Irene B. West Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: 
(Signature): 
County-District-School (CDS) Code: 34673146120018

Elk Grove Unified School District
Elk Grove, California

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

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

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

<table>
<thead>
<tr>
<th>Involvement Process for LCAP and Annual Update</th>
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</thead>
<tbody>
<tr>
<td>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</td>
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</table>

Our site team developed a timeline during the 19/20 school year under distance learning conditions to ensure that stakeholders were engaged in a timely and efficient manner in the development of the site LCAP. We have worked to provide information about the LCAP development process, site metrics, and programs and services provided by LCAP dollars. We have held informational meetings that have allowed stakeholders to collaborate with each other, build a knowledge base, and share ideas. Metrics that were reviewed include: CDE dashboard, LCAP metrics ppt, site formative data, discipline, attendance, CHKS, and SMART goal data.

The following opportunities for input were provided:
- Title one parent meeting- 7/17/20
- ELAC - 4/23/20
- Site Council - 4/21/20, 5/20/20, 9/2/20
- Certificated Staff meeting- 4/8/20
- Leadership team- 4/16/20

Impact of LCAP and Annual Update

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

Input from various stakeholders, in conjunction with review of various data sources has resulted in a variety of changes to the site LCAP. Some goals and services have decreased or have been eliminated. Other needs have arisen and goals have been developed to address those needs.

New goals/services:
- PLC Coaching
- Guided Reading materials and training
- Essential Standards implementation
- Training/support in new assessment system- Illuminate
- SEL student supports/Arbinger training for staff
- Home Visit goal

Reduced or Eliminated goals/services:
- SBAC goal eliminated due to cancellation of SBAC testing
- Visible Learning goal revised to include site based training
- PLC support shift from off site training to site based coaching
- Extra curricular goal dropped- services will still continue, however
Resource Inequities

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

N/A

Goals, Actions, and Progress Indicators

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
- CAASSPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Jump To: District Goal 1 | District Goal 2 | District Goal 3 | District Goal 4 | Justification | Certification

Site Goal 1.1

All TK - 6th grade classes will provide Guided Reading instruction measured by Fountas and Pinnell Running Record data (administered every trimester), Lexia access goals, and team Common Formative Assessments. Goal includes collection and analysis for site formative assessment data (baseline year to establish percent of students by subgroup "on grade level", increases in CDE dashboard data by subgroup (outlined below), and PD support for staff.

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group
- All

Specific Actions to Meet Expected Outcome

<table>
<thead>
<tr>
<th>Grade Level Data Analysis</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
</table>
| Teaching staff will be provided with release time twice yearly to identify essential standards, analyze common assessment data, review and modify team yearlong plan. Release time and site planning individually and by grade level to support various site initiatives including Instructional Rounds, data analysis, peer observation, and professional development. Certificated and classified small group instructional support (timesheet). | - John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning  
  - Teacher Clarity Effect Size 0.75  
  - Professional Development Effect Size 0.62  
  - Collective Teacher Efficacy Effect Size 1.57  
  - Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning, Fisher, Frey, Hattie 2016. | - Improved student achievement according to our School Site Running Records - Our goal for August 2020 is to establish baseline on F/P running record for all students. Our goal by June of 2020 is a 10% gain in students attaining grade level proficiency.  
- Surveys from release days  
- Guided Reading best practice document will be developed through the collaboration of Teachers, Administration and Coaches |

Funding Source

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sisreporting.egusd.net/LCAP_1_2/index.cfm?fuseaction=printLCAP&isPrint=1&bannerImg=0&reportWindow=2&requestTimeout=1000 3/16
**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- Black or African American
- EL
- Hispanic or Latino
- Low Income
- SWD
- White

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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<tbody>
<tr>
<td><strong>Full-time contracted Academic</strong></td>
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<td><strong>Intervention Teacher:</strong></td>
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<tr>
<td><strong>Tier 1 Intervention:</strong> Teachers/paras will be trained in Guided Reading instruction/assessment strategies and work with small groups of students identified by teacher and common assessment need a minimum of four days per week.</td>
<td>John Hattie's research on <em>Visible Learning for Teachers</em> 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</td>
<td>According to the California Department of Education's 5X5 Placement Grid of Accountability, ELA OVERALL, our school placed in the GREEN Grid. For the 20/21 school year, our goal would be to be placed in the BLUE Grid. For our significant subgroups, our goals are as follows: EL STUDENTS: Yellow to Green SOcio-ECONOMICALLY DISAdvantaged: Yellow to Green, AFRICAN AMERICAN: Orange to Green HISPANIC: Orange to Green SPECIAL EDUCATION: Red to Yellow WHITE: Yellow to Green</td>
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**Funding Source**

