



Arlene Hein Elementary

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Jennifer Ekelund

County-District-School (CDS) Code: 34673140105908

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

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

IV. Goals, Actions and Services

Arlene Hein Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 531)

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.
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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?

SSC Meetings: September 30, 2022, October 26, 2022, February 9, 2023, March 9, 2023, and May 11, 2023.

Leadership Team Meetings: August 16, 2022, September 12, 2022, October 10, 2022, November 8, 2022, December 12, 2022, January 9, 2023, February 15, 2023, March 13, 2023, April 10, 2023, May 8, 2023, and June 12, 2023.

ELAC Meetings: September 27, 2022, January 31, 2023, May 2, 2023

2. Impact of LCAP and Annual Update

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

A needs assessment for the Arlene Hein LCAP was conducted with our staff on March 6, 2023, our School Site Council on March 9, 2023, and our Leadership Team on March 13, 2023. Input from our stakeholders were discussed and considered for our LCAP . It was determined with guidance from our administrative team that the following goals will be continued from 2022-2023:

- Full-time academic intervention teacher (AIT), provided by our Curriculum Professional Learning department
- Kindergarten and first grade push-in support two days a week, provided by our CPL department
- Release time for collaboration or site planning
- Renew IXL to support reading and Relex to support math
- Timesheet teachers for extended day opportunities for enrichment or intervention
- Timesheet teachers for our Intersession "Camp Hein" program, provided by our Expanded Learning department

New goals introduced for 2023-2024:

- Third through sixth grade push-in support for two days a week
- Attendance supports for chronically absent students
- Whole-school enrichment opportunities such as assemblies, class visits, etc.

Resource Inequities

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

Our Students with Disabilities (SWD) are performing at the lowest status level in most areas according to the California Dashboard. Upon root analysis with the 'Five Whys' strategy, our site Leadership Team explored the possible reasons: 1. Our Students with Disabilities have different levels of needs according to their IEP goals; 2. Standardized tests may not accurately measure with SWD have learned; 3. More SWD may qualify to take the California Alternate Assessment (CAA); 4. SWD may need additional accommodations, such as taking the tests in a separate setting; and 5. 43% of our SWD are chronically absent and are therefore missing a considerable amount of instruction.

Our team concluded that the most tangible item to address is chronic absenteeism, which it impacts all students. We created an action plan to address our current site chronic absenteeism rate of 22%, which is listed under Goal 4.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

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

Site Goal 1.1 (SiteGoalID: 6294) (DTS: 02/10/23)

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

Using the Instructional Framework to guide high quality instruction, we will provide students with whole class and targeted small group instruction to meet individual learning needs.

Our performance goal and metric for third, fourth, fifth and sixth grade students is:

All 3rd through 6th grade students will meet or exceed the district established desired outcome of +18 Distance from Standard (DFS) for English Language Arts as measured by the CAASPP test in 2023-2024. In 2021-2022, Arlene Hein students performed at +33 DFS when compared to the district established desired outcome, therefore Hein will increase our performance by 5 points to +38 DFS in ELA on the CAASPP test in 2023-2024.

All 3rd through 6th grade students will meet or exceed the district established desired outcome of -9 Distance from Standard (DFS) for Mathematics as measured by the CAASPP test in 2023-2024. In 2021-2022, Arlene Hein students performed at +13 DFS when compared to the district established desired outcome, therefore Hein will increase our performance by 5 points to +18 DFS in Mathematics on the CAASPP test in 2023-2024.

All fifth-grade students will meet or exceed the district established desired outcome of -3 Distance from Standard (DFS) for science as measured by the CAST test in 2023-2024. In 2021-2022, Arlene Hein students performed at -5 DFS when compared to the district established desired outcome, therefore Hein will increase our performance by 5 points to +0 DFS in Science on the CAST test in 2023-2024.

In addition, our teams have established the following grade level goals for kindergarten, first grade and second grade based on district Interim assessments:

Kindergarten Goals:

ELA: By the end of kindergarten 2024, 80% of our students will recognize and name all upper and lowercase letters of the alphabet.

