Arnold Adreani Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Julie Hughes

County-District-School (CDS) Code: 34673140108720

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

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

IV. Goals, Actions and Services

Arnold Adreani 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?

Our staff worked together to review and analyze last year's LCAP plan and it's impact on students as it relates to the Eight State Priorities and EGUSD's four Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Our PBIS Team meets biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals.

Our Vice Principal meets periodically throughout the year with our English Language Advisory Committee,

with a focus on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Adreani's data related to EGUSD's four strategic goals and our progress toward our goals. The Council provides input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

    - Adreani Leadership Team Meetings on 10/6/21, 11/3/21, 12/15/21, 1/26/22, 2/23/22, 4/6/22, 4/14/22, 5/4/22
      - School Site Council on 12/17/21, 2/24/22, 4/27/22
      - ELAC on 9/23/21, 11/4/21, 2/17/22
      - Staff meetings on 10/20/21, 12/1/21, 1/12/22, 2/9/22, 3/23/22,
      - Back to School Nights, 8/10/21, 8/11/21 and Open House 4/21/22
      - Parent Survey, January 2022
      - EGUSD Parent, Staff and Student Surveys Fall 2021 Spring 2022
      - Continual input sought through ongoing stakeholder and parent communication through: zoom meetings, parent phone calls, and school-wide events.

Impact of LCAP and Annual Update

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

Meetings with our school site council, ELAC, site leadership and school staff helped us to celebrate our accomplishments and areas of strength. These meetings also provided an opportunity for feedback on initiatives we have chosen to continue based on their successful outcomes, which to eliminate or modify for the upcoming 22-23 school year as well as an opportunity to suggest new initiatives tied to EGUSD and Arnold Adreani Elementary goals. Additionally, stakeholders were made aware of goals that could not be accomplished due to on-going pandemic constraints. Some goals, like release days for data driven instruction and programmatic development must be continued in the knowledge that our post-pandemic environment makes release days more viable. These days have proven very successful in the recent past and pre-pandemic school years.

Resource Inequities

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

There weren't any resource inequities discovered. With LCFF, ESSER and general funding our current students' academic needs were met to the greatest extent possible. The only area that surfaced through student, staff and community surveys was the need for increased mental health supports. An area of focus coming out of the pandemic according to survey data of stakeholders must be focused on the social-emotional and mental health needs of our students.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	**Students need high quality classroom instruction and curriculum as measured by:** • **A-G Completion** • **Access to Courses (Honors, AP/IB, CTE)** • **AP/IB Exams**

- **CAASPP**
- **Content Standards Implementation**
- **CTE Sequence Completion**
- **EAP**
- **Other (Site-based/local assessment)**
- **Progress toward English Proficiency**
- **Redesignation**
- **Teacher Assignment**

Site Goal 1.1

Maintain the expectation that students will attain proficiency in essential mathematical standards, with improved levels of proficiency and an emphasis on closing the achievement gap for all subgroups:

- 75% of all subgroups meeting proficiency in Grades K-6 using common grade level trimester assessments to assess performance.
- 77% of students in Grades 3-6 meeting or exceeding standards in mathematics, an increase of 5% as compared to our 2021 CAASPP overall score of 72%

Metric: Other (Site-based/local assessment)

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) Provide 8 hours of internal professional development through release time for teachers to plan and collaborate on school-wide instructional targets focused on EL and Socio-Economically Disadvantaged (SED) students. • Whole grade level release time to begin work on essential standards, learning targets and success criteria for all lessons with a focus on the High Quality Framework for Instruction all the while, asking, "How will we know students have learned it?" • Vertical articulation for alignment of standards • Grade-level planning for alignment of standards to instruction, and differentiation for each grade level team Supplemental Concentration - $13,200	Action 1-4 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria Action 1 - 4 John Hattie, October 2015 Influences and Effect Size • Collective teacher efficacy 1.57 • Teacher clarity 0.75 • Formative Evaluation 0.68	1)The effectiveness of the release time will be measured by each team identifying essential standards, learning targets and success criteria in ELA (specific to reading standards) for the upcoming trimester. By the end of the year teachers will submit identified essential standards maps in ELA.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$13200	Certificated- Timesheets	

Site Goal 1.2

Maintain the expectation that students will attain proficiency in essential English Language Arts standards, with improved levels of proficiency, with an emphasis on closing the achievement gap for all subgroups:

