



Robert J. Fite Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: DIANE STANDRING

County-District-School (CDS) Code: 34673146120026

**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
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>08/13/20 Title I Parent Information and Feedback Meeting 09/02/20 Leadership Meeting - Review LCAP budget allocations, discuss spending priorities, SSC elections/trainings/meetings 09/14/20 School Site Council Meeting - Review and update the site LCAP actions and align and approve budgets 02/03/21 Leadership Meeting - LCAP spending discussion and CNA review; Teacher/Staff CNA Survey and Feedback Form 02/10/21 ELAC Meeting - Feedback for CNA and EL Priorities for LCAP 02/17/21 Staff Meeting - Comprehensive Needs Assessment Survey 04/22/21 ELAC Meeting - LCAP spending priorities for 21-22; Gather additional CNA and LCAP feedback 05/13/21 School Site Council Meeting - Review/Complete 20-21 LCAP Evaluation; Approve Draft of Preliminary 21-22 LCAP 05/26/21 Leadership Team Planning Day - Review Preliminary Draft 2021-2022 LCAP, Review Draft CNA</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>These consultations affected the 2021-2022 LCAP in the following ways:</p> <ul style="list-style-type: none"> • Continue to fund a 1.0FTE Elementary School Counselor to provide additional social-emotional support for both students and staff. • Include additional opportunities for students to participate in Visual and Performing Arts both during and outside the school day. • Increase the amount of money allocated for tutoring, intervention, and homework support outside the school day.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
<p>In completing the Comprehensive Needs Assessment throughout the 20-21 school year, the following resource inequities were identified by stakeholders:</p> <ul style="list-style-type: none"> • Tutoring, intervention opportunities, and homework help. • Support for English Learners, specifically with homework and tutoring. • Lack of Visual and Performing Arts opportunities.

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>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.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • 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
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Site Goal 1.1	
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Increase by 2% or more the overall school-wide percentage of students at each grade level meeting or exceeding grade level standards and benchmarks in core content areas (ELA and Math) by providing supplementary curriculum, technology, resources and supplies.

Metric: Content Standards Implementation	
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Actions/Services 1.1.1

Principally Targeted Student Group

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

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?
<p>1. Provide targeted, small group instruction outside of the instructional day with a focus on at-risk students and students performing below grade level standards in the targeted subgroups.</p>	<p>1. After School Program Effect Size 0.40</p> <p>Feedback While Learning Effect Size 0.45</p> <p>John Hattie Intervention Research</p> <ul style="list-style-type: none"> • Comprehension programs have a learning effect size of 0.60 • Small Group Learning Effect Size. 0.49 • Student Centered Teaching Effect Size 0.54 • Response to Intervention Effect Size 1.07 • Afterschool Program Effect Size 0.40 <p>APC/Afterschool Research: Afterschool Programs that Follow Evidence-based Practices to Promote Social and Emotional Development Are Effective http://www.expandinglearning.org/docs/Durlak&Wessberg_Final.pdf</p> <p>Afterschool Programs Make a Difference: Findings from the Harvard Family Research Project http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html</p>	<p>1. Site Administrative team will work with grade level teams to identify at-risk students during Fall Co-op and CAST meetings. Assessment data will be reviewed with grade level teams at the end of the 1st and 2nd trimester, as well as the spring CAST meetings. Data may include phonics/phonemic awareness assessments, high-frequency words, fluency, spelling inventory, comprehension, math benchmark assessments, Wonders ELA and Go Math curriculum assessments, and other common assessments used at the site and district level.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

- All • Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD • White

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?

<p>1. Fund supplemental Reading A-Z (RAZ) Program to provide students with additional support in reading. Accessible at both school and home.</p>	<p>1. Research supports building student reading fluency and comprehension using high interest, interactive programs which provide feedback and adjust to student performance levels.</p> <p>Leveled Reading and Engagement with Complex Texts Hastings, Kathryn Reading Improvement, v53 n2 p65-71 Sum 2016 https://eric.ed.gov/?id=EJ1104262</p> <p>Repeated Reading Programs Hattie's Effect Size 0.67</p>	<p>1. Site teacher coordinator and administration will monitor usage from program reports at the end of each trimester. Results will be shared at staff meetings.</p>
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2592	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • SWD • White

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?
<p>1. Fund the iReady Online Assessment and Instruction Program for both ELA and Math. Provide teachers with iReady training in order to utilize the iReady diagnostic assessments, differentiated and individualized lessons, and growth monitoring. Teachers will use iReady data to inform and guide instructional practices.</p>	<p>1. <i>i-Ready</i> is backed by the most practical and applicable efficacy research in education. <i>i-Ready Instruction</i> is a system of personalized lessons designed to fill students’ knowledge gaps and help every student reach grade-level proficiency.</p> <p>https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact</p>	<p>1. Teachers, support staff, and administrators will review iReady reports each month. Student growth will be monitored and discussed at grade level meetings and individual student needs will be monitored and discussed at Fall and Spring CAST meetings. Additionally, site administrators and grade level teams will monitor interim assessments, including phonics/phonemic awareness, high-frequency words, spelling inventory, fluency, comprehension, and Wonders and GoMath curriculum assessments to track student growth.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$23910	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.4

