



Irene B. West Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _____

(Signature): _____

County-District-School (CDS) Code: 34673146120018

Elk Grove Unified School District
Elk Grove, California

Approved by the Elk Grove Unified School District Board of Education on _____

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

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I. Introduction

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Elk Grove Unified School District - Description

The Elk Grove Unified School District has served the Cosumnes River- south Sacramento area since 1959 as a unified district. The 320 square miles of the district includes the city of Elk Grove as well as the southern part of the city of Sacramento and large portions of Sacramento County. As of **October 2019** our K-12 enrollment was **65,122**, a figure that includes 9,597 students who are English Learners. Students come to Elk Grove from all over the world, and they speak more than 65 different languages.

Mission Statement:

The Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential

Core Values:

Outcomes for students: *Achievement of core academic skills; Confident, effective thinkers and problem solvers; Ethical participants in society*

Commitments about how we operate as an organization: *Supporting continuous improvement of instruction; Building strong relationships*

High expectations for learning for ALL students and staff: *Instructional excellence; Safe, peaceful, and healthy environment; Enriched learning environment; Collaboration with diverse communities and families*

School Description

See School Accountability Report Card at www.egusd.net

School Demographics	
	School
Enrollment (SOURCE: October 2019, CDE)	1,021
English Language Learners (SOURCE: October 2019, CDE)	292
Languages other than English (SOURCE: October 2019, CDE)	24
Students of Poverty (SOURCE: October 2019, CDE)	660

Ethnicity								
	African American	American Indian	Asian	Hispanic	Two or More Races	Pacific Islander	White	Unknown
School (SOURCE: October 2019, CDE)	139 (13.61%)	10 (0.98%)	382 (37.41%)	198 (19.39%)	110 (10.77%)	30 (2.94%)	88 (8.62%)	0 (0.00%)

Purpose and Description Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement) <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Support and Improvement <input type="checkbox"/> LEA Choice <input type="checkbox"/> Comprehensive Support and Improvement <input type="checkbox"/> Additional Targeted Support and Improvement
Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs. <p>The Site Local Control Accountability Plan is a strategic plan that identifies federal, state, and local resources available to the school while aligning with and informing the district Local Control and Accountability Plan process.</p> <p>The plan consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). This plan is designed to meet schoolwide program planning requirements and the CSI, TSI, or ATSI requirements, as applicable.</p> <p>The Site LCAP planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the plan, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.</p>

II. Twelve Month Continuous Improvement Calendar

Irene B. West Elementary | 2020-2021

[Get Calendar Here](#)**12-MONTH CONTINUOUS IMPROVEMENT 2.0**

Site _____
Principal _____
Director _____



September	Target	Actual
Review <u>Site LCAP Development Survey</u> results	9/1	
Begin review of <u>Program Implementation Continuum (PIC)</u> for EL, PBIS and FACE	9/2	
Initiate <u>LCAP Needs Survey</u> data collection with staff and students (district will initiate with parents)	9/2	
Begin review of <u>Site LCAP Metrics</u> with Site Leadership upon release	9/13	
Conduct <u>SSC Nomination and Election</u> by peers, ensuring SSC composition is balanced	9/15	
Begin Reviewing <u>CAASPP Data</u>	9/25	
Begin Reviewing <u>Parent Survey Results</u>	9/26	
Hold 1st <u>Fall SSC Mtg</u> - review 19-20 Site LCAP w/focus on at-risk learners, revise & approve actions as needed	9/30	
Review 19-20 Site LCAP, explain funding sources and Initiate 20-21 needs analysis process with Site Leadership	9/30	

October	Target	Actual
Hold 2nd <u>Fall SSC Meeting</u> - review 19-20 Site LCAP, review annual evaluation & explain all funding sources	10/17	
Submit 1st and 2nd SSC Agendas, Minutes and Sign in Sheets to <u>CRATE</u>	10/18	
Ensure students (Stu. Council, SED, EL, Foster Youth) analyze <u>Site LCAP Metrics</u> as part of class activities	10/31	
Hold 1st <u>Fall ELAC Meeting</u> to review 19-20 Site LCAP with focus on actions and interventions impacting ELs	10/31	
Submit ELAC Minutes and Signature Page to <u>CRATE</u>	10/31	
Monitor <u>LCAP Needs Survey</u> response rate and encourage participation	10/31	

November	Target	Actual
Review <u>SARC Principal Narrative</u> upon release	11/18	
Complete <u>LCAP Needs Survey</u> : 90% of 6-12 graders, 100% of staff, 25+% of parents/guardians	11/22	
Hold Fall CTE Advisory Committee meetings for each CTE Pathway (High School Only)	11/27	
Submit CTE Advisory Committee minutes to <u>CRATE</u> (High School Only)	11/27	