Math: By the end of kindergarten, 80 % of students will be able to add and subtract with sums and differences to 5.

First Grade Goals:

ELA: By the end of first grade, 80% of students will score at least 45 out of 54 on the phonemic awareness Illuminate assessment.

Math: By the end of 1st grade, 80% of students will be able to add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

Second Grade Goals:

ELA: By the end of the year, 80% of 2nd grade students will score 116 out of 128 or better on the LETRS Phonics Assessment.

Math: By the end of the year, 80% of our 2nd graders will be able to fluently solve 40 addition and subtraction problems (sums to 20) with 100% accuracy.

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Actions/Services 1.1.1 (SiteGoalID: 6294) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. *Participate in district provided professional development from July 2023 to December 2024. 2. *Provide teachers with weekly PLC collaboration time during early out Wednesdays. 3. Purchase instructional materials (District approved books, P.E. equipment, classroom supplies, etc.) and technology (projectors, etc.) for the classroom, library and/or office. 4. Provide teachers release time for grade level collaboration from August 2023 to June 2024. 5. Provide students time to go to the library each week to check out books and provide time for the library technician to catalog, shelve, and inventory books and instructional materials. 6. Provide students with small group intervention during the school day and during extended day opportunities referred to as 	<ol style="list-style-type: none"> 1. Administration team will work with our CPL department to ensure that every teacher participates in the required professional development offered throughout the year. Administration will consult with district staff and utilize our CPL instructional coach to provide targeted, follow-up training. 2. Administration team will review weekly PLC minutes and give feedback. 3. Antidotal information through classroom observations and teacher feedback will show if the newly purchased materials were effectively utilized by teachers. 4. Administration will monitor IEPs, SSTs, and 504 Plan meeting agendas and minutes to ensure that teachers are participating in these meetings. 5. Administration will monitor library schedule to ensure that every child has the opportunity to 	

Hawk Academy from August 2023 to June 2024.
(*Actions do not require funding.)

utilize the school library.
6. Intervention pretest/posttest data and attendance data will be shared with the administration team to determine the impact of our programs.

Site Goal 1.2 (SiteGoalID: 6298) (DTS: 02/10/23)

Provide Hein students with enrichment opportunities such as GATE, VAPA, STEAM, CREST, etc. During the 2021-2022 school year, 206 students participated in extended day enrichment programs at Hein. We exceeded our goal of a 10% increase in our participation rate. The numbers of students attending enrichment programs will increase by 10% during the 2023-2024 school year when compared with the 2022-2023 participation rate of 237 students.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Actions/Services 1.2.1 (SiteGoalID: 6298) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. Provide students with the opportunity to participate in extended day classes, assemblies, or field trips to provide enrichment from July 2023 to June 2024. 2. Administer the GATE assessment to all third grade students in October 2023 and retesting in January 2024. 3. Provide a stipend to the GATE coordinator in May 2024. 4. Purchase enrichment materials (technology, curriculum, newspaper subscription, etc.) from August 	<ol style="list-style-type: none"> 1. Extended day offerings will be recorded on Google Sheets and attendance will be recorded by teachers. Assemblies and field trips will be documented on our master calendar. 2. GATE coordinator will schedule third grade GATE assessments as noted on the master schedule and communications to third grade teachers and parents. 3. GATE teacher will submit a work log with dates and times at the end of the 2023-2024 school year. 4. Antidotal information through classroom observations and 	

<p>2023 to May 2024. 5. *Renew annual licenses for district approved online resource programs, paid for with ESSER funds. (*Actions do not require funding.)</p>	<p>teacher feedback will show if the newly purchased enrichment materials were effectively utilized by teachers. 5. Administration, classroom teachers, and computer teacher will monitor on-line program determined by student usage.</p>	
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Site Goal 1.3 (SiteGoalID: 6303) (DTS: 02/10/23)

According to the California Dashboard, Arlene Hein has been designated as Additional Targeted Support and Improvement (ATSI) during the 2021-2022 school year, because all of our indicators for Students with Disabilities were at the lowest status level with one indicator at another status level.