Principally Targeted Student Group

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

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?
<p>1. Purchase additional items to support before and after school intervention. Items may include but are not limited to curriculum materials, books, manipulatives, replacement bulbs for projectors, copy paper, masters/ink cartridges for intervention copies, and district print shop orders.</p>	<p>1. John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement.</p> <ul style="list-style-type: none"> • RTI - 1.07 effect size • Reading Phonics Instruction - effect size .60 • Small group learning - .49 effect size <p>2. Research on instructional software has generally shown positive effects on students’ achievement as compared with instruction that does not incorporate such technologies. (<i>National Mathematics Advisory Panel, 2008, pg.50</i>)</p> <p>1. GO Math K-6 Research Based Approach, p.42-50 https://www.hmhco.com/documents/go-math-k-6-research-based-approach</p>	<p>1-3: Students will have access to supplementary resources, both digital and hard copy, to enhance their learning experience. Teachers will have the materials they need to support the curriculum and provide additional opportunities for hands-on activities, intervention and enrichment for students. Additional data will be</p>

<p>2. Purchase additional supplementary curriculum, both print and digital resources and/or instructional materials.</p> <p>3. Curriculum and materials may include class sets of novels, culturally and linguistically diverse books, science lab material kits, and student supplies for workshop, intervention, enrichment, and after-school intervention and instruction.</p>	<p>2. <i>The Digital Experience for the Wonders PreK-6 Literacy Curriculum</i>: The resources within Wonders are designed to make technology purposeful to support the work in the classroom. The Wonders curriculum can be taught 100 percent digitally, with resources available online to help teachers plan and customize lessons and for students to read and complete assignments. https://www.mheducation.com/prek12/program/microsites/MKTSP-BGA07M0/digital.html</p> <p>3. In order to empower students as readers, teachers need to provide them with culturally relevant literature that they can see themselves in. Educators first need to be made aware of culturally relevant literature, to make it available to their students. important, and ways to use it during instruction. https://fisherpub.sjfc.edu/education_ETD_masters/15</p>	<p>collected using informal observation and teacher feedback.</p> <p>2. Digital resources will be monitored monthly to show user data and student growth.</p>
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7101/0000)	\$3000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 1.2

Provide extended day enrichment opportunities for students.

Metric: Other (Site-based/local assessment)

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?
<p>1. Provide extended day enrichment classes taught by certificated teachers. Class offerings may include but are not limited to science, technology, engineering, visual and performing arts, math, and robotics.</p> <p>2. Purchase supplemental materials and curriculum to support student extended day enrichment opportunities. Any curriculum, digital or otherwise, will be used/purchased in accordance with BP/AR 6160.1 regarding the purchase of board adopted materials.</p>	<p>1. Regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits as well as reductions in behavior problems. Benefits of High-Quality After-School Programs for Disadvantaged Youth https://files.eric.ed.gov/fulltext/ED499113.pdf</p>	<p>1. Collect data on student attendance and number of students participating in enrichment activities. Gather feedback from students, parents, and teachers at the end of each enrichment session.</p> <p>2. Students will have access to supplemental materials and curriculum that enhance their after-school experience.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 1.3

Increase by 2% or more the number of English Learners that demonstrate proficiency and are reclassified as Fluent English Proficient.

- Increase the percentage of students who meet or exceeds standards on CAASPP in ELA from 24% to 26% or higher.

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

Principally Targeted Student Group

- 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?
<p>1. Hire EL paraeducator to push-in during Designated ELD instruction to provide small group support. At the direction of the classroom teacher, paraeducator will work on vocabulary development, comprehension, writing development, and preteaching/reteaching ELD concepts.</p> <p>2. Provide materials and supplies to support EL paraeducator, including but not limited to copy paper, ink and masters for printing supplemental EL curriculum and intervention curriculum and materials.</p>	<p>1-2. Researchers Snow, M.A. and Katz, A.; Dutro, S. and Kinsella, K.; and Lindholm-Leary and Genesee, all agreed that EL need consistent, explicit and purposeful language instruction with regular structured practice. The teacher will support EL students in small groups to assist the classroom teacher to extend learning through practice worksheets, games, and activities as student are acquiring English skills.</p>	<p>1. Administrative team will meet with ELD teachers at the end of each trimester to monitor the effectiveness of support provided by the para-educator. EL Coordinator will meet regularly with paraeducator and keep a log of activities/services provided.</p> <p>2. Students will have access to supplementary materials, resources, and curriculum to enhance ELD instruction.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$5000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.3.2

