



Arnold Adreani Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Julie Hughes

County-District-School (CDS) Code: 34673140108720

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

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

IV. Goals, Action Plans and Progress Monitoring

Arnold Adreani Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 598)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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 learn in an equitable, 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 engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

Our staff and School Site Council worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's four Strategic Goals. The Leadership Team; comprised of one teacher from every grade level including resource, met once per month to discuss actions and services that would appropriately support students and the teaching environment. Our PBIS Tier I Team meets monthly to track student discipline data, and our PBIS Tier II Team meets once per week to

discuss and plan supports for students in need. Both teams completed the PBIS Tiered Fidelity Inventory in the spring to assess progress towards our goals.

Our Vice Principal meets three times during the school year with our English Language Advisory Committee (ELAC), with a focus on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Adreani's data related to EGUSD's four strategic goals and our progress toward our goals. The Council provides input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all educational partners, has provided valuable input for creating this year's LCAP. The following were opportunities for these partners to be included in the planning process for this LCAP/Annual Review and Analysis:

- Adreani Leadership Team Meetings: 9/6/23, 10/4/23, 12/6/23, 1/8/24, 2/7/24, 3/6/24, 4/3/24, 4/17/24, 5/1/24
- School Site Council: 10/19/23, 11/16/23, 2/21/24, 4/25/24, 5/14/24
- ELAC: 10/13/23, 11/9/23, 2/15/24, 4/11/24
- Staff meetings: 8/23/23, 9/20/23, 10/18/23, 11/29/23, 12/13/23, 1/24/24, 3/27/24, 4/24/24, 5/8/24 (24-25 LCAP meeting), 5/15/24
- Back to School Nights: 8/8/23 (TK/K), 8/17/23 (1st-6th) and Open House 4/18/24
- Parent Survey: Spring 2024
- Community Feedback Night: 4/4/24
- EGUSD Parent, Staff and Student Surveys Fall 2023 Spring 2024
- Continual input sought through ongoing educational partner communication through: zoom meetings, parent phone calls, and school-wide events.

2. Impact of LCAP and Annual Update

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

Meetings with our school site council, ELAC, site leadership and school staff helped us to celebrate our accomplishments and areas of strength. These meetings also provided an opportunity for feedback on initiatives we have chosen to continue based on their successful outcomes, which items to eliminate or modify for the upcoming 24-25 school year as well as an opportunity to suggest new initiatives tied to EGUSD and Arnold Adreani Elementary specific learning goals. Additionally, all educational partners were made aware of goals that could not be accomplished due to a shortage in staffing at times in the school year or other factors that were unseen. Goals 1.1, 1.2 written for teacher release days; given to develop the framework for high quality instruction, learning targets, and success criteria, should be continued due to the post-pandemic environment. These days have proven successful in the recent past and pre-pandemic school years.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

We are not an ATSI/CSI school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum to promote college,

District Needs and Metrics 1:

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

career and life readiness and close achievement and opportunity gaps.

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified

Site Goal 1.1 (SiteGoalID: 7124) (DTS: 12/13/23)

Our site will work to increase the number of students reaching proficiency on Illuminate assessments for the 2024-2025 school year.

English Language Arts:

Students in grades K-2 who are administered the Illuminate assessment will show the following growth by the end of trimester 2:

- K-2 students will score 95% proficient in phonemic awareness
- K-2 students will score 87% proficient in phonics
- K-2 students will score 84% proficient in math

Students in grades 3-6 who are administered the ELA Illuminate assessment will show the following growth by the end of trimester 2:

- 3rd grade students will move from 69% proficient in 23-24 to 75% proficient in 2024-2025
- 4th grade students will move from 69% proficient in 23-24 to 72% proficient in 2024-2025
- 5th grade students will move from 78% proficient in 23-24 to 81% proficient in 2024-2025
- 6th grade students will move from 67% proficient in 23-24 to 70% proficient in 2024-2025

Mathematics:

Students in grades K-2 who are administered the Illuminate assessment will show the following growth by the end of trimester 2:

Math average overall percent correct for grades K-2 will be 84% or higher

Students in grades 3-6 who are administered the Math Illuminate assessment will show the following growth by the end of trimester 2:

- 3rd grade students will move from 72% proficient in 2023-2024 to 75% proficient in 2024-2025
- 4th grade students will move from 39% proficient in 2023-2024 to 50% proficient in 2024-2025
- 5th grade students will move from 55% proficient in 2023-2024 to 58% proficient in 2024-2025
- 6th grade students will move from 56% proficient in 2023-2024 to 58% proficient in 2024-2025 on the 7th grade placement test.