• 75% of all subgroups in Grades K - 6 meeting proficiency using common grade level trimester assessments.
• 81% of students in Grades 3-6 meeting or exceeding standards in English Language Arts, an increase of 5% as compared to our 2021 CAASPP overall score of 76%

Metric: Redesignation	

Actions/Services 1.2.1

Principally Targeted Student Group

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

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 internal professional development through release time for teachers to plan and collaborate on school-wide instructional targets focused on EL and Socio-Economically Disadvantaged (SED) students. • Whole grade level release time to begin work on essential standards, learning targets and success criteria for all lessons with a focus on the High Quality Framework for Instruction all the while, asking, "How will we know students have learned it?" • Vertical articulation for alignment of standards • Grade-level planning for alignment of standards to instruction, and differentiation for each grade level team Supplemental Concentration - $13,200 is tied to goal 1.1 above)	Actions 1-2 John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning. • Response to Intervention 1.07 • Teaching strategies 0.62 • Small Group learning 0.49	1) The effectiveness of this will be measured on a 6-8 week basis following the school-wide RTI check in model. The data that will be collected will be based on progress toward team-determined essential standards. Summatively, we will also use CAASPP, ELPAC and redesignation data to determine if we hit our annual target.

Funding Source	Amount	Description of Use	

Site Goal 1.3

We will begin the implementation of the Advancement Via Individual Determination (AVID) program in our intermediate grades (4th-6th) during the 2022-2023 school year in order to support at risk and under-represented students with executive functioning, academic readiness and experiences designed to help with a college and career mindset. This goal seeks to improve classroom engagement and improved attendance for affected subgroups as evidenced by an improvement in formative and summative assessment results through Illuminate and CAASPP.

Metric: Access to Courses (Honors, AP/IB, CTE, AVID)	

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) AVID implementation in all 4th, 5th, and 6th grade classrooms, in partnership with our EGUSD AVID office and administration, will support the college and life readiness of elementary students as they continue through middle school, high school and beyond. AVID is designed to support the executive functioning, organization and school readiness, while providing experiences to help under-represented youth navigate a rigorous course load and the college-going system. 2) Release hours for 6th grade staff to meet with Middle School (Albiani) staff in order to align AVID standards for a smooth transition to middle school for our 6th graders. (4 hours of planning time at $50/hour x 4 teachers = $800)	Please visit https://www.avid.org /research for an articulated list of supportive research.	1) Participating grade level teachers will survey students at the beginning of the year to determine baseline AVID strategy knowledge and will conduct a post-survey to determine learned skills. 2) Walkthrough observations will provide an indicator of the frequency and nature of AVAID strategies in use in all 4th, 5th, and 6th grade classrooms. 3) The effectiveness of this time will be measured by a successful flow of practices that are aligned and regularly practiced by both school sites.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$800	Certificated- Timesheets	

Site Goal 1.4

We will work to increase student access to high quality literature and informational text by expanding our library technician hours from 15 hours/week to 19.75 hours weekly (an increase of 4.75 hours weekly). This will increase our ability to host read alouds, teach library organization, support classroom research projects, incorporate diverse titles and support curriculum check-in and out procedures for staff. This goal will seek to improve student participation in the Accelerated Reader program as well as fluency and comprehension rates among all subgroups.

Metric: CAASPP	

Principally Targeted Student Group

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

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) We will allocate $3,600 in classified salaries to increase our library technician hours from 15 hours/week to 19.75 hours/week (an addition of 4.75 hours weekly), at a cost of $20/hour for 37 weeks. 2. We will also allocate $1000 in timesheets to supplement library technician hours for special projects (i.e. curriculum inventorying, materials processing and distribution, book fair, ordering new and diverse titles). At $20/hour this would equate to 50 additional hours yearly. ($3,600- Classified Salaries & $1000 Classified Timesheets)	1. The American Library Association research at www.ala.org/tools/research /librariesmatter/library-reading-programs-encourage-reading-achievement supports.pdf supports early literacy and is an important step towards reading achievement. 2. Research at https://ila.onlinelibrary.wiley.com /doi/abs/10.1002/trtr.1516 emphasizes the importance children's literature plays in the literacy development of children. A strong emphasis is placed on having diverse library collections that take into account numerous factors, such as race, class, disability and religion.	1. We will measure the effectiveness of this goal through a growth in students reaching their classroom AR goal each trimester, as well as an increase in fluency and comprehension rates among all subgroups, and increased student access/use of the library/increased circulation 2. The administration will work closely with the Library Technician to ensure that all core and supplemental instructional materials are effectively and efficiently distributed to staff and students on time.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$3600	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	$1000	Classified- Timesheets	

Site Goal 1.5

Our site will assess all 3rd grade students for the GATE program to ensure all that qualify are identified and given opportunity to participate in after-school enrichment activities on campus. Additionally, all students in grades 4-6 will be given the opportunity to participate in the Fantastic And Meaningful Education (FAME) opportunities on campus that will enrich classroom learning, giving all students equitable access to enrichment opportunities.

