



Robert J. Fite Elementary

Local Control Accountability Plan (LCAP) 2022-2023

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

IV. Goals, Actions and Services

Robert J. Fite 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?

08/09/21 Title I Parent Information and Feedback Meeting / Back to School Night Presentation
08/16/21 Staff Meeting - Review 21-22 LCAP and discuss LCAP spending vs. ESSER spending
08/23/21 Leadership Meeting - Review 21-22 LCAP budget allocations; discuss spending priorities, School Site Council elections/trainings/meetings
09/01/21 English Learner Advisory Committee Meeting (ELAC) - Review current 21-22 site plan and discuss actions and impact on English Learners
10/06/21 School Site Council Meeting - Review and Update the 21-22 Site LCAP actions and align and

approve budgets

11/17/21 School Site Council Meeting - Review ELAC input and review changes to aligned spending to 21-22 goals and actions

01/24/22 Leadership Meeting - Update on budget and 21-22 site spending plan

01/26/22 School Site Council Meeting - Update on implementation of 21-22 LCAP actions and services

02/10/22 English Learner Advisory Committee Meeting (ELAC) - EL Needs Assessment, 21-22 site plan data analysis, gather site plan input for 22-23

04/04/22 Leadership Meeting - Review and get input for 21-22 LCAP evaluation; Gather feedback and ideas for spending and budget priorities for 22-23

04/07/22 School Site Council Meeting - Site LCAP Evaluation for 21-22; Input on 22-23 spending and priorities

04/21/21 English Learner Advisory Committee Meeting (ELAC) - EL Needs Assessment summary, review 22-23 LCAP and goals for English learners

04/27/21 School Site Council Meeting - Review and approve draft of 22-23 LCAP

Impact of LCAP and Annual Update

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

These consultations affected the 2022-2023 LCAP in the following ways:

- Provide additional structured recess support for students.
- Provide additional opportunities for visual and performing arts instruction during the school day.
- Provide a 1.0 FTE academic intervention teacher (AIT) to support core academic instruction and intervention during the school day for students from our principally targeted student groups.

Resource Inequities

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

In reviewing and completing a comprehensive needs assessments and gathering feedback from stakeholders throughout the 2021-2022 school year, the following resource inequities were identified:

- The need for afterschool support, specifically for homework and academics
- The need for afterschool programs and child care
- The need for additional visual and performing arts opportunities
- The need for additional support for English Learners

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

Increase by 5% or more the overall school-wide percentage of students at each grade level meeting or exceeding grade level achievement standards and benchmarks in core content areas (ELA and Mathematics) by providing targeted instructional support and supplemental curriculum and resources.

For grades K-2, we will use Illuminate data and common district assessments for English Language Arts (ELA) focusing on phonics and phonemic awareness, fluency, spelling, and writing. For Mathematics, we will use Illuminate data and common assessments focusing on number sense and computation. Our goal is to have 75% or more of students meeting benchmarks for ELA and Mathematics in grade K-2.

In grades 3-6 specifically, we will use CAASPP data in order to show the following growth:

English Language Arts (ELA): Increase overall performance **SCHOOLWIDE** from 43% to 48% meets or **exceeds** achievement standards.

- Increase overall performance of **STUDENTS WITH DISABILITIES** from 5% to 10% meets or exceeds achievement standards.
- Increase overall performance of **ENGLISH LEARNERS** from 36% to 41% meets or exceeds achievement standards.
- Increase overall performance of **ASIAN** students from 51% to 56% meets or exceeds achievement standards.
- Increase overall performance of **BLACK/AFRICAN AMERICAN** students from 17% to 22% meets or **exceeds** achievement standards.
- Increase overall performance of **HISPANIC** students from 23% to 28% meets or exceeds achievement standards.
- Increase overall performance of **WHITE** students from 68% to 73% meets or exceeds achievement standards.
- Increase overall performance of **students from TWO OR MORE RACES** from 43% to 48% meets or **exceeds** achievement standards.

Mathematics: Increase overall performance **SCHOOLWIDE** from 35% to 40% meets or exceeds achievement standards.