Action 1.1.1 (SiteGoalID: 7124) (DTS: 12/13/23)

Targeted Student Group(s)

- All • School-wide

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1) We will provide classroom teachers in grades 1st-6th, with 11.25 hours of grade level release time to plan and collaborate in the following ways:</p> <ul style="list-style-type: none"> • Develop common assessments as a grade level team. • Plan unit/chapter lessons as a grade level team to ensure a guaranteed and viable curriculum. <p>Hours will be used as one full day and one half day of release time per school year. (Full day: 28 teachers, 350/day = \$9800) (Half day: 28 teachers, 175/day = \$4900)</p> <p>2) Site Development meetings will be held four times throughout the school year during an open meeting Wednesday block. Our focus will be Solution Tree Global PD. We aim to improve our PLC teams by refining the process in which we discuss student data. (no additional cost to our site)</p> <p>3) Administration will meet with</p>	<p>Progress Monitoring</p> <p>1) The effectiveness of this release time will be measured by student outcomes on Illuminate testing over the course of all interims (3). Additionally, an added measure of effectiveness will be the development of shared assessments in all grade level classrooms in ELA and Math.</p> <p>2) We will measure the effectiveness of the Site Development meetings by PLC agendas from each grade level when they include new learning from the Global PD platform.</p> <p>3) We will measure the effectiveness of this action through action items following each of the data dives and progress of students receiving interventions.</p> <p>4) We will monitor the effectiveness of this action through weekly agendas submitted to administration that consistently show that data and student progress is being discussed.</p> <p>5) We will monitor the effectiveness of this action through</p>	<p>Evaluation</p>

<p>PLC grade level teams two times per school year, during regular Wednesday PLC days to review Illuminate assessment data from trimesters one and two, to develop a plan of intervention for students who show need in ELA and Math. (Data Dives - November and February)</p> <p>(no additional cost to our site)</p> <p>4) Grade level teams will meet once per week for early out Wednesdays to discuss student data and intervention strategies. (no additional cost to our site)</p> <p>5) We will use our district coach at least twice per school year for professional development in staff meetings to help us refine our focus on the High Quality Framework for learning targets and success criteria.</p>	<p>weekly classroom walk-through data in the FONT.</p>	
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Action 1.1.2 (SiteGoalID: 7124) (DTS: 04/27/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
Add AIT support for all K-2 students here in Literacy	Progress reports produced by AIT at the end of each 6 week session.	

Site Goal 1.2 (SiteGoalID: 7129) (DTS: 12/13/23)

Our site will work to increase the number of students in grades 3rd-6th reaching met or exceeded on CAASPP assessments for the 2024-2025 school year.

English Language Arts:

2023 CAASPP data in grades 3rd-6th shows the number of students meeting or exceeding standards at 79%, down from 82% in 2022. We aim to increase student achievement in the following way:

- 3rd grade: 81% meets/exceeds in 2023. Goal for 2024 meets/exceeds to 84%
- 4th grade: 78% meets/exceeds in 2023. Goal for 2024 meets/exceeds to 81%
- 5th grade: 76% meets/exceeds in 2023. Goal for 2024 meets/exceeds to 79%
- 6th grade: 81% meets/exceeds in 2023. Goal for 2024 meets/exceeds to 84%

Mathematics:

2023 CAASPP data in for 3rd-6th grade students shows the number of students meeting or exceeding standards at 77%, up from 75% in 2022. We aim to increase student achievement in the following way:

- 3rd grade: 91% meets/exceeds in 2023. Goal for 2024 meets/exceeds to 94%
- 4th grade: 77% meets/exceeds in 2023. Goal for 2024 meets/exceeds to 80%
- 5th grade: 65% meets/exceeds in 2023. Goal for 2024 meets/exceeds to 68%
- 6th grade: 76% meets/exceeds in 2023. Goal for 2024 meets/exceeds to 79%