Principally Targeted Student Group

- 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?
<p>1. Assess EL student language acquisition and progress by funding a site EL Coordinator. (Certificated staff, hourly timesheet) The EL Coordinator, with support from site administration, with coordinate the identification/placement of EL students, re-designation, RFEP monitoring, support for ELAC meetings, and assist with initial and summative ELPAC assessment of students. Coordinator will also support the English Learner program on campus through district professional training and collaboration.</p> <p>2. Purchase supplemental EL supplies and materials to support student learning, including but not limited to multilingual library books, curriculum, paper, ink, print shop funds, and certificate paper for awards and EL student recognition.</p> <p>3. Provide a roving substitute to release classroom teachers to administer the summative ELPAC.</p> <p>4. Provide interpretation and translation services for parent/teacher contact, including but not limited to written communication, phone calls, and parent/teacher conferences.</p> <p>5. Provide a roving substitute during the school year to release classroom teacher for</p>	<p>1-2. Supporting English Language Learners in the Elementary and Secondary Classrooms: How to Get Started (Glee Whitsett: University of Montevallo Janie Hubbard: University of Alabama) https://files.eric.ed.gov/fulltext/EJ948676.pdf</p> <p>3. Using State Assessments for Teaching English Language Learners (John Luster National University https://files.eric.ed.gov/fulltext/EJ1064683.pdf</p> <p>4-5. Learning to Communicate Across Language and Culture: Demographic Change, Schools, and Parents in Adult ESL Classes (Catherine Dunn Shiffman) https://files.eric.ed.gov/fulltext/EJ1219963.pdf</p>	<p>1. School administration and staff will have a comprehensive view of EL students at the site. Staff will feel knowledgeable and supported when working with EL students in their classroom.</p> <p>2. Students will have access to supplemental resources and materials to enhance English language instruction and language acquisition.</p> <p>3. The number of students who are reclassified as Fluent English Proficient will increase by 2% or more, and students will increase English language proficiency as measured by ELPAC scores, grade level benchmark assessments, district common assessments, and CAASPP results in ELA.</p> <p>4-5. EL parent involvement/engagement will be tracked using attendance at ELAC meetings and parent conferences. (sign-in sheet and notes) Teachers will provide updates to administration on the participation of and communication with parents of EL students, including information regarding testing, meetings, redesignation, etc.</p>

parent conference with interpreter. (Approx. \$200 daily sub cost x 4 days = \$1000)

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$4574	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.4

Provide additional hours for the site Librarian to offer student and teacher access to research materials, supplementary reading materials, more frequent book check out, and access to online instructional programs.

Metric: Other (Site-based/local assessment)

Actions/Services 1.4.1

Principally Targeted Student Group

- All • Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD • White

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. Time-sheeted library support - maximum of 6 hours per week. Engage students/parents in utilizing the library and its resources. Provide additional support to teachers/classroom who need assistance with research materials and support parent and student literacy engagement through the "We Both Read" program. Research ways to update and enhance the school site library catalog with new books and materials, including multi-lingual titles and culturally diverse authors and subjects.	1. Quality school library programs impact student achievement. The most universal finding is the presence of full-time, certified school librarians and appropriate support staff who implement a quality, school-integrated program of library services. Debra E. Kachel, Instructor, and Graduate Students of LSC 5530 School Library Advocacy School Library & Information Technologies Department Mansfield University, Mansfield, PA. <i>School Library Research Summarized</i>	1. Number of books checked out by students and families, both during the school day and as part of the "We Both Read" program. Increased offering of culturally diverse and updated selections in the library.

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$5000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.5

Increase identification of Gifted & Talented students on campus, especially in underrepresented groups, and provide after-school enrichment opportunities for GATE identified students.

Metric: Other (Site-based/local assessment)

Actions/Services 1.5.1

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino • Low Income • 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?

1. Assess all current 3rd and 4th grade students using the district GATE assessment.

2. Work with site staff and parents to complete GATE identification packets for students who may be gifted in other areas and competencies outside of academics.

3. Participate in the Capital Region Engineering, Science, and Technology (CREST) program and provide after-school opportunities for GATE qualified and other teacher-identified and students.

1-3. Promising Practices for Improving Identification of English Learners for Gifted and Talented Programs
[E. Jean Gubbins, Del Siegle, Pamela M. Peters, ...](#)
First Published September 21, 2020 Research Article
<https://doi.org/10.1177/0162353220955241>

1-3. Identifying Gifted and Talented Students Recurring Issues and Promising Solutions
[Steven I. Pfeiffer](#)
 Pages 31-50 | Received 15 May 2002, Accepted 06 Jul 2002, Published online: 22 Sep 2002
https://doi.org/10.1300/J008v19n01_03

1-3. Barriers to Underserved Students' Participation in Gifted Programs and Possible Solutions
[Del Siegle, E. Jean Gubbins, Patricia O'Rourke, ...](#)
First Published April 13, 2016 Research Article
<https://doi.org/10.1177/0162353216640930>

1-3. High Intellectual Ability: Extracurricular Enrichment and Cognitive Management
[Sylvia Sastre-Riba](#)
First Published January 30, 2013 Research Article
<https://doi.org/10.1177/0162353212472407>

1. Review data on number of students assessed and number of students who qualify based on the district NNAT assessment.

2. Staff meeting agendas/notes and number of GATE packets received.

3. Attendance and participation data in after-school enrichment programs, specifically CREST.

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)	\$2397	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

Grade level teams will operate as high functioning Professional Learning Community (PLCs) and use assessment data to make impactful and actionable instructional and interventional decisions. The outcome of grade level PLC work will focus on instructional strategies and plans based on assessment results and data. PLC work should result in an increase of 2% of students Meeting/Exceeding standards on the CAASPP and and increase of the percentage of students meeting grade level benchmarks in both ELA and Math.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

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

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 release days for all teachers for the purpose of planning for curriculum and instruction, assessments, data analysis, development of interventions plans, etc.	1. Hattie's Effect Size Research: Professional Learning Effect Size 0.49 Mastery Learning Effect Size 0.57 Quality of Teaching Effect Size 0.44 Teaching Strategies Effect Size 0.60 Collective Teacher Efficacy Effect Size 1.57	1. Grade level teams will submit agendas and notes to admin team for review. Data/notes collected from Co-op and CAST meetings will provide teachers and site support staff with information on how to best meet student needs. Teachers will meet with administration