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**Actions/Services 1.1.3**

**Principally Targeted Student Group**

- All

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<th>Specific Actions to Meet Expected Outcome</th>
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| Increase in Library Technician hours. Site Title one budget currently funds an additional .1 FTE. Needs analysis supports more literacy resourcing for students and families. Increase of an additional .525 FTE to bring librarian to 1.0 FTE | John Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning*  
- Exposure to Reading, Effect Size 0.42  
Research supports that school libraries are most appropriate for reading and reinforcing the reading process (Roscello, 2003-2004).  
Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation (Roscello, 2003-2004).  
A Full Time School Librarian Makes A Critical Difference in Boosting Student Achievement, (D. Kachel, 2013). | The number of books students checked out of the library will increase from last year. During the 18/19 school year- our library checked out 22,540 books. 19/20 will be our baseline year for the number of books checked out between July and March (due to distance learning). Our goal is for a 10% increase in books checked out. The Library Technician will be working with parents, families and teachers in order to fully implement the “We Both Read” program. Data will be collected and analyzed on all students who check out the "We Both Read" books in comparison to the increase in their reading level based on Running Records. This will be our baseline year for this data. |

**Funding Source**

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### Site Goal 1.2

100% of all students in grades Kinder through 6th will achieve mastery of team identified essential standards on team created common formative assessments

| Metric: Content Standards Implementation |

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

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

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<tr>
<td>Small group intervention support plan- tutoring and timesheet Academic Intervention Teacher. Timesheet AIT to assist in small group instruction during WIN time targeting grade level essential standards to English Only groups in the intermediate grade levels. Funding to support before and afterschool small group intervention/tutoring by grade level teachers to support mastery of essential standards. Timesheet AIT work- $39,000 Intermediate intersession-$10,000 Afterschool tutoring-$10,000</td>
<td>John Hattie’s research on <em>Visible Learning for Teachers</em> 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</td>
<td>Common site formative assessments-admin team will meet after every trimester to review interim assessments for student mastery of essential standards.</td>
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**Funding Source**

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<td>Title I – Basic (4900/3010)</td>
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<td>Title I – Basic (4900/3010)</td>
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**Actions/Services 1.2.2**

**Principally Targeted Student Group**

- All

<table>
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<tr>
<th>Specific Actions to Meet Expected Outcome</th>
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<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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</thead>
<tbody>
<tr>
<td>Using a variety of instructional strategies, resources and technologies to meet student’s diverse learning needs: 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, MobyMax, and Reading Counts will supplement our core curriculum and support student achievement. Title one basic- $25,000</td>
<td>John Hattie’s research on <em>Visible Learning for Teachers</em> 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</td>
<td>SBAC and site based formative assessments</td>
</tr>
<tr>
<td>Using a variety of instructional materials and supplies to support student learning: Fountas and Pinnell guided reading materials and assessments to complete guided reading book room. Additional technology resources (printers, ink, projectors), to provide teachers and parents with diagnostic and progress monitoring and trimester parent conferences to close the achievement gap. Audio visual materials to support student learning. Duplos and paper to run copies of supplemental Title one assessments. Technology for staff to provide standards based instruction to student whole</td>
<td>30 years of research: What we now know about how children learn to read, Grossen</td>
<td></td>
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</table>

sisreporting.egusd.net/LCAP_1_2/index.cfm?fuseaction=printLCAP&isPrint=1&bannerImg=0&reportWindow=2&requestTimeout=1000
Local Control Accountability Plan (LCAP) 2020 - 2021 - Irene B. West Elementary ES

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome

**Continuation of Visible Learning and PLC site initiative:** Staff will continue learning and application of VL concepts using video analysis, peer observation, instructional coach support, and sharing of best practice in PLCs.