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.2.1 (SiteGoalID: 7129) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • Foster Youth • Low Income • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<p>1) We will support our students with pull out intervention support in mathematics for intermediate grade students in 4th-6th by staffing one part time classified staff member. This position will provide 19.5 hours per week at \$32/hour. This support will cost our site \$624/week for 28 weeks = \$17,472.</p> <p>*See goal 1.1 for additional actions and effectiveness measures.</p> <p>2) We will provide classroom teachers in grades 1st-6th, with 11.25 hours of grade level release time to plan and collaborate in the following ways:</p> <ul style="list-style-type: none"> • Develop common assessments as a grade level team. • Plan unit/chapter lessons as a grade level team to ensure a guaranteed and viable curriculum. <p>Hours will be used as one full day and one half day of release time per school year. (Full day: 28 teachers, 350/day = \$9800) (Half day: 28 teachers, 175/day = \$4900)</p> <p>3) Site Development meetings will be held four times throughout the school year during an open meeting Wednesday block. Our focus will be Solution Tree Global PD. We aim to improve our PLC teams by refining the process in which we discuss student data. (no additional cost to our site)</p> <p>4) Administration will meet with PLC grade level teams two times per school year, during regular Wednesday PLC days to review Illuminate assessment data from trimesters one and two, to develop a plan of intervention for students who show need in ELA</p>	<p>1) We will measure the ongoing effectiveness of this goal through Illuminate interim assessments in trimesters 1 and 2, looking for a positive growth rate of 3% for student proficiency over the course of each testing window. *See goal 1.1 for additional actions and effectiveness measures.</p> <p>2) The effectiveness of this release time will be measured by student outcomes on Illuminate testing over the course of all interims (3). Additionally, an added measure of effectiveness will be the development of shared assessments in all grade level classrooms in ELA and Math.</p> <p>3) We will measure the effectiveness of the Site Development meetings by PLC agendas from each grade level when they include new learning from the Global PD platform.</p> <p>4) We will measure the effectiveness of this action through action items following each of the data dives and progress of students receiving interventions.</p> <p>5) We will monitor the effectiveness of this action through weekly agendas submitted to administration that consistently show that data and student progress is being discussed.</p> <p>6) We will monitor the effectiveness of this action through weekly classroom walk-through data in the FONT.</p>	

<p>and Math. (Data Dives - November and February)</p> <p>(no additional cost to our site)</p> <p>5) Grade level teams will meet once per week for early out Wednesdays to discuss student data and intervention strategies.</p> <p>(no additional cost to our site)</p> <p>6) We will use our district coach at least twice per school year for professional development in staff meetings to help us refine our focus on the High Quality Framework for learning targets and success criteria.</p>		
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Site Goal 1.3 (SiteGoalID: 7130) (DTS: 12/13/23)

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

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.3.1 (SiteGoalID: 7130) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<p>1) We will allocate \$4042 in classified salaries to increase our library technician hours from 15 hours/week to 19.75 hours/week (an addition of 4.75 hours weekly), at a cost of \$23/hour for 37 weeks.</p> <p>2. We will also allocate \$2300 in classified timesheets to supplement library technician hours for special projects (i.e. curriculum inventorying, materials processing, distribution, and reorganization of library materials). At \$23/hour this would equate to 100 additional hours yearly.</p>	<p>1. We will measure the effectiveness of this goal through a growth in students reaching their classroom AR goal each trimester, as well as an increase in fluency and comprehension rates among all subgroups, and increased student access/use of the library/increased circulation</p> <p>2. The administration will work closely with the Library Technician to ensure that all core and supplemental instructional materials are effectively and efficiently distributed to staff and students on time.</p>	

Site Goal 1.4 (SiteGoalID: 7139) (DTS: 12/13/23)

The Renaissance Accelerated Reader (AR) and Star Reading program will continue at our site to support literacy and comprehension skills in students, grades 2nd-6th.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.4.1 (SiteGoalID: 7139) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

<p>1. 2nd-6th grade classrooms will continue setting trimester goals appropriate to their grade level for all students, with a focus on reading comprehension provided in the Accelerated Reader/STAR Program. Time will be given in all classrooms daily to support students in this work.</p> <p>(Annual subscription for AR and STAR program is \$8700)</p>	<p>1. This goal will be measured at each progress reporting period and end of trimester, looking for consistent student growth rates in reading comprehension as indicated by in class assessments, Illuminate interim assessments and membership to the site wide Accelerated Reader Club.</p>	
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Site Goal 1.5 (SiteGoalID: 7140) (DTS: 12/13/23)

Our site will provide all students in grades 2nd-6th with a personal subscription to Scholastic News. Scholastic News provides students with exposure to current events, science, and social studies from a kid's perspective. Teachers and students will use this support resource to build comprehension skills which will be evident through an increase in comprehension rates in the classroom and in district and state wide assessments.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.5.1 (SiteGoalID: 7140) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Teachers in 2nd-6th grades will use Scholastic News to expose their students to 	<ul style="list-style-type: none"> We aim to see a 5% increase in comprehension rates on classroom comprehension 	

current events (Social Studies) and develop comprehension skills (ELA) through, comprehension questions, class discussions and writing prompts. (Supplemental: \$3400)	assessments as well as on Illuminate interim assessments for grades 2nd-6th.	
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Site Goal 1.6 (SiteGoalID: 7141) (DTS: 12/13/23)