<ul style="list-style-type: none"> • 1 day per grade level for BOY Co-op meeting and planning. (1/2 day for co-op with admin and support team, 1/2 day for team planning.) • Winter and Spring CAST conferences with admin and Tier II Team • 3 days for the kindergarten team for the purpose of plan curriculum, lesson activities, analyze student data, monitor student progress, and make instructional/intervention decisions to support all students in core content areas (ELA and Math) • 2 days of release time for grades 1-6 teams for the purpose of planning, data analysis, monitor student progress, and make instructional/intervention decisions that are impactful and actionable in the core content areas of Reading, Writing and Math. • 2 full days of planning time for Instructional Leadership Team (ILT) 		<p>and intervention team three times a year at the end of each trimester to analyze grade level Common Formative Assessments to monitor the progress of students. Student information will then be used to develop actionable plans to meet needs of students who have not mastered grade level standards.</p>
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$15000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

Principally Targeted Student Group

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

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?
<p>1. Grade level PLCs will meet one Monday a month and every Early Out Wednesdays for grades K-6 to focus on learning, student results, and plans for intervention and assessments to support the needs of all students. Teams will also use collaboration time for vertical teaming with a grade level below and above.</p> <p>Teams will operate as high functioning PLCs to focus on learning rather than teaching, work collaboratively towards collective inquiry and teacher efficacy, and have accountability to each other and their students, families, and administration.</p> <p>No funding required.</p>	<p>1. Hattie's Effect Size Research: Professional Learning Effect Size 0.49 Mastery Learning Effect Size 0.57 Quality of Teaching Effect Size 0.44 Teaching Strategies Effect Size 0.60 Collective Teacher Efficacy Effect Size 1.57</p>	<p>1. Review of grade level team agendas and notes. Data from teams regarding SMART goals implementation.</p>

Funding Source	Amount	Description of Use		

Actions/Services 2.1.3

Principally Targeted Student Group

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

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?
<p>1. Provide Professional Learning opportunities and compensation for staff to increase capacity and improve instructional strategies.</p>	<p>1. John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning.</u></p>	<p>1. Attendance and participation in professional learning opportunities. Administrator observations of teaching and learning.</p>

Contract through vendors and/or purchase books and materials for teachers. Certificated and classified staff will be compensated for attending training, workshops and other professional learning and professional development opportunities offered outside the school day. Opportunities may be offered by EGUSD or provided by outside agencies.

- Professional Development effect size .62
1. Kate Kinsella; *Evidence-Based Principles to Guide English Language Development in the Common Core Standards Era*
https://www.hmhco.com/products/english-3d/pdf/Kinsella_ELD_CCSS_4-19-12Handout.pdf

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.4

Principally Targeted Student Group

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

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?
<p>1. Support the Advancement Via Individual Determination (AVID) program on site. Provide compensation for participating AVID teachers to attend monthly meetings and review SMART goals and evaluate the AVID program on campus and how the program can support and benefit students, specifically English Learners, Foster Youth, and low-income students.</p> <p>2. Fund site registration for the Capital Metro Area AVID (CMA) professional learning series and provide time-sheet compensation for our AVID team and additional teachers who are interested in becoming AVID certified. Provide funding for the AVID Summer XP for teachers who want to be AVID certified.</p> <p>3. Provide additional materials and resources to support the AVID program on campus, including but not limited to live/virtual assemblies and speakers, college and career fair resources, digital resources, print resources, copy paper, student agendas, AVID posters and other AVID resources and paraphenelia.</p>	<p>1-3. AVID professional learning exhibits multiple characteristics of effectiveness and correlates with increases in reported teacher and student engagement which result in more effective, dynamic learning experiences for students.</p> <p>https://www.avid.org</p>	<p>1. AVID meeting agendas/notes. 1-3. AVID participating teacher feedback. 2. Agendas/notes from CMA professional learning series. 2. Number of staff becoming AVID certified.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$23934	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$3996	Contracts/Services	<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

Focus on positive behavior structures and practices for all students decrease the overall school suspension rate by 1%. Particular focus on the African American, White, and Students with Disabilities subgroups.

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Low Income • SWD

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?
<p>1. The PBIS Tier II Team will meet two times per month to screen old and new MTSS referrals and develop actionable steps to support students, staff, and parents. The team will consist of administrators, behaviorist, MHT, counselor, and school psychologist. The team will pay particular attention to the African American, White, and Students with Disabilities subgroups to improve their overall success in behavior and academics.</p> <p>No funding required.</p>	<p>1. Longitudinal disciplinary and achievement outcomes associated with school-wide PBIS implementation level; Anthony G. James, Amity Noltemeyer, Rachel Ritchie, Katelyn Palmer, Miami University, August 30 2019 Psychology in the Schools, Volume 56, Issue 9 Pgs. 1512-1521</p> <p>1. Positive Behavior Intervention Supports School-wide System is an evidence based practice that has strong correlation for improved social and academic outcomes for students. (Ro H. Horner, George Sugal and Timothy Lewis.)</p>	<p>1. PBIS Team Meeting notes and agendas. Decreased number of office/discipline referrals. Feedback from Teachers and Staff</p>