What is the Research Confirming this is an Effective Practice?

- **What Does Good Math Instruction Look Like?** Nancy Protheroe NAPSE.org
- **Improving Teaching Through Lesson Study,** Teacher Education Quarterly, Winter 2005 Tracy Rock and Cathy Wilson

How will you Measure the Effectiveness of the Actions/Services?

According to the California Department of Education’s 5X5 Placement Grid of Accountability, OVERALL, our school placed in the YELLOW Grid for MATHEMATICS. For the 20-21 school year, our goal would be to be placed in the GREEN Grid.

For our significant subgroups, our goals are as follows:

- EL STUDENTS: Yellow to Blue
- SOCIO-ECONOMICALLY DISADVANTAGED: Yellow to Blue
- TWO OR MORE: Yellow to Blue
- AFRICAN AMERICAN: Yellow to Blue
- HISPANIC: Orange to Green
- WHITE: Orange to Green
- SPECIAL EDUCATION: Orange to Green

Site Goal 1.3

English Learners need high quality programs and services that are based on the outcome of ELPAC administration and analysis. Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. Use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K-15 mins) as required by law. Funding for additional certificated EL support 1-2 days/week.

Our redesignation rate for our English Language Learners has been the following: 15% for 2016-2017; 20% for 2017-2018; 31% for 2018-2019. Our goal for 2019-2020 will be 39% or more in alignment with district redesignation goal.

Rates for LTEL students are as follows: 17/18-24 students (11 dually IDed), 18/19-18 (11 dually IDed), and 19/20-8 students (6 dually IDed)-site goal is to continue to reduce LTEL rate by 10% yearly.

**Metric:** Progress toward English Proficiency

Actions/Services 1.3.1

Principally Targeted Student Group

- EL • R-FEP
### Specific Actions to Meet Expected Outcome

<table>
<thead>
<tr>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional quality effect size - 1.0</td>
<td>Achievement percentages on redesignation rate and number of LTEL students. Admin team will meet at the end of every trimester to analyze each team’s essential standards data.</td>
</tr>
<tr>
<td>Teacher Clarity effect size - .75</td>
<td></td>
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</table>

#### Ongoing site initiative to refine WIN/ELD model.
EL students will be provided designated WIN/ELD instruction by a classroom teacher at their grade level. Provide for EL Intersession for intermediate EL students to receive standards based instruction when they are off-track. Timesheet a certificated teacher to reduce group size. Supplies and materials for small group instruction and ELAC meetings.

### Funding Source

<table>
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<th>Description of Use</th>
<th>Amount</th>
<th>Funding Source</th>
</tr>
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### Actions/Services 1.3.2

#### Principally Targeted Student Group
- EL  
- R-FEP

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<thead>
<tr>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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<tbody>
<tr>
<td>RTI - 1.07 effect size</td>
<td>ELPAC data, ELAC attendance sheets</td>
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</table>

Funding for initial and summative ELPAC assessment by certificated staff. Supplemental funding for ELAC meeting materials and resources. EL coordinator funding - duties include ID and placement of EL students, reclassification, RFEP monitoring, and parent communication.

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<tbody>
<tr>
<td>Certificated Salaries</td>
<td>$5000</td>
<td>EL Supplemental (7150/0000)</td>
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### District Strategic Goal 2:

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

### District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:
- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

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

### Site Goal 2.1

Professional Learning Communities (PLC teams) will continue their professional growth via coaching throughout year measured through self-assessment with a focus on evidence of student learning.

**Metric:** Data and Program Evaluation

### Actions/Services 2.1.1

#### Principally Targeted Student Group
- All

<table>
<thead>
<tr>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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### Specific Actions to Meet Expected Outcome

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</table>
Site will contract with Solution Tree to provide PLC coaching to administration and grade level teams. Contract will include 3 full days of on-site coaching from Solution Tree coach designed to support PLC depth, implementation of Essential Standards, and RTI model. Other professional development focused on student achievement as needed. Solution Tree Pd- $12,000 Other PD- $5,000

<table>
<thead>
<tr>
<th>Effective Practice?</th>
<th>Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Hattie's research on Visible Learning for Teachers 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</td>
<td>Staff surveys, site based common formative assessment, PLC self assessment</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Funding Source</th>
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<tr>
<td>Title I – Basic (4900/3010)</td>
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</table>

Site Goal 2.2

All staff will be trained in district adopted Illuminate assessment system and begin to successfully integrate data into PLC process.