We will continue our subscription to Lexia Core 5 Reading for grades K- 5 and Power Up! Programs for grade 6, to increase literacy rates for all students. Built on the science of reading, Lexia Core5 Reading/Power Up! is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.6.1 (SiteGoalID: 7141) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. K-6th grade classrooms will continue setting grade appropriate trimester goals for their students, with a focus on fluency provided in the Lexia Core 5/Power Up! literacy program. Time will be given in classrooms during each school day to support students in this work. (Annual subscription for Lexia Core 5 is \$13,800).</p>	<p>Progress Monitoring</p> <p>1. We aim to see gains in fluency and comprehension rates as measured through district interim assessments in Illuminate and through CAASPP testing.</p>	<p>Evaluation</p>

Site Goal 1.7 (SiteGoalID: 7795) (DTS: 04/19/24)

We will continue the implementation of the Advancement Via Individual Determination (AVID) program across all grades K-6th. This work is aimed to support at risk and under-represented student groups with executive functioning, academic readiness and experiences designed to help with a college and career mindset. Additionally, this goal seeks to improve classroom engagement and attendance across all subgroups and prepare students for the next grade level each school year with skills to ensure they can be successful students.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.7.1 (SiteGoalID: 7795) (DTS: 04/19/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1) The AVID school site team will meet 3 times per school year to collaborate on AVID strategies being used in classrooms, develop support needed to ensure strategies are up to date, and next steps of AVID implementation.</p> <p>2) All grade level teams (K-6th) will meet twice a trimester to discuss implementation progress of AVID site goals set during summer institute under the direction of the vice-principal and</p>	<p>Progress Monitoring</p> <p>1-2) The effectiveness of this time will be measured by successful classroom implementation of practices that are aligned with AVID strategies as indicated by classroom walk through observations using FONT.</p> <p>3) AVID articulation meeting outcomes will show positive growth toward full and ongoing implementation of AVID at the site level based on district coach feedback of walk-throughs.</p>	<p>Evaluation</p>

<p>AVID site team.</p> <p>3) AVID site visit will take place twice per school year by district coordinators. This will require 2 half days of guest teacher coverage to allow our site AVID coordinator to join the classroom walk throughs. (7.5 hours over two days will cost our site \$350)</p> <p>4) We will provide communication folders for all students in grades TK-6 and AVID branded binders and dividers for grades 2-6 to develop organization skills in our students. (\$3400)</p>	<p>4) Student organization will be measured through trimester walk throughs by admin team and seeing an increase in students who get all 4 checks on the organization rubric.</p>	
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Site Goal 1.8 (SiteGoalID: 7800) (DTS: 04/20/24)

Implementation of effective learning targets will increase from 67% to 72% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- **Student survey data regarding whether their teacher explains what will be learned and why will increase from 78% to 80%**
- **Teacher survey data regarding current level of implementation of learning targets will increase from 63% to 70%**
- **FONT Implementation data will increase from 35% to 50%**

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.8.1 (SiteGoalID: 7800) (DTS: 04/20/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
	<ul style="list-style-type: none"> • How will you measure implementation? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome?

<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> What is working or what is not working? How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p> <ol style="list-style-type: none"> Three FONT (Framework on Note Taking) classroom walkthroughs per week of school (38 weeks), per administrator <ul style="list-style-type: none"> 138 per 1.0 administrator (2 allocated) 69 per 0.5 administrator (1 allocated) 345 total informal FONT walkthroughs During walkthroughs and formal observations, administration will poll at least 3 students per classroom asking: <ul style="list-style-type: none"> "Did your teacher explain what you will learn today [in subject]?" "Why are you learning about _____?" How will you know when you have learned it? 	<p style="text-align: center;">Progress Monitoring</p> <ol style="list-style-type: none"> Implementation of learning targets will be measured by: FONT walkthrough data, Student Climate Survey, and Teaching and Learning Survey for teachers Student/Teacher/Family Perspective Survey data 	<p style="text-align: center;">Evaluation</p> <p>Trimesterly progress monitoring of administration FONT walkthroughs. Trimester goal of 55 walkthroughs per administrator</p>

Site Goal 1.9 (SiteGoalID: 7837) (DTS: 04/28/24)

Our site will provide for guest teacher coverage to shadow a contracted classroom teacher for the duration of one week in the event of a maternity leave.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.9.1 (SiteGoalID: 7837) (DTS: 04/28/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. Guest teacher will shadow and help prepare instructional lessons and teach live in the classroom to ensure a smooth handoff for students. This will cost our site \$1500. (\$300/day for a 5 day period = \$1500)</p>	<p>Progress Monitoring</p> <p>1. This goal will be measured by the walk-through data from administration illustrating a smooth transition of classroom instruction and classroom management strategies aligned with contracted teacher.</p>	<p>Evaluation</p>

Site Goal 1.10 (SiteGoalID: 7846) (DTS: 04/29/24)

