



Arnold Adreani Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673140108720

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

Approved by the Elk Grove Unified School District Board of Education on _

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

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Our staff worked together to review and analyze last year's LCAP plan and it's impact on students as it relates to the Eight State Priorities and EGUSD's four Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided opportunities for input through staff meetings and leadership meetings for goal setting for 2020-21 school year. 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.</p> <p>During Adreani PTA meetings site data was shared and members' feedback was solicited. Our Vice Principal meets periodically throughout the year with our English Language Learner Community, all targeted 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:</p> <ul style="list-style-type: none"> - Arnold Adreani Leadership Team on 10/16/19, 12/11/19, 1/29/20, 2/26/20 - Grade Level Meetings - School Site Council on 12/2/19, 4/30/20 - PTA Meeting on 10/15/19, 2/27/20 - ELAC on 9/20/19 - Staff meeting on 9/11/19, 12/3/19, 1/15/20 - PBIS Tier 1 and 2 Meetings - continual input sought through ongoing stakeholder and parent communication through: newsletters, parent nights, awards assemblies, and school functions.
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>The input from stakeholders was collected and presented to staff, ELAC and School Site Council. The information collected from stakeholders was used to have a discussion about our current reality versus our future outcomes. Each group had an opportunity to use stakeholder input to drive the decision making for 2020-21 school year goals. Their input revealed a need for increased intervention, professional development in Framework for High Quality Instruction and Illuminate, and cultural awareness through education and a multicultural fair.</p>

Resource Inequities

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

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

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

We set the following goals for the 2020-21 CAASPP:
 Number of students meeting or exceeding standards:
 ELA increase by 2% from 84% to 86%
 Math increase by 3% from 82% to 85%

We set the following goals for the 2020-21 K-2 Benchmarks
 Number of students meeting or exceeding standards:
 Kindergarten ELA increase from 84% to 88%
 1st Grade BPST increase from 91% to 95%
 1st Grade Fluency increase from 88% to 92%

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Provide internal professional development through release time for teachers to plan and collaborate on school-wide instructional targets</p> <ul style="list-style-type: none"> • Whole grade level release time to determine learning targets through SMART Goals and develop CFAs to determine, "How 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 <p>Supplemental Concentration - \$8,760</p> <p>2) Offer targeted instruction to underperforming students in after school intervention through small group instruction with credentialed teacher outside of the regular school day- after school tutoring- 60 mins x 2 days per week x 5 grade levels x 26 weeks - Supplemental Concentration \$3,000</p> <p>3) GATE Coordinator to assess students for GATE, solicit and approve additional ways to qualify for GATE and administer the program GATE Funding \$1,250</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Teacher Clarity • Formative Assessments • Clear Learning Intentions and Success Criteria <p>John Hattie, October 2015 Influences and Effect Size</p> <ul style="list-style-type: none"> • Collective teacher efficacy 1.57 • Teacher clarity 0.75 • Formative Evaluation 0.68 • 	<p>The effectiveness of this will be measured by the collection of PLC minutes and student data presented to administration during Co-Ops. In addition the impact on student learning will be measure by CAASPP and K/1 Benchmarks</p> <p>The effectiveness of GATE will be measure by GATE attendance versus GATE qualified students. In addition, we will administer a GATE feedback survey.</p>

4) One substitute day for the GATE Coordinator to conduct NNAT Testing
GATE Funding \$140

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

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

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$960	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$8760	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$2140	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

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

Metric: Redesignation

Actions/Services 1.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Continuously improve the proficiency of English Learners through designated and integrated ELD and additional supports and interventions throughout the instructional day 2) Timesheet a paraeducator to provide students with targeted tutorials and intervention opportunities through small group and workshop	John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning. <ul style="list-style-type: none"> • Response to Intervention 1.07 • Teaching strategies 0.62 • Small Group learning 0.49 	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 determined in PLCs based on student need. We will also use CAASPP, ELPAC and redesignation data to determine if we hit our annual target.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1450	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3

Close the achievement gap with the lowest performing subgroups in ELA

- African American students will move from 73% meets or exceeds standards to 78%
- Students with 2 or more races will move from 79% meets or exceeds standards to 84%

- EL students will move from 61% meets or exceeds standards to 66%.
- Socio-Economically Disadvantaged students will move from 81% meets or exceeds standards to 84%

