



Arlene Hein Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Jennifer Ekelund

County-District-School (CDS) Code: 34673140105908

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

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

IV. Goals, Actions and Services

Arlene Hein Elementary | Focused Work: 2022-2023

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?

SSC meetings: September 30, 2021, October 26, 2021, February 22, 2022, April 12, 2022 and May 31, 2022 (Teachers, parents, and classified employees)
ELAC meetings: October 25, 2021, February 3, 2022 and April 25, 2022 (Parents and administration)
Leadership Team meetings: August 18, 2021, September 22, 2021, October 19, 2021, November 16, 2021, January 25, 2022, February 15, 2022, March 15, 2022, April 19, 2022 and May 17, 2022 (Teachers and administration)

Impact of LCAP and Annual Update

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

The ideas and contributions from our community were discussed and added to the LCAP. It was determined that the following goals would be continued from 2021-2022:

- Professional development for teachers
- The purchase of instructional materials
- Timesheet teachers for extended day and intersession

New goals were introduced for 2021-2022

- ASSIST Team-Structured Sports/EDUpreneur Program
- Social Emotional Learning Curricula
- Weekly Visual and Performing Arts (VAPA) Instruction

Resource Inequities

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

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

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

Site Goal 1.1

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

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

- Third through sixth grade students who meet and exceed standard will increase by 6% in reading/language arts to (65%) and mathematics to (63%) on the 2021-2022 CAASPP when compared to the 2020-21 CAASPP language arts (59%) and mathematics (57%) CAASPP scores.
- By the end of first grade 2023, 80% of students will score at least 38 out of 45 on the Phonemic Awareness Illuminate assessment.
- By the end of second grade 2023, 80% of our students will score a minimum of 75% on the LETRS Phonics and Word-Reading Survey by the end of the 3rd Trimester.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. *Participate in district provided professional development. 2. *Provide teachers with weekly PLC planning time during early out Wednesdays. 3. Purchase instructional materials (District approved books, P.E. equipment, classroom supplies, etc.) and technology (projectors, etc.) for the classroom, library and/or office. 4. Provide teachers release time for grade level collaboration, individually assess students, and to attend SSTs, and 504 meetings. 5. Provide students time to go to the library each week to check out books and provide time for the library technician to catalog, shelve, and inventory books and instructional materials. 6. Provide students with small group intervention during the school day, extended day, and intersession. (*Actions do not require funding.)	Source: Research by John Hattie (December, 2017) visiblelearningplus.com Direct instruction - Effect Size .60 Small group learning- Effect size .49 Teacher clarity- Effect size .90	1. Administration team will work with our CPL department to ensure that every teacher participates in the required professional development offered throughout the year. Administration will consult with district staff and organize PD opportunities at Monday staff meetings. 2. Administration team will review weekly PLC minutes and give feedback. 3. Antidotal information through classroom observations and teacher feedback will show if the newly purchased materials were effectively utilized by teachers. 4. Administration will monitor SSTs, and 504 meeting agendas and plans to ensure that teachers are participating in these meetings. 5. Administration will monitor library schedule to ensure that every child has the opportunity to utilize the school library. 6. Intervention pretest/posttest data and attendance data will be shared with the administration team to determine the impact of our programs.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment	

Supplemental/Concentration (7101/0000)	\$20000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$20000	Classified- Timesheets	

Site Goal 1.2

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

- Intervention pre and post assessment data(including Illuminate data) will submitted and analyzed for growth over time.
- The numbers of students attending enrichment programs will increase by 10% during the 2022-2023 school year when compared with the 2021-2022 participation rate of 200 students.

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

- All • School-wide

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

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$10000	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$14000	Contracts/Services /Subscriptions	

Site Goal 1.3

Our third through sixth grade African American, Latino, and English Learner students will increase their performance (by 6%) on the mathematics section of the CAASPP during the spring of 2023 when compared to the 2022 spring CAASPP scores with the following goals :

- African American— % 2021-22 (meet or exceed standards) —41.38 % 2020-21
- Latino— % 2021-22 (meet or exceed standards)—43.04% 2020-21
- EL— % 2021-22 (meet or exceed standards) —40.63% 2020-21

Our third through sixth grade African American, Latino, and English Learner students will increase their performance (by 6%) on the language arts section of the CAASPP during the spring of 2023 compared to the 2022 spring CAASPP scores with the following goals :

- African American— % 2021-22 (meet or exceed standards) —44.64% 2020-21
- Latino— % 2021-22 (meet or exceed standards)—55.04% 2020-21
- EL— % 2021-22 (meet or exceed standards) —26.86% 2020-21