December	Target	Actual
Begin Review of <u>California Dashboard</u> Results with Site Leadership upon release from CDE	12/9	
Submit <u>SARC Principal Narrative</u> Online	12/13	
Hold 2nd <u>Fall ELAC Meeting</u> to develop school-wide Needs Assessment patterns & implications for Site LCAP	12/15	
Submit ELAC Minutes and Signature Page to <u>CRATE</u>	12/15	
Begin Review of <u>LCAP Needs Survey Data</u>	12/20	

January	Target	Actual
Review and Approve Final <u>SARC Draft</u>	1/16	
Begin reviewing Staffing Allocations from Human Resources	1/16	
Work with Site Leadership Team to share <u>LCAP Needs Survey Data</u> with all staff	1/31	
Provide <u>LCAP Needs Survey Data</u> to Parents/Guardians	1/31	

Version 2.0 Revised 1/17/20

February		
Ensure SARC is published online	2/1	
Hold <u>Winter SSC Meeting</u> - Develop school-wide needs assessment patterns & implications for 20-21 Site LCAP	2/6	
Submit SSC Agenda, Minutes and Sign in Sheet to <u>CRATE</u>	2/7	
Hold <u>Winter ELAC Meeting</u> - Submit EL site specific needs to SSC for consideration in 20-21 Site LCAP	2/28	
Submit ELAC Minutes and Signature Page to <u>CRATE</u>	2/28	

March		
Begin <u>Site LCAP Evaluation</u> process for 19-20 Site LCAP in anticipation of writing 20-21 Site LCAP	3/1	
Complete Downsizing Process (3/2) and Finalize Remaining Vacancies (3/3)	3/2-3	
Send Notifications of SARC availability to all parents, upload to <u>CRATE</u>	3/16	
Complete <u>Site LCAP Evaluation</u> process for 19-20 Site LCAP in anticipation of writing 20-21 Site LCAP	3/22	
Confirm 20-21 Allocations and Site LCAP availability in SIS Reporting - Begin Drafting <u>20-21 Site LCAP</u>	3/23	

April		
Draft Preliminary <u>20-21 Site LCAP</u> to share at 1st Spring SSC Meeting	4/3	
Hold 1st <u>Spring SSC Meeting</u> - Evaluate the 19-20 Site LCAP and further develop the <u>20-21 Site LCAP</u>	4/3	
Meet with any LCAP Stakeholder Groups for Review and Advisement of <u>20-21 Site LCAP</u>	4/23	
Hold ELAC Meeting for Review and Advisement of <u>20-21 Site LCAP</u>	4/23	
Complete revisions of First Draft of <u>20-21 Site LCAP</u> for District Office Review	4/24	
Hold Spring CTE Advisory Committee meetings for each CTE Pathway (High School Only)	4/30	
Submit CTE Advisory Committee minutes to <u>CRATE</u>	4/30	

May		
Receive <u>Directors and Programs Review</u> of 20-21 Site LCAP	5/1	
Revise 20-21 Site LCAP as needed, based on <u>Directors and Programs Review</u> , and resubmit if necessary	5/8	
Hold 2nd <u>Spring SSC Meeting</u> - Approve the 20-21 Site LCAP and obtain all required signatures	5/14	
Submit 1st & 2nd Spring SSC Agendas, Minutes, Sign-in Sheets, Signature Pages, Eval & Development to <u>CRATE</u>	5/15	
Submit Final Hard Copy of <u>20-21 Site LCAP</u> with Original Signatures to LSS by 5:00pm	5/15	
Initiate <u>Site LCAP Development Survey</u> (data collection 5/18 - 6/12)	5/18	

June, July, August		
Complete <u>Site LCAP Development Survey</u> with 100% of staff responding affirmatively (5/18-6/12)	6/12	
Begin review of <u>Site LCAP Development Survey</u> results	7/15	
Continue analysis of Measures of Effectiveness in 19-20 Site LCAP, updating 20-21 Site LCAP as needed	8/31	
Continue analysis of LCAP Metric and other Outcome Data from 19-20 as it becomes available	8/31	
Review and Revise <u>20-21 Site LCAP</u> as needed in anticipation of School Board Approval of Site LCAP	8/31	

Principal, Site Name

Date

School Director

Date

Version 2.0 Revised 1/17/20

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Focused Work: 2020-2021

Irene B. West Elementary

Plan Approval

Position	Initial Plan		Final Plan		
	Signature	Date	Signature	Date	
Budget Department					Required Position
Career and Technical Education					Required Position
Curriculum and Professional Learning	Jenifer Avey	5/5/2020			Required Position
Elementary Education	Fawzia Keval	5/12/2020			Required Position
English Learner Services	Lindsey Lilley	5/18/2020			Required Position
Family and Community Engagement	Lisa Levasseur	5/5/2020			Required Position
Foster Youth	Maya Webb	5/1/2020			Required Position
LSS	Alicia Canning	5/12/2020			Required Position
Positive Behavioral Intervention and Supports	Lisa Vartanian	5/6/2020			Required Position
Secondary Education					Required Position

Data Analysis

Using the information provided to you in your **Site LCAP Metrics** and **School Accountability Report Card (SARC)**, along with any other student data you use or have collected (i.e., California School Dashboard, suspension days, CAASPP interim assessments, etc.), collaborate with your staff and school site council to determine your **Goals and Annual Actions**. These actions do not have to be plentiful, but they need to be meaningful and measureable.

