



Irene B. West Elementary

Local Control Accountability Plan (LCAP) 2023-2024

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: 2023-2024

Goal Setting (Icapid: 554)

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

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 site team developed a timeline during the 22/23 school year 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- 7/12/23

ELAC -3/30/23

Site Council - 11/29/23, 4/11/23

Certificated Staff meeting- 4/4/23

Leadership team- 4/11/23

2. 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:

Targeted CAASPP goals

PD initiative- AVID, RP, and PLC

Essential Standards implementation

EL AIT position to support ELD program

Regional equity work

Training/support in district assessment system- Illuminate

SEL student supports

Attendance supports

Reduced or Eliminated goals/services:

Guided Reading initiative

Home visit goal

Resource Inequities

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

Feedback from all stakeholders identified the following resource inequities:

1. More staffing needed for before and afterschool tutoring
2. The need for additional support/funding and staffing to support our EL students.
3. Extracurricular programming such as dance and theater are needed.
4. Our Students with Disabilities subgroup (SWD) is identified for ATSI for the following areas: ELA, Math and chronic absenteeism.

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: 6536) (DTS: 02/10/23)

Overall English Language Arts (ELA) scores will increase from 56% to 60% and overall Math scores will increase from 39% to 44% of our students meeting or exceeding standards on CAASPP.

Very Low Category:

SWD (Students with Disabilities- ATSI subgroup) will increase from 5% to 10% in ELA and from 0% to 5% in Math

Low Category:

African Americans will increase from 34% to 39% in ELA and 21% to 26% in Math.

EL students will increase from 28% to 33% in ELA and 24% to 29% in Math

Hispanic students will increase from 31% to 36 % in ELA and 20% to 25% in Math.

These sub groups will be targeted for academic intervention and tutoring services. Exit at least 25% of all students with AIT support each trimester.

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

Actions/Services 1.1.1 (SiteGoalID: 6536) (DTS: 02/10/23)

Targeted Student Group(s)

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

<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>1. <u>August-June:</u> Academic Intervention Teachers will utilize small group instruction and Highly Effective Teaching Strategies to teach targeted Kindergarten</p>	<ul style="list-style-type: none"> • <u>December & April:</u> At the end of each trimester, the AITs will determine the number of students exiting the Intervention Program, based 	

through Grade 6 students not meeting grade level standards in ELA. Particular attention and assistance will be paid to our African American, English Learners, Hispanic and Students with Disabilities. Para educator will assist with small group intervention.

2. August 15: The Intervention Committee will determine the specific criteria that students will need to meet in order to qualify for intervention support as well as specific exit criteria. This criteria will be shared with teachers and parents.
3. September 1: AITs identify students in need of academic support based on Illuminate Data, Fountas & Pinnell Benchmark Assessments and Letter Grades in Reading.
4. September 1: AITs are to communicate with teachers in order to receive teacher input on students slated to receive intervention.
5. September 1: AITs will meet to determine the frequency of progress monitoring and the assessments to be used for progress monitoring.
6. September 9: AITs and Teachers determine schedules for intervention students.
7. November 13 & March 4: The Intervention Committee will meet at the end of each trimester to analyze the data and determine who will be exiting from the intervention and who will be remaining or entering.
8. End of Each Trimester (November, March & June): Continue the cycle - identify students, provide intervention, progress monitor and determine the effectiveness of the program.

upon pre-determined exit criteria.

- December & April: The Intervention Committee (consisting of AITs, Coaches and the Principal) will analyze the following data in order to determine student progress at the end of each trimester: Illuminate Fluency Data, Illuminate ELA data, Fountas & Pinnell Benchmark Assessment Data, Letter Grades in Reading. They will apply the exit criteria and move students out of the intervention and apply the entrance criteria when accepting additional students.
- November, March & June: After each cycle, AITs and teachers will share the data with parents & students.
- End of each Trimester: Data will be analyzed by the Intervention Committee to determine the progress of the following subgroups: African American, English Learners, Hispanic and Students with Disabilities.