- Increase overall performance of **STUDENTS WITH DISABILITIES** from 9% to 14% meets or exceeds achievement standards.
- Increase overall performance of **ENGLISH LEARNERS** from 34% to 39% meets or exceeds achievement standards.
- Increase overall performance of **ASIAN** students from 45% to 50% meets or exceeds achievement standards.
- Increase overall performance of **BLACK/AFRICAN AMERICAN** students from 9% to 14% meets or **exceeds** achievement standards.
- Increase overall performance of **HISPANIC** students from 18% to 23% meets or exceeds achievement standards.
- Increase overall performance of **WHITE** students from 45% to 50% meets or exceeds achievement standards.

- Increase overall performance of **students from TWO OR MORE RACES from 48% to 53% meets or exceeds** achievement standards.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino • 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. Provide targeted, individual or small group instruction during the instructional day provided by an Academic Intervention Teacher (AIT).</p> <ul style="list-style-type: none"> • One AIT will be provided by the district using ESSER funds. A second AIT will be funded by site LCAP funds. (1.0 FTE Academic Intervention Teacher : Certificated Salaries \$90,000/4900) <p>Using site data and teacher recommendations, the AITs will focus on at-risk students and students performing below grade level standards in the targeted subgroups.</p> <p>2. Provide materials, resources, and supplies for the AIT teachers to support intervention. Materials may include supplemental curriculum, manipulatives, games and resources to engage students in learning, as well as additional student supplies for intervention (paper for copies, whiteboard markers, pens/pencils, student folders etc.) (\$5,000 materials and supplies/7101)</p>	<p>1-2. 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>1-2. For grades K-2, we will use Illuminate data and AIT pre/post assessment data to measure growth for students participating in targeted instructions with the AIT.</p> <p>1-2. For grades 3-6, we will use a combination of Illuminate data, AIT pre/post assessment data, and CAASPP data to measure growth for students participating in targeted instruction with the AIT.</p> <p>1-2. Effectiveness will also be measured using AIT pre/post assessment data and the number of students who meet achievement and move out of intervention groups throughout the year. AIT will meet with site administration monthly to review student progress data. AIT will participate in CAST/CO-OP meetings and Tier II meetings.</p>

Funding Source	Amount	Description of Use	
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Title I – Basic (4900/3010)	\$90000	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment	

Actions/Services 1.1.2

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?
<p>1. Fund supplemental Reading A-Z (RAZ) Program to provide students with additional support in reading. Accessible at both school and home. (Site Licenses/Digital Subscriptions: \$3000/7101)</p> <p>2. Fund additional supplemental digital resources for both ELA and Math. Any curriculum, print or digital, will be used/purchased in accordance with BP/AR 6160.1 regarding the purchase of board adopted materials.(Possible programs include Lexia, IXL, Brain Pop, EPIC, DreamBox, Prodigy) (Site Licenses/Digital Subscriptions: \$25,700/7101)</p>	<p>1-2. 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>1-2. Site teacher coordinator(s) and administration will monitor usage and progress from program reports at the end of each trimester.</p> <p>1-2. Illuminate and CAASPP data will be analyzed along with participation and usage reports to show an increase in achievement for students regularly accessing programs and resources.</p> <p>1-2. Teachers, support staff, and administrators will review student progress 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 ELA and Math curriculum assessments to track student growth.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$28700	Contracts/Services /Subscriptions	

Actions/Services 1.1.3

Principally Targeted Student Group

• Black or African American • EL • Hispanic or Latino • 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. Purchase additional supplementary curriculum and instructional materials to enhance student engagement. Curriculum and materials may include class sets of novels, culturally and linguistically diverse books, science lab material kits, and student supplies for workshop, intervention, and enrichment. (Materials/Supplies: \$8,000/7101)</p> <p>2. Purchase updated books and materials for the school library. (Materials/Supplies: \$2,000/7101)</p>	<p>1-2. 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>1: Effectiveness will be measured using site administrator observation and teacher and librarian feedback. Students will have access to diverse literature, supplementary resources and materials 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.</p> <p>2. Effectiveness will be measured by reviewing an updated school library inventory at the end of the year, showing an increase in diverse titles and more current publishing dates of books and resources.</p>