Please fill out the form below as documentation of your data analysis meeting with your staff and school site council.

Data Analysis Meeting:

Staff:

Traditional/Modified:

Date: (mm/dd/yyyy)

Year Round:

Tracks: B, C, D

Date: 4/8/2020 (mm/dd/yyyy)

Tracks: A

Date: 4/8/2020 (mm/dd/yyyy)

School Site Council:

Date: 4/21/2020 (mm/dd/yyyy)

Brian MacNeill

Principal's Signature

Principal's Name

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
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Our site team developed a timeline during the 19/20 school year under distance learning conditions to ensure that stakeholders were engaged in a timely and efficient manner in the development of the site LCAP. We have worked to provide information about the LCAP development process, site metrics, and programs and services provided by LCAP dollars. We have held informational meetings that have allowed stakeholders to collaborate with each other, build a knowledge base, and share ideas. Metrics that were reviewed include: CDE dashboard, LCAP metrics ppt, site formative data, discipline, attendance, CHKS, and SMART goal data.</p> <p>The following opportunities for input were provided: Title one parent meeting- 7/17/20 ELAC -4/23/20 Site Council - 4/21/20, 5/20/20, 9/2/20 Certificated Staff meeting- 4/8/20 Leadership team- 4/16/20</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Input from various stakeholders, in conjunction with review of various data sources has resulted in a variety of changes to the site LCAP. Some goals and services have decreased or have been eliminated. Other needs have arisen and goals have been developed to address those needs.</p> <p><u>New goals/services:</u> PLC coaching Guided Reading materials and training Essential Standards implementation Training/support in new assessment system- Illuminate SEL student supports/Arbinger training for staff Home Visit goal</p> <p><u>Reduced or Eliminated goals/services:</u> SBAC goal eliminated due to cancellation of SBAC testing Visible Learning goal revised to include site based training PLC support shift from off site training to site based coaching Extra curricular goal dropped- services will still continue, however</p>

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

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 (baseline year to establish percent of students by subgroup "on grade level", increases in CDE dashboard data by subgroup (outlined below), and PD support for staff.

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Grade Level Data Analysis: Teaching staff will be provided with release time twice yearly to identify essential standards, analyze common assessment data, review and modify team yearlong plan. Release time and site planning individually and by grade level to support various site initiatives including Instructional Rounds, data analysis, peer observation, and professional development. Certificated and classified small group instructional support (timesheet).</p> <p>Professional Development: AVID Provide \$3000 for stipends/professional development for the 5th grade team to attend training on AVID strategies. \$2000 for materials to support AVID implementation.</p>	<ul style="list-style-type: none"> • John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning <ul style="list-style-type: none"> o Teacher Clarity Effect Size 0.75 o Professional Development Effect Size 0.62 o Collective Teacher Efficacy Effect Size 1.57 • A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities, Voelkel R. (2011). • Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning, Fisher, Frey, Hattie 2016. 	<ul style="list-style-type: none"> • Improved student achievement according to our School Site Running Records - Our goal for August 2020 is to establish baseline on F/P running record for all students. Our goal by June of 2020 is a 10% gain in students attaining grade level proficiency. • Surveys from release days • Guided Reading best practice document will be developed through the collaboration of Teachers, Administration and Coaches

Funding Source	Amount	Description of Use		
AVID (7233/7510)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$15000	Certificated Salaries		

			Edit	Delete
AVID (7233/7510)	\$3000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.2**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Full-time contracted Academic Intervention Teacher:</p> <p>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 Teacher to provide intensive small group reading interventions using Fountas and Pinnell literature and assessments.</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 20/21 school year, our goal would be to be placed in the BLUE Grid.</p> <p>For our significant subgroups, our goals are as follows:</p> <p>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)	\$132765	Certificated Salaries	Edit	Delete

Actions/Services 1.1.3**Principally Targeted Student Group**

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Increase in Library Technician hours. Site Title one budget currently funds an additional .1 FTE. Needs analysis supports more literacy resourcing for students and families. Increase of an additional .525 FTE to bring librarian to 1.0 FTE</p> <p>Funding source- 1. Title one Basic - \$20,000</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Exposure to Reading, Effect Size 0.42 <p>Research supports that school libraries are most appropriate for reading and reinforcing the reading process (Roscello, 2003-2004).</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>The number of books students checked out of the library will increase from last year. During the 18/19 school year- our library checked out 22,540 books. 19/20 will be our baseline year for the number of books checked out between July and March (due to distance learning). Our goal is for a 10% increase in books checked out.</p> <p>The Library Technician will be working with parents, families and teachers in order to fully implement the "We Both Read" program. Data will be collected and analyzed on all students who check out the "We Both Read" books in comparison to the increase in their reading level based on Running Records. This will be our baseline year for this data.</p>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$20000	Classified Salaries	Edit	Delete

