



Irene B. West Elementary

Local Control Accountability Plan (LCAP) 2022-2023

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

IV. Goals, Actions and Services

Irene B. West Elementary | Focused Work: 2022-2023

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

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 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.

The following opportunities for input were provided:

Title one parent meeting- 7/21/22

ELAC -4/21/22

Site Council - 1/26/22, 4/12/22,5/17/22

Certificated Staff meeting- 4/19/22

Leadership team- 4/12/22

Impact of LCAP and Annual Update

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

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

Continuing or new goals/services:

PD initiative- AVID, CRI, and PLC

Addition of 1.0 FTE AIT

Guided Reading materials and training

Essential Standards implementation

Regional equity work

Training/support in district assessment system- Illuminate

SEL student supports

Home Visit goal

Reduced or Eliminated goals/services:

Second Step implementation support

Resource Inequities

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

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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

District Needs and Metrics 1:

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

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1

All TK -6th grade classes will provide Guided Reading instruction measured by Fountas and Pinnell Running Record data (administered every trimester), Lexia access goals, and team Common Formative Assessments. Goal includes collection and analysis for site formative assessment data (measured as percent of students by subgroup "on grade level", increases in CDE dashboard data by subgroup (outlined below), and PD support for staff. **Improved student achievement according to our School Site Running Records** - Our goal for August 2022 is to establish baseline on F/P running record for all students. **Our goal by June of 2023 is a 10% gain in students attaining grade level proficiency.**

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Teaching staff will be provided with release time 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). (CAST meetings/Instructional</p>	<ul style="list-style-type: none"> • John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning</u> <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 • <u>A Case Study of the Relationships Between Collective Efficacy and Professional Learning</u> 	<p>-Provide guided reading instruction/small group support in all classes -Surveys from release days -Guided Reading best practice document will be developed through the collaboration of Teachers, Administration and Coaches</p>

Rounds/PD- \$200 day x 100 days=
\$20000/7101)
(GL release time-1/2 dayx 2 x 35
teachers= \$7000/7101)
(Assessment support- 200 hours x
\$40/hr= \$8000/7101)

Communities, Voelkel R.
(2011).
• **Visible Learning for
Literacy: Implementing
Practices that Work Best to
Accelerate Student
Learning**, Fisher, Frey, Hattie
2016.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$27500	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$7500	Certificated- Salaries	

Actions/Services 1.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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 (2 positions) 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. (AIT contract- \$142,447/4900) (Alt contract- \$89,645/7101)</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 22/23 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>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$142447	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	\$89645	Certificated- Salaries	

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. 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 goals:

- Exit at least 50% of all students with AIT support each trimester.
- 10% increase from 17,107 books checked out July-April (2021/22) to 18,817 books checked out during same time frame, 2022-23.
- Check out 20 reading backpacks each month, to off track students

Metric: Content Standards Implementation

Actions/Services 1.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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.

Funding Source	Amount	Description of Use

Actions/Services 1.2.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<u>Using a variety of instructional strategies, resources and technologies to meet student's</u>	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on	SBAC and site based formative assessments Work orders, supply inventory

diverse learning needs: West will purchase online resources, technology, and student acknowledgement to support the extended learning needs of targeted students. Intervention programs such as Lexia Core 5, MobyMax, and Accelerated Reader will supplement our core curriculum and support student achievement.
(Site licences/subscriptions-\$24,512/4900)

GATE program to support GATE identified students SEL and Academic needs. Focus for 22/23 to reduce underrepresentation of Black and Hispanic students:
\$1000 stipend, \$2897 for certificated timesheets for classes, \$500 supplies

Using a variety of instructional materials and supplies to support student learning:
Additional technology resources (printers, ink, projectors), to provide teachers and parents with diagnostic and progress monitoring and trimester parent conferences to close the achievement gap. Audio visual materials to support student learning. Duplos and paper to run copies of supplemental Title one assessments. Technology for staff to provide standards based instruction to student whole class and small group. Field trips to support student access to content standards. Library books to supplement instructional program for students, teachers and staff.
(Supplies and equipment-\$5,577/4900)
(Supplies and equipment-\$3,132/7101)

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

30 years of research: What we now know about how children learn to read, Grossen

records, and site equipment matrix

Funding Source	Amount	Description of Use	
GATE (7105/0000)	\$500	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$3132	Materials/Supplies/Equipment	

GATE (7105/0000)	\$3897	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$24512	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$5577	Materials/Supplies/Equipment	

Actions/Services 1.2.3

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Increase in Library Technician hours. Achieve mastery of essential standards by increased opportunities for exposure to literature, mini-lessons by librarian, and family literacy nights. Needs analysis supports more literacy resourcing for students and families. Increase of an additional .525 FTE to bring librarian to 1.0 FTE Additional Librarian FTE contract-\$38,023/7101)</p>	<p>John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning</u></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).</p> <p>Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation (Roscello, 2003-2004).</p> <p>A Full Time School Librarian Makes A Critical Difference in Boosting Student Achievement, (D. Kachel, 2013).</p>	<p>Destiny data:</p> <ul style="list-style-type: none"> • Number of books checked out • Number of reading backpacks checked out to off track students each month

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$38023	Classified- Salaries	

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 ELPI progress rate for our English Language Learners has been the following: 53% in 18/19, 19.7% in

19/20, and 68.1% in 20/21 Our goal for 22/23 will be 55% or more in alignment with district goals.

