



Irene B. West Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

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

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

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Title one planning committee- 6/19/17, 8/1/17 SSC- 7/25/17, 8/1/17, 9/5/17 Leadership/PLC leaders- 5/18/17, 8/8/17, 8/15/17 ELAC- 8/10/17 Staff meeting- 8/3, 9/7</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Multiple committees and stakeholder groups provided input into goal areas throughout the summer. Most ideas are woven into the 4 goal areas.</p>

B. Goals, Actions, and Progress Indicators

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

Site Goal 1.1

5% increase in the number of students who attain proficiency on the Smarter Balanced Assessment in the core content areas.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teaching staff will be provided with release time twice yearly to identify key standards, analyze common assessment data, review and modify team yearlong plan, and share strategies to prepare students for SBAC test.	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Response to Intervention has a 1.07 effect size, teacher PLCs have an effect size of 1.57.	SBAC data Data collected from formative common assessments

What funding source will you use?
Title one Basic- \$22,400 Supp/Concentration funds - \$500

Site Goal 1.2

10% Increase in the number of students from targeted subgroups (English Learners, African America and Hispanic) who achieve proficiency on site based common assessments.

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
West Elementary will hire a small group intervention teacher to support our workshop model. Teacher will be trained in various intervention strategies and work with small groups of students identified by teacher and common assessment need. Teacher to support our EL instruction by reducing the numbers and group size of our EL groups. Off track teacher to timesheet for workshop support and registration for professional development to support intervention strategies.	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Response to Intervention has a 1.07 effect size, teaching strategies has an effect size of .62, and small group learning has an effect size of .49	Common site formative assessments, SBAC summative assessments

What funding source will you use?
Supplemental/Concentration= \$15,837 Title one= \$4000 Timesheet certificated teacher 401 hours x \$48 per hour = \$19,837

Actions/Services 1.2.2

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Additional library tech time (4 hours per week) under the Title I librarian job description. Librarian will allocate this time to allow targeted students increased access to supplemental CCSS reading and technology resources.	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Vocabulary programs have an effect size of .67, enrichment has an effect size of .39, and computer assisted instruction has an effect size of .37	Site based common formative assessments

What funding source will you use?

Title I funds - \$4000

Actions/Services 1.2.3

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Afterschool tutoring and intersession provided by certificated West teachers.	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Response to Intervention has a 1.07 effect size, teaching strategies has an effect size of .62, and small group learning has an effect size of .49	Site based common formative assessments

What funding source will you use?

Title I Afterschool - \$1600
 \$40/hour certificated staff x 40 hours = \$1600
 Intersession program - \$34,560
 720 hours (credentialed teacher) x \$48/hour = \$34,650

Actions/Services 1.2.4

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase additional instructional supplies for workshop and intervention as well as supplies, copying, and replacement of supplemental resources. Purchase of visitor kiosk for parent involvement and safety	Small group learning effect size- .49 Reading phonics instruction- .60 Reading comprehension programs- .58 Research supports that working equipment	SBAC, site based common formative assessments, site equipment matrix, work orders, supply inventory records

support. GATE materials to support problem solving program.

provides students higher levels of access to supplemental technology and instructional supports than non-functioning equipment.

What funding source will you use?

Title one Basic - \$16,294
 Title one Afterschool- \$12,532
 GATE- \$800
 Total - \$36,826

Site Goal 1.3

Meet federally mandated AMAOs for EL students

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide required ELD instruction daily. 2. Train teachers in best instructional practice for EL students, administer and monitor new ELPAC assessment.	Instructional quality effect size - 1.0 Teacher Clarity effect size - .75	Achievement percentages on new AMAO measurements.