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

Actions/Services 1.1.4

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?
<p>1. Provide funding by grade level to access field trip opportunities and cover the cost of transportation for students to attend educational field trips. (Contracts/Services /Subscriptions: \$14,000/4900 /3010)</p>	<p>1. Regardless of gender, ethnicity or socioeconomic status, youth who take educational trips have better grades (59 percent), higher graduation rates from high school (95%) and college (63%), and greater income (12% higher annually). In fact, 89% said educational trips had a positive, lasting impact on their education and career because the trips made them more engaged, intellectually curious and interested in and out of school.</p>	<p>1. Student field trip attendance, student and teacher survey data, and student work products and feedback based on field trip experience. (Projects, journals, reflections, assessments, etc.)</p>

<https://www.neamb.com/work-life/how-field-trips-boost-students-lifelong-success>

1. Experiential learning at formal and informal field trip venues increases student interest, knowledge, and motivation. A Review of Research on School Field Trips and Their Value in Education; International Journal of Environmental & Science Education (2014), 9, 235-245

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$14000	Contracts/Services /Subscriptions	

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

• Black or African American • EL • Hispanic or Latino • Low Income • 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. 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. (Certificated Timesheets: \$5,000/4900)</p> <p>2. Purchase supplemental materials and supplies to support student extended day enrichment opportunities. (Materials and Supplies: \$5,000/4900)</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)	\$5000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	

Actions/Services 1.2.2

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino • 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. Provide opportunities for student participation in afterschool Visual and Performing Arts programs, specifically provide scholarship funds for band students to participate in the after-school band program and instrumental music lessons. (Contracts/Services /Subscriptions: \$5,000/7101)</p>	<p>1. Critical Evidence: How the Arts Benefit Student Achievement</p> <p>https://files.eric.ed.gov/fulltext/ED529766.pdf</p> <p>Arts learning experiences contribute to the development of certain thinking, social and motivational skills that are considered basic for success in school, work and life. These fundamental skills encompass a wide range of more subtle, general capacities of the mind, self-perceptions and social relationships.</p> <p>The arts nurture a motivation to learn by emphasizing active engagement, disciplined and sustained attention, persistence and risk taking, among other competencies. Participation in the arts also is an important strategy for engaging and motivating at risk students and those with special needs.</p> <p>Mariale Hardiman, Luke Rinne, and Julia Yarmolinskay: <i>The Effects of Arts Integration on Long-Term Retention of Academic Content</i></p> <p>Previous correlational and quasi-experimental studies of arts integration—the pedagogical practice of “teaching through the arts”—suggest its value for enhancing cognitive, academic, and social skills. This study reports</p>	<p>1. Review attendance data and number of students participating in the afterschool program.</p>

the results of a small, preliminary classroom-based experiment that tested effects of arts integration on long-term retention of content.

First published: 18 August 2014

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$5000	Contracts/Services /Subscriptions

Site Goal 1.3

Support a robust English Learner program through accurate assessment, support for designated and integrated English Language Development (ELD) instruction, and communication with families of English Learners.

- 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 36% to 41% or higher.

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

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?
<p>1. Assess EL student language acquisition and progress by funding a site EL Coordinator. The EL Coordinator, with support from site administration, will 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. (Certificated Timesheet: \$5,000/7150)</p> <p>2. Purchase supplemental EL supplies and materials to support</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,</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</p>

student learning, including but not limited to multilingual library books, curriculum, print shop funds, and certificate paper for awards and EL student recognition.
(Materials/Supplies: \$1,500/7150)

4. Provide interpretation and translation services for parent/teacher contact, including but not limited to written communication, phone calls, and parent/teacher conferences.
(Classified Timesheet: \$1000/7150)

5. Provide a roving substitute during the school year to release classroom teacher for parent conferences with interpreter.
(Certificated Timesheet: \$1000/7150)

and Parents in Adult ESL Classes (Catherine Dunn Shiffman)
<https://files.eric.ed.gov/fulltext/EJ1219963.pdf>

level benchmark assessments, district common assessments, and CAASPP results in ELA.