Rates for Reclassification of EL students to Initially Fluent have been as follows: 6% in 18/19, 0% in 19/20, and 14% in 20/21. Our goal for 22/23 will be 15% or more in alignment with district goals.

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

Principally Targeted Student Group

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. (Timesheets: \$20,467/7150)	Instructional quality effect size - 1.0 Teacher Clarity effect size - .75	Achievement percentages on ELPI progress and redesignation rates. 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)	\$20467	Certificated- Timesheets	

Actions/Services 1.3.2

Principally Targeted Student Group

- EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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- \$500/7150 ELPAC assessment- \$10,000/7150	RTI - 1.07 effect size	ELPAC data, ELAC attendance sheets

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment	
EL Supplemental (7150/0000)	\$10000	Certificated- Timesheets	

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: <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

Professional Development site initiative supporting **AVID, Culturally Relevant instruction, and PLCs**. Staff will continue learning and application of concepts using site staff development, off site staff development, instructional coach support, and sharing of best practice across our teams. Goal is to use the lens of all 3 PD areas to increase staff competency in the targetted use of data to improve student outcomes on site formative assessments. 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>AVID- 4th and 5th grade teams will attend training as a team to continue to refine AVID implentation in with their students. Team will focus on WICOR strategies. Goal to support sending both teams to training to deepen AVID implementation.</p> <p>CRI- Site will coordinate with Equity Office for CRI PD throughout the year. Goals will be to support staff in better meeting the needs of our diverse</p>	<p>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</p>	<ul style="list-style-type: none"> Sign in sheets and surveys from professional development sessions Administration will attend weekly PLC meetings to insure practices are being implemented Classroom walkthroughs to see implementation of culturally responsive strategies Grade level Benchmark Assessments quarterly Grade level common formative assessments provided through

population.

PLCs- Teaching staff will continue their professional growth via measured through self-assessment with a focus on evidence of student learning. Goal will include sending a team of teachers to PLC training so that they can become more proficient in Essential Standards, developing Common Formative Assessments, and best use of classroom data to improve student outcomes across the team.

PLC reporting forms monthly

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$20000	Contracts/Services /Subscriptions	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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	

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

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

Site Goal 3.1

West Elementary will 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% . 19/20 school connectedness for students was at 96%, 19/20 safety for students was at 55%. LCAP metric data (CHKS, EGUSD SEL/CC surveys) for 20/21 unavailable.

Metric: School Climate

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

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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.</p> <p>Funding to support extracurricular classes/assemblies in the areas of STEM, dance, and music.</p> <p>Supplies and materials to support NEHS and Student Leadership.</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></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

Contract with outside vendor to provide PBIS support through structured sports/PBIS program. PBIS support- funded through district ESSER funds
 Title one extracurricular support contracts- \$7,500/4900
 Structured recess support contracts- \$40,936/4900

<https://www.pbis.org/>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$7500	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$39984	Contracts/Services /Subscriptions	

Actions/Services 3.1.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<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	

Site Goal 3.2

West parents, students and staff will participate in the Monterey Trail Regional Equity Coalition in partnership with the region principals and Innovation Bridge 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. Goal is to address disproportionality by increasing engagement of African American families to support academic and social emotional outcomes as evidenced by a reduction in suspension rate from 3.0% to 1.0%, as measured by district suspension data provided by Research and Evaluation Dept.

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

- Black or African American

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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. Site will also establish a Black Student Union to provide space for and to support our Black and African American students. That group will coordinate with and attend MTREC coalition meetings.</p>	<p>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</p> <p>The CASEL Guide to Schoolwide Social and Emotional Learning https://schoolguide.casel.org/how-it-works/</p>	<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)	\$2783	Contracts/Services /Subscriptions	

<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)
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- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

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

Metric: Partnerships for Student Outcome

Actions/Services 4.1.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Parent liaison to support outreach and communication with community. Increase parent communication for events and committees via face to face, phone calls, emails, Facebook, and marquee.	John Hattie's research on <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"> • Feedback from parent surveys • Sign-in sheets/record of attendance

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$7000	Classified- Timesheets

Actions/Services 4.1.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. No budget needed.	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

Site Goal 4.2

West staff will increase home visits in an effort to establish strong relationships with our students' and their families- 100 visits by year end. During the 21/22 school year, we conducted 51 virtual home visits- therefore our goal will be 100% increase. Result will be a 2% decrease in chronically absent students.

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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.</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 effect size 0.49, Positive family/home dynamics 0.52, Home visits 0.29</p> <p>Parent Teacher Home Visits http://www.pthvp.org/what-we-do/results/i-research/</p> <p><i>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight</i> https://www.edweek.org/media/chronicabsence-15chang.pdf</p> <p><i>Attendance Works: Advancing Student Success by Reducing Chronic Absence</i> https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/</p>	<ul style="list-style-type: none"> • Staff, student and parent survey data on climate. (California Healthy Kids Survey) • Review parent-teacher home visit data • Student attendance data

Funding Source	Amount	Description of Use

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.

V. Funding

Irene B. West Elementary (395) | 2022 - 2023

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	0.0000	\$0	\$29,662	\$29,662	\$29,662	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$165,800	\$165,800	\$158,300	\$0	\$7,500	\$0	\$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	\$30,967	\$30,967	\$30,967	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$249,803	\$249,803	\$180,036	\$20,000	\$42,767	\$7,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$481,629	\$481,629	\$403,362	\$20,000	\$51,267	\$7,000	

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	\$249,803
Subtotal of state or local funds included for this school	\$231,826

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