Metric: Access to Courses (Honors, AP/IB, CTE, AVID)	

Actions/Services 1.5.1

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) GATE Coordinator will assess students for GATE program using NNAT testing format. One day guest teacher for the GATE Coordinator to conduct NNAT testing will cost our site, $250. 2) GATE/FAME enrichment classes will be offered to all 4th-6th grade students in an after school format beginning in January of 2023 and run for 15 weeks (3 classes/week). Students will sign up for classes based on their interests. Materials or supplies for these classes may include, software for computer programming classes, materials for engineering classes, cooking supplies for baking classes or science experiment supplies. Certificated staff to teach these classes will cost our site $2250 (45 hours is 3 hours each week for 15 weeks at $50/hr). This will leave us with a supplies budget of $647. 3) GATE/FAME coordinator will plan classes, schedule offerings and manage sign ups for all classes as part of the stipend of $1250.	Actions 1-2 Closing Advanced Coursework Equity Gaps for All Students - https://www.americanprogress.org/issues/education-k-12/reports/2021/06/30/500759/closing-advanced-coursework-equity-gaps-students/	1) Completion of NNAT testing for all 3rd grade students. 2, 3) GATE/FAME student attendance to enrichment offerings based on high level interest in courses.

Funding Source	Amount	Description of Use	
GATE (7105/0000)	$250	Certificated- Timesheets	
GATE (7105/0000)	$1250	Certificated-Stipends	
GATE (7105/0000)	$2250	Certificated- Timesheets	
GATE (7105/0000)	$647	Materials/Supplies/Equipment	

Site Goal 1.6

For students working at or above grade level proficiency in ELA and math as measured by Illuminate Interim grade level common assessments, we will work to increase the number of students engaged in enrichment activities that raise achievement in core content areas and development of skills that will make students college and career ready. The number of students involved in NEHS, FAME, Math and Science Olympiad and other accelerated programs during the 2022-2023 school year will be used as a baseline due to reduced ability to implement these programs during the school closure. This goal of increasing the participation of students at or

above grade level by 10%, with an emphasis on increasing the participation of students in targeted subgroups such as EL, African American, Foster Youth, and Low Income, by at least 10%.

Metric: Other (Site-based/local assessment)	

Actions/Services 1.6.1

Principally Targeted Student Group

• Black or African American • EL • Foster Youth • Low Income

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. Determine students who have achieved grade level mastery in reading and math through analysis of pre-assessment data gathered at the start of the year using grade level assessment data, with particular focus on EL, African American, Foster Youth, and Low Income students. 2. Invite these students to participate in accelerated programs, such as PACE and NEHS. Programs will provide content area enrichment, especially in STEM fields, as well as leadership. Learning opportunities will take place throughout the year on a weekly basis through extended day learning activities. Focus will be given to increasing involvement of our target groups: English learners, foster youth, low income, Hispanic, African American students, and students with disabilities. 3. GATE Coordinator will work with classroom teachers to identify students with gifted potential for GATE identification and support them as they complete the identification process, increasing the number of students qualifying for GATE.	Azzam, A. April 2016, Six Strategies for Challenging Gifted Learners. ASCD Education Update. Vol. 58. No. 4	Site administrator and GATE Coordinator will monitor involvement of students achieving above grade level to review progress as students develop higher order skills twice during the year, at the midpoint and then at the end of the year. GATE Coordinator will analyze the results of GATE identification and monitor acceleration program involvement matched to their needs. GATE Coordinator will monitor GATE referrals, reaching out to teachers at the start of the school year for potential GATE candidates, enlisting teachers involvement in the process of GATE identification for a great number of students during the year.

Funding Source	**Amount**	**Description of Use**	

Site Goal 1.7

Guided Language Acquisition and Design (GLAD) certification for teachers to learn and/or refine their instructional repertoire to meet the needs of EL students with designated and integrated instruction as identified by progress on the ELPAC. Our goal is to increase the re-classification rate of our EL learners by 5%.