Funding Source	Amount	Description of Use		

Actions/Services 3.1.2

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD • White

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?
<p>1. Fund 1.0 FTE counselor to provide counseling services to individual and/or groups of students in varying levels social emotional crisis. Counselor will support SEL instruction in the classroom and provide support to both Tier I school-wide PBIS program and the Tier II/MTSS team. Counselor will also provide support to teachers, administrators, and families by contacting families regarding attendance concerns.</p>	<p>1. SEL Research: Impact of social-emotional learning on academic achievement American Psychological Association https://www.sciencedaily.com/release/2015/11/151123102813.htm</p> <p>1. John Hattie SEL Research: Social Skills Programs Effect Size 0.39 Counseling Effects Effect Size 0.35</p>	<p>1. Counselor work schedule, log of services provided. Decrease in MTSS referrals due to issues with peer interactions and social-emotional concerns.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$98937	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.3

Principally Targeted Student Group

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

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?
<p>1. Provide Professional Learning opportunities to staff in order to improve relationships with colleagues and students, especially students identifying as African-American, Foster and Homeless Youth, and students receiving special education services.</p> <p>Some examples of professional learning may include:</p> <ul style="list-style-type: none"> • Arbinger Series 200 - Outward Mindset Training: Work with District staff to provide the 200 series to Fite staff. • Social Emotional Learning: District Staff • Responsive Classroom and Restorative Practices • Free SCOE and District Workshops/Webinars/Podcasts on fostering healthy positive relationships <p>No funding required.</p>	<p>1. John Hattie's Effect Size Research: Professional Learning Effect Size: 0.49 Professional Development Programs Effect Size: 0.41</p> <p>1. Results of a "Psychologically Wise" professional development to increase teacher use of proactive behavior management strategies Rachel E. Robertson, Kristen Buonomo, Haya Abdellatif, Sarah DeMaria Psychology in the Schools Volume 58, Issue 9 First published: 15 April 2021</p>	<p>1. Staff Sign-In Sheets and Staff Feedback Forms</p>

Funding Source	Amount	Description of Use

Site Goal 3.2

Increase the site Positive Behavioral Intervention and Support (PBIS) Tiered Fidelity Inventory (TFI) score to 100% Tier 1 fidelity.

- Ensure a safe learning environment and positive school culture and climate.
- Support the physical/social-emotional well-being of students by providing equitable, school-wide instruction, intervention, and disciplinary practices for social and academic success.
- Increase student feelings of belonging and decrease instances of peer conflict and bullying.

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide • SWD

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?
<p>1. Full implementation, with fidelity, of a school-wide PBIS Tier I program, specifically focusing on disproportionality in discipline and behavior referrals for African American, Foster Youth, student with disabilities, and homeless students.</p> <ul style="list-style-type: none"> • Share PBIS data monthly at Leadership and Staff meetings. • Support the PBIS program on campus by purchasing PBIS related signs, posters, lesson plan materials, and student acknowledgment materials and supplies. 	<p>1. Longitudinal disciplinary and achievement outcomes associated with school-wide PBIS implementation level; Anthony G. James, Amity Noltemeyer, Rachel Ritchie, Katelyn Palmer, Miami University, August 30 2019 Psychology in the Schools, Volume 56, Issue 9 Pgs. 1512-1521</p> <p>1. Positive Behavior Intervention Supports School-wide System is an evidence based practice that has strong correlation for improved social and academic outcomes for students. (Ro H. Horner, George Sugal and</p>	<p>1. PBIS Tiered Fidelity Inventory Scores PBIS Site Data Stakeholder Involvement (Yard Supervisors/Parents) Student, parents, and staff surveys throughout the year.</p>

<ul style="list-style-type: none"> Provide hourly-timesheet compensation for classified staff members of the PBIS Tier I team. Provide active supervision training, meeting compensation, and professional development opportunities for yard supervisors. 	Timothy Lewis.) 1. John Hattie's Effect Size Research: Classroom Management Effect Size 0.56 Classroom Cohesion Effect Size 0.53 Teacher-Student Relationships Effect Size 0.52	
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.2.2

Principally Targeted Student Group				
<ul style="list-style-type: none"> All Foster Youth Low Income 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. Contract with outside vendors to provide inspirational, motivational, and empowering assemblies to the student body to reinforce bullying prevention, PBIS expectations and positive student behavior, specifically focusing on improving outcomes for African-American, Foster, Homeless, and low-income students.	1. John Hattie's Effect Size Research: Behavioral Interventions Programs Effect Size 0.62 1. Supporting Behavior and Social Participation of All Students; https://www.learnalberta.ca/content/insp/html/assemblies.html	1. Student and staff feedback and survey information.		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.2.3

Principally Targeted Student Group				
<ul style="list-style-type: none"> 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 opportunities to learn about conflict management and bullying prevention. 2. Work with the staff Student Leadership Advisor to develop a program of student conflict managers to support positive peer interactions and mediate minor peer conflict on the playground during recess. Focus on recruiting from and improving outcomes for African-American, Foster, Homeless, and low-income students. 3. Provide materials/supplies and resources for Student Leadership members, including but not limited to: vests for conflict managers, paper for copies of bully	1. https://www.pbis.org/resource/bullying-prevention-manual-elementary-level 2. Student Conflict Resolution, Power "Sharing" in Schools, and Citizenship Education Kathy Bickmore Curriculum Inquiry Volume 31, Issue 2 First published: 17 December 2002 3. Journal of Creativity in Mental Health Volume 11, 2016 - Issue 3-4: Anti-Bullying and Interpersonal Violence: Resources for Counselors and Mental Health Professionals	1-3 Student discipline reports Student data regarding bullying. Student/parent surveys. Teacher feedback. Administrator observation.		

prevention lesson plans and worksheets, incentives and rewards for conflict managers, etc.				
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.3

Improve the culture and climate of the school by providing a positive, warm, welcoming environment for students, families, and school staff. Focus specifically on students and families identifying as African-American, Foster and Homeless Youth, and students receiving special education services.

