



Irene B. West Elementary

Local Control Accountability Plan (LCAP) 2025-2026

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, Action Plans and Progress Monitoring

Irene B. West Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 765) | goalsComplete: 0

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 Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

- All students will learn in an equitable, 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 engage family and community partners.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

Our site team developed a timeline during the 24/25 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-7/18/24

ELAC -9/17/24, 1/30/25, 5/22/25

Site Council - 9/10/24, 11/19/24, 1/28/25, 4/8/25, 5/20/25

Leadership team- 4/22/25

All certificated staff- 4/29/25

Feedback from all stakeholders identified the following needed resources:

1. More staffing needed for before and afterschool tutoring
2. Extracurricular programming such as dance and theater are needed.
3. Release time for teachers to plan/analyze data.
4. EL supports
5. SEL supports

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- Student Self Assessment, AVID and PLC

Student self assessment of Essential Standards

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:

NA

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

West is not an ATSI or CSI designated school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

District Needs and Metrics 1:

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

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

Site Goal 1.1 (SiteGoalID: 8952) (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

Action 1.1.1 (SiteGoalID: 8952) (DTS: 03/11/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
1. <u>August, December, February, June</u> : Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment	<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. 	

<p>windows each trimester as well as help by providing reports with names of students who need to complete assessments.</p> <p>2. <u>August, December, April</u>: Teachers will assess all students using EGUSD interim assessments according to grade level expectations.</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, 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 2024 and in May 2025 in order help determine if teacher efficacy is increasing.</p> <p>No funding needed</p>	<ul style="list-style-type: none"> • <u>August, December, February, June</u>: Teachers will access their student's Illuminate data-analyze it, and determine next steps in order to improve student learning. • <u>August and May</u>: The Principal will analyze the Self-Efficacy Survey results in August 2024 and May 2025 and will share the data with teachers and the SSC.
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Site Goal 1.2 (SiteGoalID: 8762) (DTS: 02/13/25)

Overall English Language Arts (ELA) scores will increase from 48% to 53% and overall Math scores will increase from 42% to 47% of our students meeting or exceeding standards on CAASPP.

Very Low Category:

SWD (Students with Disabilities- ATSI subgroup) will increase from 12% to 15% in ELA and from 12% to 15% in Math

Low Category:

African Americans will increase from 30% to 40%in ELA and 18% to 28% in Math.

EL students will increase from 32% to 42% in ELA and 28% to 38% in Math

Hispanic students will increase from 39% to 49% in ELA and 26% to 36% 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

Action 1.2.1 (SiteGoalID: 8762) (DTS: 02/13/25)

Targeted Student Group(s)

• EL • Hispanic or Latino • Low Income

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>
<ol style="list-style-type: none"> <u>August-December</u>- work with instructional coach to provide PD during staff meetings focused on FHQI implementation- specifically targeting FONT components including look fors, and student talk. <u>August-June</u>: Academic Intervention Teachers will utilize small group instruction and Highly Effective Teaching Strategies to teach targeted Kindergarten through Grade 2 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. ELD teacher to support newcomer students with additional pullout instruction focused on ELD standards. ELD teacher will also support initial/summative ELPAC assessment and EL coordinator duties in collaboration with the Vice Principal. 	<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 upon pre-determined exit criteria. <u>December & April</u>: 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, 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. <u>November, March & June</u>: After each cycle, AITs and teachers will share the data with parents & students. <u>End of each Trimester</u>: 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. 	

3. 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.
4. September 1: AITs identify students in need of academic support based on Illuminate Data, and Letter Grades in Reading.
5. September 1: AITs are to communicate with teachers in order to receive teacher input on students slated to receive intervention.
6. September 1: AITs will meet to determine the frequency of progress monitoring and the assessments to be used for progress monitoring.
7. September 9: AITs and Teachers determine schedules for intervention students.
8. 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.
9. End of Each Trimester (November, March & June): Continue the cycle - identify students, provide intervention, progress monitor and determine the effectiveness of the program.

Salaried Teachers/Classified timesheets:

.8 ELD teacher FTE from Title One \$111,580,
 .2 ELD teacher FTE from EL/Supp \$27895
 1.0 AIT FTE from Supp/Con \$135,556
 Part time para educator (timesheet) \$16,000 (Supp/Con)
 EL timesheet \$2000, EL materials/supplies \$1867

Action 1.2.2 (SiteGoalID: 8762) (DTS: 04/23/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <ol style="list-style-type: none"> <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. <u>September</u>: Increase library book collection to include additional culturally relevant, high interest books for our students. <p>Action 1-Classified Salary: \$46,093 Title one tech- .5625 FTE \$22,083 Title one library books/materials</p>	<p>Progress Monitoring</p> <p>Librarian will pull the following Destiny data yearly to be shared with site admin:</p> <ul style="list-style-type: none"> Number of books checked out Number of reading backpacks checked out to off track students each month 	<p>Evaluation</p>