Metric: Redesignation	

Actions/Services 1.7.1

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?
1. Two teachers will attend Project GLAD training at a total cost of $3500/teacher. ($200/day substitute cost x 7 training days x 2 teachers = $2800, plus $2100 registration costs x 2 teachers = $4200. Total cost of $7000). Project GLAD professional development will support the direct instruction of EL and RFEP students. These trained staff members will then bring back their new learning to our staff through staff meeting time.	https://xyofeinstein.files.wordpress.com/2019/11/250_influences_chart_june_2019-2.png (2022)John Hattie's *Visible Learning* research shows a 0.59 effect size for direct instruction, scaffolding shows a 0.58 effect size, concept mapping shows an effect size of 0.64 and classroom discussion shows a 0.82 effect size. These practices are hallmarks of effective GLAD instruction.	1. Administrative walk-throughs and classroom evaluations and observations will ensure implementation. Implementation of ELD strategies and a benchmark of 10% of EL students re-designating with the ELPAC summative scores will inform our evaluation.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$4200	Contracts/Services/Subscriptions	
Supplemental/Concentration (7101/0000)	$2800	Certificated- Salaries	

Site Goal 1.8

In support of our Academic Intervention Teacher (AIT) and students receiving intervention services, we will provide district approved supplemental curriculum, supplies and materials in order to enrich the learning experience of our intervention students not scoring proficient on grade-level interim assessments through Illuminate Education. Our goal is to reach an average of 50% proficient across grades 1st-6th on English Language Arts on trimester 2 interim assessments by late February 2023. During the 2021-2022, our interim 2 assessment average was 36%.

Metric: Other (Site-based/local assessment)	

Actions/Services 1.8.1

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. A supplies budget of $400 will be provided to support the AITs work and help close the gap for students not at grade level.	https://xyofeinstein.files.wordpress.com/2019/11/250_influences_chart_june_2019-2.png (2022) John Hattie's *Visible Learning* research shows a 0.59 effect size for direct instruction.	1. The Academic Intervention Teacher will compose a caseload of students as determined by diagnostic and interim assessments and Co-Op data. Focus of instruction will remediate learning gaps and bring students to proficiency. Our goal is to realize at least 50% of our students reaching proficiency as measured by improvements from diagnostic and trimester 1 interim assessments.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$400	Materials/Supplies/Equipment	

Site Goal 1.9

We will enhance our library setting with updated mobile work spaces for our students as well as technology in order to bring our resources up to date for our students and staff. Our work spaces are currently static, not allowing for larger group collaboration spaces. Additionally, we do not currently have a way for students to search for books on their own which ties up the librarian in assisting students to find specific books. Our goal is to equip our students to navigate the digital catalog system.

Metric: Other (Site-based/local assessment)	

Actions/Services 1.9.1

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) We will purchase two new computers for our library in order to allow students to use them for searching our library catalog for titles in their field of interest, research for classroom projects. This will also serve as instruction	America Library Association https://www.ala.org/news/state-americas-libraries-report-2019/school-libraries	1) We will measure the effectiveness of this purchase by data, illustrating student proficiency of the computer system to find their own library books using the search function as well as student proficiency of research modalities

into the use of a digital card catalog. (approved laptops at $1,000 each for an approved cost of $2000)

2) We will purchase new mobile desks for the library that allow for student collaboration and reconfiguration of the library layout. In order to have space for a class of up to 30 students, we will need 30 desks. (Desks are $400 each x 30 desks = $12,000)

used on classroom projects.

2) The effectiveness of this purchase will be measured by an increase in collaboration amongst students in the library setting and an overall increase use of the library space by classroom teachers.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$2000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$12000	Materials/Supplies/Equipment	

Site Goal 1.10

Aging or absent technology in our classrooms will be updated, with a focus on replacement of interactive whiteboards and short throw projectors. This will require equipment, installation, and site modification processes. Currently, we have 6 classrooms without interactive whiteboards or short throw projectors. The goal here is to update those classrooms to get them aligned with the remaining classrooms on campus.