**Metric:** Assessment System

**Actions/Services 2.2.1**

**Principally Targeted Student Group**

- All

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
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<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site will implement a TOT model to provide PD and support for staff in implementing Illuminate Assessment System. Two teachers and one administrator will attend district training- then return to site to train remainder of staff. Goal is for staff to begin to utilize Illuminate to achieve PLC goals.</td>
<td>John Hattie's research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Collective teacher efficacy has an effect size of 1.57</td>
<td>Formative walk-through data, teacher surveys, SBAC summative assessments. Admin team will meet at the end of every trimester to analyze each team's essential standards data.</td>
</tr>
</tbody>
</table>

**District Strategic Goal 3:**

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

**District Needs and Metrics 3:**

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

West Elementary will support physical and emotional wellbeing by continuing to develop the site PBIS model. Student school connectedness will increase 3% and student safety will increase 3% (LCAP metrics)

**Metric:** School Climate

**Actions/Services 3.1.1**
Principally Targeted Student Group

- All
- Black or African American
- Foster Youth
- Hispanic or Latino

Specific Actions to Meet Expected Outcome

West will implement a two-tiered system of PBIS support. The Tier 1 team will meet monthly to review discipline data and coordinate school-wide activities that promote positive pro-active behavioral supports. The Tier 2 team will meet bi-weekly to serve as the gateway for the SST/MTSS referral process. Tier 1/Tier 2 committees will discuss school-wide data and prepare PBIS plan. PBIS budget will be used for supplies and signage for clarity of expectations on campus.

Funding to support extracurricular classes/assemblies in the areas of STEM, dance, and music: Supp/Concentration-$10,750

What is the Research Confirming this is an Effective Practice?

John Hattie’s research on Visible Learning for Teachers identifies the effect size of various influences on student achievement: RTI 1.07, classroom behavior 0.68, school climate 0.43

The Positive Impact of Social Emotional Learning for Kindergarten to Eighth Grade Students


Center on Positive Behavioral Interventions and Supports

https://www.pbis.org/

How will you Measure the Effectiveness of the Actions/Services?

- Student discipline data on referrals and suspensions.
- Staff, student and parent survey data on climate. (Site PBIS survey, California Healthy Kids Survey, and Culture and Social Emotional Survey)
- PBIS Tier II data collection and monitoring (bi-monthly)
- Review of Tier I and Tier II Fidelity scores

Funding Source

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Actions/Services 3.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome

Positive Reward Systems

Support the PBIS Program by providing positive signage, weekly prizes for students demonstrating Respect, responsibility and Safety. In addition, we will recognize students at our monthly CAT rally assemblies. PBIS budget to support visibility on campus- $1000

Classroom Lessons

Develop consistency in practice with PBIS in every classroom and other parts of our school.

What is the Research Confirming this is an Effective Practice?

Altering School Climate Through School wide Positive Behavioral Intervention and Support, Bradshaw C., 2009

Classroom Management Effect Size 0.56

Classroom Cohesion Effect Size 0.53

Teacher-Student Relationships Effect Size 0.52

How will you Measure the Effectiveness of the Actions/Services?

- Student discipline data on referrals and suspensions.
- Staff, student and parent survey data on climate. (Site PBIS survey, California Healthy Kids Survey, and Culture and Social Emotional Survey)
- PBIS Tier II data collection and monitoring (bi-monthly)
- Review of Tier I and Tier II Fidelity scores

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Site Goal 3.2

All staff will be trained in Arbinger Outward Mindset level 1 and will support students’ social and emotional learning (SEL) by implementing lessons school wide.