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

Metric: A-G Completion

Actions/Services 1.3.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Teaching staff will be provided professional learning through the EGUSD Curriculum & Professional Learning Department regarding the framework for <i>High Quality Instruction</i> with a focus on "<i>Formative Assessment and Feedback.</i>" (District LCAP)</p> <p>2) Purchase materials to support systematic and explicit implementation of the Framework for High Quality Instruction. Supplemental Concentration - \$1,000</p> <p>3) Provide students who are not meeting grade level standards in reading with targeted language arts instruction in foundational reading skills through an intervention teacher. Intervention will begin in October and will be available minimally twice per week. (2days per week x 3 hrs per day x 23 wks = \$6,800) Supplemental Concentration - \$2800 EL Supplemental - \$4,001</p>	<p>John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> • Response to Intervention 1.07 • Teaching strategies 0.62 • Small Group learning 0.49 	<p>The effects of the professional development will be measured by teacher feedback following the training and administrative walkthroughs to monitor implementation.</p> <p>The effects of the intervention will be measured on a 6-8 week basis using running records and teacher created progress monitoring based on specific literacy skill be addressed.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2800	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$4001	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.4

Site Goal 1.4.1 is designed to bridge the transition to middle school and to provide time for vertical articulation between regional 6th grade teachers and ELA and Math 7th grade teachers so as to ensure proper class assignments for students and to tailor our instructional program to meet the expectations of our regional middle school partners.

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

Actions/Services 1.4.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide a full release day to the Sixth Grade Teaching Team to</p>	<p><i>This We Believe</i> (NMSA, 2010) states that effective transition programs help students move to a new school, become a part of the new school, and maintain their social and academic status. However, many transition programs fail because they ignore social concerns (Cauley & Jovanovich, 2006; Akos, 2002). Source: https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/750/Transitioning-Young-Adolescents-from-Elementary-to-Middle-School.aspx</p>	<p>Students will be accurately placed in ELA and Math classes, as well as honors, ELD and Special</p>

collaborate with Sixth Grade Regional Elementary Teaching Teams and Albani Middle School to promote:
 1) articulation of effective teaching strategies,
 2) analysis of priority standards, and
 3) goals for promoting a smooth transition for Adreani students to KAMS (5 teachers x 1 full day release = \$700)

Education classes, as appropriate based on assessment data.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$700	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.5

Close the achievement gap with the lowest performing subgroups in Math

- African American students will increase from 73% meets or exceeds standards to 78%
- Hispanic students will move from 81% meets or exceeds standards to 84%
- Students with 2 or more races will move from 74% meets or exceeds standards to 80%
- EL students will move from 61% meets or exceeds standards to 70%.
- Socio-Economically Disadvantaged students will move from 77% meets or exceeds standards to 81%

Metric: CAASPP

Actions/Services 1.5.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Arnold Adreani will continue to develop differentiated instruction practices that include mathematics. The actions below match that in goal area 1.3.1 as this impacts pedagogy and the delivery of instruction globally. This is not a new funding source but rather a dual effort with ELA.</p> <p>1) Teaching Staff will be provided staff development on Differentiated Instruction using resources in Wonders and Go Math through appropriate interventions (RTI, Small group instruction, other support strategies.)</p> <p>2) Teaching staff will be provided professional learning through the EGUSD Curriculum & Professional Learning Department regarding the</p>	<p>John Hattie's Visible Learning for Teachers identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> • Response to Intervention 1.07 • Teaching strategies 0.62 • Small Group learning 0.49 	<p>The effects of this will be measured on a 6-8 week basis as determined by an RTI model through teacher assessment. We seek to utilize item analysis of chapter math tests and math fact data.</p>

framework for *High Quality Instruction* with a focus on "*Formative Assessment and Feedback.*" (District LCAP)

3) Purchase materials to support systematic and explicit implementation of the Framework for High Quality Instruction.
Supplemental Concentration - \$1,000

Funding Source	Amount	Description of Use		
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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)