Action 1.2.3 (SiteGoalID: 8762) (DTS: 04/23/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p style="text-align: center;">Action Plan</p> <ol style="list-style-type: none"> <u>September - June</u>: GATE students will be exposed to enrichment activities by teachers teaching in our GATE Enrichment Classes after school. <u>September - June</u>: GATE Coordinator will assess students in order to qualify additional GATE students. <u>September - March</u>: Materials and supplies will be purchased to support the GATE After School Enrichment Program. <p>Action 1-Certificated Timesheet: \$3,664 GATE</p> <p>Action 2-Certificated Stipend: \$1000 GATE</p> <p>Action 3-Materials/Supplies/Equipment: \$1733 GATE</p>	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> <u>September - June</u>: The GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process in order to potentially qualify additional students from our significant subgroups of under-represented students. <u>December & March</u>: The GATE Coordinator will review student participation data. 	<p style="text-align: center;">Evaluation</p>

Action 1.2.4 (SiteGoalID: 8762) (DTS: 04/23/25)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>
<p><u>Using a variety of instructional strategies, resources, assemblies and technologies to meet student's diverse learning needs:</u> West will purchase online resources, technology, and student acknowledgement to support the extended learning needs of targeted students. Intervention programs such as Lexia Core 5, Book Flix, Truflix, Time for Kids and Accelerated Reader will supplement our core curriculum and support student achievement.</p> <p>(Site licenses/subscriptions- \$30,000 to be funded from T1 carryover) Instructional materials and supplies- \$10000 (Title 1) Site based tutoring provided by West teachers- \$15000(Title 1) Assemblies- \$10000</p> <p><i>Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources to carryout this goal.</i></p> <ol style="list-style-type: none"> <u>August:</u> Purchase supplementary resources to provide additional reading and math support that is accessible at home and in the school. <u>September-December:</u> Provide Professional Development on the use of 	<ul style="list-style-type: none"> <u>September - June:</u> Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction. <u>End of each Trimester:</u> The Principal will analyze the pre and post assessment data (Lexia and AR) for each supplementary resource at the end of each trimester. Data will be shared out with teaching staff. <u>October:</u> The AVID Coordinator will survey teachers on student use of their student agendas. 	<p><i>Accelerated Reader:</i> The number of Accelerated Reader Quizzes taken was _____ as of March 11, 2026 and the percentage passed was ____%.</p>

<p>any supplementary resource we have purchased.</p> <p>3. <u>September - June</u>: Monitor the usage of each supplemental resource for frequency of use along with student progress.</p> <p>4. <u>August - June</u>: 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.</p>		
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Site Goal 1.3 (SiteGoalID: 9371) (DTS: 04/22/25)

Overall implementation of effective active participation will increase from 69.6% to 80% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum. Teacher survey data regarding current level of implementation of active participation will increase from 71.8% to 80%.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.3.1 (SiteGoalID: 9371) (DTS: 04/22/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
AVID- Admin and teaching staff		

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 continue initiative 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 site based training by a PLC coach from Solution Tree and sending a team of teachers to PLC training so that they can become more proficient in Data Analysis, developing Common Formative Assessments, and best use of classroom data to improve student outcomes across the team.

EL PD as needed to address the needs of EL population. Release time for teachers to peer observe individually, with admin/coaches and as a part of Instructional Rounds process.

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 time and collaboration time for teachers on how to further utilize **EGUSD's Illuminate Assessments** for

- 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.

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-May: Site specific coaching provided by Solution Tree focused on student self assessment. Contracts to be established at the beginning of the school year to potentially include Solution Tree and AVID and other PD as needed.

Supp/Con- \$44,620

Title 1- \$59,091

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	111580	Certificated- Salaries
Title I – Basic (4900/3010)	74091	Certificated- Timesheets
Title I – Basic (4900/3010)	46093	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	32083	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	50000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	135556	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	16000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	44620	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	27895	Certificated- Salaries
EL Supplemental (7150/0000)	2000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	1867	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care

District Needs and Metrics 2:

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

or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8763) (DTS: 02/13/25)

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 via maintaining an African American suspension rate under 3% as measured by district suspension data provided by Research and Evaluation Dept.

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8763) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Listening sessions and collaborative work with community partners, students and parents create a plan to address increased participation in advanced coursework, reductions in exclusionary discipline, and better understanding and connections between school staff and the African American community. Site will also establish a Black Student Union to provide space for and to support our Black and African American students. That group will coordinate with and attend</p>	<ul style="list-style-type: none"> • Site admin will collect sign in sheets to monitor participation rates in planning meetings with the MTREC leadership team. Data will be tracked by site admin year to year to look for attendance trends and hopefully increased attendance. • Site admin will run disaggregated suspension reports trimsterly to analyze African American suspension rates. SEL metric data and participation rates in 	

<p>MTREC coalition meetings.</p> <p><u>July-June:</u> 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</p> <p>Funding to contract with Innovation Bridge - \$5000 Title one</p>	<p>leadership and GATE will be collected yearly by site admin.</p>	
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Funding Sources for District Goal 2 (DEV - LCAP ID: 765)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