Salaried Teachers:*1.0 FTE from Title One \$155,026;**1.0 FTE from Supplemental**\$122,740***Time-sheeted Teachers:**

One paid paraeducator

timesheeted

*Title One \$33,000***Site Goal 1.2 (SiteGoalID: 6537) (DTS: 02/10/23)**

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:

- GL teams will take a team approach to creatively support 100% mastery including tutoring, flexible grouping time, and WIN time
- 10% increase from 17,077 books checked out July-April (2022/2023) to 17,247 books checked out during same time frame, 2023/2024.
- GATE program will host parent information night in fall, assess all 3rd graders on NNAT during testing window, and design program focused on WeVideo and creation of a video club.

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

Actions/Services 1.2.1 (SiteGoalID: 6537) (DTS: 02/10/23)**Targeted Student Group(s)**

- All

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?

Using a variety of instructional strategies, resources and technologies to meet student's diverse learning needs: West will purchase online resources, technology, and student acknowledgement to support the extended learning needs of targeted students. Intervention programs such as Lexia Core 5, MobyMax, and Accelerated Reader will supplement our core curriculum and support student achievement. (Site licences/subscriptions-\$29,213)

1. August: Purchase supplementary resources to provide additional reading and math support that is accessible at home and in the school.
2. September-December: Provide Professional Development on the use of any supplementary resource we have purchased.
3. September - June: Monitor the usage of each supplemental resource for frequency of use along with student progress.
4. August - June: Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. In addition, provide student agendas, technology, software, equipment, instructional books, and supplemental instructional materials.

- September - June: Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction.
- End of each Trimester: The Principal will analyze the usage for each supplementary resource at the end of each trimester.
- October: The AVID Coordinator will survey teachers on student use of their student agendas.

Actions/Services 1.2.2 (SiteGoalID: 6537) (DTS: 02/10/23)

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>1. <u>August - June</u>: Library Technician will provide additional services to our students such as administering the Accelerated Reader Program, reading to students, and increasing the usage of the library.</p> <p>2. <u>September</u>: Increase library book collection to include additional culturally relevant, high interest books for our students.</p> <p>Action 1-Classified Salary: \$37,332 Title One</p>	<p>Librarian will pull the following Destiny data monthly:</p> <ul style="list-style-type: none"> • Number of books checked out • Number of reading backpacks checked out to off track students each month 	

Actions/Services 1.2.3 (SiteGoalID: 6537) (DTS: 05/12/23)

Targeted Student Group(s)

- 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. • 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>1. <u>September - June</u>: GATE students will be exposed to enrichment activities by</p>	<ul style="list-style-type: none"> • <u>September - June</u>: The GATE Coordinator will administer the annual NNAT 	

<p>teachers teaching in our GATE Enrichment Classes after school.</p> <p>2. <u>September - June</u>: GATE Coordinator will assess students in order to qualify additional GATE students.</p> <p>3. <u>September - March</u>: Materials and supplies will be purchased to support the GATE After School Enrichment Program.</p> <p>Action 1-Certificated Timesheet: \$1,000 GATE</p> <p>Action 2-Certificated Stipend: \$1,500 GATE</p> <p>Action 3-Materials/Supplies/Equipment: \$2,897 GATE</p>	<p>assessment and review the District GATE referral process in order to potentially qualify additional students from our significant subgroups of under-represented students.</p> <ul style="list-style-type: none"> • <u>December & March</u>: The GATE Coordinator will review student participation data. 	
--	---	--

Site Goal 1.3 (SiteGoalID: 6540) (DTS: 02/10/23)

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. The EL subgroup at West Elementary is currently in the Low performance category on the California state dashboard. 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. In order to support our growing EL population we will fund a 1.0 FTE Academic Intervention Teacher. This position will be dually funded out of EL supplemental and Title 1- splitting those roles accordingly.

Our ELPI progress rate for our English Language Learners has been the following: 19.7% in 19/20, and 68.1% in 20/21, and 56.4% in 21/22. Our goal for 23/24 will be 55% or more in alignment with district goals.