Metric: School Climate

Actions/Services 3.3.1

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide • SWD

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?
<p>1. Work with front office staff to promote a warm and welcoming school environment in the front office.</p> <p>2. Provide clear and transparent communication from site administration in regards to school activities, parent engagement opportunities, and school/student achievement. Provide communication in student/families' home language whenever possible.</p> <p>3. With support from the district Curriculum and Professional Learning department, provide teachers and staff with professional learning opportunities to address teacher/student relationships, home/school connection, social-emotional learning, and culturally responsive instructional practices. Share information with staff about how to disrupt negative expectations about students and schools, specifically using examples from the book "Removing Labels" by Smith, Fisher, and Frey.</p>	<p>1. Tips for Creating a Welcoming School Environment https://www.hanoverresearch.com/insights-blog/tips-for-welcoming-school-environment/</p> <p>1-2. Best Practices for Engaging Families and the Community (Hanover Research K-12 Education)</p> <p>3. The teacher-child relationship and children's early school adjustment. Journal of School Psychology (Birch and Ladd)</p> <p>3. Enacting Culturally Relevant Pedagogy: Asset mapping in urban classrooms. Teaching Education (Borrero and Sanchez)</p> <p>3. Removing Labels: 40 Techniques to Disrupt Negative Expectations About Students and Schools (Smith, Fisher, Frey)</p>	<p>1. Increased number of positive interactions with parents and office staff.</p> <p>2. Feedback from parents regarding emails, TalkingPoints messages, social media posts, website posts, and other school communication. Increased number of parents engaging with school staff and attending school meetings and activities.</p> <p>3. Number of professional learning opportunities offered throughout the year. Agendas and feedback from professional learning. Administrator observations in classrooms and on campus.</p>

Funding Source	Amount	Description of Use		
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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 parent and family involvement and support a welcoming environment where parents feel connected to the school and their child's learning.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

• All • Black or African American • School-wide • SWD • White

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. Encourage parent participation in school-wide events through mass communication methods such as personal invitations, emails from teachers and administration, flyers, phone messages, school website postings, and Facebook. Translate materials (as needed) in home language of students/families. Focus on including students and families of English Learners, Foster Youth, and low-income students. No funding required.	1. John Hattie's Effect Size Research: Parent Involvement Effect Size 0.51 Communication Strategies Effect Size 0.43	1. Number of emails/responses received from families. Attendance at meetings and other school stakeholder events. Surveys and parent/community feedback.

Funding Source	Amount	Description of Use

Actions/Services 4.1.2

Principally Targeted Student Group

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

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. Home Visit Training: <ul style="list-style-type: none"> • Provide staff training • Increase the number of staff home visits to build positive connections and relationships with students and families, specifically for students and families identifying as African-American, Foster and Homeless Youth, and low-income students. No funding required.	1. Mindset Shifts and Parent Teacher Home Visits, RTI International, October 2017 1. Parent Teacher Home Visits Implementation Study, RTI International, September 2018 1. Student Outcomes and Parent Teacher Home Visits, Center on School, Family & Community Partnerships at Johns Hopkins University, November 2018 1. pthvp.org/PHTVworks 1. Hattie's Research: Parent Involvement Effect Size 0.51 Communication Strategies Effect Size 0.43 Home Environment Effect Size 0.57 Teacher-Student Relationship Effect Size 0.52	1. Staff Home Visit Logs Teacher and staff feedback. Parent surveys.

Funding Source	Amount	Description of Use

Actions/Services 4.1.3

Principally Targeted Student Group

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

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?
<p>1. Continue with WatchD.O.G.S/M.O.M.S. programs to increase parent involvement and engagement in all aspects of school related activities, events, and/or meetings. The goal is to match male father figures with at-risk students for mentoring purposes.</p> <p>No funding required.</p>	<p>1. The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.</p> <p>1. Critical and Culturally Sustaining Indigenous Family and Community Engagement in Education Jeremy Garcia The Wiley Handbook of Family, School, and Community Relationships in Education First published: 21 December 2018</p> <p>1. Flourishing People, Families and Communities Carolyn Jackson, Valerie Wilson, Tanya McCance, Albara Alomari International Practice Development in Health and Social Care, Second Edition First published: 30 March 2021</p>	<p>1. Volunteer Sign-in sheets Volunteer Log-in activities</p>