Metric: CAASPP

Actions/Services 1.3.1

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. *Provide students with differentiated instruction during the school day, extended day, and intersession by classroom teachers, K-1 Push-In teachers and our Academic Intervention Teacher. (Funded through the Expanded Learning department, the Curriculum and Professional Learning department and ESSER funds.)</p> <p>2. *Provide teachers with professional development on the district Framework for High Quality Instruction (FHQI), Illuminate and Social/Emotional Learning during staff meetings.</p> <p>3. * Administer district assessments and Interim Assessment Blocks (IABs), analyze assessment results, and make instructional decisions with the assessment data.</p>	<p>Source: Research by John Hattie (December, 2017) visiblelearningplus.com</p> <p>Direct instruction - Effect Size .60 Small group learning- Effect size .49 Teacher clarity- Effect size .90</p>	<p>1. Differentiated instruction will be observed during formal and informal observations by the administrative team and noted on walkthrough forms which are given to teacher and placed in teacher file.</p> <p>2-3. PLC minutes will be reviewed by administration team to monitor Illuminate assessment administration and progress monitoring.</p>

(*Actions do not required funding.)

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

Teachers will continue to use PLC time analyzing assessment results and to make instructional decisions as documented on PLC minutes and on their grade level trimester SMART Goal Analysis Form to determine progress toward meeting goals and next steps based on Illuminate data.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1.* Teachers will administer and enter district Diagnostic and Interim assessments through Illuminate.</p> <p>2. *Provide time on Early Out Wednesdays to analyze assessment data and make instructional plans with their PLCs.</p> <p>3. Provide teachers with release time to meet with their grade level team to analyze assessment results, make instructional decisions, and set trimester SMART goals based on student data.</p> <p>(*Actions do not required funding.)</p>	<p>Source: Research by John Hattie (December, 2017) visiblelearningplus.com</p> <p>Providing formative evaluation - Effect size .68</p> <p>Frequent and effects of testing- Effect size .52</p> <p>Teacher clarity - Effect size .75</p> <p>Teacher - student relationships - Effect size .52</p>	<p>1. Teachers will progress monitor students using grade level Interim assessments.</p> <p>2. PLC minutes will be reviewed by administration team to view progress monitoring. A PLC implementation scoring rubric will be used in August and May to determine growth over the 2022-2023 school year.</p> <p>3. Site Illuminate TOT will provide PD and support as noted on agendas and minutes.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1000	Certificated- Timesheets	

Site Goal 2.2

The number of EL walkthroughs conducted and submitted during the 2021-2022 school year was 61 as of February 2022. This number will increase by 10% from February 2022 to February 2023.

Metric: Data and Program Evaluation

Actions/Services 2.2.1

Principally Targeted Student Group

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ol style="list-style-type: none"> 1. Hire teacher to administer ELPAC and input data. 2. Utilize translation services through our English Learner Services department to help communicate to parents informally on the phone and formally at meetings. 3. Provide refreshments at ELAC meetings. 4. Purchase supplemental instructional materials to support ELs. 5. Time sheet EL coordinator. Duties include identification/placement, re-designation, RFED monitoring, and support for ELAC meetings. 	<p>Research indicates higher gains for English Learner students who are assessed, participate in small group intervention and individualized EL instruction.</p> <p>Use of Evidence-Based, Small-Group Reading Instruction for English Language Learners in Elementary Grades: Secondary-Tier Intervention. Sage Journals. Volume: 30 issue: 3, page(s): 153-168. Issue published: August 1, 2007</p>	<ol style="list-style-type: none"> 1. Administration team will monitor ELPAC data on Synergy to assure that all EL students are assessed within the appropriate timeline. 2. Administration team will monitor translation requests to assure that every request is fulfilled. 3. Refreshments will be event at ELAC meetings and noted on agendas. 4. Antidotal information through classroom observations and teacher feedback will show if the newly purchased E.L. materials were effectively utilized by teachers. 5. VP/Admin will monitor and work with the EL coordinator. ELAC attendance will be monitored. Administration will also check in with classroom teacher to monitor effectiveness of classroom instruction. ELPAC data will be monitored to determine next steps.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$15318	Certificated- Salaries	
EL Supplemental (7150/0000)	\$2000	Materials/Supplies/Equipment	

Site Goal 2.3

The total number of identified GATE students will increase by 5% during the 2022-2023 school year when compared with the total number of GATE students during the 2021-2022 school year. (**GATE testing is in progress as of April 2022.**)

Metric: Data and Program Evaluation

Actions/Services 2.3.1

Principally Targeted Student Group

- All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ol style="list-style-type: none"> Administer the GATE assessment to all third grade students. Provide a stipend to the GATE coordinator. Purchase GATE materials (Coding, technology, curriculum, newspaper subscription, field trips, etc.) Provide GATE students with extended day opportunities. 	<p>Gifted programming positively influences students' futures. Several longitudinal studies have shown that gifted programs have a positive effect on students' post-secondary plans. Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. <i>Psychological Science</i>, 24, 648–659.</p>	<ol style="list-style-type: none"> GATE coordinator will schedule third grade GATE assessments as noted on the master schedule and communications to third grade teachers and parents. GATE teacher will submit a work log with dates and times at the end of the 2022-2023 school year. Antidotal information through classroom observations and teacher feedback will show if the newly purchased GATE materials were effectively utilized by teachers. Extended day opportunities for GATE students will be monitored by administration team through extended day plans submitted to administration, informal observations, and parent communications.