The Pleasant Grove region of schools will support sixth grade students' transition to middle school through vertical articulation focused on effective instructional strategies with an emphasis on Advancement Via Individual Determination (AVID) implementation. Increased implementation of effective AVID strategies across the PG Region will result from:

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.10.1 (SiteGoalID: 7846) (DTS: 04/29/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at- 	<ul style="list-style-type: none"> How will you measure implementation? 	<ul style="list-style-type: none"> Are you making progress towards your desired

risk students.	<ul style="list-style-type: none"> How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	outcome? <ul style="list-style-type: none"> What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan 1. Articulation of AVID goals across all schools in the region during collaborative vertical team meeting engaging sixth grade teachers, seventh grade math and ELA teachers, and district AVID coaches during a release day in September, 2024. 2. Implementation of one agreed-upon AVID goal across the region during the 2024-25 school year to support student success as they bridge to middle school. (Release day for 5 teachers at \$350/day will cost our site = <u>\$1750</u>)	Progress Monitoring 1-2) Alongside AVID district administration, site leaders will evaluate AVID implementation at least twice annually	Evaluation

Funding Sources for District Goal 1 (DEV - LCAP ID: 598)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	16800	Certificated- Salaries
Supplemental/Concentration (7101/0000)	1500	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	6342	Classified- Salaries
Supplemental/Concentration (7101/0000)	23814	Classified- Timesheets
Supplemental/Concentration (7101/0000)	17200	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	3514	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	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:

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7136) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1 (SiteGoalID: 7136) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

<p>1) Primary grade classrooms (1st-3rd grades) will be provided guest teacher support to cover classroom instruction so that teachers are able to administer Illuminate interim assessments each trimester to their own students.</p> <ul style="list-style-type: none"> • 1st grade will be given 3 days of classroom coverage over T1/T2/T3 interims • 2nd grade will be given 4 days of classroom coverage over T1/T2/T3 interims • 3rd grade will be given 1 day of classroom coverage over T1/T2 interims <p>This will cost our site \$2400 for 8 days of guest teacher coverage. (\$300/day x 8 days)</p>	<p>1) This data will be monitored through the Illuminate Completion report.</p>	
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Site Goal 2.2 (SiteGoalID: 7135) (DTS: 12/13/23)

Our site aims to produce consistent growth across student ELPAC performance levels (1-4), annual re-designation rates, and English Language Arts grades for all English Learning students. In 2024, our site EL re-designation rate was 8%. In 2025, we aim to see a growth of 3% in our re-designation rates to 11%. Our site VP will monitor and support identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7135) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p>1) EL tutoring will be offered to English learning students across all grades in an after-school format by a certificated staff member(s). This tutoring program will run two days/week from the first week in October to the last week in April (which equals 25 weeks). 2 hours/week for 25 weeks will cost our site \$3750. ($\\$75/\text{hour} \times 2 \text{ hours per week} = \\$1350 \text{ week} \times 25 \text{ weeks} = \\3750) Additionally, the teacher will receive 1 hour prep for every week of tutoring. This will cost our site \$1875. ($25 \text{ hours of prep at } \\$75/\text{hour} = \\$1875$)</p> <p>(EL Supplemental \$5625)</p> <p>2) Materials and supplies for EL students receiving tutoring will be purchased in order to enrich the learning experience.</p> <p>(EL Supplemental \$339).</p> <p>3) Administration of ELPAC Initial and Summative tests will require an ELPAC trained certificated teacher proctor. 12 days of testing will cost our site \$3,600. ($12 \text{ days at } \\$300/\text{day teacher rate} = \\3600).</p> <p>4) We will hold one ELPAC rally per school year for all EL students to prepare and inform them what the ELPAC is, structure of the test and why it is important. (no additional cost to our site)</p> <p>5) Families of reclassified students will be invited to an evening celebration honoring their student at the end of the year. Food will be provided for this celebration. (EL Supplemental \$400.)</p> <p>6) ELAC meetings will be held 3</p>	<p>1) Attendance rates to tutoring and classroom ELA/Math assessment data will measure the effectiveness of this program and an increase of reclassification rates to 11% based on 23-24 data.</p> <p>2) High engagement and attendance rates as well as progress from pre and post assessments from start to end of session will measure the effectiveness.</p> <p>3) The effectiveness of this action will be measured by 100% of EL students completing the ELPAC assessment.</p> <p>4) The effectiveness of this action will be measured by the increase in reclassification rates</p> <p>5-7) The effectiveness of these actions will be measured by the increase of the response for "My student feels academically supported" and "My student feels welcome and valued" in the EL Needs Assessment Survey and an increase of attendance at ELAC meetings over the course of the school year from an average of 6 members attending to 9 members attending meetings regularly.</p> <p>8) Students receiving this ELD daily instruction will see gains in ELA scores, with a focus on comprehension and fluency rates.</p>	