Rates for Reclassification of EL students to Initially Fluent have been as follows: 0% in 19/20, 14% in 20/21 and 17% in 21/22. Our goal for 23/24 will be 15% or more in alignment with district goals.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Actions/Services 1.3.1 (SiteGoalID: 6540) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • R-FEP

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of</p>	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why?
--	---	---

<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. 	Actions/Services? <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? 	<ul style="list-style-type: none"> • What modifications do you need to make?
<p>In order to support our growing EL population we will fund a 1.0 FTE Academic Intervention Teacher. This position will be dually funded out of EL supplemental and Title 1- splitting those roles accordingly.</p> <p>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 (No funding).</p> <p>EL AIT position also includes initial and summative ELPAC assessment. EL coordinator funding - duties include ID and placement of EL students, reclassification, RFEP monitoring, and parent communication.</p> <ol style="list-style-type: none"> 1. <u>August 10 - September 21 (or within 30 days after a student arrives on campus):</u> Initial ELPAC Assessments, under the direction of a certificated time-sheeted teacher, will be completed with assistance by our classroom teachers. 2. <u>August - June:</u> Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins), as required by law (No funding). 3. <u>October - February:</u> An EL Academic Intervention Teacher will be utilized to assist our struggling English Learners (ELPAC 1's & 2's) by providing EL students with additional opportunities to develop fluency in English reading and writing through supplemental small group instruction. 4. <u>October:</u> EL Coordinator (VP) will hold an ELAC 	<p>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.</p> <ul style="list-style-type: none"> • <u>August 10:</u> Teachers will submit their schedule for designated ELD instruction to the Vice Principal. • <u>October:</u> The Vice Principal will use state dashboard data in order to determine that at least 15% of our EL students become re-designated as English-proficient. • <u>October:</u> The Vice Principal will use state dashboard data in order to determine our students' overall progress towards English language proficiency. Our goal is to have 55% or more of our EL students making progress towards English proficiency. • <u>October - April:</u> The Vice Principal will keep attendance records of all ELAC meetings and determine if parent participation has increased by 10% from the previous year. • <u>October - February:</u> Fountas & Pinnell Benchmark Assessments of EL 1's and 2's will be utilized to determine student progress pre and post EL Academic Intervention Teacher support . 	

Meeting to review and revise the site LCAP and explain new funding sources.

5. October - April: The Vice Principal will provide light refreshments at ELAC meetings.
6. December: EL Coordinator (VP) will hold an ELAC Meeting to develop school-wide Needs Assessment patterns & implications for our LCAP.
7. February 1 - May 31: ELPAC Summative Assessments will be given to all EL students.
8. February: EL Coordinator (VP) will hold an ELAC Meeting to submit site specific needs to the SSC for consideration in the next year's site LCAP.
9. April: EL Coordinator (VP) will hold an ELAC Meeting for review and advisement on the next year's site LCAP and to recognize our EL students who have been re-designated as English-proficient.

Salaried Teachers:

1.0 FTE EL AIT dually funded- Title One \$72,418, EL Supplemental \$25, 514- Total for 1.0 FTE= \$97,932;

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	\$25514	Certificated- Salaries
GATE (7105/0000)	\$1500	Certificated- Salaries
GATE (7105/0000)	\$1000	Certificated- Timesheets
GATE (7105/0000)	\$2897	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$122740	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$37332	Classified- Salaries

Title I – Basic (4900/3010)	\$227444	Certificated- Salaries
Title I – Basic (4900/3010)	\$33000	Classified- Timesheets
Title I – Basic (4900/3010)	\$29213	Contracts/Services/Subscriptions

<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)
--	---

Site Goal 2.1 (SiteGoalID: 6822) (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: 6822) (DTS: 03/31/23)

Targeted Student Group(s)

- Black or African American • EL • Hispanic or Latino • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<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. 	<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? 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. <u>August, December, February, June</u>: Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of</p>	<ul style="list-style-type: none"> • <u>August, December, February, June</u>: Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. • <u>August, December, February, June</u>: Teachers will access their student's Illuminate & 	