Our third through sixth grade students with Disabilities (SWD) make progress toward the district established desired outcome of +18 Distance from Standard (DFS) as measured by the CAASPP or CAA test in 2023-2024. In 2021-2022, Arlene Hein students with Disabilities performed at -85 when compared to the district established desired outcome.

Our third through sixth grade students with Disabilities (SWD) will make progress toward the district established desired outcome of -9 Distance from Standard (DFS) as measured by the CAASPP or CAA test in 2023-2024. In 2021-2022, Arlene Hein students with Disabilities performed at -104 when compared to the district established desired outcome.

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Actions/Services 1.3.1 (SiteGoalID: 6303) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. *Provide students with targeted small group or individual instruction during the school day and during extended day</p>	<p>1. Targeted small group or individual instruction will be observed during formal and informal observations by the</p>	

opportunities with learning center staff, classroom teachers, push-in teachers, and our academic intervention teacher. (K-1 push-in and AIT are funded through the Curriculum and Professional Learning department and ESSER funds.)

2. Timesheet a teacher to provide third through sixth grade push-in support with reading two days a week based on Interim data.

3. *Provide teachers with professional development on the district Instructional Framework, Illuminate and Social/Emotional Learning during staff meetings.

3. * Administer district Interim assessments and Interim Assessment Blocks (IABs) through CAASPP. Analyze Interim assessment data and make instructional decisions based on the data.
(*Actions do not required funding.)

administrative team and noted on walkthrough forms and in FONT.

2. The push-in teacher will work with our AIT to create flexible groups based on student need and will consult with grade level teams to develop standards-based lessons.

3. PLC minutes will be reviewed by administration team. Illuminate assessment data, ELPAC data, and CAASPP/CAA data will be monitored to to determine our impact on student outcomes over time.

Funding Sources for District Goal 1	Amount	Description of Use
GATE (7105/0000)	\$2000	Certificated- Timesheets
GATE (7105/0000)	\$1397	Certificated-Stipends
GATE (7105/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$69000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$18000	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$6492	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$10000	Materials/Supplies/Equipment

District Strategic Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by:
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summative) and continuous programmatic evaluation.

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

Site Goal 2.1 (SiteGoalID: 6799) (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

Actions/Services 2.1.1 (SiteGoalID: 6799) (DTS: 03/31/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. Provide release time for teachers to complete one-on-one district assessments and to enter data in Illuminate from July 2023 to June 2024. 2. Analyze and discuss formative and summative data to help make instructional decisions during weekly grade level PLC time and during grade level collaboration days each trimester. 3. Establish trimester SMART goals to monitor student progress over time and to ensure that the site goals are met. 	<ol style="list-style-type: none"> 1) The AIT, the instructional coach(es), and administrative team will monitor summative reports for missing data in Illuminate, Synergy, and through the CAASPP website. Missing results will be communicated to teachers to ensure at least a 95% completion rate. 2) Teachers will be provided with grade level data folders throughout the school year to determine standards mastery and to allow for data analysis. 3) Grade level teams will document trimester SMART goals on PLC notes and will update progress each week. 	

Actions/Services 2.1.2 (SiteGoalID: 6799) (DTS: 04/27/23)**Targeted Student Group(s)**

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

Site Goal 2.2 (SiteGoalID: 6295) (DTS: 02/10/23)

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

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6295) (DTS: 02/10/23)**Targeted Student Group(s)**

- All • School-wide

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
1.* Teachers will administer and enter district Diagnostic and Interim assessments through Illuminate from July 2023 to June 2024. 2. *Provide time on Early Out	1. Teachers will progress monitor students using grade level Interim assessments. 2. PLC minutes will be reviewed by administration team to view progress monitoring. A PLC	