Funding Source	Amount	Description of Use	
GATE (7105/0000)	\$2000	Contracts/Services /Subscriptions	
GATE (7105/0000)	\$1250	Certificated- Salaries	
GATE (7105/0000)	\$2147	Materials/Supplies/Equipment	

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

Site Goal 3.1

Our Tier 1 and Tier 2 levels from the Arlene Hein PBIS program will earn at least 90% on the annual Tiered Fidelity Inventory(TFI) to be conducted in the spring of 2023. (2022 levels were 90% for Tier 1 and 92% for Tier 2.)

Metric: Other (Site-based/local assessment)

Actions/Services 3.1.1

Principally Targeted Student Group

- All • School-wide

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

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

Site Goal 3.2

Provide professional development to all staff members in the area of social/emotional learning, identifying

individual social/emotional needs, and trauma informed care during at least two staff meetings as noted on staff meeting agendas during the 2022-2023 school year. The impact of the trainings will be determined by analyzing pre and post-surveys.

Metric: Other (Site-based/local assessment)

Actions/Services 3.2.1

Principally Targeted Student Group

- All • Foster Youth • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. *Provide professional development to staff by MTSS team. 2. *MTSS team to meet weekly to discuss students of concern (*Actions do not required funding.)	Source: Research by John Hattie (December, 2017) visiblelearningplus.com Professional development - Effect size .45	1. Administration will schedule and implement a professional development plan based on District requirements. 2. MTSS meetings will be scheduled on master calendar and participants will receive an Outlook invite. MTSS minutes and Tier 2 TFI results will determine the effectiveness of the MTSS program.

Funding Source	Amount	Description of Use	

Site Goal 3.3

The staff will increase the number of referrals for students to attend social groups to learn social/emotional coping skills during the 2022-2023 school year by 20% when compared to 25 referrals submitted in 2021-2022.

Metric: Other (Site-based/local assessment)

Actions/Services 3.3.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. *Provide social group opportunities during the day by MHT and school psychologist. 2. Teachers will utilize our site-adopted SEL curriculum provided by our Student Support and Health Services department. 3. Provide students with Tier 1 and	Source: Research by John Hattie (December, 2017) visiblelearningplus.com Decreasing disruptive behavior - Effect size: .53 Reducing anxiety - Effect size: .48 Response to intervention - Effect	1. Staff and administration will increase the amount of social group opportunities available to students during extended day by monitoring students attendance rates. 2. Antidotal information through classroom observations and teacher feedback will show if the newly

<p>Tier 2 Recess Enhancement programs to support school climate, SEL, physical fitness, and character education four days per week during morning and lunch recesses. (*Actions do not require funds.) 4. Provide Club BOB (Be Our Best) sessions for students referred to by classroom teachers. 5. Provide weekly VAPA instruction for all grade levels to support social/emotional health.</p>	<p>size 1.07</p>	<p>purchased social/emotional materials were effectively utilized. 3. The number of students participating in recess activities during Recess Enhancement days will be greater when compared to days without the recess Enhancement Program. 4. Monitor Club BOB attendance rates and analyze pre-test and post-test survey results provided by our MHT. 5. Antidotal information through classroom observations and teacher feedback will show if the VAPA instruction had a positive impact on social emotional health.</p>
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Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$29050	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$2000	Certificated- Salaries	

Site Goal 3.4

A disproportionate number of African American students were suspended during the 2019-2020 school year when compared with our other subgroups. 64% of all students suspended were African American students while 10% of our student population are African American students. (There were no students suspended during the 2020-2021 school year due to the pandemic.) During the 2021-2022 school year, 6 students were suspended and the ethnicities of the suspended students are: 4 Asian, 1 African American, and 1 Two or More Races.

If suspensions do occur during the 2022-2023 school year, the ethnicity of the students suspended will align with our school population: African American 8%, Asian 33%, Filipino 7%, Latino 20%, White 16%, Pacific Islander 1%, and Two or More Races 15%. Restorative practices and alternatives to suspension will continue to be used to address inappropriate behaviors.

