



Edna Batey Elementary

Local Control Accountability Plan (LCAP) 2023-2024

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, Actions and Services

Edna Batey Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 514)

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

1. Involvement Process for LCAP and Annual Update

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

Our staff worked together to review and analyze last year's LCAP plan and it's 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:

9/29/22, 10/13/22, 11/3/22, 12/8/22, 1/12/23, 1/23/22, 2/9/23, 2/21/22, 3/9/23, 4/13/23, 4/25/22, 5/11/23

* Leadership Meeting: 10/6/22, 10/6/21, 11/3/21, 1/5/23, 2/2/23, 3/2/23, 4/6/23, 5/4/23

* School Site Council Meeting: 10/27/22, 12/1/22, 2/2/23, 3/23/23, 4/21/23, 5/25/23

* Parent Survey: 11/10/22

* ELAC Meeting: 11/10/22, 2/10/22, 5/4/23

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 ways to save money for collaboration through the use of physical resources to compensate substitutes. 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

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

Our ATSI shows an inequity amongst our African American students, specifically in the areas of chronic absenteeism and CAASPP performance on ELA and math. We will reallocate funds to continue growing our BSU program as a proactive way to address student involvement and communication with parents of African American students. We will also fund multicultural assemblies, including events that highlight excellence in the African American community. (Ex. Step Sisters Step Team)

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP

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

Site Goal 1.1 (SiteGoalID: 6144) (DTS: 02/10/23)

Overall English Language Arts (ELA) scores will increase from 70% to 72% 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 29% met or exceeded standards to 33%
- SWD will increase from 31% 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

Actions/Services 1.1.1 (SiteGoalID: 6144) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Action 1 Provide opportunities for grade levels to articulate and provide strategies and ideas across each grade level.</p> <ul style="list-style-type: none"> • These opportunities will occur during PLC time, staff & grade level meetings, as well as release day opportunities. 	<p>Action 1-10 Effectiveness will be measured by:</p> <ul style="list-style-type: none"> • K/1 Benchmark • Interim assessments • Formative assessments • ELPAC • Classroom observations using the FONT observation protocol • Fall and Spring AVID Coach Walkthroughs 	

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 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)

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

*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.

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

Action 5 and 6

Gate:

Certificated-Timesheets \$1200
Contracts/Services/Subscriptions
\$797
Materials/Supplies/Equipment \$2
400

Actions 2,3,7-10

Supplemental/Concentration:

Materials/Supplies/Equipment
\$15,000
Certificated-Timesheets\$7636
Contracts/Services/Subscriptions
\$8,000

Actions/Services 1.1.2 (SiteGoalID: 6144) (DTS: 04/29/23)

Targeted Student Group(s)

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

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

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

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

Evaluation Cycles in 2023-2024

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

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.

Supplemental materials and resources aligned to CCSS to support EL students

Funding for ELAC Meetings (light refreshments)

Action 2

Provide teachers increased opportunities for professional

Action 1-7 Effectiveness will be measured by:

- K/1 Benchmark
- Interim assessments
- Formative assessments
- Summative ELPAC
- Classroom observations

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

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 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.

Actions 1-7

EL

Supplemental: Contracts/Services/Subscriptions \$3000

Materials/Supplies/Equipment \$2573

Supplemental/Concentration: Certificated Timesheets \$1000

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	\$3000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$2573	Materials/Supplies/Equipment
GATE (7105/0000)	\$1200	Certificated- Timesheets
GATE (7105/0000)	\$797	Contracts/Services/Subscriptions
GATE (7105/0000)	\$2400	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$7636	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$8000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$15000	Materials/Supplies/Equipment

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Site Goal 2.1 (SiteGoalID: 6782) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1 (SiteGoalID: 6782) (DTS: 03/31/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>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.</p> <p>3rd-6th Grade teachers x 6 meetings per year = \$13, 000</p> <p>Tk-2nd grade teachers x 9 meetings per year = \$20,000</p> <p>(These actions will support Foster Youth, EL, & LI students & families)</p> <p>Action 2 PLCs will meet weekly to build collective efficacy in professional communities.</p> <p>Action 3 Provide release time, materials, and resources to support student instruction. Actions will support a focus on Foster Youth, EL, & LI students & families)</p> <p>Action 4 Teachers will be provided with release time to participate in Tier 2 and Tier 3 meetings.</p>	<p>Action 1-4 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>*Classroom observations will measure schoolwide implementation of learning intentions and success criteria, as well as SMARTER goals created during PLC meetings. SMARTER Goals will be created with consideration of attendance and formative assessment for AA, Low Income, SWD, and Two or More students.</p> <p>Action 1 Effectiveness Measurement Cont:</p> <ul style="list-style-type: none"> • <u>August, October, February, May</u>: Admin will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. 	

<p>Actions 1-4 Supplemental/Concentration: <i>Certificated Timesheets \$43,000</i></p>	<ul style="list-style-type: none"> • <u>August, October, February, May</u>: Teachers will access their Illuminate & grade level data, analyze it, and determine next steps in order to improve student learning. 	
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Actions/Services 2.1.2 (SiteGoalID: 6782) (DTS: 04/29/23)

Targeted Student Group(s)

- EL • R-FEP

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>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><u>Action 1</u> <i>EL Supplemental:</i> <i>Certificated Timesheet \$6000</i></p> <p><u>Action 2</u> <i>* NO SUPPLEMENTAL FUNDING REQUIRED</i></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>Funding Sources for District Goal 2</p>	<p>Amount</p>	<p>Description of Use</p>
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EL Supplemental (7150/0000)	\$6000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$43000	Certificated- Timesheets

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1 (SiteGoalID: 6141) (DTS: 02/10/23)

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: 90% to 94%, 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 2022-2023 and 2023-2024.
- Decrease the number of academic and behavior referrals for African American students based on Power BI by 15% for trimester comparisons from 2022-2023 and 2023-2024.