Metric: Other (Site-based/local assessment)

Actions/Services 1.10.1

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) We will assess each of our classrooms for aging equipment as well as classrooms that do not yet have interactive whiteboards with the support of our district Technology Department staff. (Estimated cost for interactive whiteboard and/or short throw projectors is approximately $3,300 with installation. Six classrooms could be equipped with $20,000)	Technology and Classroom Data, Barbara Kurshan,Forbes https://www.forbes.com/sites /barbarakurshan/2016/07 /26/technology-and-classroom-data/?sh=120304dc2039	1) Replacement or purchase of projectors and installation completed for identified classrooms by start of new calendar year (January 2023).

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$20000	Materials/Supplies/Equipment	

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Site Goal 2.1

All grade level and support/intervention teams will operate as a high functioning Professional Learning Community (PLC) to analyze diagnostic, interim and summative assessment data and make modifications to instruction based on that data during weekly PLC meetings during early out day per week.

Metric: Assessment System	

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?
1) We will continue to develop the effectiveness of our PLCs at Arnold Adreani by developing a PLC Guiding Coalition team that will lead teachers in establishing curriculum maps and essential standards for English language arts (year 1) and increase the use of common formative assessments. This team will do one book study together, reading the text, "School Improvement for All" by Kramer/Schuhl and meet 12 times during the school year for two hours each time. (12 meetings x 2 hours at $50/hour = $1200/teacher. $1200 x 6 teachers = $7200) 2) Teaching staff will be provided professional learning on the	Actions 1-3 Voelkel, R. (2011). A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities *Common Formative Assessment: A Toolkit for Professional Learning Communities at Work (How Teams Can Use Assessment Data Effectively and Efficiently)* - Kim Baley, Chris Jakicic, Richard DuFour	1)The effectiveness of the work in our PLCs will be measured through a positive increase of student scores on diagnostic and interim assessments done through Illuminate Education. Students will move from Beginning to Developing and Developing to Proficient; and from Below Grade Level to Approaching Grade Level, and Approaching Grade Level to On Grade Level. 2) The effectiveness of this will first be measured by the number of teachers using Illuminate followed by the frequency of use as indicated by PLC minutes and Co-Op data. 3)The effectiveness of Co-Ops will be measured by the progress of

components of the EGUSD adopted assessment platform, *Illuminate Education.* Training will be delivered via a TOT model during teaching staff meetings, Early Out PLC meetings. (No additional cost to our site.)

3) Our Support/Intervention Teams will continue to build on our foundation of a school-wide Multi-Tierred System of Supports (MTSS) that includes Response to Intervention (RtI) by providing Co-Op meetings twice per year to look at student progress toward the chosen essential standards with a focus on English Learner and Socio-economically disadvantaged (SED) students. We will require a guest teacher to cover staff rotations. (3 days x 1 roving sub x 2 times per year = $1200).

identified students or a positive response to intervention as implemented and executed by the Support/Intervention team. This data can be seen and monitored on our PBIS TIPS form which is filled out bi-monthly and through our final PBIS assessment of the Tierred Fidelity Inventory (TFI) completed in April 2023.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$1200	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$7200	Certificated- Salaries	

Site Goal 2.2

At Adreani, we will increase the use of research proven English Language Development (ELD) strategies in our classrooms through on-going professional development opportunities provided to our teaching staff. We will consistently assess the success of these strategies through our EL walk-through observation data and through ELPAC reclassification rates with a goal of 35% of our students progressing at least one ELPI level (levels are rated 1-4) from 27.2% in the 2019-2020 school year.

Metric: Assessment System	

Actions/Services 2.2.1

Principally Targeted Student Group

• EL

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) We will use ELPAC student testing and student classroom assessment results to drive decisions around ELD professional development opportunities for our teaching staff. Utilizing district EL coaches to provide our certificated staff with focused instructional strategies centered around High Yield instruction for Integrated and Designated ELD and ELD resources provided through existing curriculum. (two professional development opportunities at 2 hours each (4 hours total) for 20 certificated staff members @ $50/hour will cost our site $4000). 2) We will expand the use of Imagine Learning for our EL students which is an individualized, multimodal language and literacy software program designed to help English learners. We will require and monitor student completion at 30 minutes a day, 5 days/week. (No additional cost to our site.)	Actions 1-3 Teaching Academic Vocabulary By Kate Kinsella, Ed.D. John Hattie's Visible Learning research (2015), collective teacher efficacy has a 1.57 effect size, and direct instruction has a .60 effect size.	1) The effectiveness of this will be measured by EL walkthrough data (if the strategies are being effectively used), Co-Op data, and student classroom assessment data in ELA. 2) The effectiveness of this will be measured by student progression through the levels in Imagine Learning that illustrates growth as well as improved grades in ELA.