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

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

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Continue to hone the effectiveness of PLCs at Arnold Adreani by increasing the use of common formative assessment data during weekly meetings. Specifically using data to target the driving question, "How do we know students have learned it?"</p> <p>2) Support the development of RTI and school-wide PLCs through grade-level CoOps twice per year (3days x 1 roving sub x 2 times per year = \$840). We will also provide a roving sub for SSTs and IEP that follow RTI model one IEP day per trimester. (3 day x 1 sub = \$420) Supplemental Concentration - Certificated Salary \$1240</p> <p>3) Provide timesheets and release time to allow for collegial observations/ co-teaching to support implementation of best teaching practices and collective teacher efficacy. (1 day per trimester for each for a total of 6 days x 1 sub = \$900) Supplemental Concentration Certificated Salary \$900</p>	<p>Voelkel, R. (2011). <u>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</u></p>	<p>The effectiveness of PLCs will be measured by the collection of agendas and minutes from PLC meetings, Co-Op data and the reduction in referrals to Special Education</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$2140	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

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

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Vice Principal and certificated staff to administer ELPAC and interpret ELPAC results along with EL Walk through data to make informed decisions for EL instructional strategies and ensure ELD program is being taught with fidelity.</p> <p>Consistently look at EL student performance when analyzing data in PLCs EL Supplemental - Certificated Time Sheets - \$900</p> <p>2) Materials and resources aligned to CCSS to support EL students through the use of complete sentences (sentence frames), and active student engagement (frequent opportunities for oral rehearsal and academic language) EL Supplemental - Materials and Supplies \$700</p> <p>3) Offer targeted instruction to EL students in after school intervention through small group instruction with credentialed teacher outside of the regular school day- after school tutoring- 60 mins x 2 days per week x 5 grade levels x 26 weeks - EL Supplemental Certificated Timesheets - \$2,100</p> <p>5) Utilize district instructional coaches to support our faculty with ELD (standards and instruction), on grade level reading by end of 3rd grade, and differentiated small group instruction (particularly in math and writing) No additional site funds needed (District LCAP)</p>	<p><u>Teaching Academic Vocabulary</u> By Kate Kinsella, Ed.D.</p>	<p>The effectiveness of this will be measured by EL walkthrough data and CoOp data trimesterly. In addition, summative CAASPP assessments will determine if we hit our goal.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$700	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$900	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$2100	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.3

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

Metric: Data and Program Evaluation

Actions/Services 2.3.1

Principally Targeted Student Group		
• All		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Teaching staff will be provided professional learning on the components of the EGUSD adopted assessment platform, <i>Illuminate Education</i>. Training will be delivered via a TOT model during teaching staff meetings, Early Out Thursday grade level PLC meetings.</p> <p>Grade level teams will be provided release time to analyze data from Illuminate Education, District Benchmark Assessments and Wonders/Go! Math assessments. EGUSD Curriculum & Instructional Coaches to be utilized for experience and expertise to assist in facilitation and collaboration as needed.</p> <p>Release days funded in conjunction with Goal 1.1.1</p>	<p><i>Common Formative Assessment: A Toolkit for Professional Learning Communities at Work (How Teams Can Use Assessment Data Effectively and Efficiently)</i> - Kim Baley, Chris Jakicic, Richard DuFour</p>	<p>The effectiveness of this will first be measured by the number of teachers using illuminate followed by the frequency of use as indicated by PLC minutes, release day agendas, and Co-Op cast data presentation.</p>
Funding Source	Amount	Description of Use

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

Support physical and emotional well-being of all on campus by continuing to develop as a PBIS team and move towards full implementation of PBIS Tier 2. In 2019, Tier 1 PBIS TFI score was 100% and the Tier 2 PBIS TFI is 72%. Our goal will be to achieve 85% implementation of Tier 2 PBIS.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group		
• All • School-wide		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1)PBIS Tier 2 implementation</p> <ul style="list-style-type: none"> • Increase interventions vs. consequences • Increase the use of WOW tickets to increase desirable behaviors • Sharing of school-wide data • Continued teacher education on Synergy and Major vs Minor • Increase branding and messaging through banners and needed supplemental materials, equipment and personnel. • Implement use of check in - check out process with "at risk" students 	<p>Robert Marzano, "What Works in Schools," 2002 (Safe and Orderly Environment)</p> <p>"Is School-wide Positive Behavior Support an Evidenced-based Practice?" by Rob H. Horner, George Sugai, and Timothy Lewis</p>	<p>This will be measured by Synergy discipline data with a goal of reducing behavior referrals (minor and major) and suspensions from 2018-19 to 2019-20.</p>

<ul style="list-style-type: none"> Identify Foster Youth & inform staff of FY Recognize the impact of trauma on students/families and provide resources for support <p>2) Social Groups/MHT referrals</p>		
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Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$800	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

We will increase our climate and culture for students by building cultural awareness and cultural competencies.