<p>Wednesdays to analyze assessment data and make instructional plans with their PLCs.</p> <p>3. Provide teachers with release time to meet with their grade level team to analyze assessment results, make instructional decisions, and set trimester SMART goals based on student data. (*Actions do not required funding.)</p>	<p>implementation scoring rubric will be used in August and May to determine growth over the 2023-2024 school year.</p> <p>3. PLC notes and SMART goal analysis forms will be monitored by the admin. team.</p>	
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Site Goal 2.3 (SiteGoalID: 6300) (DTS: 02/10/23)

Our English Learner students will be reclassified at the rate of the district desired outcome of 15% as determined by ELPAC assessment results and the district reclassification process. During the 2022-2023 school year, EL students at Hein were reclassified at a rate of 18.6%.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.3.1 (SiteGoalID: 6300) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • R-FEP

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Our vice principal will serve as EL Coordinator and will fulfill the following duties: identification/placement of EL students, reclassification, RFEP monitoring, parent communication, and support for ELAC meetings.</p> <p>2. Timesheet a teacher to administer the Initial and</p>	<p>1. and 2. Administration team will monitor ELPAC data in Synergy to assure that all EL students are assessed and reclassified within the appropriate timeline of July 2023 to June 2024. EL families will be invited to ELAC meetings and will be notified of progress toward reclassification.</p> <p>3. Administration team will monitor</p>	

<p>Summative ELPAC and input data.</p> <p>3. Utilize translation services through our English Learner Services department to help communicate to parents informally on the phone and formally at meetings.</p> <p>4. Provide refreshments for in-person ELAC meetings.</p> <p>5. Purchase supplemental instructional materials to support ELs.</p>	<p>translation requests to assure that every request is fulfilled.</p> <p>4. Refreshments will be event at ELAC meetings and noted on agendas.</p> <p>5. Antidotal information through classroom observations and teacher feedback will show if the newly purchased EL materials were effectively utilized by teachers.</p>	
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Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	\$10503	Certificated- Timesheets

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1 (SiteGoalID: 6296) (DTS: 02/10/23)

Our Tier 1 and Tier 2 levels from the Arlene Hein PBIS program will earn at least 90% on the annual Tiered Fidelity Inventory(TFI) to be conducted in the spring of 2023. As of April 2023, Arlene Hein earned 100% in Tier 1 and Tier 2 implementation and supports.

Metric: School Climate - Average Favorability Rating

Actions/Services 3.1.1 (SiteGoalID: 6296) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Purchase signage and equipment to implement PBIS program. 2. *Conduct Tier 1 PBIS team meetings monthly. 3. *Conduct Tier 2/MTSS team meetings weekly. (*Actions do not require funding.)</p>	<p>1. PBIS committee to review signage and make recommendations for new materials. Recommendations will be noted in PBIS minutes. Antidotal information through classroom observations and teacher feedback will show if the newly purchased PBIS materials were effectively utilized. 2-3. Administration will monitor PBIS and MTSS notes and agendas to ensure that interventions are being implemented and student progress is monitored. (Principal monitors K-3 and VP monitors 4-6th).</p>	

Site Goal 3.2 (SiteGoalID: 6299) (DTS: 02/10/23)

All third through sixth grade student survey results will meet or exceed the district desired outcome is 80% of favorable responses on the school climate survey for students by 2023-2024. During the 2021-2022 school year, Arlene Hein students had a 79% favorability rating for all students. During the 2023-2024 school year, Hein students will increase favorable responses on the school climate survey by 5% for a desired outcome of 84%.

Metric: School Climate - Average Favorability Rating

Actions/Services 3.2.1 (SiteGoalID: 6299) (DTS: 02/10/23)

Targeted Student Group(s)

• All • Foster Youth • School-wide

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. *Provide social emotional learning instruction and check-ins for all students using the adopted SEL curriculum Second Step. 2. Administration will provide professional development about the Second Step program during staff meetings. 3. *MTSS Tier 2 team to meet weekly to discuss requests for assistance(RFAs) and provide support as needed. (*Actions do not required funding.) 	<ol style="list-style-type: none"> 1. Conduct a beginning of the year and end of the year teacher survey to determine our levels of implementation and need for professional development. 2. Administration will document professional development offerings on staff meeting agendas. 3. MTSS meetings will be scheduled on master calendar for every Wednesday after school. MTSS minutes and Tier 2 TFI results will determine the effectiveness of the MTSS/PBIS program. 	