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

Site Goal 2.3

We will monitor the English language development of our EL students using 2021-2022 ELPAC scores, with the goal of all of students achieving growth of at least one performance level on the 2023 ELPAC and to increase our reclassification rate from 3.5% to 8%. This will be achieved through effective ELD instructional practices provided daily within whole group and designated small group instruction.

Metric: Assessment System	

Actions/Services 2.3.1

Principally Targeted Student Group

• EL

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) Our EL Coordinator will oversee the identification/placement of EL students, reclassification, RFEP monitoring, and support at ELAC meetings. The EL Coordinator will be supported by the Vice Principal as well as additional certificated staff members who will help to administer the ELPAC test. 2) Tutoring will be offered to all EL students in an after-school format by a certificated staff member. Tutoring will be offered twice per week for one hour each day = 2 hours/week for 28 weeks which will cost our site $2879. Additionally, we will purchase materials and supplies for EL students receiving tutoring in order to enrich the learning experience. (EL Supplemental $2000). 3) EL Coordinator and Vice Principal will administer the ELPAC test for all EL students. Ten days of testing will cost our site $2000 for guest teacher coverage (10 days at $200/day teacher rate = $2000).	Actions 1-3 Teaching Academic Vocabulary By Kate Kinsella, Ed.D. John Hattie's Visible Learning research (2015), collective teacher efficacy has a 1.57 effect size, and direct instruction has a .60 effect size.	1) We will measure the effectiveness of this action through successful completion of the reclassification process and appropriate student placement in support programs. 2) Attendance rates to tutoring and classroom ELA/Math assessment data will measure the effectiveness of this program. 3) The effectiveness of this action will be measured by a high completion rate of testing and an increase in student re-classification rates.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$2000	Certificated- Timesheets	
EL Supplemental (7150/0000)	$2879	Certificated- Timesheets	
EL Supplemental (7150/0000)	$2000	Materials/Supplies/Equipment	

District Strategic Goal 3:

All students will have an equitable opportunity to

District Needs and Metrics 3:

Students need a safe and engaging

learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

academic, social-emotional, and physical school environment as measured by:

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

Site Goal 3.1

Support the social emotional well-being of our school community by continuing to develop as PBIS Tier I and 2 teams. In 2022, our Tier 1 PBIS Tierred Fidelity Inventory (TFI) score was 90% and the Tier 2 PBIS TFI was 81%. Our goal in 2022 will be to achieve 95% implementation of Tier 1 and 85% for Tier 2.

Metric: Cohort Graduation	

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) PBIS Tier I implementation • Recruit a family member of our school community to join the Tier I team. This person will serve to add student representation and voice on school-wide expectations, consequences, and acknowledgements. • Increase the use of WOW tickets to increase desirable behaviors • Share school-wide discipline data at each of the monthly staff meetings to help drive appropriate focus • Review Synergy and Major vs Minor incidents with staff twice per year. • Increase branding and messaging through banners and needed supplemental materials, equipment and personnel.	Actions 1-2 Robert Marzano, "What Works in Schools," 2002 (Safe and Orderly Environment) "Is School-wide Positive Behavior Support an Evidenced-based Practice?" by Rob H. Horner, George Sugai, and Timothy Lewis	1) Success of our PBIS Tier I program at Adreani will be measured by Synergy discipline data with a goal of reducing behavior referrals (minor and major) and suspensions from the 2021-2022 to the 2022-2023 school year. 2) Success of our PBIS Tier 2 program at Adreani will be measured by our student performance data, including tracking proportions of students experiencing success (% of participating students being successful) and use of intervention outcomes data and decision rules for progress monitoring and modification.

(PBIS 1,000/Supplemental
/Concentration $1000)

2) PBIS Tier 2 implementation

- Increase interventions vs. consequences.
- Implement use of check in - check out process with "at risk" students.
- Identify Foster Youth & inform staff of FY.
- Recognize the impact of trauma on students/families and provide resources for support.
- Provide access to Social Groups and MHT referrals as needed.
- Tier 2 Team will meet twice per year to review fidelity of program.
- Tier 2 Team will meet bi-monthly and use the TIPS form to document student progress and needs.
- Tier 2 Team will develop a written process for teaching relevant staff how to refer students and implement each of our Tier 2 interventions set in place.