4-5. EL parent involvement/engagement will be tracked using attendance at ELAC meetings and parent conferences. (Meeting sign-in sheets and notes.) Teachers will provide updates to administration on the participation of and communication with parents of EL students, including information regarding testing, meetings, reclassification, etc.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$6000	Certificated- Timesheets	
EL Supplemental (7150/0000)	\$1500	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	\$1000	Classified- Timesheets	

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

- Black or African American • EL • Hispanic or Latino • 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?
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	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.	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.

<p>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. (Classified Timesheets: \$5000/4900)</p>	<p>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></p>	
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Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$5000	Classified- Timesheets	

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

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 compensation for a school site GATE coordinator to support the GATE program and assess all current 3rd grade students using the district GATE assessment. (Certificated Timesheet: \$1,897/7105)</p> <p>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. (Certificated Timesheet: \$500/7105)</p> <p>3. Participate in the Capital Region Engineering, Science, and Technology (CREST) program and provide after-school opportunities</p>	<p>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</p> <p>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</p>	<p>1. Review data on number of students assessed and number of students who qualify based on the district NNAT assessment.</p> <p>2. Staff meeting agendas/notes and number of GATE packets received.</p> <p>3. Attendance and participation data in after-school enrichment programs, specifically CREST.</p>

for GATE qualified and other teacher-identified and students. Purchase materials and supplies to support CREST activities. (Materials/Supplies/Equipment: \$1,000/7105)

[/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>

Funding Source	Amount	Description of Use	
GATE (7105/0000)	\$2397	Certificated- Timesheets	
GATE (7105/0000)	\$1000	Materials/Supplies/Equipment	

Site Goal 1.6

Provide music instruction and to students as part of the regular school day. Support instruction in the area of Visual and Performing Arts as specified by California Education Code ARTICLE 2. Course of Study, Grades 1 to 6 [51210 - 51212] which states "*The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study: (5) Visual and performing arts, including instruction in dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.*"

Metric: Content Standards Implementation

Actions/Services 1.6.1

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. Fund music instruction provided by music educators from New Songs School of Music to provide weekly music instruction for students in grades TK-6 during the	1. Critical Evidence: How the Arts Benefit Student Achievement https://files.eric.ed.gov/fulltext	1. Gather and review formal survey feedback from students, parents, and teachers at the end of the school year. Review student attendance data

regular school day.

- Push-in music education for each classroom; 30 minutes weekly for TK-3 and 45 minutes weekly for 4-6.
- TK-3: \$490 per week x 32 weeks and 4-6: \$450 per week x 32 weeks = \$30,080 for 32 weeks of instruction. (Contracts/Services /Subscriptions: \$30,080/7101)

2. Purchase materials and supplies to support music instruction in the classroom. (Materials/Supplies /Equipment: \$1,920/7101)

[/ED529766.pdf](#)

Arts learning experiences contribute to the development of certain thinking, social and motivational skills that are considered basic for success in school, work and life. These fundamental skills encompass a wide range of more subtle, general capacities of the mind, self-perceptions and social relationships.

The arts nurture a motivation to learn by emphasizing active engagement, disciplined and sustained attention, persistence and risk taking, among other competencies. Participation in the arts also is an important strategy for engaging and motivating at risk students and those with special needs.

Mariale Hardiman, Luke Rinne, and Julia Yarmolinskay: *The Effects of Arts Integration on Long-Term Retention of Academic Content*

Previous correlational and quasi-experimental studies of arts integration—the pedagogical practice of “teaching through the arts”—suggest its value for enhancing cognitive, academic, and social skills. This study reports the results of a small, preliminary classroom-based experiment that tested effects of arts integration on long-term retention of content.

First published: 18 August 2014
<https://doi.org/10.1111/mbe.12053>

monthly and show an increase in overall student attendance throughout the year.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$30080	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$1920	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

Grade level teams will operate as high functioning Professional Learning Community (PLCs) and use assessment data to make impactful and actionable decisions regarding instruction and intervention. The outcome of grade level PLC work will focus on instructional strategies and plans based on assessment results and data.