Metric: Cohort Graduation Rate

Actions/Services 3.1.1 (SiteGoalID: 6141) (DTS: 02/10/23)

Targeted Student Group(s)

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

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

Action 1

Continue to strengthen site PBIS plan. Actions includes:

- Anti-bullying assemblies and bullying prevention activities
- Additional materials to support PBIS (signage, banners, 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.
- 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

Action 3

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

- Provide materials, services, and timesheet compensation

Actions 1-4 Effectiveness will be measured by:

Effectiveness will be measured and shared with staff at monthly staff meetings using:

- Discipline data
 - Monthly
- Survey results (student/parent/teacher)
 - Annually

1. Effectiveness will be measured based on site data on referrals for all students and specifically our African American subgroup.

- 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 PBIS support by June 26th, 2024.

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

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

Actions 1-4

PBIS:

Materials/Supplies/Equipment \$1 000

Supplemental/Concentration \$3000

Supplemental/Concentration:

Contracts/Services/Subscriptions \$3000

Certificated Timesheets \$1000

Classified Timesheets \$2000

Site Goal 3.2 (SiteGoalID: 6147) (DTS: 02/10/23)

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 80% 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%**

Actions/Services 3.2.1 (SiteGoalID: 6147) (DTS: 02/10/23)

Targeted Student Group(s)

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

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

spring to encourage club participation.

- Fund assembly and field trip opportunities for BSU participants.

Action 5

Add at least 2 new clubs on campus.

- 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.
- Purchase materials and subscriptions to support club involvement.

Actions 1-5

Supplemental/Concentration:
Materials/Supplies/Equipment \$3000
Contracts/Services/Subscriptions \$3000
Classified-Timesheets \$6500

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$11000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$2000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$6000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$6000	Materials/Supplies/Equipment

District Strategic Goal 4: All students will benefit from programs and services designed to inform and involve family	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education
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and community partners.

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 (SiteGoalID: 6145) (DTS: 02/10/23)

Goal 4: Decrease absentee, tardy, and early dismissal rates for all students, as measured by the California School Dashboard. According to the 2021-2022 California School Dashboard, 21.8% of the students were chronically absent. Chronic absenteeism will decrease from 21.8% of students who were chronically absent to 19.8%.

The following subgroups will be measured:

- African American students will decrease from 40.7% to 38.7%
- SWD will decrease from 43.7% to 41.7%
- EL will decrease from 20.6% to 18.6%
- 2 or more will decrease 32.3% to 31.3%

Metric: Attendance Rate

Actions/Services 4.1.1 (SiteGoalID: 6145) (DTS: 02/10/23)

Targeted Student Group(s)

• Foster Youth • Low Income • School-wide

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

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

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

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

Evaluation Cycles in 2023-2024

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

Action 1

Collaborate with the AIO (Attendance Improvement Office) to focus on Foster Youth, EL, & LI students
*Call home of at-risk students when absent

Action 2

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:

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.

Action 3

Establish Tier 2 Supports including individualized incentives, progress monitoring, parent communication.

- Provide materials, services, and timesheet compensation for Tier 2 related activities.

Action 4

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.

Action 5

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.

Actions 1-5

Supplemental/Concentration:

Materials/Supplies/Equipment

\$1500

Classified Timesheets \$2000

- 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: 6148) (DTS: 02/10/23)

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: Percent Chronically Absent

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<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 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. <p>Action 2</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>	

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.

Actions 1-3

Supplemental/Concentration:
 Materials/Supplies/Equipment \$1500
 Classified Timesheets \$2000

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$4000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$3000	Materials/Supplies/Equipment

Funding Source Summary for All District Goals						
Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets		\$6000			\$6000
EL Supplemental (7150/0000)	Contracts/Services/Subscriptions	\$3000				\$3000
EL Supplemental (7150/0000)	Materials/Supplies/Equipment	\$2573				\$2573
GATE (7105/0000)	Certificated- Timesheets	\$1200				\$1200
GATE (7105/0000)	Contracts/Services/Subscriptions	\$797				\$797

GATE (7105/0000)	Materials/Supplies/Equipment	\$2400			\$2400
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000	\$1000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$7636	\$43000	\$11000	\$61636
Supplemental/Concentration (7101/0000)	Classified- Timesheets			\$2000	\$4000 \$6000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$8000		\$6000	\$14000
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$15000		\$6000	\$3000 \$24000

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) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$53,083	\$53,083	\$53,083	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$105,636	\$105,636	\$30,636	\$43,000	\$25,000	\$7,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$11,573	\$11,573	\$5,573	\$6,000	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$175,689	\$175,689	\$93,689	\$49,000	\$26,000	\$7,000	

Fund Subtotals

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

Subtotal of state or local funds included for this school \$175,689

	Signatures: (Must sign in blue ink)	Date
Principal	Will Jones	
School Site Council Chairperson	Kristin Ostergren	
EL Advisory Chairperson	Remi Ayandele	