<p>students who need to complete assessments.</p> <p>2. <u>August</u>. <u>December, April</u>: Teachers will assess all below grade level students with a Fountas & Pinnell Grade Level Benchmark Assessment.</p> <p>3. <u>August - June</u>: Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate, Fountas & Pinnell Benchmark Assessments and/or grade level data.</p> <p>4. <u>Monthly</u>: Each Grade Level will complete a Data Analysis form to share with the school administrator.</p> <p>5. <u>August and May</u>: A Self-Efficacy Survey will be given to teachers in August 2023 and in May 2024 in order help determine if teacher efficacy is increasing.</p>	<p>F&P data, analyze it, and determine next steps in order to improve student learning.</p> <ul style="list-style-type: none"> • <u>August and May</u>: The Principal will analyze the Self-Efficacy Survey results in August 2023 and May 2024 and will share the data with teachers and the SSC. 	
--	---	--

Site Goal 2.2 (SiteGoalID: 6533) (DTS: 02/10/23)

Professional Development site initiative supporting **AVID, Restorative Practices, 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 our ATSI subgroups (SWD) and Foster, EL and LI students.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6533) (DTS: 02/10/23)

Targeted Student Group(s)

- All • EL • Foster Youth • Low Income

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?

AVID- 5th and 6th grade teams will attend training as a team to continue to refine AVID implementation in with their students. Team will focus on WICOR strategies. Goal to support sending both teams to training to deepen AVID implementation.

REP- Restorative Equity Partnerships. West Elementary will serve as a pilot site to work collaboratively with REP and site equity coach and equity program specialist to foster restorative practices on campus.

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.

1. July 18 - August 2: Staff will have the opportunity to attend **AVID Summer Institutes in Sacramento and San Diego** and monthly professional development opportunities through **SCOE**.
2. August - June: Provide professional development, site-planning, data analysis, teacher release

- August - June: While completing Classroom Walkthroughs, Administrators will record three student's responses to the following prompt: "*What are you learning today?*" These student quotes will be shared with the teacher. Schoolwide data will be collected and shared in order to determine if student responses become more specific to the intended learning target.
- October, December, February & April: Administrators will collect data on FONT from Classroom Walkthroughs in order to determine the level of implementation of AVID and High Quality Teaching Strategies (grade level data and schoolwide data).
- November, January, March & May: Administrators will share Schoolwide Walkthrough Data with teachers at Staff Meetings.

time and collaboration time for teachers on how to further utilize **EGUSD's Illuminate Assessments** for ELA and MATH in order to assess and measure mastery of standards, identify specific needs for the whole class or small groups for reteaching, identify patterns across groups of students in order to plan small group instruction, personalize learning paths and monitor student growth over time.

3. August - June: Teachers will daily utilize High Quality Teaching Strategies (Learning Targets & Success Criteria).
4. August - June: Classroom Walkthroughs will be focused on AVID Strategy implementation as well as on the implementation of Learning Targets and Success Criteria. Walkthroughs will be completed monthly and entered into FONT by administrators. Data will be shared with individual teachers.
5. September - June: Staff will have the opportunity to attend AVID PD opportunities through SCOE.
6. September- June: To continue our work on Diversity, Equity and Inclusion, ALL staff will select from professional development choice examples. Choice examples may include: Grading for Equity, Exploring other Cultures, Deep Dives into Instruction, specific AVID strategies, Data for Equity, etc.
7. September-May: Site specific coaching provided by Solution Tree Associate focused on the integration of Visible Learning strategies and Implementation of Essential Standards

(guaranteed and viable curriculum) at each grade level. Contract will include 1 full day site visit, 3 staff PD opportunities, and individual team support by associate.