Site Goal 1.2

100% of all students in grades Kinder through 6th will achieve mastery of team identified essential standards on team created common formative assessments

Metric: Content Standards Implementation

Actions/Services 1.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Small group intervention support plan-tutoring and timesheet Academic Intervention Teacher. Timesheet AIT to assist in small group instruction during WIN time targeting grade level essential standards to English Only groups in the intermediate grade levels. Funding to support before and afterschool small group intervention/tutoring by grade level teachers to support mastery of essential standards. Timesheet AIT work- \$39,000 Intermediate intersession-\$10,000 Afterschool tutoring-\$10,000	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		
Title I - Basic (4900/3010)	\$39000	Certificated Salaries	Edit	Delete
Title I - Basic (4900/3010)	\$10000	Certificated Salaries	Edit	Delete
Title I - Basic (4900/3010)	\$10000	Certificated Salaries	Edit	Delete

Actions/Services 1.2.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>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, MyON reader, MobyMax, and Reading Counts will supplement our core curriculum and support student achievement. Title one basic- \$25,000</p> <p>Using a variety of instructional materials and supplies to support student learning: Fountas and Pinnell guided reading materials and assessments to complete guided reading book room. 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. Title one basic- \$77,300 Title one afterschool- \$11,945 Supplemental/Concentration- \$11,822</p>	<p>John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Repeated reading programs have an effect size of .67, RTI has an effect size of 1.07, and computer assisted instruction has an effect size of .37</p> <p>30 years of research: What we now know about how children learn to read, Grossen</p>	SBAC and site based formative assessments

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$25000	Contracts/Services	Edit	Delete
Supplemental/Concentration (7101/0000)	\$11822	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$11945	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$77300	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.3**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continuation of Visible Learning and PLC site initiative- staff will continue learning and application of VL concepts using video analysis, peer observation, instructional coach support, and sharing of best practice in PLCs.	<ul style="list-style-type: none"> • What Does Good Math Instruction Look Like? Nancy Protheroe NAPSE.org • Improving Teaching Through Lesson Study, Teacher Education Quarterly, Winter 2005 Tracy Rock and Cathy Wilson 	<p>According to the California Department of Education's 5X5 Placement Grid of Accountability, OVERALL, our school placed in the YELLOW Grid for MATHEMATICS. For the 20-21 school year, our goal would be to be placed in the GREEN Grid.</p> <p>For our significant subgroups, our goals are as follows: EL STUDENTS: Yellow to Blue SOCIO-ECONOMICALLY DISADVANTAGED: Yellow to Blue TWO OR MORE: Yellow to Blue AFRICAN AMERICAN: Yellow to Blue HISPANIC: Orange to Green WHITE: Orange to Green SPECIAL EDUCATION: Orange to Green</p>

Funding Source	Amount	Description of Use		
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Site Goal 1.3

English Learners need high quality programs and services that are based on the outcome of ELPAC administration and analysis. Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. Use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins) as required by law. Funding for additional certificated EL support 1-2 days/week.

Our redesignation rate for our English Language Learners has been the following: 15% for 2016-2017; 20% for 2017-2018; 31% for 2018-2019. Our goal for 2019-2020 will be 39% or more in alignment with district redesignation goal.

Rates for LTEL students are as follows: 17/18- 24 students (11 dually IDed), 18/19- 18 (11 dually IDed), and 19/20- 8 students (6 dually IDed)- site goal is to continue to reduce LTEL rate by 10% yearly.

Metric: Progress toward English Proficiency

Actions/Services 1.3.1**Principally Targeted Student Group**

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Ongoing site initiative to refine WIN/ELD model. EL students will be provided designated WIN/ELD instruction by a classroom teacher at their grade level. Provide for EL Intercession for intermediate EL students to receive standards based	Instructional quality effect size - 1.0 Teacher Clarity effect size - .75	Achievement percentages on redesignation rate and number of LTEL students. Admin team will meet at the end of every trimester to analyze each team's essential standards data.

instruction when they are off-track.
Timesheet a certificated teacher to reduce group size. Supplies and materials for small group instruction and ELAC meetings.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$15160	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.3.2**Principally Targeted Student Group**

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Funding for initial and summative ELPAC assessment by certificated staff. Supplemental funding for ELAC meeting materials and resources. EL coordinator funding - duties include ID and placement of EL students, reclassification, RFEP monitoring, and parent communication.	RTI - 1.07 effect size	ELPAC data, ELAC attendance sheets

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

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Professional Learning Communities (PLC teams) will continue their professional growth via coaching throughout year measured through self-assessment with a focus on evidence of student learning.

