



Irene B. West Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: BRIAN MAC NEILL

County-District-School (CDS) Code: 34673146120018

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

*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

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <p>Our site team developed a timeline during the 20/21 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.</p> <p>The following opportunities for input were provided: Title one parent meeting- 7/30/20 ELAC -5/26/21 Site Council - 1/13/21, 4/5/21,4/21/21 Certificated Staff meeting- 4/5/21 Leadership team- 4/12/21</p>
<p>Impact of LCAP and Annual Update</p> <hr/> <p>How did these consultations affect the LCAP for the upcoming year?</p> <p>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.</p> <p>Continuing or new goals/services: PLC coaching Guided Reading materials and training Essential Standards implementation Regional equity work Training/support in new assessment system- Illuminate SEL student supports Home Visit goal</p> <p>Reduced or Eliminated goals/services: Parent distance learning supports Arbinger training for staff</p>

Resource Inequities

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

NA

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"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1	
<p>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.</p>	
Metric: Other (Site-based/local assessment)	

Actions/Services 1.1.1

Principally Targeted Student Group
<ul style="list-style-type: none"> • 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?
<p>Grade Level Data Analysis: 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).</p> <p>Provide \$3400 for conferences/professional development for the 5th grade team to attend training on AVID strategies. \$2600 for materials to support AVID implementation.</p>	<ul style="list-style-type: none"> • John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning <ul style="list-style-type: none"> ◦ Teacher Clarity Effect Size 0.75 ◦ Professional Development Effect Size 0.62 ◦ Collective Teacher Efficacy Effect Size 1.57 • A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities, Voelkel R. (2011). • Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning, Fisher, Frey, Hattie 2016. 	<ul style="list-style-type: none"> • Improved student achievement according to our School Site Running Records - Our goal for August 2021 is to establish baseline on F/P running record for all students. Our goal by June of 2022 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	Amount	Description of Use		
Title I - Basic (4900/3010)	\$3400	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$35000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$2600	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino • Low Income • SWD • 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?
<p>Full-time contracted Academic Intervention Teacher: Tier 1 Intervention: 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.</p> <p>Tier 2 Intervention: Academic Intervention Teachers to provide intensive small group reading interventions using Fountas and Pinnell literature and assessments. Addition of a second AIT to support intervention needs across site.</p>	<p>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</p>	<p>According to the California Department of Education's 5X5 Placement Grid of Accountability, ELA OVERALL, our school placed in the GREEN Grid. For the 21/22 school year, our goal would be to be placed in the BLUE Grid.</p> <p>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</p> <p>Improved student achievement according to our School Site Running Records - Our goal for August 2021 is to establish baseline on F/P running record for all students. Our goal by June of 2022 is a 10% gain in students attaining grade level proficiency.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$203765	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

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?
<p>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</p> <p>Funding source- 1. Title one Basic - \$30,500</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Exposure to Reading, Effect Size 0.42 <p>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).</p>	<p>The number of books students checked out of the library will increase from last year. During the 19/20 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). During the 20/21 school year we checked out 3,143 during the pandemic. We will use the 19/20 year as the benchmark and set a goal for a 10% increase in books checked out.</p> <p>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. Site goal to checkout 20 backpacks per month.</p>

Funding Source	Amount	Description of Use		

Title I – Basic (4900/3010)	\$30500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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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		
<ul style="list-style-type: none"> Black or African American EL Foster Youth Hispanic or Latino Low Income 		
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?
Small group intervention support plan- afterschool tutoring. Funding to support before and afterschool small group intervention/tutoring by grade level teachers to support mastery of essential standards. Funding in place through district ESSER funds	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-admin team will meet after every trimester to review interim assessments for student mastery of essential standards. Student data including district phonemic awareness and BAS running record data will be analyzed by admin team, AITs and PBIS Tier 2 team for growth and model effectiveness. Team goal will be to exit at least 50% of all students with AIT support each trimester.
Funding Source	Amount	Description of Use