**Action 1 & 7-
Contracts/Services:**
\$26,693 Title One
**Action 2 & 5-Certificated
Timesheet:**
\$24,865 Supplemental
Concentration

Funding Sources for District Goal 2	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$24865	Certificated- Timesheets
Title I – Basic (4900/3010)	\$26693	Contracts/Services/Subscriptions

<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
--	---

Site Goal 3.1 (SiteGoalID: 6534) (DTS: 02/10/23)

West Elementary will create a positive culture and climate by continuing to develop the site PBIS model. Student school connectedness will increase 5% and student safety will increase 5% . 21/22 school connectedness for students was at 74%, 21/22 safety for students was at 64%.

Metric: School Climate - Average Favorability Rating

Targeted Student Group(s)

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

<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>West will implement a three-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>Admin will teach montly PBIS lessons during the lunch block of grades 1-6 to support PBIS implementation.</p> <p>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.</p> <p>Supplemental 1. Theater/ extracurricular support contracts- \$5,000 2. Structured recess support contracts- \$30,000</p>	<ul style="list-style-type: none"> • Student discipline data on referrals and suspensions. VP will pull report for every Trimester. • Staff, student and parent survey data on climate. (Site PBIS survey, California Healthy Kids Survey, and Culture and Social Emotional Survey) VP will pull and review report for the school year. • PBIS Tier II data collection and monitoring (bi-monthly) VP will pull and review report every two weeks and address with Tier II team. • Review of Tier I and Tier II Fidelity scores. Principal, VP and PBIS specialist will administer and review at the end of the school year. 	

Actions/Services 3.1.2 (SiteGoalID: 6534) (DTS: 05/12/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student Group? <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. 	How will you Progress Monitor the Implementation of Actions/Services? <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? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

Site Goal 3.2 (SiteGoalID: 6541) (DTS: 02/10/23)

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 3.8% to 1.8%, as measured by district suspension data provided by Research and Evaluation Dept.

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.2.1 (SiteGoalID: 6541) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American

What Specific Actions/Services will you Provide to this Student Group? <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. 	How will you Progress Monitor the Implementation of Actions/Services? <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? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
Listening sessions and collaborative work with	<ul style="list-style-type: none"> • Participation rates in planning meetings 	

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.

July-June: Work with MTREC partners to plan and implement Coalition meetings and various opportunities to build better connections between school staff and the African American community- ie Equity Fairs, BSU collaboratives, HBCU promotion events, etc

- African American suspension rates, SEL metric data and participation rates in leadership and GATE

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$35000	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) • Partnerships for Student Outcome • Relationships Between Staff and Families
--	---



Site Goal 4.1 (SiteGoalID: 6535) (DTS: 02/10/23)

Decrease absentee, tardy, and early dismissal rates for all students. West Elementary currently has a chronically absent student rate of 22%. Site goal to reduce by 5% to 17%. AA chronic absenteeism is currently 43.5% and Hispanic is 43.3%.

Metric: Attendance Rate

Actions/Services 4.1.1 (SiteGoalID: 6535) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Hispanic or Latino

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.

Site initiative to improve student attendance across all subgroups to include: Weekly Golden Lunchbox incentive related to attendance, weekly messaging to parents about attendance, and targeted intervention by site admin to attendance "heavy hitters".
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.

1. August: Communicate to families in multiple ways regarding our absence policy any WHY it is important to attend school.
2. August - June: Personal phone calls home and text messages from our office staff after 2 days of absences. All contacts logged into Synergy. Recruit our Farsi/Pashto-speaking Parent Liaison (PL) to make

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?

- August - June: SOAs, Administrators and PL to document communication in Synergy.
- Every Thursday: Principal to run attendance rate weekly for the whole school as well as for the subgroups identified above.
- August - June: SOA's and Administrators will gather and analyze attendance data monthly. Log and monitor the attendance, early dismissal and tardy frequencies for African American, Students with Disabilities, White, Two or More and Hispanic students. Administrative team to analyze data to see if there is improvement in attendance
- September - June: Principal to review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with the PBIS Tier II Committee

Evaluation Cycles in 2023-2024

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

calls to our Afghan families and have her reach out to offer support. The school will provide the PL with the list of families, the PL will keep a log of contacts in Synergy, PL to follow up on parent needs to assist getting their child to school each day, on time and help to determine barriers to attendance.