Metric: Data and Program Evaluation

Actions/Services 2.1.1**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Site will contract with Solution Tree to provide PLC coaching to administration and grade level teams. Contract will include 3 full days of on-site coaching from Solution Tree coach designed to support PLC depth, implementation of Essential Standards, and RTI model. Other professional development focused on student achievement as needed. Solution Tree Pd- \$12,000	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Teacher Professional Learning Communities focused on student learning have an effect size of 1.57	Staff surveys, site based common formative assessment, PLC self assessment

Other PD- \$5,000		
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Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$17000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

All staff will be trained in district adopted Illuminate assessment system and begin to successfully integrate data into PLC process.

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Site will implement a TOT model to provide PD and support for staff in implementing Illuminate Assessment System. Two teachers and one administrator will attend district training- then return to site to train remainder of staff. Goal is for staff to begin to utilize Illuminate to achieve PLC goals.	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		
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<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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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

West Elementary will support physical and emotional wellbeing by continuing to develop the site PBIS model. Student school connectedness will increase 3% and student safety will increase 3% (LCAP metrics)

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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	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	<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

supports. The Tier 2 team will meet bi-weekly to serve as the gateway for the SST/MTSS referral process. Tier 1/Tier 2 committees will discuss school-wide data and prepare PBIS plan. PBIS budget will be used for supplies and signage for clarity of expectations on campus.
Funding to support extracurricular classes/assemblies in the areas of STEM, dance, and music-
Title one basic-\$10,750

The Positive Impact of Social Emotional Learning for Kindergarten to Eighth Grade Students

<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>

Center on Positive Behavioral Interventions and Supports
<https://www.pbis.org/>

- 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		
Supplemental/Concentration (7101/0000)	\$10750	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Positive Reward Systems Support the PBIS Program by providing positive signage, weekly prizes for students demonstrating Respect, responsibility and Safety. In addition, we will recognize students at our monthly CAT rally assemblies. PBIS budget to support visibility on campus- \$1000</p> <p>Classroom Lessons Develop consistency in practice with PBIS in every classroom and other parts of our school.</p>	<p>Altering School Climate Through School wide Positive Behavioral Intervention and Support, Bradshaw C., 2009</p> <p>Classroom Management Effect Size 0.56 Classroom Cohesion Effect Size 0.53 Teacher-Student Relationships Effect Size 0.52</p>	<ul style="list-style-type: none"> • Student discipline data on referrals and suspensions. • Staff, student and parent survey data on climate. (Site PBIS survey, California Healthy Kids Survey, and Culture and Social Emotional Survey) • PBIS Tier II data collection and monitoring (bi-monthly) • Review of Tier I and Tier II Fidelity scores <p><!--[endif]--></p>

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

All staff will be trained in Arbinger Outward Mindset level 1 and will support students' social and emotional learning (SEL) by implementing lessons school wide.

Metric: Social Emotional Learning

Actions/Services 3.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>All staff will be trained in Arbinger "Outward Mindset". This training will focus on the dynamics that impact one's ability to have an outward versus an inward mindset, both of which impact professional and personal relationships. Participants will engage with concepts and tools that can awaken</p>	<p>John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Collective teacher efficacy effect size 1.39, Professional Learning Effect Size: 0.49 Professional Development Programs Effect Size: 0.41</p>	<ul style="list-style-type: none"> • Participation list of staff that have received training • Sign-in sheets • Staff feedback survey on training • Implementation check-ins throughout the school year

individuals and teams to their own mindset, identify paths of change, and tools to apply in difficult situations, with the goal of improving student performance.	The CASEL Guide to Schoolwide Social and Emotional Learning https://schoolguide.casel.org/how-it-works/	
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Funding Source	Amount	Description of Use		
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Site Goal 3.3

Staff will purchase and train on Social Emotional learning curriculum to support student mental health and wellbeing.

Metric: Social Emotional Learning

Actions/Services 3.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Staff will focus on school wide implementation of Social and Emotional Learning (SEL). School staff will provide monthly lessons on SEL to support students.	John Hattie's research on <i>Visible Learning for Teachers</i> identifies the effect size of various influences on student achievement. Effect size: Self-regulation 0.52, Social skills program 0.39, school climate 0.43, self-efficacy 0.71 The CASEL Guide to Schoolwide Social and Emotional Learning https://schoolguide.casel.org/how-it-works/	Student discipline data on referrals and suspensions. <ul style="list-style-type: none"> Staff, student and parent survey data on climate. (Site PBIS survey, California Healthy Kids Survey, and Culture and Social Emotional Survey) PBIS Tier II data collection and monitoring (bi-monthly) Review of Tier I and Tier II Fidelity scores