<p>times per school year and training materials and light refreshments will be offered. (\$200)</p> <p>7) Interpreting services will be provided to families as the need presents itself. (Supplemental \$400)</p> <p>8) English Language Development (ELD) time will be given daily in all classrooms in grades K-6. Kinder students will receive 15 min/day, and grades 1st-6th will receive 30 min/day (no funding).</p>		
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Action 2.2.2 (SiteGoalID: 7135) (DTS: 05/01/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

Funding Sources for District Goal 2 (DEV - LCAP ID: 598)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	2400	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	11625	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	1000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	409	Materials/Supplies/Equipment

District Strategic Goal 3:

All students will learn in an equitable, 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 Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 7126) (DTS: 12/13/23)

We will support the social emotional well-being of our school community by continuing to develop our PBIS Tier I team. In April 2024, our Tier 1 PBIS Tiered Fidelity Inventory (TFI) score was 97%. Our goal in 2025 will be to achieve 100% implementation of Tier I supports that serve all students.

Metric: Cohort Graduation Rate

Targeted Student Group(s)

- All • School-wide

Action Plan <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1) PBIS Tier I implementation</p> <ul style="list-style-type: none"> • Provide training in restorative practices and positive behavioral interventions for all teachers and support staff. <p>(\$3,000 supplemental)</p> <ul style="list-style-type: none"> • Staff will increase the use of WOW Tickets on campus for students exhibiting the Wildhawk Way. <p>(\$2300 supplemental)</p> <ul style="list-style-type: none"> • Monthly review of discipline data in Tier I meetings. <p>(no additional cost to our site)</p> <ul style="list-style-type: none"> • Plan and implement a bully prevention program, which will include surveying students to gain insight on what bullying looks like at Adreani, an action plan for staff on what to do when bullying occurs, a presentation to students and parents about what bullying looks and sounds like and what to do when it happens, and anti bullying events to reduce the amount of harassing/bullying entries. <p>(no additional cost to our site)</p>	<p>Progress Monitoring</p> <p>1) Success of our PBIS Tier I program at Adreani will be measured by Synergy discipline data with a goal of reducing behavior referrals (minor and major) and suspensions from the 2023-2024 to the 2024-2025 school year.</p>	<p>Evaluation</p>

- Tier 1 intervention strategies will be shared and reviewed with staff twice per school year about when/how to enter student incidents, including major vs minor flowchart. (September and January)

(no additional cost to our site)

- Increase branding and messaging through student created posters, school banners and appropriate supplemental materials, and equipment.

(\$3000 supplemental)

- Implement a PBIS parent night to inform parents on what PBIS is, what it looks like on campus, and how they can support at home

(no additional cost to our site)

- Hold PBIS passport stations at the beginning of the school year and again in March to teach/reteach school wide behavior expectations at each of the locations across campus.

(\$2000 for print costs - supplemental)

- Tier I team will review the TFI, twice per school year in November and February to ensure we are following the requirements closely, leaving time for corrections or adjustments before the TFI in April 2025.

(no additional cost to our site)

In this goal, we seek to increase our overall favorable response rate on the Student Perspective Survey in 2024-2025. (this goal is awaiting the current survey session results)

Fall SEL Survey:

Overall favorable: 81% in 2023, goal of 83% in 2024
Self Awareness: 72% in 2023, goal of 74% in 2024
Self Management: 79% in 2023, goal of 81% in 2024
Self Awareness: 87% in 2023, goal of 89% in 2024
Relationships: 77% in 2023, goal of 79% in 2024
Responsible Decision Making: 91% in 2023, goal of 93% in 2024

Spring Student Perspective Survey:

Overall Favorable in 2022-2023 Survey (most recent)

Core Climate: 81%

School Connectedness/Sense of Belonging: 79%
Climate of Support for Academic Learning: 86%
Knowledge and Fairness of Discipline, Rules, Norms: 87%
Safety: 72%

Instruction: 77%

Learning Targets: 82%
Success Criteria: 69%
Active Participation: 82%
Student Talk: 79%
Formative Assessment: 67%
Feedback: 83%

