carnival, Auction, Mother/Son Game Night, Father/Daughter Dance, SOTW assemblies, and PTA meetings.

- Identify main languages spoken by families
- Increase the translation of flyers into home language
- Make personal calls to targeted populations to invite to events

Metric: Family and Community Engagement	

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)School-wide Family and Community Engagement programs
 	
   • Parent/Teacher conferences
   • Back to School Night
	Actions 1-3 John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning.
	
	   • Parental Involvement 0.51
		1)The effectiveness of this will be measured by increased scores from families on the culture and climate survey and increased attendance on attendance logs for school-wide events.

- Open House
- Ensure home/school communications/flyers are translated whenever possible
- Make phone calls to personally invite families to events
- Establish & communicate current events in print, website, social media
- Use Talking Points to send messages in primary language
- Provide necessary supplemental materials, equipment, and personnel.
- Create parent survey to determine interest and topics for Parent University Nights

2) Support home-to-school communication with a focus on EL, Foster, and LI students through Communication Folders and School-wide organization systems with grade-level resources and supplies. Supported by trimesterly school-wide check ins and incentives.

3) Awards and Incentives for academic progress in Accelerated Reader and Math Club

Back to school: How parent involvement affects student achievement http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html

Research Spotlight on Parental Involvement in Education http://www.nea.org/tools/17360.htm

2) Attendance monitored through sign-in sheets for each grade level at the incentive events.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$800	Materials/Supplies/Equipment		

Site Goal 4.2

Decrease absentee, tardy, and early dismissal rate for all students, especially at risk subgroups.

- Increase overall attendance rate to 98.0%
- Decrease tardy rate to 1%
- Decrease Early Dismissal to .6%
- According to the Dashboard data from 2019: Students with Disabilities (SWD) and White students are our only subgroups in the Yellow Tier.   The rate of absenteeism for our White students increased by 1.7% to 4.7% and SWD absenteeism rates declined by 4.4%, which leaves us at 12.6%.

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?
Admin will gather and analyze attendance data monthly. Reports submitted to administration by front office staff will include tardies, early dismissals, and absences. Personal phone calls home from teachers regarding attendance. When chronic attendance issues arise, Administration will make phone calls home. Follow school policy as laid out in the Staff Handbook for tracking and monitoring tardies.	Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media/chronicabsence-15chang.pdf	This will be measure through Synergy Attendance Data collected on the ADA cut off dates to monitor tardies, absences, and early dismissals. Teacher also submit a tardy record sheet to administration at the end of each trimester.

Hold monthly PBIS/Intervention team meetings		
Monitor SART process		
Admin/parent conferences		

Funding Source	Amount	Description of Use		

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Arnold Adreani Elementary - 205

Fund Source *Mgmt. Code/Description Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0	$0	$26,611	$26,611	$26,611	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	37.875	$0	$4,545,877	$4,545,877	$4,545,877	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	0.83	$0	$83,871	$83,871	$83,871	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$53,889	$53,889	$53,889	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	3	$0	$225,466	$225,466	$0	$0	$225,466	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0	$0	$20,000	$20,000	$14,200	$5,000	$0	$800	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$4,397	$4,397	$2,967	$1,430	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$9,191	$9,191	$5,200	$3,991	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
1510 Regular Education (TK-6) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$6,315	$6,315	$6,315	$0	$0	$0	$0
1510 Regular Education (TK-6) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$48,333	$48,333	$48,333	$0	$0	$0	$0
3711 Special Education Preschool **3310** Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	0.75	$0	$38,920	$38,920	$38,920	$0	$0	$0	$0
3711 Special Education Preschool **3315** Special Ed: IDEA Preschool Grants, Part B, Sec 619	1	$0	$69,779	$69,779	$69,779	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition:									

School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1.25	$0	$49,003	$49,003	$0	$0	$49,003	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	1.375	$0	$155,111	$155,111	$155,111	$0	$0	$0	$0
3655 Pre-K SCC (Non-ASD) **6500** Special Education	3.25	$0	$205,124	$205,124	$205,124	$0	$0	$0	$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) **6500** Special Education	5	$0	$373,517	$373,517	$373,517	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	5.25	$0	$276,818	$276,818	$276,818	$0	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$152	$0	$152	$152	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	59.58	$152	$6,193,222	$6,193,374	$5,906,684	$10,421	$275,469	$800	

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	$212,350
Subtotal of state or local funds included for this school	$5,981,024

Principal **Julie Fritzsche (Hughes)**

School Site Council Chairperson **Nicole Broadnax**

EL Advisory Chairperson **Tony Trinh**