Metric: Assessment System

Actions/Services 2.1.1**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?
<p>1. Provide release days for all teachers for the purpose of planning for curriculum and instruction, assessments, data analysis, development of interventions plans, etc.</p> <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. (Certificated Timesheet: \$5,200/4900) • Winter and Spring CAST conferences with admin and Tier II Team (Certificated Timesheet: \$1600/4900) • 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) (Certificated Timesheet: \$2,400/4900) 	<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. 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 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>

- 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. (Certificated Timesheet: \$10,400/4900)
- 2 full days of planning time for Instructional Leadership Team (ILT) (Certificated Timesheet: \$3,600/4900)

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$23200	Certificated- Timesheets	

Actions/Services 2.1.2

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino • 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. Grade level PLCs will meet one Monday a month and every Early Out Wednesdays for grades 1-6 and monthly in TK/Kindergarten 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

- Black or African American • EL • Hispanic or Latino • 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. Provide Professional Learning opportunities and compensation for staff to increase capacity and improve instructional strategies. Focus on learning to support instruction for English learners (designated and integrated ELD), students identifying as Black/African American or Hispanic, and students with disabilities.</p> <ul style="list-style-type: none"> • Contract through vendors to provide quality presentations and professional learning. (Contracts/Services /Subscriptions: \$5,000/4900, \$2,500/7150) • Purchase books and materials for teachers. (Materials/Supplies /Equipment: \$2,500/7101, \$2,500/7150) • 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. (Certificated Timesheet: \$2,000/4900, \$2,500/7150) (Classified Timesheet: \$1,000/4900, \$1,000/7150) 	<p>1. John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning.</u></p> <ul style="list-style-type: none"> • Professional Development effect size . 62 <p>1. Kate Kinsella;<u>Evidence-Based Principles to Guide English Language Development in the Common Core Standards Era</u> <u>https://www.hmhco.com/products/english-3d/pdf/Kinsella_ELD_CCSS_4-19-12Handout.pdf</u></p>	<p>1. Attendance and participation in professional learning opportunities. Administrator observations of teaching and learning.</p>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$5000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$2000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$2500	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	\$2500	Certificated- Timesheets	
EL Supplemental (7150/0000)	\$2500	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	\$2500	Contracts/Services /Subscriptions	
EL Supplemental (7150/0000)	\$1000	Classified- Timesheets	
Title I – Basic (4900/3010)	\$1000	Classified- Timesheets	

Actions/Services 2.1.4

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino • 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. 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 Black or African American students, English Learners, Foster Youth, Hispanic students, students with disabilities, 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. (Certificated Timesheets: \$5,200/4900) (Contracts/Services /Subscriptions: \$8,000/7101)</p> <p>3. Provide additional materials and resources to support the AVID program on campus, including but</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>

not limited to:

- Student assemblies and speakers (in-person or virtual) to promote college and career awareness (Contracts/Services /Subscriptions: \$5000/7101)
- College and career fair resources, digital resources, print resources, copy paper, student agendas, AVID posters and other AVID resources and paraphenelia. (Materials/Supplies /Equipment: \$5000/4900)

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$5200	Classified- Timesheets	
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$5000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$8000	Contracts/Services /Subscriptions	

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

To address disproportionality, focus on positive behavior structures as part of the PBIS framework on campus and utilize Tier I and Tier II PBIS practices for all students to decrease the overall school suspension rate by 1%. Particular focus on the African American and Students with Disabilities subgroups.

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

• Black or African American • EL • Hispanic or Latino • 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. 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. Types of actions include additional SEL lessons with MTSS intervention specialist, Check In/Check Out, social groups/lunch bunch, etc. The team will consist of administrators, behaviorist, MHT, MTSS Intervention Specialist, and school psychologist. The team will pay particular attention to the African American 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

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. Utilize the district provided MTSS Intervention Specialist to provide social-emotional learning and support for individuals and/or groups of students. MTSS Intervention Specialist will support SEL instruction in the classroom and provide support to both Tier I school-wide PBIS program and the Tier II/MTSS team. They will also</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</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>

provide support to teachers, administrators, and families by contacting families regarding attendance concerns.

2. Purchase supplies, materials, and equipment to support the MTSS Intervention Specialist on campus. Items may include but are not limited to books and supplemental SEL curriculum supports, fidgets, flexible seating, items for calming spaces, etc. (Materials/Supplies/Equipment: \$5,000/7101)

0.39
Counseling Effects Effect Size 0.35

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

Actions/Services 3.1.3

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino • 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?
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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.