Actions/Services 1.2.2

Principally Targeted Student Group		
<ul style="list-style-type: none"> 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?
<p><u>Using a variety of instructional strategies, resources and technologies to meet student's diverse learning needs:</u> 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, MobyMax, and Accelerated Reader will supplement our core curriculum and support student achievement. Title one basic- \$26,245</p> <p>GATE program to support GATE identified students SEL and Academic needs. Focus for 21/22 to reduce underrepresentation of Black and Hispanic students: \$1000 stipend, \$2897 for certificated timesheets for classes, \$1500 supplies</p> <p><u>Using a variety of instructional materials and supplies to support student learning:</u> 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</p>	<p>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</p> <p>30 years of research: What we now know about how children learn to read, Grossen</p>	SBAC and site based formative assessments

learning. Duplos and paper to run copies of supplemental Title one assessments. Technology for staff to provide standards based instruction to student whole class and small group. Virtual field trips to support student access to content standards.
 Title one basic- \$37,782
 Title one afterschool- \$6,000
 Supp/Concentration- \$15,572

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$26245	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$2897	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$15572	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$9000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$39982	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.3

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?
<p>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. No funding source needed.</p>	<ul style="list-style-type: none"> • 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 	<p>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 21/22 school year, our goal would be to be placed in the GREEN Grid.</p> <p>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</p> <p>We will also track data via the FONT observation tool. Our goal is to see an increase Visible Learning strategies implemented across the site in comparison to the 20/21 school year measured by PIC data.</p>

Funding Source	Amount	Description of Use		

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, and 19.9% for 20/21. Our goal for 2021-2022 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	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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 Timesheet a certificated teacher to reduce group size and support mandated ELD instruction by classroom teachers. Supplies and materials for small group instruction and ELAC meetings.	Instructional quality effect size - 1.0 Teacher Clarity effect size - .75	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.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$15160	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.3.2

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?
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. ELAC meeting supplies- \$500 ELPAC assessment- \$5000	RTI - 1.07 effect size	ELPAC data, ELAC attendance sheets

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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)

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. Goal will support all students, but with particular focus on Foster, EL and LI students.				
Metric: Data and Program Evaluation				
Actions/Services 2.1.1				
Principally Targeted Student Group				
• All • EL • Foster Youth • Low Income				
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?
Solution Tree coach designed to support PLC depth, implementation of Essential Standards, and RTI model. Other professional development focused on student achievement as needed.		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
Funding Source		Amount	Description of Use	
Supplemental/Concentration (7101/0000)		\$7000	Contracts/Services	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

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				
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 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. No funding source needed.		John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Collective teacher efficacy has an effect size of 1.57		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.
Funding Source		Amount	Description of Use	

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

West Elementary will create a positive culture and climate 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	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>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. Supplies and materials to support NEHS and Student Leadership. Contract with outside vendor to provide PBIS support through structured sports/PBIS program. PBIS support- funded through district ESSER funds Title one afterschool- \$7,500</p>	<p>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 0.68, school climate 0.43</p> <p><i>The Positive Impact of Social Emotional Learning for Kindergarten to Eighth Grade Students</i> https://www.casel.org/wp-content/uploads/2016/08/PDF-4-the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf</p> <p><i>Center on Positive Behavioral Interventions and Supports</i> https://www.pbis.org/</p>	<ul style="list-style-type: none"> • 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	Amount	Description of Use		
Title I – Basic (4900/3010)	\$7500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

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?
<p>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</p> <p>Classroom Lessons Develop consistency in practice with PBIS in every classroom and other parts of our school.</p>	<p>Altering School Climate Through School wide Positive Behavioral Intervention and Support, Bradshaw C., 2009</p> <p>Classroom Management Effect Size 0.56 Classroom Cohesion Effect Size 0.53 Teacher-Student Relationships Effect Size 0.52</p>	<ul style="list-style-type: none"> • 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	Amount	Description of Use		
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 3.2	
All staff will be trained in and implement Second Step SEL curriculum in all classes.	
Metric: Social Emotional Learning	

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?
Students and staff will become "fluent" in Second Steps lessons and concepts by allocating one 30 minute lesson per week and connected support time including class meetings, schoolwide recognitions, and classroom extensions. Materials were purchased by site in 20/21 school year. No additional funding necessary.	The CASEL Guide to Schoolwide Social and Emotional Learning https://schoolguide.casel.org/how-it-works/ John Hattie's research on <i>Visible Learning for Teachers</i> 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	<ul style="list-style-type: none"> • 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	Amount	Description of Use