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	

Site Goal 3.2

We will increase climate and culture on campus as evident by the number of students responding favorably on the Climate and Culture Survey administered in the spring of each school year.

We set the following goals for the 2022-23 CCHS Survey:
Maintain our overall high rating of 90% favorable for all students
Increase our African American students from 88% to 90% favorable
Increase our Students with Disabilities from 88% tp 90% favorable

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

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

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) We will provide a diverse collection of books and resources in our Library that reflect our student population, including bilingual books to support out EL students in their native language (EL Supplemental $1100). This is a large increase due to loss of books during COVID and aging/damaged books. (Supplemental/Concentration $10,000) 2) We will implement and execute a school-wide plan based on the book "Removing Labels" by author Dominique Smith which will help to disrupt negative expectations about students at our school. (No additional cost to our site.) 3) We will implement Community Building Morning Meetings in at least 30% of our classrooms through staff development and other appropriate supports including modeling and use of district personnel. (No additional cost to our site.) 4) Implementation of new, district provided Social Emotional Learning curriculum, *Character Strong,* in at least 30% of our classrooms. (No additional cost to our site.) 5) ALL district staff will receive Professional Development from our Curriculum & Professional Learning Department (CPL) on Students Interacting with Content - high quality instruction with culturally and linguistically responsive indicators. In addition, staff can select from choice examples, as well. Choice examples may include: Grading for Equity, Exploring other	John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning</u> • Teacher Clarity Effect Size 0.75 • Professional Development Effect Size 0.62 • Collective Teacher Efficacy Effect Size 1.57 <u>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</u>, Voelkel R. (2011). <u>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</u>, Fisher, Frey, Hattie 2016.	1) The effectiveness of this goal will be measured by increased scores on the culture and climate survey administered in the spring of each school year. 2) We will see a decrease in incidents of conflict around race and cultural differences between students. Review of MTSS response referrals to T1 and T2 SEL for evidence of strategies discussed in book study. 3) We will measure the effectiveness of this action through a progressive increase in classrooms that have implemented morning meetings and by a decrease in discipline data and conflict on campus, including in our classrooms and playground areas. 4) We will measure the effectiveness of this action through a progressive increase in classrooms that have implemented at minimum of two activities per day of the curriculum for the first year rollout. 5) The effectiveness of this action will be measured by an increase in positive interactions between our students/families and school staff.

Cultures, Deep Dives into Instruction and Data for Equity.
In addition, the following professional development opportunities for all site staff will be available from our district's Equity Department which will include: Compassionate Dialogue, What is Implicit Bias?, Becoming Racially & Ethnically Conscious, The Impact of Microaggressions, How to Talk about Race, and Beyond He or She. (No additional cost to our site.)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$10000	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	$1100	Materials/Supplies/Equipment	

Site Goal 3.3

We will hold 3 community building assemblies for our school, one for teachers and two for students to build upon our Character Counts program here at Adreani. Our focus will be on empathy for others and relating well through our differences. Our Tier II data from the 2021-2022 school year showed that new students in our school community were having a hard time connecting to peers due to differences and lack of history at our school. We will monitor our CCHS survey data as well as surveys of families new to Adreani to measure progress resulting from this goal's actions.

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) These assemblies, which will serve all 1st-6th students, will set the stage for our theme for the school year of showing empathy to others. We will support the messages shared by the speaker throughout the school year in our daily announcements, our PBIS Tier I program in our classrooms, playground and other locations on our campus. 2) By serving all staff on our	Article: Motivation in the Workplace to improve the Employee Performance by Vinay Chaitanya; Ganta Junior Research Fellow (Ph.D.,) Department of Commerce and Management Studies Andhra University, Visakhapatnam.	1) We will know this is work is effective by a decrease in our discipline data for harassing and bullying behaviors. 2) We will know this work is effective by favorable parent/student feedback on our Culture Climate survey results in the spring.

campus with the message by the speaker, we are setting the theme for the school year and encouraging their continued support of school initiatives and best practices when relating to families in our community.

(Supplemental/Concentration $7000 to support Character Counts)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$7000	Contracts/Services /Subscriptions	

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

- **Attendance Rate**
- **Chronic Absentee Rate**
- **Family and Community Engagement**
- **Input in Decision Making**
- **Other (Site-based/local assessment)**
- **Partnerships for Student Outcome**
- **Relationships Between Staff and Families**

Site Goal 4.1

Increase opportunities for families to participate in school-wide events by focusing on parent groups who do not traditionally attend school functions, including School Site Council (SSC), English Learner Advisory Council (ELAC), PTA, parent conferences, Watch DOGS, Parent University nights, Accelerated Reader, Math Club and school-wide community events such as Back to School Night, Open House, Carnival, Auction, Mother/Son Game Night, Father/Daughter Dance, SOTW assemblies, PTA meetings, and Community Feedback Night.