Some examples of professional learning may include:

- 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

No funding required.

1. John Hattie's Effect Size Research:
Professional Learning Effect Size: 0.49
Professional Development Programs Effect Size: 0.41

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

1. Staff Sign-In Sheets and Staff Feedback Forms

Funding Source	Amount	Description of Use	

Actions/Services 3.1.4

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino • 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. Provide structured recess activities through an outside organization. Onsite adult coaches will engage students in structured recess activities and work with students and promote safety, conflict resolution, and problem solving during recess times. District funding will cover 2 days per week, and the site will cover the cost for the remaining 3 days per week. (Approximately \$52,000) (Contracts/Services: \$24,000/7101, \$16,000/4900)</p>	<p>1. Structured recess improves school culture, promotes kindness and inclusion, and encourages active participation and physical activity for students. https://blog.kidztopros.com/blog/structured-recess-what-is-it-and-why-is-it-important</p> <p>1. Recess goals should be aligned with schoolwide goals. When adults play with children, they are modeling the way they want them to play. Conflict resolution is</p>	<p>1. Decrease in office referrals and negative behaviors on the playground during recess, as well as more students participating in organized, physical activities at recess.</p>

designed to resolve disputes quickly so that students can return to play. Organized recess encourages all students to participate and promotes physical activity and inclusion.
<https://www.edweek.org/leadership/new-research-brief-supports-recess-for-all-elementary-school-students/2017/03>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$24000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$28000	Contracts/Services /Subscriptions	

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

- 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?
<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 	<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</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>

- meetings.
- Support the PBIS program on campus by purchasing PBIS related signs, posters, lesson plan materials, and student acknowledgment materials and supplies. (Materials/Supplies /Equipment: \$2,000/7101)
 - Provide hourly-timesheet compensation for classified staff members of the PBIS Tier I team. (Classified Timesheet: \$500/7101)
 - Provide active supervision training, meeting compensation, and professional development opportunities for yard supervisors. (Classified Timesheet: \$500/7101)

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.)

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

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1000	Classified- Salaries	
Supplemental/Concentration (7101/0000)	\$2000	Materials/Supplies/Equipment	

Actions/Services 3.2.2

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino • 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?
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, EI, students with disabilities, foster and homeless youth, 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	
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PBIS (7440/0000)	\$500	Contracts/Services /Subscriptions	
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Actions/Services 3.2.3

Principally Targeted Student Group

• Black or African American • EL • Hispanic or Latino • 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. Provide students opportunities to learn about conflict management and bullying prevention.</p> <p>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.</p> <p>3. Provide materials/supplies and resources for Student Leadership members, including but not limited to: vests for conflict managers, paper for copies of bully prevention lesson plans and worksheets, incentives and rewards for conflict managers, etc. (Materials/Supplies /Equipment: \$200/7440)</p>	<p>1. https://www.pbis.org/resource/bully-prevention-manual-elementary-level</p> <p>2. Student Conflict Resolution, Power “Sharing” in Schools, and Citizenship Education Kathy Bickmore Curriculum Inquiry Volume 31, Issue 2 First published: 17 December 2002</p> <p>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</p>	<p>1-3 Student discipline reports Student data regarding bullying. Student/parent surveys. Teacher feedback. Administrator observation.</p>

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$200	Materials/Supplies/Equipment	

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

• 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?
<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. Specifically for families of English Learners, provide communication in student/families' home language whenever possible using district translation and interpretation services. Purchase an iPad or similar device with an app specifically for translation to support on site communication and provide instant communication for parents/guardians who speak a language other than English. (Classified Timesheet: \$300/7150, Materials/Equipment /Supplies: \$638/7150)</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	
EL Supplemental (7150/0000)	\$300	Classified- Salaries	

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

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. 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.</p> <p>No funding required.</p>	<p>1. John Hattie's Effect Size Research: Parent Involvement Effect Size 0.51 Communication Strategies Effect Size 0.43</p>	<p>1. Number of emails/responses received from families. Attendance at meetings and other school stakeholder events. Surveys and parent/community feedback.</p>