What funding source will you use?

no additional cost

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Assessment System
- Data and Program Evaluation
- Student Information System

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

Site Goal 2.1

West Professional Learning Community leaders will be trained on how to make instructional teams most effective to support student learning/achievement. PLC teams will meet with administration twice yearly for self assessment according to Solution Tree PLC rubric.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Team of teachers/administrators will attend a Solution Tree PLC conference to provide training to PLC leaders. (Five out of seven PLC leaders are new to the position.) Trained teachers will report out and train the rest of the staff. Goal will continue site support of district PLC initiative.	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Teacher Professional Learning Communities focused on student learning have an effect size of 1.57	Staff surveys, site based common formative assessment, PLC self assessment

What funding source will you use?
Title I funding - \$21,242

Site Goal 2.2

West staff will continue pedagogy training on Explicit Direct Instruction model. All staff will become proficient in habitual implementation of EDI lesson design and engagement strategies.

Metric: Data and Program Evaluation
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Actions/Services 2.2.1

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teaching staff will participate in targeted walk throughs of their peers to increase the use of EDI strategies. Substitute teachers will work for the visiting teacher full or part day so that participating teachers may observe and record effective, research based strategies.	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Direct instruction has a .58 effect size, teacher clarity has a .75 effect size, and questioning has a .48 effect size.	Formative walk-through data, teacher surveys, SBAC summative assessments

What funding source will you use?
Title I Basic - \$9845

Site Goal 2.3

West staff will increase the use of technology to administer and analyze online curriculum based assessments. Students will demonstrate increased use of core and supplemental technology resources both at school and at home.

Metric: Data and Program Evaluation
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Actions/Services 2.3.1

Principally Targeted Student Group
• Asian • Black or African American • EL • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
West will purchase online resources, technology, and student acknowledgement to support the extended learning needs of targeted students. Intervention programs such as Lexia Core 5, MyON reader, and Reading Counts will supplement our core curriculum and support student achievement.	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Repeated reading programs have an effect size of .67, RTI has an effect size of 1.07, and computer assisted instruction has an effect size of .37	Site based common formative assessment, SBAC summative assessments

What funding source will you use?
Title I basic - \$12,784 (online resources) Title 1 basic - \$15,526 (technology plan)

<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"> • Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Facilities • HS Dropout • MS Dropout • School Climate • Suspension
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

West Elementary will support physical and emotional wellbeing by continuing to develop as a PBIS team. Monthly PBIS team meetings focused on preventative positive disciplinary practices, review of data, and positive reinforcement will support our goal.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group
• Black or African American • Foster Youth • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
West will implement a two-tiered system of PBIS support. The tier one team will meet monthly to review discipline data and coordinate school-wide activities that promote positive pro-active behavioral supports. The tier two team will meet weekly to serve as the gateway for the SST/MTSS referral process. Tier 1/Tier 2 committees will meet on a release day simultaneously to discuss school-wide data and prepare a year long PBIS plan. PBIS budget will support student incentives and signage for clarity of expectations on campus.	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement: RTI - 1.07, classroom behavior - .68	Student discipline data

What funding source will you use?

Student incentives- (PBIS) \$400
Signage (PBIS) \$600

Site Goal 3.2

West students will have increased opportunity to participate in afterschool extracurricular experiences. VAPA and STEM opportunities will expose students to NGSS and visual and performing arts and support a culturally responsive and emotionally safe school experience.

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
West will offer an expanded afterschool menu including funding more participants in ASES, EDMO STEM classes, and theater. Theater program will focus on spoken word, play composition and address the speaking and listening standards in the CCSS.	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement: extracurricular programs - .19 effect size, drama arts program - .35	Participation rates, CHK survey data

What funding source will you use?

Title I Afterschool - \$30,868

Site Goal 3.3

West Elementary will reduce incidents of student discipline including referrals and home suspension. Between the 15/16 and 16/17 school years, African American suspension rate grew by 2.5 and the White suspension rate grew by 1.5.

Metric: Suspension

Actions/Services 3.3.1

Principally Targeted Student Group

- Black or African American • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Site mentoring program (Lunch bunch) targeting high risk students- book study and student acknowledgement for positive behavior.	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Peer influences have an effect size of .53, decreasing disruptive behavior has an effect size of .34	Overall discipline and suspension rates

What funding source will you use?