Metric: Suspension

Actions/Services 3.4.1

Principally Targeted Student Group

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>What is the Research Confirming this is an Effective Practice?</p>	<p>How will you Measure the Effectiveness of each Action/Service?</p>
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<p>1. *Teaching staff will attend staff development on community circles.</p> <p>2. Each teacher will receive a copy of The Four Agreements book and cards, which will be discussed during our staff meetings and leadership team meetings. (Books purchased with 2022-2023 Supplemental Concentration funds)</p> <p>3. *Teachers will hold regular community circles to establish a climate of trust and support social, emotional and academic learning.</p> <p>* No funding required.</p>	<p>Source: Research by John Hattie (December, 2017) visiblelearningplus.com</p> <p>Teacher-student relationships - Effect size: .52 Positive peer influences - Effect size: .53 Strong classroom cohesion - Effect size .44</p>	<p>1-2. Teachers will attend staff professional learning opportunities provided during staff meetings.</p> <p>3. During classroom walk throughs, community circles will be observed and noted on teacher feedback forms.</p>
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Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$4000	Materials/Supplies/Equipment	

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

Increase the number of home visits conducted by Arlene Hein Elementary staff members by 50% during the 2022-2023 school year when compared to the home visit rate of 4 visits during the 2019-2020 school year. (Program was suspended during the 2020-2021 and 2021-2022 school years due to COVID-19 restrictions.)

Metric: Relationships Between Staff and Families

Actions/Services 4.1.1

Principally Targeted Student Group

• All • School-wide

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

Funding Source	Amount	Description of Use	
Family & Community Engagement (7415/0000)	\$0	Certificated- Salaries	

Site Goal 4.2

Increase the attendance of family participation at Hawk Talks, Back to School Night, Open House (no 2021-2022 numbers available), and other community events by 10% during the 2022-2023 school year when compared 2021-2022 participation rates.

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

• All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. *Provide parents with Parent University opportunities to include such topics as Mindfulness, Coping with Stress and Embracing Change. 2.. *Provide communications through school website, e-mails, and Facebook. 3. Provide postage and notes/cards for home communications. 4. *Families will be invited to PTO events, Hawk Talks, Back to School Night, New Family	Source: Research by John Hattie (December, 2017) visiblelearningplus.com Parent involvement in student learning effect size:.51	1. Parent University will be scheduled, communicated, and managed by administrative team. 2. Communications will be evident by monitoring our website, Facebook page, emails, and Talking Points data. 3. Parent communications will be observed by families and monitored by the administration and office staff. 4. Administration will count and monitor attendance numbers of PTO events, Hawk Talks, Back to

Orientation, and Open House.
 5. *Administrators will make monthly positive and informational calls to families.
 6. Purchase certificates and birthday cards for students. (Office funds)
 (*Actions do not require funding.)

School Night, New Family Orientation, and Open House.
 5. Administration team will monitor teacher referral numbers for positive calls home, and document calls on Google Sheets.
 6. Students will report receiving a birthday cards and certificates through informal observations.

Funding Source	Amount	Description of Use
Family & Community Engagement (7415/0000)	\$0	Materials/Supplies/Equipment

Site Goal 4.3

We will increase our attendance rate by 3% in 2022-2023 as compared to our 2021-2022 attendance rate of 92%.

Metric: Attendance Rate

Actions/Services 4.3.1

Principally Targeted Student Group

• All • Black or African American • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Students will be given perfect attendance awards for the trimester and school year at trimester award assemblies. (General Education funds)</p> <p>2. *Primary and intermediate classes with the best attendance rates earn a reward and winning classes are announced during weekly Friday announcements.</p> <p>3. Classes with perfect attendance can hang a perfect attendance magnet on their doors. (General Education funds)</p> <p>(*Actions do not required funding.)</p>	<p>Ginshurg, Allan, Jordan, and Chang (August, 2014). Data demonstrates that students who miss more school than peers consistently show lower scores on standardized tests.</p>	<p>1-2. Administration will monitor monthly District attendance reports through Synergy. Office staff will make awards and administration team will give out attendance awards at trimester assemblies as noticed by the community. Administration will monitor incentives and announce during Friday announcements</p> <p>3. Teachers will monitor perfect attendance on Synergy and place magnets on the doors if classes have perfect attendance. Perfect attendance magnets will be observed by the community.</p>

Funding Source	Amount	Description of Use	

Justification of School-Wide Use of Funds

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

N/A

V. Funding

Arlene Hein Elementary (280) | 2022 - 2023

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	0.0000	\$0	\$26,116	\$26,116	\$26,116	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$105,050	\$105,050	\$69,000	\$1,000	\$35,050	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$5,397	\$5,397	\$0	\$5,397	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$17,318	\$17,318	\$0	\$17,318	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$154,881	\$154,881	\$95,116	\$23,715	\$36,050	\$0	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$154,881

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