Site Goal 3.3 (SiteGoalID: 6304) (DTS: 02/10/23)

During the 2022-2023 school year, 20 requests for assistance or 2% of our population were submitted for 9 Tier 2 students and 11 Tier 3 students. According to the MTSS pyramid, approximately 85% of students respond to Tier 1 supports, 10% of students need Tier 2 supports and 5% of students need Tier 3 supports. During the 2023-2024 school year, RFAs will increase by 10% to ensure that all students receive support as needed.

Metric: Social Emotional Learning - Average Favorability Rating

Actions/Services 3.3.1 (SiteGoalID: 6304) (DTS: 02/10/23)

Targeted Student Group(s)
 • All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why?
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<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What modifications do you need to make?
<ol style="list-style-type: none"> 1. *Provide social group opportunities by MHT and school psychologist as needed and as scheduling allows. 2. Teachers will utilize our site-adopted SEL curriculum provided by our Student Support and Health Services department. 3. *Provide students with Tier 1 and Tier 2 Recess Enhancement programs to support school climate, SEL, physical fitness, and character education two days per week during morning and lunch recesses. (*Actions do not require funds.) social/emotional health. 4. Provide training for our teachers to submit requests for assistance (RFA) according to our MTSS process. 	<ol style="list-style-type: none"> 1. Staff and administration will increase the amount of social group opportunities available to students during extended day by monitoring students attendance rates. 2. Antidotal information through classroom observations and teacher feedback will show if the newly purchased social/emotional materials were effectively utilized. 3. The number of students participating in recess activities during Recess Enhancement days will be greater when compared to days without the recess Enhancement Program. 4. Analyze pre- and post-survey to determine the level of understanding in submitting RFAs before and after the trainings. 	

Actions/Services 3.3.2 (SiteGoalID: 6304) (DTS: 04/28/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?



Site Goal 3.4 (SiteGoalID: 6306) (DTS: 02/10/23)

Student suspension rates at Arlene Hein will remain lower than the district desired outcome of 3.5%. During the 2021-2022 school year, students at Hein were suspended at a rate of 0.6% and in 2022-2023 Hein students were suspended at a rate of ----%. (2022-2023 RESULTS WILL BE INCLUDED). During the 2022-2023 school year, there were 13 incidents of suspension involving 7 students.

Our Students with Disabilities(SWD) and Socioeconomically Disadvantaged Students (SED) have the largest number of incidents. By May 2023, at 6 out of 13 total suspensions at Hein were SWD and 7 out of 13 total suspensions were SED. This data reflects a disproportionality of suspensions for these student groups. Restorative practices and alternatives to suspension will continue to be used to address inappropriate behaviors.

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.4.1 (SiteGoalID: 6306) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • SWD

What Specific Actions/Services will you Provide to this Student Group?

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

<p>1. *All staff will attend 28 hours of professional development on Diversity Inclusion and Equity (DEI) through our CPL department by December 2024.</p> <p>2. Each teacher will receive the book Grading for Equity, which will be discussed during staff meetings, leadership team meetings, and PLC team meetings and an optional book study will be offered.</p> <p>* No funding required.</p>	<p>1. Each staff member will monitor and track their hours on the DEI Tracking Sheet to ensure all hours are completed.</p> <p>2. Grading practices will be discussed during Leadership Team meetings and PLC team meetings as evidenced on agendas and notes.</p>	
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Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1500	Materials/Supplies/Equipment

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families
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Site Goal 4.1 (SiteGoalID: 6297) (DTS: 02/10/23)

The attendance rate at Hein will meet or exceed the district desired outcome of 95% by the end of the 2023-2024 school year. Our attendance rate during the 2021-2022 school year was 92% and our attendance rate during the 2022-2023 school year is currently 93%.