NA

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

- Family and Community Engagement

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

Site Goal 4.1

The West parent community will feel a great sense of school connectedness and support via the implementation of Parent University. Survey data and stakeholder groups will inform staff about target areas such as online resources, CCSS, and emotional/behavioral support systems.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
West will hire a parent liaison to support outreach and communication with community.	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Parent involvement has a .49 effect size.	Increased attendance at parent meetings and school events. Feedback from parent surveys

What funding source will you use?

Title one parent involvement - \$3600

Site Goal 4.2

Parent participation at Irene B West will increase by ten percent in the following areas: Family Involvement Team, English Learner Advisory groups, Parent University, and school events such as Back to School Night, Bring Your Parent to Lunch day, and school dances.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase parent communication for events and committees via face to face, phone calls, emails, Facebook, and marquee	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Parent involvement has a .49 effect size.	Sign in sheets for stakeholder meetings. Parent participation at all school events.

What funding source will you use?

NA

Actions/Services 4.2.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Irene B West will implement a 5 star family program designed to increase parent involvement. Any family who volunteers or participates in 5 school events will be invited to a special family appreciation event at the end of the school year.	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Parent involvement has a .49 effect size.	Number of families who submit 5 star card and attend thank you event.

What funding source will you use?

Site funds

Actions/Services 4.2.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Monthly parent support events targeting topics identified by parent community such as EL support, technology, curriculum, parenting classes.	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Parent involvement has a .49 effect size.	Participation, Parent surveys

What funding source will you use?

Title one Parent Involvement funds - Guest speakers, books, acknowledgements, materials - \$2621
 Food - \$900
 Total - \$3521

Local Control Accountability Plan (LCAP)
Year 2017 - 2018**IV. Funding**

Irene B. West Elementary - 395

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$31,979	\$31,979	\$31,979	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	40.3752	\$0	\$4,113,373	\$4,113,373	\$4,113,373	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.2	\$0	\$133,790	\$133,790	\$133,790	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$36,500	\$0	\$36,500	\$36,500	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$59,842	\$59,842	\$59,842	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$189,432	\$189,432	\$0	\$0	\$189,432	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$16,337	\$16,337	\$16,337	\$0	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$20,725	\$20,725	\$20,725	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7534 Site Custodial Services 0000 Unrestricted	0.5	\$0	\$26,556	\$26,556	\$0	\$0	\$26,556	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$113,212	\$113,212	\$46,003	\$59,397	\$0	\$7,812	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	1.5	\$0	\$104,997	\$104,997	\$0	\$0	\$104,997	\$0	\$0
5610 Food and Nutrition Services Center 5320 CACFP Claims - Centers and Family Day Care	0.125	\$0	\$6,173	\$6,173	\$0	\$0	\$6,173	\$0	\$0
4900 Director of Learning Support									

Services 5858 Title I - Afterschool (rolls to 3010)	0	\$0	\$45,000	\$45,000	\$14,500	\$0	\$30,500	\$0	\$0
4900 Director of Learning Support Services 6010 After School Education and Safety (ASES)	0	\$0	\$97,826	\$97,826	\$97,826	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.1	\$0	\$138,810	\$138,810	\$138,810	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.75	\$0	\$223,164	\$223,164	\$223,164	\$0	\$0	\$0	\$0
3550 Low Incidence (DHOH and VI) 6500 Special Education	7.5	\$0	\$576,956	\$576,956	\$576,956	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3	\$0	\$136,303	\$136,303	\$136,303	\$0	\$0	\$0	\$0
4010 Elementary Education PreK-6 9305 Miscellaneous Site Donations (<\$1000)	0	\$28	\$0	\$28	\$28	\$0	\$0	\$0	\$0
Totals	61.0503	\$36,528	\$6,039,475	\$6,076,003	\$5,650,136	\$59,397	\$358,658	\$7,812	

Signatures: (Must sign in blue ink)

Date

Principal **Brian MacNeill**

School Site Council Chairperson **Wes Riley**

EL Advisory Chairperson **Romina Vargas**

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