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$23000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> Attendance Rate Chronic Absentee Rate Family and Community Engagement Input in Decision Making Other (Site-based/local assessment) Partnerships for Student Outcome Relationships Between Staff and Families
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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"> Increased attendance at parent meetings and school events of 5% measured by sign in sheets. Feedback from parent surveys Sign-in sheets/record of attendance
Funding Source	Amount	Description of Use
Title I - Basic (4900/3010)	\$6000	Classified Salaries
		<input type="button" value="Edit"/> <input type="button" value="Delete"/>

Site Goal 4.2

West staff will increase home visits in an effort to establish strong relationships with our students' and their families- 100 visits by year end. Result will be a 2% decrease in chronically absent students.

Metric: Attendance Rate

Actions/Services 4.2.1**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Staff will be trained to conduct parent-teacher home visits so teachers may conduct home visits throughout the school year.	<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"> 100 home visits for 2020-2021 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
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Actions/Services 4.2.2**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Monthly parent support events targeting topics identified by parent community such as EL support, technology, curriculum, parenting classes. Stipends for site staff and/or outside speakers to present. FACE budget to support parent engagement actions including \$700 for light snacks for	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

events and \$800 for materials to support parent events. Training and materials to support literacy in the home -\$14,000

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$14000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3584	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.3

West parents will be supported in Distance Learning and the Transitional Model through additional library resources, book checkouts, zoom training and parent nights with guest speakers. Result will be a 2% gain in partnerships for student outcomes.

Metric: Partnerships for Student Outcome

Actions/Services 4.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Communicate EGUSD Family Wellness Series information to families. Purchase family literacy resources and set up distribution to families through school library. Schedule site based parent nights focused on literacy, technology and programs and supports for families.	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. John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning</u> • Exposure to Reading , Effect Size 0.42 Research supports that school libraries are most appropriate for reading and reinforcing the reading process (Roscello, 2003-2004). Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation (Roscello, 2003-2004). A Full Time School Librarian Makes A Critical Difference in Boosting Student Achievement , (D. Kachel, 2013).	LCAP metric- Partnerships for student outcomes Number of materials checked out to families Parent attendance at events

Funding Source	Amount	Description of Use		
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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.

Gifted and Talented Education Site Plan

In April 2014, the Elk Grove Unified School District entered into a Resolution Agreement with the Office of Civil Rights (OCR) regarding the disproportionality of representation of African American students in the GATE program. As part of this agreement, schools are required to write a site plan that promotes equitable GATE referral and identification of African American students and identifies strategies that each site will implement to address this disproportionality. Consistent with the district's focus on equity, your Site Plan should include a focus on any subgroups that are underrepresented in GATE and other enrichment activities.

1) Identification

How do you ensure that all students and families have equal access to identification? How will you address the equitable identification of African American and other underrepresented groups to contribute to decreasing their disproportionate enrollment in GATE?

All third grade students will receive the NNAT test. All tests will be given in third grade classrooms, allowing all students an opportunity to participate in testing. • 4th-6th grade students will have a second opportunity to take the test if they did not pass it in 3rd grade. Students new to the district will also have an opportunity to take the test. • Parents received a letter two weeks prior to the test informing them of the test. Follow up notices were shared the day prior to testing. • The testing announcement was sent out via the auto-dialer. • New GATE criteria information was shared at all parent committee and staff meetings. (ELAC, School Site Council Meetings, parent conferences, etc.) • GATE Coordinator will organize a GATE committee who will review all portfolios. • GATE Coordinator will review the new GATE criteria with staff. Teachers will prepare portfolios for students who did not meet NNAT requirements, but may have qualified in other areas. • GATE Committee reviews student portfolios and submits student names/work to the district's GATE Committee for review. • 12 newly identified students became eligible for the GATE program during the 18/19 school year.

2) Professional Development

What professional development will your teachers receive to become more culturally competent in their referrals for GATE Identification and providing culturally relevant instruction?

During pre-service, teachers and staff complete their yearly GATE training. Training includes a review of the GATE qualification process. (NNAT and portfolio) Teachers will also receive additional instruction on how to differentiate instruction for GATE students during core instruction. Culturally responsive outreach is included in overall equity work at the site.

3) Parent and Community Involvement

How will you engage parents and the community in planning and supporting your GATE program? What strategies will you use to ensure culturally responsive outreach for the families of underrepresented groups?

A GATE parent information night will be held in September/October. GATE identification criteria is shared and explained to parents. Attendees suggest ideas to help develop the program and were invited to volunteer. • Surveys provide additional opportunities for parents to provide input to our GATE program • Teachers inform parents about upcoming NEHS/GATE activities during conferences • National Education Honor Society meets regularly and invites new inductees to be honored during our annual NEHS ceremony.