3. August - June: Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.
4. August - June: Hold monthly PBIS/Intervention team meetings.
5. August - June: Establish a CICO for chronically absent students.
6. September: Create an attendance competition/incentive program with rewards (such as badges, tags, stickers, smencils, lanyards, bookmarks, water fun time, popscicle party, glow dance, etc..)

- August - June: Vice Principal to share attendance data with staff at monthly staff meetings
- September - June: Try a strategy for 4-6 weeks. Look for improvements. If no improvement, try another strategy. Principal and VP will monitor.

Site Goal 4.2 (SiteGoalID: 6539) (DTS: 02/10/23)

West staff will increase family partnerships in an effort to establish strong relationships with our students' and their families. Increase in LCAP metric- Partnerships for Student outcomes: Effective provision of opportunities for parent involvement. Desired outcome for 23/24 is 88% across all subgroups.

Metric: Parents indicating opportunities for parent involvement

Actions/Services 4.2.1 (SiteGoalID: 6539) (DTS: 02/10/23)

Targeted Student Group(s)

- All

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?

1. *August - June*: Increase school-wide Family and Community Engagement programs and communication such as:
- Parent/Teacher conferences
 - Back to School Night
 - **Parent Universities such as:** Parent-Vue Usage & Training; Family Writing Night by support from FACE; Family STEM Night; AVID Education Night presented by AVID Coaches; Foundational Reading.
 - Utilize our FACE Family Liaison to make phone calls to personally invite families to events
 - Establish & communicate current events in print, website, social media, Talking Points
 - Hold Family Picnics in the Quad twice yearly.
 - Support home-to-school communication through Communication Folders
 - Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy.

Funding for Classified timesheet
Parent Liaison- \$11560 Title One
Parent Engagement

- *August - June*: After each parent event and survey, the Principal will analyze the data to determine if there has been an increase in participation and parent satisfaction with our school.
- *August - June*: The Vice Principal will ensure we have posted photos of school events on our school website and Facebook.
- *August - June*: Increased daily usage of teacher-student-parent communication through the use of student planners.
- Increased parent participation in our parent education opportunities.
- The number of home visits will be logged throughout the school year.

Funding Sources for District Goal 4	Amount	Description of Use
Title I – Basic (4900/3010)	\$11560	Classified- Timesheets

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- Salaries	\$25514				\$25514
GATE (7105/0000)	Certificated- Salaries	\$1500				\$1500
GATE (7105/0000)	Certificated- Timesheets	\$1000				\$1000
GATE (7105/0000)	Materials/Supplies/Equipment	\$2897				\$2897
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries	\$122740				\$122740
Supplemental/Concentration (7101/0000)	Certificated- Timesheets		\$24865			\$24865
Supplemental/Concentration (7101/0000)	Classified- Salaries	\$37332				\$37332
Title I – Basic (4900/3010)	Certificated- Salaries	\$227444				\$227444
Title I – Basic (4900/3010)	Classified- Timesheets	\$33000			\$11560	\$44560
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$29213	\$26693	\$35000		\$90906

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.

*** If applicable, please provide a description ***

V. Funding

Irene B. West Elementary (395) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1	2	3	4	Balance
					Curriculum and Instruction	Assessment	Wellness	Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$58,918	\$58,918	\$58,918	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$184,937	\$184,937	\$160,072	\$24,865	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$5,397	\$5,397	\$5,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$25,514	\$25,514	\$25,514	\$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	\$362,910	\$362,910	\$289,657	\$26,693	\$35,000	\$11,560	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$638,676	\$638,676	\$539,558	\$51,558	\$36,000	\$11,560	

Fund Subtotals

Subtotal of additional federal funds included for this school \$362,910

Subtotal of state or local funds included for this school \$275,766

Signatures: (Must sign in blue ink)

Date

Principal Brian MacNeill

School Site Council Chairperson Roberta Finn

EL Advisory Chairperson Zainab Muhammad