Metric: Social Emotional Learning
Principally Targeted Student Group

• All

<table>
<thead>
<tr>
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<tr>
<td>All staff will be trained in Arbinger “Outward Mindset”. This training will focus on the dynamics that impact one’s ability to have an outward versus an inward mindset, both of which impact professional and personal relationships. Participants will engage with concepts and tools that can awaken individuals and teams to their own mindset, identify paths of change, and tools to apply in difficult situations, with the goal of improving student performance.</td>
<td>John Hattie’s research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Collective teacher efficacy effect size 1.39, Professional Learning Effect Size: 0.49 Professional Development Programs Effect Size: 0.41</td>
<td>Participation list of staff that have received training Sign-in sheets Staff feedback survey on training Implementation check-ins throughout the school year</td>
</tr>
</tbody>
</table>

Funding Source | Amount | Description of Use
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Site Goal 3.3

Staff will purchase and train on Social Emotional learning curriculum to support student mental health and wellbeing.

Metric: Social Emotional Learning

Actions/Services 3.3.1

Principally Targeted Student Group

• All

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will focus on school wide implementation of Social and Emotional Learning (SEL). School staff will provide monthly lessons on SEL to support students.</td>
<td>John Hattie’s research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Effect size: Self-regulation 0.52, Social skills program 0.39, school climate 0.43, self-efficacy 0.71 The CASEL Guide to Schoolwide Social and Emotional Learning <a href="https://schoolguide.casel.org/how-it-works/">https://schoolguide.casel.org/how-it-works/</a></td>
<td>Student discipline data on referrals and suspensions. Staff, student and parent survey data on climate. (Site PBIS survey, California Healthy Kids Survey, and Culture and Social Emotional Survey) PBIS Tier II data collection and monitoring (bi-monthly) Review of Tier I and Tier II Fidelity scores</td>
</tr>
</tbody>
</table>

Funding Source | Amount | Description of Use
---|---|---

Title I – Basic (4900/3010) | $23000 | Materials/Supplies/Equipment |

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families
### Site Goal 4.1

Parent participation at Irene B. West will increase by 5% (measured by sign in sheets) in the following areas: PTO, English Learner Advisory groups, Parent University, and school events such as Back to School Night, Bring Your Parent to Lunch day, and school dances. Staff will develop online platforms to stream parent trainings. Increase of 3% Opportunities for Parent Involvement/Parent Education from 95 to 98%.

**Metric:** Partnerships for Student Outcome

**Actions/Services 4.1.1**

<table>
<thead>
<tr>
<th>Principally Targeted Student Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
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</tr>
</thead>
</table>
| Parent liaison to support outreach and communication with community. Increase parent communication for events and committees via face to face, phone calls, emails, Facebook, and marquee. | John Hattie’s research on Visible Learning for Teachers 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 of 5% measured by sign in sheets.  
• Feedback from parent surveys  
• Sign-in sheets/record of attendance |

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
<th>Description of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I – Basic (4900/3010)</td>
<td>$6000</td>
<td>Classified Salaries</td>
</tr>
</tbody>
</table>

### Site Goal 4.2

West staff will increase home visits in an effort to establish strong relationships with our students’ and their families- 100 visits by year end. Result will be a 2% decrease in chronically absent students.

**Metric:** Attendance Rate

**Actions/Services 4.2.1**

<table>
<thead>
<tr>
<th>Principally Targeted Student Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
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</table>

<table>
<thead>
<tr>
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<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
</table>
| Staff will be trained to conduct parent-teacher home visits so teachers may conduct home visits throughout the school year. | John Hattie’s research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Parent involvement effect size 0.49, Positive family/home dynamics 0.52, Home visits 0.29 Parent Teacher Home Visits [http://www.pthvp.org/what-we-do/results/i-research/](http://www.pthvp.org/what-we-do/results/i-research/) Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight [https://www.edweek.org/media/chronicabsence-15chang.pdf](https://www.edweek.org/media/chronicabsence-15chang.pdf) Attendance Works: Advancing Student Success by Reducing Chronic Absence [https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/](https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/) | • 100 home visits for 2020-2021  
• Staff, student and parent survey data on climate. (California Healthy Kids Survey)  
• Review parent-teacher home visit data  
• Student attendance data |
Actions/Services 4.2.2