Classroom Conditions: 80%

Personal Connection: 83%
Curricular Connection: 75%
Academic Connection: 82%

Student Access: 70%

Broad: 71%
Student Voice: 70%

Positive Behavior: 76%

Metric: Cohort Graduation Rate

Action 3.2.1 (SiteGoalID: 7131) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-	<ul style="list-style-type: none">How will you measure implementation?	<ul style="list-style-type: none">Are you making progress towards your desired

risk students.	<ul style="list-style-type: none"> • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>outcome?</p> <ul style="list-style-type: none"> • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1) We will implement classroom community building meetings in at least 50% of our classrooms on campus through the implementation of our Character Strong curriculum. (No additional cost to our site.)</p> <p>2) Site Administration will implement a restorative practice model of conflict management including bringing students together to discuss solutions to problems that arise in order to create a welcoming campus for all students. (No additional cost to our site.)</p> <p>3) PBIS Tier I implementation</p> <ul style="list-style-type: none"> • Provide training in restorative practices and positive behavioral interventions for all teachers and support staff. <p>(\$3,000 supplemental allocated in goal 3.1)</p> <p>4) Staff will be shared on survey data twice per school year to enable us to stay aware of the work that needs to be done in classrooms and on campus. August Preservice and January Inservice.</p>	<p>Progress Monitoring</p> <p>1) We will measure the effectiveness of this action by a decrease of "minor", teacher managed disruptions in the classroom, using Synergy discipline data reports monthly with the PBIS Tier I team and through an increase in attendance rates for classrooms conducting community building meetings.</p> <p>2) We will see a decrease in bullying/harassment behaviors, including physical aggression between students as evidenced by Synergy discipline reporting which is reviewed monthly by our PBIS Tier I team.</p> <p>3) Success of our PBIS Tier I program at Adreani will be measured by Synergy discipline data with a goal of reducing behavior referrals (minor and major) and suspensions from the 2023-2024 to the 2024-2025 school year.</p> <p>4) An increase in Community Meetings and restorative practices in classrooms through a decrease in minor incidents as reported in Synergy.</p>	<p>Evaluation</p>

We will hold a minimum of 3 community building assemblies for students to build upon our Character Counts program at Adreani. Our focus will be on diversity, equity and inclusion for others and relating well through our differences.

Metric: Cohort Graduation Rate

Action 3.3.1 (SiteGoalID: 7134) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1) We will seek to bring learning opportunities to our site for students in TK-6th grades to learn about compassion and empathy for others and educate ourselves on embracing the differences in others.</p> <p>(Supplemental \$6000)</p>	<p>Progress Monitoring</p> <p>1) We will know this is work is effective by a decrease in our discipline data for harassing, bullying, and discriminating behaviors. This data is monitored monthly by our PBIS Tier I team.</p> <p>2) We will know this work is effective by favorable staff/parent/student feedback on our Social Emotional Learning and Climate Survey results in the fall and spring.</p>	<p>Evaluation</p>

Site Goal 3.4 (SiteGoalID: 7831) (DTS: 04/27/24)

We will support the social emotional well-being of our school community by continuing to develop our PBIS Tier II team. In April 2024, our Tier II PBIS TFI was 92%. Our goal in 2025 will be to achieve 95% implementation of Tier I supports that serve all students and increase our Tier II score by 3% for a final TFI of 95%

Metric: Cohort Graduation Rate

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1) PBIS Tier II implementation</p> <ul style="list-style-type: none"> Implement use of check in - check out process with "at risk" students. School Psychologist/Mental Health Therapist will develop and sustain Social Groups for students of qualifying status (MTSS). Tier II Team will meet twice per year to review fidelity of program. Tier II Team will meet weekly to discuss all Requests for Assessments (RFAs) submitted by staff members using the TIPS form to document student progress and needs. Tier II Team will develop a written process for teaching relevant staff how to refer students and implement each of our Tier 2 interventions set in place. Golden Wildhawk students will receive Tier II supports through a mentor on campus. Golden Wildhawk students will be identified through RFA submissions by classroom teachers or other support staff. 	<p>Progress Monitoring</p> <p>1)</p> <ul style="list-style-type: none"> Tier II Team will use the Synergy Check In Check Out feature to document progress of the support. Social Groups will be held and documentation supports will be included on the PBIS Tips form. Tier II Team will see an increase in our TFI score in 24-25 Team TIPS form will be updated weekly and next steps will be monitored case by case for success. We will expect to see staff entering RFAs without assistance from admin as well as understanding the supports available at our site. Golden Wildhawk program success will be measured by rate of "promotion" out of the program. 	<p>Evaluation</p>

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Funding Sources for District Goal 3 (DEV - LCAP ID: 598)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	9000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	7300	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and engage 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
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement

Site Goal 4.1 (SiteGoalID: 7127) (DTS: 12/13/23)

We aim to increase attendance rates to a diverse set of on campus opportunities for families, focusing on our site parent groups who do not traditionally attend school functions. These opportunities will include, but are not limited to, serving on School Site Council (SSC) or English Learner Advisory Council (ELAC), parent conferences (2x/year), Watch D.O.G.S, Back to School and Open House nights, Monday Morning assemblies to showcase student achievement awards, Ruby Bridges Community Walk, Multi-cultural events (3/year), Family lunch days (3/year), Coffee/Snacks with the Principal (2x/year), and Campus Improvement days with parents/students.