Site Goal 3.3	
West parent, students and staff will participate in the Monterey Trail Regional Equity Coalition in partnership with the region principals and Innovation Bridge in order to address disproportionality. The goal is to promote better engagement and resourcing for the African American community and to build on the voice and assets of the participants to produce better academic and social emotional outcomes for our AA students.	
Metric: School Climate	

Actions/Services 3.3.1

Principally Targeted Student Group		
• Black or African American		
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?
Listening sessions and collaborative work with community partners, students and parents create a plan to address increased participation in advanced coursework, reductions in exclusionary discipline, and better understanding and connections between school staff and the African American community.	John Hattie's research on <i>Visible Learning for Teachers</i> 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 https://schoolguide.casel.org/how-it-works/	<ul style="list-style-type: none"> • Participation rates in planning meetings • African American suspension rates, SEL metric data and participation rates in leadership and GATE

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$2584	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

Actions/Services 4.1.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> • 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?
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$6000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2
<p>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.</p>
Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> • 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?

Staff will be trained to conduct parent-teacher home visits so teachers may conduct home visits throughout the school year.
Home visits funded by FACE department.

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

- 100 home visits for 2021-2022
- Staff, student and parent survey data on climate. (California Healthy Kids Survey)
- Review parent-teacher home visit data
- Student attendance data

Parent Teacher Home Visits
<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>

Attendance Works: Advancing Student Success by Reducing Chronic Absence
<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/>

Funding Source	Amount	Description of Use		
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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?
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.	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.	<ul style="list-style-type: none"> • Increased attendance at parent meetings and school events. • Feedback from parent surveys • Sign-in sheets/record of attendance

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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.

**Local Control Accountability Plan (LCAP)
Year 2021 - 2022**

V. 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	\$33,316	\$33,316	\$33,316	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	41.375	\$0	\$4,795,460	\$4,795,460	\$4,795,460	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.17	\$0	\$94,438	\$94,438	\$94,438	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$61,677	\$61,677	\$61,677	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$222,100	\$222,100	\$0	\$0	\$222,100	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$22,572	\$22,572	\$15,572	\$7,000	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$5,397	\$5,397	\$5,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$25,660	\$25,660	\$25,660	\$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	\$34,450	\$34,450	\$0	\$0	\$34,450	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	2.3625	\$0	\$366,576	\$366,576	\$350,492	\$0	\$10,084	\$6,000	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$6,602	\$6,602	\$6,602	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$50,793	\$50,793	\$50,793	\$0	\$0	\$0	\$0
3711 Special Education Preschool 3310 Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	0.375	\$0	\$17,947	\$17,947	\$17,947	\$0	\$0	\$0	\$0
5610 Food and	1.8125	\$0	\$97,936	\$97,936	\$0	\$0	\$97,936	\$0	\$0

Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)									
4720 Office of Expanded Learning 6010 After School Education and Safety (ASES)	0	\$0	\$134,151	\$134,151	\$134,151	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.75	\$0	\$243,285	\$243,285	\$243,285	\$0	\$0	\$0	\$0
3550 Low Incidence (DHOH and VI) 6500 Special Education	7.5	\$0	\$521,343	\$521,343	\$521,343	\$0	\$0	\$0	\$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) 6500 Special Education	4.25	\$0	\$231,112	\$231,112	\$231,112	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	4.9688	\$0	\$271,691	\$271,691	\$271,691	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$829	\$0	\$829	\$829	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	70.0638	\$829	\$7,237,506	\$7,238,335	\$6,859,765	\$7,000	\$365,570	\$6,000	

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	\$539,854
Subtotal of state or local funds included for this school	\$6,698,481

Title I Centralized Services			
Title I Foster Youth	\$16,805	Title I Homeless	\$2,643
Title I Centralized Services	\$93,378	Title I Preschool	\$0

Principal **Brian MacNeill** _____

School Site Council Chairperson **Fabienne Fowler** _____

EL Advisory Chairperson **Zainab Muhammad** _____