4) Curriculum and Instruction

How will curriculum and instruction be differentiated to meet the diverse needs of GATE students? How will socio-emotional support be provided?

Teachers will review common assessments and data of GATE students during their weekly PLC time. Data will be used to plan/design lessons that will enhance the learning experience of GATE students. • District curriculum coaches will provide professional development opportunities tailored to enhance classroom instruction for GATE students. • GATE Coordinator will attend district GATE coordinator meetings and return/report to staff. • After school classes will allow students opportunities to develop their areas of interest/expertise. • Students who need additional socio-emotional support are recommended to our Tier 2 PBIS team for small group counseling and/or lunch bunch activities

5) Program Design

What specific services will you provide for GATE students? What support services will be available for those who require assistance to handle more challenging coursework?

Extended day enrichment courses • Students/Parents will be surveyed to discuss ideas/topics for classes. • Students who actively participate in the GATE afterschool program are invited to participate in GATE/NEHS sponsored field trip(s). Afterschool STEM class provided through EDMO will be offered for students in grades 3-6. GATE students will get first priority for registration. • Students in the NEHS program received additional classes geared towards the four tenants of the NEHS program. (leadership, scholarship, responsibility, and academics)

6) Program Assessment

How will student progress be monitored and how will you know your program is successful?

Student surveys and parent feedback will also be collected and shared with our GATE committee and staff.

7) Budget

How will you spend your GATE funds to address the priority of decreasing disproportionality and supporting equitable identification and services for students?

GATE Coordinator stipend • Teachers to provide after school enrichment classes/GATE stipend • Supplies for STEM enrichment classes • Supplemental costs for activities hosted by outside stakeholders • Supplies for NEHS programs • Supplies for GATE program

8) Middle School Transition

Describe the plan that you will use within your feeder pattern to ensure a systematic process for middle school transition. Identify the process for 6th grade teachers to advocate for students with high potential to be enrolled in Honors classes.

Admin. Teams from feeder elementary sites and our neighboring middle school sites will meet to discuss a plan that will help students transition smoothly to middle school. Teams will explain to students which courses are available and necessary to be better prepared for college. Edward Harris and Harriet Eddy have added a National Junior Honor Society program at their school sites. NEHS students in 6th grade will have a chance to visit Edward Harris and Harriet Eddy to discuss course opportunities and w tour the grounds.

Annual Evaluation		
SPSA Year Reviewed: 2020-2021		
Goal 1: Curriculum and Instruction		
Rate the level of Implementation of Actions/Service in this goal:		
If the actions/services in this goal area were not implemented, what were the causes?		
How did our school actions/services improve student achievement?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
In what ways did our school actions/services inform our decisions about instructional practices and professional development?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
Goal 2: Assessment		
Rate the level of Implementation of Actions/Service in this goal:		
If the actions/services in this goal area were not implemented, what were the causes?		
How did our school actions/services improve student achievement?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
Goal 3: Wellness		
Rate the level of Implementation of Actions/Service in this goal:		
If the actions/services in this goal area were not implemented, what were the causes?		
How did our school actions/services improve school climate?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
How did our school actions/services improve student engagement?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

		the following:	
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?			
Data Reviewed	Outcome(s)	Recommendations for Next School Year: We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:	
Goal 4: Parent and Community Involvement			
Rate the level of Implementation of Actions/Service in this goal:			
If the actions/services in this goal area were not implemented, what were the causes?			
How did our school actions/services improve parent and community engagement?			
Input	Data Reviewed	Outcome(s)	Recommendations for Next School Year: We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:
How did our school actions/services improve parent and community input with decision-making?			
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?			
Input	Data Reviewed	Outcome(s)	Recommendations for Next School Year: We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:

Local Control Accountability Plan (LCAP)
Year 2020 - 2021**IV. Funding**

Irene B. West Elementary - 395

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$33,211	\$33,211	\$33,211	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$46,922	\$46,922	\$46,922	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$22,572	\$22,572	\$11,822	\$0	\$10,750	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$25,660	\$25,660	\$25,660	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$407,594	\$407,594	\$341,010	\$17,000	\$23,000	\$26,584	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$536,959	\$536,959	\$458,625	\$17,000	\$34,750	\$26,584	

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	\$407,594
Subtotal of state or local funds included for this school	\$129,365

Signatures: (Must sign in blue ink)

Date

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certificated	Staff Amount \$
	<input type="text"/>
	Benefits Amount \$
	<input type="text"/>
<input type="radio"/> Classified	Total \$
	<input type="text"/>

Principal **Brian MacNeill**School Site Council Chairperson **Desiree Flores**EL Advisory Chairperson **Zainab Muhammad**

V. Staffing Matrix

Irene B. West Elementary

Last Updated: (There are no updates for this school year)

Name	Title/Position	Management Code	Resource Code	Start Date	End Date	FTE	Program	Calendar
There are no records for this school, at this time.								