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

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. Home Visit Training:</p> <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. <p>No funding required.</p>	<p>1. Mindset Shifts and Parent Teacher Home Visits, RTI International, October 2017</p> <p>1. Parent Teacher Home Visits Implementation Study, RTI International, September 2018</p> <p>1. Student Outcomes and Parent Teacher Home Visits, Center on School, Family & Community Partnerships at Johns Hopkins University, November 2018</p> <p>1. pthvp.org/PHTVworks</p> <p>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</p>	<p>1. Staff Home Visit Logs Teacher and staff feedback. Parent surveys.</p>

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

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. Continue with WatchD.O.G.S/M.O.M.S. programs</p>	<p>1. The most accurate predictors of student achievement in school are</p>	<p>1. Volunteer Sign-in sheets Volunteer Log-in activities</p>

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.

No funding required.

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.

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

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

Funding Source	Amount	Description of Use	

Actions/Services 4.1.4

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. 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
Supplemental/Concentration (7101/0000)	\$1000	Certificated- Timesheets

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

• All • Black or African American • 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?
<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. (Certificated Timesheet: \$5,000/4900/3010)</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</i></p>	<p>1. Review data on number of learning opportunities offered, parent/family attendance, and teacher and parent surveys. Review classroom assessment data to track students progress of those students that had families attend the curriculum events.</p>

for Developing Parent and Family Involvement Programs. Bloomington, Indiana: National Education Service, 11–12.

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$5000	Certificated- Timesheets

Site Goal 4.3

Provide engaging family enrichment activities, events, and meetings outside of the school day to enhance student learning and engage stakeholders in school decision making.

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

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. Host a Family Night and student assembly provided by Phil Tulga. (<i>Music through the Curriculum - Student program and Family Night.</i>) (Contracts/Services /Subscriptions: \$3,000/4900/3010, Materials/Equipment/Supplies: \$500/4900/3010)</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. Purchase materials to support the activity. Focus on engaging students and families that identify as African-American, Hispanic, Foster and Homeless Youth, and low-income students. (Materials/Equipment/Supplies: \$500/4900/3010)</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</p>	<p>1-2. Review event attendance data and parent surveys.</p>

achievement, and becomes involved in the child's education at school.

1-2. National PTA. 2000. *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs*. Bloomington, Indiana: National Education Service, 11–12.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$3000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$1000	Materials/Supplies/Equipment	

Actions/Services 4.3.2

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. Engage parents and community stakeholders, specifically those identifying as African-American and those supporting English Learners, 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. (Materials/Supplies/Equipment: \$500/7150)</p> <p>3. Purchase materials, such as books for parents to support home learning. Materials may include books or resources in languages other than English to support EL students and their families. (Materials/Equipment/Supplies:</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. Review parent attendance and participation at school events and meetings.</p>

\$500/7150, \$34/4900)

1-3. National PTA. 2000. *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs*. Bloomington, Indiana: National Education Service, 11–12.

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

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$34	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	\$1000	Materials/Supplies/Equipment	

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

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. Identify at-risk students with poor attendance patterns. Communicate with families via phone and email regarding the importance of student attendance, 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</p>	<p>1-2. 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>1-2. Parents are often unaware of the corrosive effects of absenteeism and how quickly absences add up to academic</p>	<p>1-2. Review Student Attendance Data:</p> <ul style="list-style-type: none"> • Monthly ADA reports • Monthly chronic truancy reports • Attendance rates • Chronic Absenteeism <p>2. Log of positive phone calls made to families</p>

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. (Materials/Supplies /Equipment: \$300/7440)

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/>

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$300	Materials/Supplies/Equipment	

Actions/Services 4.4.2

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. 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. 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.</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. 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	

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

Robert J. Fite Elementary (259) | 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	\$21,858	\$21,858	\$21,858	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$129,200	\$129,200	\$80,700	\$15,500	\$32,000	\$1,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$18,938	\$18,938	\$8,500	\$8,500	\$938	\$1,000	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$700	\$300	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$197,434	\$197,434	\$119,000	\$41,400	\$28,000	\$9,034	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$371,827	\$371,827	\$233,455	\$65,400	\$61,638	\$11,334	

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	\$197,434
Subtotal of state or local funds included for this school	\$174,393

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