- Identify main languages spoken by families
- Increase the translation of flyers into home language
- Make personal calls to specific sub-group populations to personally invite to school-wide events

Metric: Attendance Rate	

Actions/Services 4.1.1

Principally Targeted Student Group

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)School-wide Family and Community Engagement programs • Parent/Teacher conferences • ELAC meetings (light refreshments provided - EL supplemental $100)) • Back to School Night • Open House • Ensure home/school communications/flyers are translated whenever possible • Make phone calls to personally invite families to events • Establish & communicate current events in print, website, social media • Use Talking Points to send messages in primary language • Provide necessary supplemental materials, equipment, and personnel. • Community Feedback Night (8 certificated staff members to attend 4- two hour planning meetings for this event and 2 hour evening event = $500/staff member which equals $4000) 2) Support home-to-school communication with a focus on EL and Foster students through Communication Folders and School-wide organization systems with grade-level resources and supplies. Supported by a minimum of 2 trimester school-wide check ins such as Parent/Teacher conferences. (No additional cost to our site.) 3) Awards and incentives for academic progress in Accelerated Reader (AR) and Math Club. (Supplemental/Concentration $500) 4) Improve our front office atmosphere by adding a diverse sample of welcome messaging,	Actions 1-3 John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning. Back to school: How parent involvement affects student achievement http://www.centerforpubliceducatio n.org/Main-Menu/Public-education /Parent-Involvement/Parent-Involvement.html Research Spotlight on Parental Involvement in Education http://www.nea.org/tools/17360.htm	1)The effectiveness of this will be measured by increased scores from families on the culture and climate survey and increased attendance on attendance logs for school-wide events, which will be evidenced by RSVPs or sign in to events. 2) Attendance monitored through sign-in sheets for each grade level at the incentive events. 3) The effectiveness of this will be measured by an increase in students who receive acknowledgement through their success in the AR or Math Club program. 4) The effectiveness of this will be measured by a growth in positive interactions with both families and students and favorable feedback from parents on the Culture Climate survey completed in the spring.

artwork, or pictures that accurately represent our school families. (Supplemental/Concentration $1,000)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$500	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$4000	Certificated- Timesheets	
EL Supplemental (7150/0000)	$100	Materials/Supplies/Equipment	

Site Goal 4.2

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

- Increase overall attendance rate from 96.5% to 98.0%
- Decrease early dismissal rate to .6%
- Decrease tardy rate to 1%
- According to the California School Dashboard data from 2019: Students with Disabilities (SWD) and White students are our only subgroups in the Yellow Tier. The rate of absenteeism for our White students increased from 1.7% to 4.7% and SWD absenteeism rates declined by 4.4%, which leaves us at 12.6%.

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

• School-wide • SWD • White

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) School Administration will gather and analyze attendance data monthly. Reports submitted to administration by front office staff will include tardies, early dismissals, and absences. • Personal phone calls home from teachers regarding attendance. When chronic attendance issues arise, Administration will make phone calls home. • Follow school policy as laid	Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media /chronicabsence-15chang.pdf	1) This will be measure through Synergy Attendance Data collected on the ADA cut off dates to monitor tardies, absences, and early dismissals. Teacher also submit a tardy record sheet to administration at the end of each trimester.

out in the Staff Handbook for tracking and monitoring tardies. • Hold monthly PBIS/Intervention team meetings • Monitor SART process • Admin/parent conferences (No additional cost to our site.)		

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.

V. Funding

Arnold Adreani Elementary (205) | 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	$29,054	$29,054	$29,054	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$91,700	$91,700	$55,800	$12,400	$18,000	$5,500	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$4,397	$4,397	$4,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$12,279	$12,279	$4,200	$6,879	$1,100	$100	$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	$138,430	$138,430	$93,451	$19,279	$20,100	$5,600	

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	$138,430

	Signatures: (Must sign in blue ink)	Date
Principal Julie Hughes		
School Site Council Chairperson Nicole Broadnax		
EL Advisory Chairperson Motaz Ali Adlan		