VI. Governance**Irene B. West Elementary**

Required signatures of Principal, School Site Council and Advisory Committee Chairpersons and Recommendation to the Board of Education of the Elk Grove Unified School District to <u>approve</u> this plan for 2020 - 2021		
Name and Title	Signature	
Brian MacNeill		
Principal	Signature	Date
Desiree Flores		
School Site Council Chairperson	Signature	Date
Zainab Muhammad		
English Language Advisory Committee Chairperson	Signature	Date

Assurances for Consolidated Programs

The parents and staff of Irene B. West Elementary make the following assurances to the Board of Education of the Elk Grove Unified School District and the California Department of Education:

1. The School Leadership Team and the School Site Council have developed the plan and the corresponding budgets to be presented for approval to the Board of Education of the Elk Grove Unified School District.
2. The School Site Council and all advisory committees have been formed in accordance with procedures established by federal or state law and regulations.
3. The School Site Council will post an agenda item for review and approval of the school's plan. This public posting will occur at least 72 hours in advance of the meeting and include the date, time and location of the meeting.
4. A copy of the plan and a list of members of the School Site Council and/or all committees are available at the school office for review by school staff, parents and community members.
5. Adequate information has been given to the members of the School Site Council, the school's English Learners' Advisory Committee and/or other committees about the special needs of students as part of the comprehensive needs assessment. This includes educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
6. Plans for the instruction of students who are English Learners have been developed in consultation with the school's English Learners' Advisory Committee.
7. The school may designate an existing school level advisory committee, such as the School Site Council, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body has parents of ELs constituting at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b]) (EC 52176[b][c]; 64001[a]; 5 CCR 11308[d])
8. The schools staff and parents have participated in a thorough needs assessment and examination of student work as part of the annual school needs assessment and the Elk Grove Unified School District's Local Education Agency Plan.
9. All categorical programs function effectively to meet the needs of students and to meet the compliance regulations of state and/or federal laws, and these are reviewed on a regular basis by the principal and other staff.
10. Parents have had adequate opportunities to participate in the development of schoolwide programs at Title I schools and categorical programs at all schools as described in federal law (No Child Left Behind Act of 2001), California Education Code, and the policies and regulations of the Elk Grove Unified Board of Education.
11. Multiple measures have been utilized in assessing student performance as part of the school accountability plan, and the school's assessment results have been shared with the school community.
12. Instruction by highly qualified teachers is provided to all students.
13. At Title I school wide schools, reform strategies give students the opportunity to meet the state's proficient and advanced levels and utilize instructional strategies that are research based.
14. At Title I school wide schools, strategies are adopted to attract and retain highly qualified, experienced teachers.
15. At Title I school wide schools, there is a plan to assist in the transition of children from preschool to kindergarten.
16. Title I school wide schools will coordinate and integrate federal, state and local services and programs.
17. There are clear procedures for parent and teacher consultation in the planning, implementation and evaluation of the Title I Schoolwide Program, including the development of the Parent-School Compact.
18. The plan is reviewed throughout the school year and evaluated annually.
19. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. [Title 5, Section 3831(b)] For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds [Title 5 Section 3831(c)]

Assurances for the School Site Council (SSC)

1. The School Site Council is constituted correctly and was formed in accordance with state law.
2. The minimum size for any elementary school site council is ten.
3. The number of school staff on the SSC is equal to the number of parents. (Example: 5 parents + 5 staff members = 10 SSC members.)
4. The school principal takes an active role as a member of the School Site Council.
5. Classroom teachers form the majority of the members on the school staff portion of the SSC; these members are selected by classroom teachers.
6. Support personnel on the SSC are employees who work at the school site, and who are not the principal or classroom teachers; these members are selected by support personnel.
7. Parents on the SSC are parents at the school who are not employed at that school site; these members are selected by parents.
8. The SSC has regularly scheduled meetings throughout the school year (minimum of 4). Meetings are kept on file at the school site.
9. The site schedules at least two meetings for parents of English Learners during the year (the site selects two parents and one school

representative to participate in district advisory meetings).

Members of the 2020 - 2021 School Site Council			
SCHOOL STAFF		PARENTS	
Your School Site Council is balanced.			
Principal	Brian MacNeill	Parent/Guardian	Desiree Flores
Other School Personnel	Jeannie Finn	Parent/Guardian	Shauna Crockett-Hill
Teacher	Emberly Vanderkar	Parent/Guardian	Zainab Muhammad
Teacher	Shari Damkier	Parent/Guardian	Hue To
Teacher	Camille Reynolds	Parent/Guardian	Jasbeen Singh

As the School Site Council Chairperson, I attest that the assurances have been reviewed with the School Site Council and the above membership of the School Site Council is accurate.

_____	_____	_____
Name	Signature	Date