Metric: Attendance Rate

Actions/Services 4.1.1 (SiteGoalID: 6297) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes.	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when?	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?
<p>1. Our administrative team and office staff will continue to communicate the importance of daily attendance through family newsletters, emails, School Messenger, and Talking Points from July 2023 to June 2024.</p> <p>2. Our teachers will be trained on home visits through the Family and Community Engagement (FACE) department and will be paid through timesheets.</p> <p>3. Our administrative team will make phone calls to families of chronically absent students to check-in and offer support to improve attendance or to celebrate improvements.</p> <p>4. Through the RFA process, Family Support Team (FST) meetings will be scheduled to identify obstacles to regular attendance and offer site and district supports.</p> <p>5. Provide incentives to students to encourage attendance and honor those with improved attendance: perfect attendance awards, class award for highest attendance rate, announcement at Friday Assembly, and special Caught-A-Hawks.</p>	<p>1. Monitor monthly attendance rates through Synergy reports from July 2023 to June 2024 and data will be shared with staff monthly.</p> <p>2. For chronically absent students, administration will recommend one home visit per teacher per trimester during the 2023-2024 school year based on Synergy reports and documented on Family Support Team (FST) meeting notes. Administration will progress monitor completed home visits including updates provided by the FACE office.</p> <p>3. Admin. team will keep a log of parents contacted and will also enter the information in Synergy.</p> <p>4. Monitor the number of Request For Assistance (RFA) forms submitted for attendance concerns.</p> <p>5. Admin. and office teams will generate reports and monitor which students and classes that receive attendance awards and recognitions.</p>	

Site Goal 4.2 (SiteGoalID: 6302) (DTS: 02/10/23)

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

Metric: Parents indicating opportunities for parent involvement

Actions/Services 4.2.1 (SiteGoalID: 6302) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. *Provide parents with information meetings to include such topics as Mindfulness, Coping with Stress and Embracing Change. 2.. *Provide communications through school website, e-mails, and Facebook. 3. *Provide postage and notes/cards for students to welcome them to the new school year. (Submit FACE grant for funds.) 4. *Families will be invited to PTO events, Hawk Talks, Back to School Night, and Open House. 5. *Administrators will make monthly positive and informational calls to families through School Messenger. (*Actions do not require funding.)</p>	<p>1. Parent meetings will be scheduled, communicated, and managed by administrative team. 2. Communications will be evident by monitoring our website, Facebook page, emails, School Messenger and Talking Points data. 3. Parent communications will be observed by families and monitored by the administration and office staff. 4. Administration will count and monitor attendance numbers of PTO events, Hawk Talks, Back to School Night, New Family Orientation, and Open House. 5. Administration team will monitor teacher referral numbers for positive calls home, and document calls on Google Sheets.</p>	

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$1000	Certificated- Timesheets

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets		\$10503			\$10503
GATE (7105/0000)	Certificated- Timesheets	\$2000				\$2000
GATE (7105/0000)	Certificated-Stipends	\$1397				\$1397
GATE (7105/0000)	Materials/Supplies/Equipment	\$1000				\$1000
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$69000			\$1000	\$70000
Supplemental/Concentration (7101/0000)	Classified- Salaries	\$18000				\$18000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$6492				\$6492
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$10000		\$1500		\$11500

Justification of School-Wide Use of Funds

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

N/A

V. Funding

Arlene Hein Elementary (280) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$49,016	\$49,016	\$49,016	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$105,992	\$105,992	\$103,492	\$0	\$1,500	\$1,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$10,503	\$10,503	\$0	\$10,503	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$170,908	\$170,908	\$156,905	\$10,503	\$2,500	\$1,000	

Fund Subtotals

Subtotal of additional federal funds included for this school \$0

Subtotal of state or local funds included for this school \$170,908

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson

