



Edna Batey Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: William Jones

County-District-School (CDS) Code: 34673140101790

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

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

IV. Goals, Action Plans and Progress Monitoring

Edna Batey Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 599)

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

- All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

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

Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to EGUSD's four Strategic Goals. The Leadership Team met throughout the year to discuss actions and

services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2023-2024 school year. Our PBIS Team meets biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals. Our administrators meet periodically throughout the year with our ELAC - targeting on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed our site data related to EGUSD's four strategic goals and our progress toward our goals. The SSC provides input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- * Staff Meeting:
8/14/23, 9/11/23, 10/9/23, 11/13/23, 12/11/23, 1/8/24, 2/12/24, 3/11/24, 4/8/24, 5/13/24
- * Leadership Meeting: 9/7/23, 10/5/23, 11/2/23, 12/7/23, 1/4/24, 2/1/24, 3/7/24, 4/4/24, 5/2/24
- * School Site Council Meeting: 9/28/23, 12/14/23, 2/2/24, 3/23/24, 4/24/24, 5/22/24 (Final Draft Shared)
- * Parent Survey: 11/10/23
- * ELAC Meeting: 11/10/23, 2/10/24, 5/4/24

2. Impact of LCAP and Annual Update

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

Parents and staff members agree on the importance to fund teacher release days to analyze data and research distance learning ideas. They also understand the need to meet with teachers individually several times a year to discuss student progress, thus we will use funds to support data analysis and team collaboration. We will also incorporate opportunities for us to think out of the box. We will also provide opportunities for teachers in grades k-6 to do cross grade articulation. Also, parents, staff, and students have requested we fund parent and social emotional learning programs. Parents are also interested in learning opportunities for them, like parent information nights.

Resource Inequities (ATSI and CSI designated schools only)

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

During the 23/24 school year we resolved our challenges with ATSI, related to African American students.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

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

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

Site Goal 1.1 (SiteGoalID: 7143) (DTS: 12/13/23)

Overall English Language Arts (ELA) scores will increase from 66% to 75% of our students meeting or exceeding standards on CAASPP.

Target Categories:

- African American students will increase from 56% met or exceeded standards to 60%
- English Learners (EL) students will increase from 37% met or exceeded standards to 39%
- SWD will increase from 30% met or exceeded standards to 33%
- These sub groups will be targeted for academic intervention and tutoring services.

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

Action 1.1.1 (SiteGoalID: 7143) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Low Income

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
Action 1 Provide opportunities for grade levels to articulate and provide	Action 1-10 Effectiveness will be measured by: <ul style="list-style-type: none"> • K/1 Benchmark 	

strategies and ideas across each grade level.

- These opportunities will occur during PLC time, staff & grade level meetings, as well as release day opportunities.

Action 2

Provide intervention and supplemental supplies, technology, printshop orders, books, workbooks, replacement equipment, ink, paper and other instructional materials and parts for purchases and intervention programs, including an open P.O with ODP/Staples.

Action 3

Fund Maintenance Agreements for additional laminator, Toshiba Copier Machine and supplemental Toshiba copiers located in school pods.

Action 4

Provide time for GL Articulation to create and map GL specific grade level articulation (grades TK-2) for math and ELA (including Learning Center staff) to create a plan/map of grade level specific ELA and math standards with clearly identified learning targets and success indicators.

Action 5

GATE students will be identified and given additional opportunities for enrichment throughout the school year.

- GATE students will taught by time-sheeted teachers to teach **GATE enrichment classes after school (Stipend for GATE coordinator)**
- Materials or supplies will be purchased to support the GATE After School Program including paper, ink and masters.
(Materials/supplies/equipment)

- Interim assessments
- Formative assessments
- ELPAC
- Classroom observations using the FONT observation protocol
- Fall and Spring AVID Coach Walkthroughs
- PLC Notes

*Teacher analysis of data will identify learnings gaps, need for acceleration, differentiated instruction

Action 5 Effectiveness Measurement Cont:

- September - May: The GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process in order to potentially qualify additional students from our significant subgroups of under-represented students.
- December & March: The GATE Coordinator will review student participation data.

Action 6

Purchase supplemental subscriptions, materials and programs such as Starfall, Scholastic News, Accelerated Reader, and Renaissance to support instruction in regular-day, and after-school programs. Purchase supplemental books and materials for classes.

Action 7

Increase schoolwide Implementation of AVID.

- Purchase supplies and materials in order to support this program at our school.

Action 8

Provide Professional Development in the area of AVID Strategies to school administration as well as to all interested teachers, coaches and staff members through the Summer Institute and through monthly professional development opportunities.

- Provide timesheet compensation for regular AVID Leadership meetings
- Provide opportunities for staff to visit other sites implementing AVID

Action 9

ALL staff will receive Professional Development from CPL (Curriculum & Professional Learning Department) on **Students Interacting with Content** - high quality instruction with culturally and linguistically responsive indicators.

- Administrators will check implementation of Learning Intentions and Success Criteria, as well as other methodologies , through regular classroom observations.

Action 10

Continue to provide Academic Intervention Teacher (AIT)

support. This support will come in the form of additional supplemental books, resources, curriculum, subscriptions and materials to provide Tier 2 academic support.

Actions 1 and 4

Supplemental Concentration:
Certificated-Timesheets \$7636

Actions 2,3,5-10

Supplemental/Concentration:
Materials/Supplies/Equipment \$14,000
Certificated-Timesheets\$6108
Contracts/Services/Subscriptions \$6400

Action 1.1.2 (SiteGoalID: 7143) (DTS: 12/13/23)

Targeted Student Group(s)

- EL

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Action 1 Provide instruction during the school day and beyond to support ELD to improve student inquiry. Provide release time for grade levels to collaborate and improve student learning.</p> <p>Supplemental materials and resources aligned to CCSS to support EL students</p> <p>Funding for ELAC Meetings (light refreshments)</p>	<p>Progress Monitoring</p> <p>Action 1-7 Effectiveness will be measured by:</p> <ul style="list-style-type: none"> • 1) Attendance rates to tutoring and classroom ELA/Math assessment data will measure the effectiveness of this program and an increase of reclassification rates to 12% based on 23-24 data. 2) High engagement and attendance rates as well as progress from pre and post 	<p>Evaluation</p>

Action 2

Provide teachers increased opportunities for professional learning and development that benefits ELs, Newcomers, LTELs, and RFEP students. Examples include the EL Road Map, EL Shadowing and Project GLAD. Teachers will be exposed to lesson design support for both integrated and designated English Language Development. They will utilize language development standards to guide instruction to increase language proficiency, reclassification, access to grade level content and comprehension while building social skills.

Action 3

Provide training to Batey Administration to increase capacity to provide leadership for the Batey EL Programs.

Action 4

Increase the number of books in the school library and classroom libraries that support English Learners at Batey ES. Books will be both multicultural and multilingual.

Action 5

Provide before or after school targeted tutoring specifically for English Learners.

Action 6

Identify a staff member to share EL Coordination duties with administration. Duties will consist of identification of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. (These actions will support Foster Youth, EL, & LI students & families)

Action 7

Provide release time so that staff may work with EL Coach and/or observe their colleagues during classroom instruction. During the observation, teachers will be asked to identify strategies/best

assessments from start to end of session will measure the effectiveness.

3) 100% of EL students completing the ELPAC assessment.

4) Increase in reclassification rates

<p>practices and discuss their observations during their weekly PLC meetings. These peer observations will focus on instructional practices teachers employ during integrated and designated ELD.</p> <p><u>Actions 1-7</u></p> <p>EL</p> <p>Supplemental: Contracts/Services/Subscriptions \$1000</p> <p>Materials/Supplies/Equipment \$573</p> <p>Certificated Timesheets \$4000</p> <p>Supplemental/Concentration:</p> <p>Certificated Timesheets \$1000</p>		
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Site Goal 1.2 (SiteGoalID: 7848) (DTS: 04/29/24)

Support Pleasant Grove region sixth grade students' transition to middle school through vertical articulation focused on effective instructional strategies with an emphasis on AVID implementation. Increased implementation of effective AVID strategies across the PG Region will result from

- articulation of AVID goals across all schools in the region during collaborative vertical team meeting engaging sixth grade teachers, seventh grade math and ELA teachers, and district AVID coaches during a release day in September, 2024.
- implementation of one agreed-upon AVID goal across the region during the 2024-25 school year to support student success as they bridge to middle school.

Metric: Other

Action 1.2.1 (SiteGoalID: 7848) (DTS: 04/29/24)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<p>Elementary and Secondary vertical articulation within the Pleasant Grove region of EGUSD.</p> <ul style="list-style-type: none"> • DAY ONE: Regional goal alignment planning day for 1 Batey AVID coordinator and 1 administrator • DAY TWO: Vertical articulation between Pleasant Grove region elementary and middle schools. 2 AVID trained Batey teachers and 1 administrator 	<p>Alongside AVID district administration, site leaders will evaluate AVID implementation at least twice annually</p>	

Site Goal 1.3 (SiteGoalID: 7855) (DTS: 04/30/24)

Implementation of effective learning targets will increase from 67.3% to 73% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher explains what will be learned and why will increase from 78.8% to 80%.
- Teacher survey data regarding current level of implementation of learning targets will increase from 63.7% to 70%.
- FONT implementation data will increase from 35% to 50%.

Metric: Other

Action 1.3.1 (SiteGoalID: 7855) (DTS: 04/30/24)

Targeted Student Group(s)

- All

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

	• Who will collect the data, how often, and who will it be shared with?	• How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ul style="list-style-type: none"> Three FONT (Framework on Note Taking) classroom walkthroughs per week of school (46 weeks), per administrator <ul style="list-style-type: none"> 138 per administrator (P, VP) 276 total informal FONT walkthroughs During walkthroughs and formal observations, administration will poll at least 3 students per classroom asking: <ul style="list-style-type: none"> “Did your teacher explain what you will learn today [in subject]?” “Why are you learning about _____?” 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Implementation of learning targets will be measured by: FONT walkthrough data, Student Climate Survey, and Teaching and Learning Survey for teachers Student/Teacher/Family Perspective Survey data 	<p>Evaluation</p>

Funding Sources for District Goal 1 (DEV - LCAP ID: 599)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	7630	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	1000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	6000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	14000	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	3594	Certificated- Salaries
EL Supplemental (7150/0000)	3627	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	573	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7147) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1 (SiteGoalID: 7147) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Low Income • SWD • Two or More

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

Action 1

Provide 1/2 day release for each teacher 6 times per year for data analysis and/or assessment administration. TK-2nd grade will be allocated an additional 3 1/2 days to ensure completion of assessment.

3rd-6th Grade teachers x 6 meetings per year = \$13, 000

Tk-2nd grade teachers x 9 meetings per year = \$20,000

(These actions will support Foster Youth, EL, & LI students & families)

Action 2

PLCs will meet weekly to build collective efficacy in professional communities.

Action 3

Provide release time, materials, and resources to support student instruction. Actions will support a focus on Foster Youth, EL, & LI students & families)

Action 4

Teachers will be provided with release time to participate in Tier 2 and Tier 3 meetings.

Actions 1-4

Supplemental/Concentration:
Certificated Timesheets \$43,000

Action 1-4 Effectiveness will be measured by:

- 1) The effectiveness of this release time will be measured by student outcomes on Illuminate testing over the course of all interims (3). Additionally, an added measure of effectiveness will be the development of shared assessments in all grade level classrooms in ELA and Math.
- 2) We will measure the effectiveness of this action through action items following each of the data dives and progress of students receiving interventions.
- 3) We will monitor the effectiveness of this action through weekly agendas submitted to administration that consistently show that data and student progress is being discussed.

Action 1 Effectiveness Measurement Cont:

- August, October, February, May: Admin will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester.
- August, October, February, May: Teachers will access their Illuminate & grade level data, analyze it, and determine next steps in order to improve student learning.

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Action 1 Fund the administration of Initial and Summative ELPAC. ELPAC coordination to be offered to staff and supported by administration.</p> <p>Action 2 Redesignated students will be monitored and continue to receive high quality instruction.</p> <p>Action 1 EL Supplemental: <i>Certificated Timesheet \$6000</i></p> <p>Action 2 <i>* NO SUPPLEMENTAL FUNDING REQUIRED</i></p>	<p>Progress Monitoring</p> <p>Action Effectiveness will be measured by:</p> <ul style="list-style-type: none"> K/1 Benchmark Interim assessments Formative assessments ELPAC Classroom observations <p>*Teacher analysis of data will identify learnings gaps, need for acceleration, differentiated instruction</p>	<p>Evaluation</p>

Funding Sources for District Goal 2 (DEV - LCAP ID: 599)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="43000"/>	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
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EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="6000"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

District Strategic Goal 3:

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

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

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 7142) (DTS: 12/13/23)

PBIS will continue to be a focus as a means for establishing positive expectations on the campus at Batey Elementary. Batey's goal related to PBIS is to improve in the following areas:

- Tier 1: 93% to 96%, as measured by the Tiered Fidelity Index
- Tier 2: 96%-97%, as measured by the Tiered Fidelity Index
- Decrease student referrals for academics and behavior based on Power BI by 10% for trimester comparisons from 2023-2024 and 2024-2025.
- Decrease the number of academic and behavior referrals for African American students based on Power BI by 15% for trimester comparisons from 2023-2024 and 2024-2025.

Metric: Social Emotional Learning - Average Favorability Rating

Targeted Student Group(s)

• Black or African American • Foster Youth • Low Income • School-wide

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Action 1 Continue to strengthen site PBIS plan. Actions includes:</p> <ul style="list-style-type: none"> Anti-bullying assemblies and bullying prevention activities Additional materials and services to support PBIS (signage, banners, incentives, PBIS-branded shirts for loaning, additional support at recess and lunch (ASSIST), etc.), provide a well maintained safe & inviting school Counselor to provide advice and personal support Providing students and staff with Social Emotional Learning curriculum, and strategies to support daily instruction. Promote Equity/Diversity Book Clubs for students, parents, & staff Learning opportunities for the school community to be exposed and understand strategies to support African American, Foster Youth, Special Education, & Homeless Students. Tiered Support Team will meet every week to discuss students of concern that have been referred via our MTSS system. 	<p>Progress Monitoring</p> <p>Actions 1-4 Effectiveness will be measured by: Effectiveness will be measured and shared with staff at monthly staff meetings using:</p> <ul style="list-style-type: none"> Discipline data <ul style="list-style-type: none"> Monthly Survey results (student/parent/teacher) <ul style="list-style-type: none"> Annually <p>1. Effectiveness will be measured based on site data on referrals for all students and specifically our African American subgroup.</p> <ul style="list-style-type: none"> This behavior data as well as academic data will be monitored twice a month in PBIS meetings as well as during our RTI meetings. The Ca. Dashboard data will be used to monitor effectiveness of suspension data. Our SIS will be used to measure referrals. Focusing on improving the school PBIS TFI score based on the current 2022 school year and maintaining Gold level status. EGUSD SEL Survey Smart Plans, CICO, 2x10s will be measured by student participation. Batey will have at least 10% of targeted sub groups involved in Tier 2 	<p>Evaluation</p>

- Utilize district SEL curriculum to support students. Continue and expand further our character building initiative.

Action 2

Continue to develop consistency in practice with PBIS in all parts of our school, especially within the classroom.

- Provide materials, services, and timesheet compensation for PBIS-related activities
- Provide training in restorative practices and positive behavioral interventions to the Tier 1 team, teachers, yard supervisors and aides, with specific training in strategies in providing positive behavioral interventions for Students with Disabilities and low-SES students.
- Reinforce trainings and review/refine procedures during monthly yard supervisor meetings led by administration.

Action 3

Continue to improve in the adoption and utilization of Tier 1 and Tier 2 interventions:

- Provide materials, services, and timesheet compensation for interventions like CICO, 2x10s, etc.
- Timesheet staff to act as advisors for SMARTE Sheet initiative
- Use the SMARTE Sheet initiative proactively in BSU to decrease the disproportionality in academic and behavior referrals amongst African American students.

Action 4

Develop a system for tracking students who receive MTSS tiered support. These *Smart Plans* will be modeled after individualized education plans

PBIS support by June 26th, 2024.

and will track academic data, attendance, and SEL supports.

- Provide materials, services, and timesheet compensation for MTSS-related activities.

Actions 1-4

Supplemental/Concentration:

Contracts/Services/Subscriptions

\$800

Materials/Supplies/Equipment

\$1600

Certificated Timesheets \$800

Classified Timesheets \$1600

Site Goal 3.2 (SiteGoalID: 7145) (DTS: 12/13/23)

Positive school Climate will promote a safe, respectful, and inclusive environment that encourages student engagement. Batey's goal related to school climate is to increase school connectedness, as measured on the EGUSD Staff and Student Culture Survey from 78% positive to 83% positive overall. The following sub groups will also be measured:

- **African American students will increase from 74% to 77%**
- **SWD will increase from 64% to 67%**
- **2 or More will increase from: 70% to 73%**
- **English Learners (EL) students will increase from 76% to 79%**

Metric: School Climate - Average Favorability Rating

Action 3.2.1 (SiteGoalID: 7145) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Low Income

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

Action Plan	Progress Monitoring	Evaluation
<p>Action 1 We will continue to utilize our PBIS and Batey Bobcat Pact to identify and celebrate the accomplishments of Edna Batey scholars, and continue to help make them feel connected to their school.</p> <p>Action 2 Work with CPL and the Equity Team to provide PD around Culturally Responsive Practices. and provide necessary materials (books, tool kits, additional training, etc)</p> <p>Action 3 Provide STEM, AVID, and Culturally Responsive enrichment assemblies and activities to showcase the diversity of college and career opportunities and cultural richness of our community.</p> <p>Action 4 Continue to grow Batey's BSU program and add an additional five students to the club.</p> <ul style="list-style-type: none"> • Provide timesheet compensation to BSU advisors. • Host BSU Informational Nights in the fall and the spring to encourage club participation. • Fund assembly and field trip opportunities for BSU participants. <p>Action 5 Add at least 2 new clubs on campus.</p> <ul style="list-style-type: none"> • Provide timesheet compensation to club advisors. • Host Informational Nights in the fall and the spring to encourage club participation. • Fund assembly and field trip opportunities for club participants. 	<p>Action 1: PBIS Tier 1 and Tier 2 Team will analyze EGUSD Culture/Climate Student Survey Results to measure levels of connectivity amongst Batey scholars.</p> <p>Actions 2 and 3: Administration will use feedback during monthly staff meetings and during monthly leadership meetings to determine the effectiveness of STEM, AVID, and Culturally Responsive enrichment assemblies, and practices.</p> <p>Action 4 and 5: Administration will partner with BSU Advisors and other club advisors to monitor participation. This will include attendance data (sign-ins) and quarterly surveys to students and families. Data will be analyzed to consider next steps for the programs. BSU will increase by 5 students by January of 2024.</p>	

<ul style="list-style-type: none"> Purchase materials and subscriptions to support club involvement. <p><u>Actions 1-5</u> Supplemental/Concentration: Materials/Supplies/Equipment \$2400 Contracts/Services/Subscriptions \$2400 Classified-Timesheets \$5800</p>		
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Funding Sources for District Goal 3 (DEV - LCAP ID: 599)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	800	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	6400	Classified- Timesheets
Supplemental/Concentration (7101/0000)	3200	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	4000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

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

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

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 7144) (DTS: 12/13/23)

Goal 4: Decrease absentee, tardy, and early dismissal rates for all students, as measured by the California School Dashboard. According to the 2022-2023 California School Dashboard, 17.7% of the students were chronically absent. Chronic absenteeism will decrease from 17.7% of students who were chronically absent to 15.7%.

The following subgroups will be measured:

- African American students will decrease from 30.7% to 28.7%
- SWD will decrease from 35.8% to 33%
- EL will decrease from 18.9% to 16.9%
- 2 or more will decrease 15.8% to 13.8%

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 7144) (DTS: 12/13/23)

Targeted Student Group(s)

• Foster Youth • Low Income • School-wide

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

Action Plan	Progress Monitoring	Evaluation
<p>Action 1 Collaborate with the AIO (Attendance Improvement Office) to focus on Foster Youth, EL, & LI students. The collaboration will include the continuation of the Chronic Absence Task Force, which will continue to analyze data and implement tiered interventions for chronically absent students.</p> <p>Action 2 Establish Tier 2 Supports including individualized incentives, progress monitoring, parent communication.</p> <ul style="list-style-type: none"> • Provide materials, services, and timesheet compensation for Tier 2 related activities. <p>Action 3 Establish referral system for Tier 2/3 Attendance support. Staff to be compensated for time outside of contract spent on organizing, planning, and conducting intervention referrals for attendance support.</p> <p>Action 4 Leverage regular BSU meetings to stress the importance of attendance for African American students. BSU Smart Sheets will regularly track academics, behavior, and attendance for participating students.</p> <p>Actions 1-4 Supplemental/Concentration: Materials/Supplies/Equipment \$1500 Classified Timesheets \$2000</p>	<p>Action 1-5 Effectiveness will be measured by: Tier 1 and Tier 2 PBIS team during regular meetings. Data will also be shared during regular staff and leadership meetings. Data that will be collected and analyzed quarterly:</p> <ul style="list-style-type: none"> • Attendance reports comparing 2022-2023 and 2023-2024 data. • RFAs filled out for attendance. RFAs will be monitored and responded to using the existing MTSS process. • Number of phone calls made by AIO Office to chronically absent students. • SMART Sheets for students as part of the MTSS process. 	

Site Goal 4.2 (SiteGoalID: 7146) (DTS: 12/13/23)

Increase parent response rates 31%-33%

School has been effective in maintaining communication 88%-92%

School has notified me about school events 89% to 92%

Parent Involvement from 92% to 95%
Support to help me meet my child's learning needs at home 88%-91%
Providing counseling or mental health services 86%-88%

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1 (SiteGoalID: 7146) (DTS: 12/13/23)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Action 1 Increase school-wide Family and Community Engagement programs and communication such as:</p> <ul style="list-style-type: none"> • Parent/Teacher conferences • Back to School Night • Open House - Music & Art Night • Ensure home/school communications through the use of multiple tools, including Talking Points • Make phone calls to personally invite families to events • Establish & communicate current events in print, website, social media. • Family Lunch Time in the Quad at least once during the school year. • Encourage teachers to provide positive communications to families. • Support home-to-school communication through Communication Folders and 	<p>Progress Monitoring</p> <p>Action 1-3 Effectiveness will be measured by:</p> <ul style="list-style-type: none"> • 2021-22 Admin. Effectiveness survey • Event attendance rates • Parent sign-ins • Climate/Culture survey • ELAC Feedback and Input <p>Parent engagement opportunities (i.e. Parent Universities, Back to School Night, etc.) will occur as determined by by site and PTA calendar for the 23/24 school year. Feedback from surveys will be shared in leadership meetings, staff meetings, in SSC meetings, and other during Parent Universities.</p> <p>Action 1 Effectiveness Measurement Cont: Batey will increase family attendance at schoolwide events by 10% as compared to family attendance from the 2022-2023 school year.</p>	<p>Evaluation</p>

School-wide organization systems with grade-level resources and supplies.

- Hold Parent Universities on multiple topics. Examples include AVID, Accelerated Reader Program, Parent Vue and Reading.

Action 2

Grow the WatchDOG program by adding an additional five positive male role models

- Host two WatchDOG information nights (one in the fall and one in the spring).
- Timesheet faculty to act in the role as a WatchDOG organizer and co-advisor

Action 3

Collaborate with our EL population via our ELAC and DELAC meetings and continue to receive feedback from this stakeholder group at our school regarding programs and services for our EL students.

Action 4

Encourage training in Parent Teacher Home Visits so that teachers can use this engagement strategy. Staff will be compensated for time outside of contract for conducting home visits.

Actions 1-3

Supplemental/Concentration:

Materials/Supplies/Equipment\$1500

Classified Timesheets \$2000

Funding Sources for District Goal 4 (DEV - LCAP ID: 599)

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

Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="4000"/>	Classified- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	<input type="text" value="3000"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$7630	\$43000	\$800	\$0	\$51430
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$1000	\$0	\$6400	\$4000	\$11400
Contracts/Services/Subscriptions	\$6000	\$0	\$3200	\$0	\$9200
Materials/Supplies/Equipment	\$14000	\$0	\$4000	\$3000	\$21000

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$3594	\$0	\$0	\$0	\$3594
Certificated- Timesheets	\$3627	\$6000	\$0	\$0	\$9627
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$573	\$0	\$0	\$0	\$573

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.

Funding supports teacher collaboration, professional development opportunities, and release time to benefit all students.

Funding supports PBIS program to benefit all students

Funding supports parent participation opportunities to benefit all students.

V. Funding

Edna Batey Elementary (210) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$93,030	\$28,630	\$43,000	\$14,400	\$7,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$13,794	\$7,794	\$6,000	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$106,824	\$36,424	\$49,000	\$14,400	\$7,000	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth	\$0	Title I Homeless	\$0
		Title I Centralized Services	\$0	Title I Preschool	\$0
Subtotal of state or local funds included for this school	\$106,824				

		Signatures: (Must sign in blue ink)	Date
Principal	Will Jones	_____	_____
School Site Council Chairperson	Yuri Torres	_____	_____
EL Advisory Chairperson	Angelica Wan	_____	_____