Funding Source	Amount	Description of Use		

Actions/Services 4.1.4

Principally Targeted Student Group				
<ul style="list-style-type: none"> 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?		
<p>1. Partner with Sheldon High to provided students with opportunities to volunteer their time via project-based learning to provide before and after school activities/services to Fite students.</p> <p>2. Provide compensation for teachers on site to support the program and provide supervision and work in an advisory capacity for high school students.</p>	<p>1-2. Project-Based Learning Research Review By Vanessa Vega - Updated December 1, 2015 Source: https://www.edutopia.org/pbl-research-learning-outcomes What the research says about aspects of project-based learning ranging from implementation to learning outcomes. Studies have proven that when implemented well, project-based learning (PBL) can increase retention of content and improve students' attitudes toward learning, among other benefits.</p>	<p>1-2. Volunteer Sign-in sheets Volunteer Log-in activities Teacher and Student Feedback</p>		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1047	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

Provide opportunities for teachers to meet with families and offer support and instruction on how to best utilize the curriculum with their children and to provide parents with a better understanding of classroom curriculum and assessments.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> All Black or African American School-wide SWD White 		
Specific Actions to Meet Expected	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of

Outcome		the Actions/Services?
<p>1. Provide compensation for teachers to meet with families throughout the school year outside of contract hours. Teachers can use this time to conduct a parent university and/or to provide training in a variety of areas, including but not limited to information about assessment tools, curriculum, ways to support "at home learning", Synergy, and report cards.</p>	<p>1. Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.</p> <p>1. National Coalition for Parent Involvement in education. 2006. <i>Research Review and Resources</i>. Retrieved September 16, 2011, from www.ncpie.org/WhatsHappening/researchJanuary2006.cfm.</p> <p>1. The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.</p> <p>1. National PTA. 2000. <i>Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs</i>. Bloomington, Indiana: National Education Service, 11-12.</p>	<p>1. Review data on number of learning opportunities offered, parent/family attendance, and teacher and parent surveys.</p> <p>Review classroom assessment data to track students progress of those students that had families attend the curriculum events.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.3	
<p>Provide engaging family enrichment activities, events, and meetings outside of the school day to enhance student learning and engage stakeholders in school decision making.</p>	
Metric: Family and Community Engagement	

Actions/Services 4.3.1

Principally Targeted Student Group

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

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?
<p>1. Host a Family Night and student assembly provided by Phil Tulga. (<i>Music through the Curriculum</i> - Student program and Family Night.)</p> <p>2. Host a Family Writing Night in collaboration with EGUSD Family and Community Engagement Office. Students and their families will attend a writing focused program where students and families work together to write and publish their very own book. Focus on engaging students and families that identify as African-American, Foster and Homeless Youth, and low-income students.</p>	<p>1-2. Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.</p> <p>1-2.National Coalition for Parent Involvement in education. 2006. <i>Research Review and Resources</i>. Retrieved September 16, 2011, from www.ncpie.org/WhatsHappening/researchJanuary2006.cfm.</p> <p>1-2.The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.</p> <p>1-2. National PTA. 2000. <i>Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs</i>. Bloomington, Indiana: National Education Service, 11-12.</p>	<p>1-2. Review event attendance data and parent surveys.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.3.2

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?
<p>1. Engage parents and community stakeholders, specifically those identifying as African-American and those supporting Foster/Homeless Youth and low-income students, in school decision making by inviting them to attend School Site Council meetings, English Learner Advisory Committee meetings, Parent-Faculty Organization meetings and events, Back to School Night, Open House, Parent University and Coffee Chats with administrators.</p> <p>2. Provide light refreshments for English Learner Advisory Committee (ELAC) meetings.</p> <p>3. Purchase materials, such as books for parents to support home learning.</p>	<p>1-3. Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.</p> <p>1-3. National Coalition for Parent Involvement in education. 2006. <i>Research Review and Resources</i>. Retrieved September 16, 2011, from www.ncpie.org/WhatsHappening/researchJanuary2006.cfm.</p> <p>1-3. The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child’s achievement, and becomes involved in the child’s education at school.</p> <p>1-3. National PTA. 2000. <i>Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs</i>. Bloomington, Indiana: National Education Service, 11–12.</p> <p>2. Predicting School Leadership Interests in Parents of English Learners: An Exploratory Study Elizabeth Vera, Amy Heineke, Andrea Carr, Daniel Camacho, Marla Susman Israel, Nancy Goldberger, Angela Clawson, Martin Hill TESOL Journal Volume 7, Issue 3 First published: 08 August 2016</p>	<p>1-3. Review parent attendance and participation at school events and meetings.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.4

Increase to and then maintain a positive student attendance rate of 98% or higher and decrease and maintain a chronic absentee rate of 10% or lower.

Metric: Attendance Rate

Actions/Services 4.4.1

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?
<p>1. Identify at-risk students with poor attendance patterns. Communicate with families via phone and email regarding the importance of student attendance,</p>	<p>1-2. Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence, 2017. Research supports the need for regular school</p>	<p>1-2. Review Student Attendance Data:</p> <ul style="list-style-type: none"> • Monthly ADA reports • Monthly chronic truancy reports

with specific focus on African-American, Foster/Homeless Youth, and low-income student groups. Emphasize the importance of attending school every day to be successful in learning and the positive effects on social emotional experiences and competencies.

2. Make positive phone calls to families to thank families for attendance improvements (decreased tardiness and absences, etc.) Provide a weekly visual display in front of the school highlighting the total number of absences and total number of students tardy for the previous week.

No funding required.

attendance in order for students to demonstrate proficiency in school.

1-2. Parents are often unaware of the corrosive effects of absenteeism and how quickly absences add up to academic trouble in the early grades. Some face challenges with health, transportation or housing that contribute to absences.