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
We will provide curriculum and resources that reflect the diversity of our student population.		The effectiveness of this will be measured by increased scores on the culture and climate survey as well as the CA Healthy Kids Survey.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$400	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

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

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

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) School-wide Family and Community Engagement programs</p> <ul style="list-style-type: none"> • Parent/Teacher conferences • Back to School Night • Open House • Fund light refreshments for family and community events - EL Supplemental - \$40 • 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 • Determine how to enhance activities to meet the needs of students socially and academically • Provide necessary supplemental materials, equipment, and personnel. • Provide light snacks at all parent nights • Create parent survey to determine interest and topics for Parent University Nights <p>2) Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies. Supported by trimesterly school-wide check ins and incentives.</p> <p>3) Awards and Incentives for academic progress in Accelerated Reader and Math Club</p>	<p>John Hattie's <u>Visible Learning for Teachers</u> identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> • Parental Involvement 0.51 <p>Back to school: How parent involvement affects student achievement http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html</p> <p>Research Spotlight on Parental Involvement in Education http://www.nea.org/tools/17360.htm</p>	<p>Parent surveys Sign-in Sheets Sign-ups for events AR Data sheets Math Club Charts</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$700	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$40	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

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

- Increase overall attendance rate to 98.0%
- Decrease tardy rate to 1%
- Decrease Early Dismissal to .6%

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group		
• All • School-wide		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Gather and analyze attendance data</p> <p>Personal phone calls home from teachers</p>	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media/chronicabsence-</p>	<p>This will be measure through Synergy Attendance Data collected on the ADA cut off dates to monitor tardies, absences, and early dismissals.</p>

<p>regarding attendance. When chronic Adminstrative phone calls home.</p> <p>Follow school policy as laid out in the Staff Handbook for tracking and monitoring tardies.</p> <p>Letters mailed home regarding attendance</p> <p>Hold monthly PBIS/Intervention team meetings</p> <p>Monthly reports submitted to administration by front office staff regarding tardies, early dismissals, and absence</p> <p>Implement & fund PBIS attendance incentives- Every Day, All Day, On Time campaign - continue to use the flags and weekly assemblies to recognize accomplishments</p> <p>Monitor SART process</p> <p>Admin/parent conferences</p>	<p>15chang.pdf</p>	<p>Teacher also submit a tardy record sheet to administration at the end of each trimester.</p>
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Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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.

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

IV. Funding

Arnold Adreani Elementary - 205

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$27,690	\$27,690	\$27,690	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$31,655	\$31,655	\$31,655	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$16,260	\$2,140	\$400	\$1,200	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$9,191	\$9,191	\$5,451	\$3,700	\$0	\$40	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$800	\$200	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$89,536	\$89,536	\$81,056	\$5,840	\$1,200	\$1,440	

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	\$89,536

<table border="1"> <thead> <tr> <th colspan="2">Benefits Calculator for Timesheets</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="radio"/> Certificated</td> <td>Staff Amount \$ <input type="text"/></td> </tr> <tr> <td><input type="radio"/> Classified</td> <td>Benefits Amount \$ <input type="text"/></td> </tr> <tr> <td></td> <td>Total \$ <input type="text"/></td> </tr> </tbody> </table>		Benefits Calculator for Timesheets		<input checked="" type="radio"/> Certificated	Staff Amount \$ <input type="text"/>	<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>		Total \$ <input type="text"/>	<p style="text-align: right;">Signatures: (Must sign in blue ink) Date</p> <p>Principal Mark Vierra _____</p> <p>School Site Council Chairperson Nicole Broadnax - Vice Chairperson _____</p> <p>EL Advisory Chairperson Tony Trinh _____</p>	
Benefits Calculator for Timesheets											
<input checked="" type="radio"/> Certificated	Staff Amount \$ <input type="text"/>										
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