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 7127) (DTS: 12/13/23)

Targeted Student Group(s)

• All • School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1) School-wide Family and Community Engagement programs</p> <ul style="list-style-type: none"> Ensure home/school communications/flyers are translated whenever possible Make phone calls to personally invite families to events or to serve on SSC/ELAC Establish & communicate current events in print, website, social media Use Talking Points to send messages in primary language 	<p>Progress Monitoring</p> <p>1)The effectiveness of this will be measured by increased scores from families on the culture and climate survey and increased attendance on RSVPs or sign in sheets for school-wide events.</p> <p>2) Attendance monitored through parent/teacher conference (2), Back to School Night (1), and Open House (1).</p> <p>3)</p> <ul style="list-style-type: none"> Parent team too cover all classroom lessons for a minimum of one lesson. Increase in student participants from 23-24 	<p>Evaluation</p>

<ul style="list-style-type: none">• Provide necessary supplemental materials, and equipment. <p>2) Support home-to-school communication with a focus on English Learner students through Communication Folders and School-wide organization systems with grade-level resources and supplies. Supported by a minimum of 2 trimester school-wide check ins such as Parent/Teacher conferences.</p> <p>(No additional cost to our site.)</p> <p>3) Multicultural events will require supplies for art and dance. (\$2300 supplemental)</p> <ul style="list-style-type: none">• Culture in the Classroom• Fashion Show• Food/Music evening event <p>4) Student of the Week certificates will be printed and awarded to students every Monday, during Monday Morning assembly.</p> <p>5) We will work to increase the number of members on our Watch DOGS team through personal invites and an orientation meeting held in the fall. In 2023-2024 we had 12 dads volunteer on our campus. In the 24-25 school year we will aim to get more dads involved and on campus. A desired increase of 5 dads on campus.</p>	<p>school year (80 students) to 95 participants in the 24-25 school year.</p> <ul style="list-style-type: none">• Increase in student/parent attendance as indicated by RSVPs. <p>4) Each classroom will have a recipient each week being awarded.</p> <p>5) An increase in dads who serve in this role during the 24-25 school year.</p>	
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Our site aims to maintain or increase our 2022-2023 average student attendance rate of 94% and continue to decrease our chronic absenteeism rate from

Metric: Attendance Rate

Action 4.2.1 (SiteGoalID: 7132) (DTS: 12/13/23)

Targeted Student Group(s)

• School-wide • SWD • White

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1) Site Administration will regularly review monthly attendance reports, monitoring tardies, early dismissals and chronic absences for all student sub groups. In response to high rates of the above mentioned factors, teachers and admin will:</p> <ul style="list-style-type: none">Make phone calls home regarding attendance.Request admin/parent conferences to support attendance.Ask for district intervention supports to mitigate attendance concerns, including the Family and Community Engagement Department.Recommend and review options for Short/Long term independent study options for students/families. <p>(No additional cost to our site.)</p>	<p>Progress Monitoring</p> <p>1) We will measure the effectiveness of our actions using monthly Synergy attendance reports showing data on tardies, early dismissals, and all absences verified truant and truants.</p> <p>2) RED DIY app in our portal will be used to monitor all attendance factors.</p>	<p>Evaluation</p>

Funding Sources for District Goal 4 (DEV - LCAP ID: 598)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	2300	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$16800	\$0	\$0	\$0	\$16800
Certificated- Timesheets	\$1500	\$2400	\$0	\$0	\$3900
Classified- Salaries	\$6342	\$0	\$0	\$0	\$6342
Classified- Timesheets	\$23814	\$0	\$0	\$0	\$23814
Contracts/Services/Subscriptions	\$17200	\$0	\$9000	\$0	\$26200
Materials/Supplies/Equipment	\$3514	\$0	\$7300	\$2300	\$13114

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$11625	\$0	\$0	\$11625
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$1000	\$0	\$0	\$1000
Materials/Supplies/Equipment	\$0	\$409	\$0	\$0	\$409

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

Arnold Adreani Elementary (205) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$90,170	\$69,170	\$2,400	\$16,300	\$2,300	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$13,034	\$0	\$13,034	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$103,204	\$69,170	\$15,434	\$16,300	\$2,300	

Fund Subtotals	Title I Centralized Services			
Subtotal of additional federal funds included for this school	Title I Foster Youth		\$0	Title I Homeless
	Title I Centralized Services		\$0	Title I Preschool
Subtotal of state or local funds included for this school	\$103,204			

		Signatures: (Must sign in blue ink)	Date
Principal	Julie Hughes	_____	_____
School Site Council Chairperson	Navneet Sharma	_____	_____
EL Advisory Chairperson	Kim Tran	_____	_____