**Principally Targeted Student Group**

- All

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly parent support events targeting topics identified by parent community such as EL support, technology, curriculum, parenting classes. Stipends for site staff and/or outside speakers to present. FACE budget to support parent engagement actions including $700 for light snacks for events and $800 for materials to support parent events. Training and materials to support literacy in the home -$14,000</td>
<td>John Hattie’s research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Parent involvement has a .49 effect size.</td>
<td>Increased attendance at parent meetings and school events. Feedback from parent surveys Sign-in sheets/record of attendance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
<th>Description of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I – Basic (4900/3010)</td>
<td>$14000</td>
<td>Materials/Supplies/Equipment</td>
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<tr>
<td>Title I – Basic (4900/3010)</td>
<td>$1000</td>
<td>Certificated Salaries</td>
</tr>
<tr>
<td>Title I – Basic (4900/3010)</td>
<td>$3584</td>
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<tr>
<td>Title I – Basic (4900/3010)</td>
<td>$2000</td>
<td>Materials/Supplies/Equipment</td>
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Site Goal 4.3

West parents will be supported in Distance Learning and the Transitional Model through additional library resources, book checkouts, zoom training and parent nights with guest speakers. Result will be a 2% gain in partnerships for student outcomes.

**Metric:** Partnerships for Student Outcome

Actions/Services 4.3.1

**Principally Targeted Student Group**

- All

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate EGUSD Family Wellness Series information to families. Purchase family literacy resources and set up distribution to families through school library. Schedule site based parent nights focused on literacy, technology and programs and supports for families.</td>
<td>John Hattie’s research on Visible Learning for Teachers identifies the effect size of various influences on student achievement. Parent involvement has a .49 effect size.</td>
<td>LCAP metric- Partnerships for student outcomes Number of materials checked out to families Parent attendance at events</td>
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</tbody>
</table>
### 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.
## IV. Funding

### Irene B. West Elementary - 395

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Mgmt. Code/Description</th>
<th>FTE</th>
<th>Carry Over</th>
<th>Allocation</th>
<th>Subtotal</th>
<th>EGUSD Strategic Goals</th>
<th>Balance</th>
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</thead>
<tbody>
<tr>
<td>1510</td>
<td>Regular Education (TK-6) 0000 Unrestricted</td>
<td>0</td>
<td>$0</td>
<td>$33,211</td>
<td>$33,211</td>
<td>$33,211</td>
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</tr>
<tr>
<td>1511</td>
<td>Regular Education (TK-6) - Allocated FTE 0000 Unrestricted</td>
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<td>$0</td>
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<td>$46,922</td>
<td>$0</td>
</tr>
<tr>
<td>7101</td>
<td>LCFF Supple/Conc TK - 6 0000 Unrestricted</td>
<td>0</td>
<td>$0</td>
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<td>$22,572</td>
<td>$11,822</td>
<td>$10,750</td>
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<td>7150</td>
<td>EL Supplemental Program Services TK-6 0000 Unrestricted</td>
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<td>$25,660</td>
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<td>4900</td>
<td>Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected</td>
<td>0</td>
<td>$0</td>
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<td>$407,594</td>
<td>$341,010</td>
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<tr>
<td>7440</td>
<td>Positive Behavior Incentive Supports 7510 Low Performing Student Block</td>
<td>0</td>
<td>$0</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$0</td>
<td>$0</td>
</tr>
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</table>

### Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

<table>
<thead>
<tr>
<th>FTE</th>
<th>Carry Over</th>
<th>Allocation</th>
<th>Subtotal</th>
<th>EGUSD Strategic Goals</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>$0</td>
<td>$536,959</td>
<td>$536,959</td>
<td>$458,625</td>
<td>$17,000</td>
</tr>
</tbody>
</table>

### Total Funds Provided to the School Through the Consolidated Application

- TBD

### Total Federal Funds Provided to the School from the LEA for CSI

- N/A

### Subtotal of additional federal funds included for this school

- $407,594

### Subtotal of state or local funds included for this school

- $129,365

---

**Signatures:** (Must sign in blue ink)  
**Date**

**Principal**  
Brian MacNeill

**School Site Council Chairperson**  
Desiree Flores

**EL Advisory Chairperson**  
Zainab Muhammad

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**Benefits Calculator for Timesheets**

<table>
<thead>
<tr>
<th>Benefits Calculator for Timesheets</th>
<th>Certificated</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Amount $</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits Amount $</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total $</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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sisreporting.egusd.net/LCAP_1_2/index.cfm?fuseaction=printLCAP&isPrint=1&bannerImg=0&reportWindow=2&requestTimeout=1000 16/16