1-2. Attendance Works: Advancing Student Success by Reducing Chronic Absence
February 2014 Research Brief "*Attendance in the Early Grades: Why it Matters for Reading*"
Retrieved from <https://www.attendanceworks.org/wp-content/uploads/2017/06/Attendance-in-the-Early-Grades.pdf>

1-2. This study suggests that attendance in the early grades is critical to sustaining the school readiness skills that preschool or Head Start programs can help children to develop. The report found that students who arrived at school academically ready to learn— but then missed 10 percent of their kindergarten and first grade years— scored an average of 60 points below similar students with good attendance on third-grade reading tests.

1-2. Attendance Works: Advancing Student Success by Reducing Chronic Absence
July 2011 Research Article "*Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*"
Retrieved from <https://www.attendanceworks.org/attendance-in-early-elementary-grades-association-with-student-characteristics-school-readiness-and-third-grade-outcomes/>

- Attendance rates
- Chronic Absenteeism

2. Log of positive phone calls made to families

Funding Source	Amount	Description of Use

Actions/Services 4.4.2

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?
<p>1. Working together with the site counselor, teachers, support staff, and PBIS Tier II team, Fite Administrative Team will connect with parents and families to discuss chronic absences and set a plan for improvement. Administrative Team will reach out to the district's Office of Attendance for assistance if student attendance does not improve.</p> <p>No funding required.</p>	<p>1. Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence, 2017. Research supports the need for regular school attendance in order for students to demonstrate proficiency in school.</p> <p>1. Parents are often unaware of the corrosive effects of absenteeism and how quickly absences add up to academic trouble in the early grades. Some face challenges with health, transportation or housing that contribute to absences.</p> <p>1. Attendance Works: Advancing Student Success by Reducing Chronic Absence February 2014 Research Brief "<i>Attendance in the Early Grades: Why it Matters for Reading</i>" Retrieved from https://www.attendanceworks.org/wp-content/uploads/2017/06/Attendance-in-the-Early-Grades.pdf</p>	<p>1. Review Student Attendance Data:</p> <ul style="list-style-type: none"> • Monthly ADA reports • Monthly chronic truancy reports • Attendance rates • Chronic Absenteeism

1. This study suggests that attendance in the early grades is critical to sustaining the school readiness skills that preschool or Head Start programs can help children to develop. The report found that students who arrived at school academically ready to learn— but then missed 10 percent of their kindergarten and first grade years—scored an average of 60 points below similar students with good attendance on third-grade reading tests.

1. Attendance Works: Advancing Student Success by Reducing Chronic Absence
 July 2011 Research Article "*Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*"
 Retrieved from <https://www.attendanceworks.org/attendance-in-early-elementary-grades-association-with-student-characteristics-school-readiness-and-third-grade-outcomes/>

Funding Source	Amount	Description of Use		

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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

Robert J. Fite Elementary - 259

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	\$21,805	\$21,805	\$21,805	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	28.875	\$0	\$3,152,846	\$3,152,846	\$3,152,846	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.83	\$0	\$83,347	\$83,347	\$83,347	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$39,033	\$39,033	\$39,033	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$232,258	\$232,258	\$0	\$0	\$232,258	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$12,996	\$12,996	\$3,000	\$4,996	\$2,000	\$3,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
7111 Administrative Support - Title I 0000 Unrestricted	0.5	\$0	\$63,805	\$63,805	\$63,805	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$13,074	\$13,074	\$12,574	\$0	\$0	\$500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	1	\$0	\$201,420	\$201,420	\$46,502	\$48,434	\$100,937	\$5,547	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$5,403	\$5,403	\$5,403	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$40,540	\$40,540	\$40,540	\$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)	1.5	\$0	\$72,449	\$72,449	\$0	\$0	\$72,449	\$0	\$0

3410 Special Education Mild/Moderate 6500 Special Education	1.75	\$0	\$161,856	\$161,856	\$161,856	\$0	\$0	\$0	\$0
3655 Pre-K SCC (Non-ASD) 6500 Special Education	2.5625	\$0	\$193,143	\$193,143	\$193,143	\$0	\$0	\$0	\$0
3660 Inclusive Education in Lieu of NPA 6500 Special Education	0.75	\$0	\$40,385	\$40,385	\$40,385	\$0	\$0	\$0	\$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) 6500 Special Education	12	\$0	\$490,646	\$490,646	\$490,646	\$0	\$0	\$0	\$0
3680 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier I 6500 Special Education	2.75	\$0	\$203,320	\$203,320	\$203,320	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	1.5	\$0	\$131,910	\$131,910	\$131,910	\$0	\$0	\$0	\$0
3650 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier II 6512 Special Education: Mental Health Services	2.75	\$0	\$211,140	\$211,140	\$211,140	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$162	\$0	\$162	\$162	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	59.7675	\$162	\$5,375,773	\$5,375,935	\$4,904,814	\$53,430	\$408,644	\$9,047	

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	\$319,812
Subtotal of state or local funds included for this school	\$5,056,123

Title I Centralized Services			
Title I Foster Youth	\$16,805	Title I Homeless	\$1,322
Title I Centralized Services	\$53,763	Title I Preschool	\$0

Principal **Diane Standing**

School Site Council Chairperson **Brian Benson**

EL Advisory Chairperson **Rachel Ghilay**