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

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 8764) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1 (SiteGoalID: 8764) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	

		<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.</p> <p>ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations. Establish site mentoring program focused on PBIS Tier 2 interventions to support students who need additional mentoring/support from certificated staff. Funding for ASIST program to provide structured recess support with goal of reducing recess discipline by 10%. Sitewide assemblies to support PBIS initiative.</p> <p>SEL mentoring-\$24000 Stuctured recess program-</p>	<p>July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>July-June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	<p>Referrals have been reduced by ____%.</p>

\$13250

Funding Sources for District Goal 3 (DEV - LCAP ID: 765)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	13250	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	24000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and services designed to inform and engage family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 8765) (DTS: 02/13/25)

West staff will increase family partnerships in an effort to establish strong relationships with our students' and their families. Site will partner with SEL professionals to establish a monthly parent support network devoted to address areas of homework help, behavioral needs, and technology guidance - measured by 3% increase in parent survey data- school connectedness.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 8765) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<ol style="list-style-type: none">1. <i>August - June</i>: Increase school-wide Family and Community Engagement	<ul style="list-style-type: none">• <i>August - June</i>: After each parent event and survey, the Principal will analyze the	

<p>programs and communication such as:</p> <ul style="list-style-type: none"> • Parent/Teacher conferences • Back to School Night • Parent Universities such as: Monthly parent support nights; 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 (ELAC) • 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. <p>Funding for Classified timesheet Parent Liaison (\$6000) and Parent University (\$4895)- Total \$10,895 Title One Parent Engagement</p>	<p>data to determine if there has been an increase in participation and parent satisfaction with our school.</p> <ul style="list-style-type: none"> • <u>August - June</u>: The Vice Principal will ensure we have posted photos of school events on our school website and Facebook. • <u>August - June</u>: Increased regular usage of teacher-student-parent communication through the use of Talking Points app. 	
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Site Goal 4.2 (SiteGoalID: 9525) (DTS: 05/14/25)

By May of 2026, Chronic absenteeism will reduce from 27% to 21% for ALL students as measured by the California Dashboard.

Orange Designation:

- Black/African American 34% to 20%
- White 26% to 20%
- Students with Disabilities 32% to 20%

Metric: Attendance Rate

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>1. In the summer, establish a site Attendance Team to include an SOA, Admin, Teacher, Counselor, RAIT. This team will monitor attendance and determine action steps for students who are chronically absent, including those in the targeted groups.</p> <p>2. Before school starts, Admin will communicate (electronically, in person, and via mail) to families the absence policy and why it's important to attend school. Continue communications throughout the year.</p> <p>3. Admin will utilize pre-service, along with staff meetings, to train about district policies and positive messaging about attendance.</p> <p>4. The Attendance Team will Plan welcoming traditions for our various students, early grade students, and SWD, Black and White student groups. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p>	<p>Progress Monitoring</p> <p>Progress Monitoring</p> <ul style="list-style-type: none"> Attendance Tech to run the U-ATD1402 Chronically Absent Notification report bi-weekly and will share with the Attendance Team. Administration will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team. The Attendance Team will share data with staff at staff meetings and report to the community. 	<p>Evaluation</p>

Funding Sources for District Goal 4 (DEV - LCAP ID: 765)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	6000	Classified- Timesheets
Title I – Basic (4900/3010)	895	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	4000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$111580	\$0	\$0	\$0	\$111580
Certificated- Timesheets	\$74091	\$0	\$0	\$0	\$74091
Classified- Salaries	\$46093	\$0	\$0	\$0	\$46093
Classified- Timesheets	\$0	\$0	\$0	\$6000	\$6000
Materials/Supplies/Equipment	\$32083	\$0	\$0	\$895	\$32978
Contracts/Services/Subscriptions	\$50000	\$5000	\$13250	\$4000	\$72250

Title I – Basic (4900/3010) Total: \$342,992

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$135556	\$0	\$0	\$0	\$135556
Certificated- Timesheets	\$0	\$0	\$24000	\$0	\$24000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$16000	\$0	\$0	\$0	\$16000
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$44620	\$0	\$0	\$0	\$44620

Supplemental/Concentration (7101/0000) Total: \$220,176

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$27895	\$0	\$0	\$0	\$27895
Certificated- Timesheets	\$2000	\$0	\$0	\$0	\$2000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1867	\$0	\$0	\$0	\$1867
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$31,762

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.

N/A

V. Funding

Irene B. West Elementary (395) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$342,992	\$313,847	\$5,000	\$13,250	\$10,895	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$220,176	\$196,176	\$0	\$24,000	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$31,762	\$31,762	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$594,930	\$541,785	\$5,000	\$37,250	\$10,895	

Fund Subtotals

Subtotal of additional federal funds included for this school

\$342,992

Subtotal of state or local funds included for this school

\$251,938

Title I Centralized Services

Title I Foster Youth	\$0	Title I Homeless	\$0
Title I Centralized Services	\$0	Title I Preschool	\$0

