Irene B. West Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Cheryl Sanchez

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: 2026-2027

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 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.

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 25/26 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, site formative data, discipline data, attendance data, CHKS, and SMART goal data.

The following opportunities for input were provided:
Title One Parent Meetings - 7/17/2025 and 8/21/2025
English Language Advisory Committee Meetings - 10/1/2025, 1/29/2026, 5/13/2026
School Site Council Meetings - 9/30/2025, 11/18/2025, 1/27/2026, 4/14/2026, 5/19/2026
Leadership Team Meeting - 4/28/2026
PLC Leads Meeting - 4/14/2026
Events Committee Meeting - 4/16/2026
Staff Meeting - 4/21/2026

Feedback from all stakeholders identified the following needed resources:
1. Attendance improvement
2. Extracurricular programming such as dance
3. Release time for teachers to plan/analyze data
4. Classroom Management Basics PD
5. How to work with severe student behavior and repeated behaviors
6. SEL supports
7. Assemblies
8. Writing as a schoolwide focus

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:
Use of Illuminate Data each trimester with full day Data/Collaboration Days
PD initiatives - Whole School Writing Initiative
EL AIT position to support ELD program
Regional Equity Work
Training/support in district assessment system - Illuminate
SEL student supports
Attendance supports and incentives
Utilize our Attendance Recovery Program

Reduced or Eliminated goals/services:
Elimination of a paraprofessional on a timesheet.
Elimination of tutoring.

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.

Irene B. West Elementary School is not an ATSI, TSI, or CSI school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 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.**	**Students need high quality classroom instruction and curriculum as measured by:** • 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

ELA
Overall English Language Arts (ELA) will increase from 42% to 50% of our students meeting or exceeding standards on the state CAASPP assessments.

- Students with Disabilities will increase from 6% met or exceeded standards to 10%
- African American students will increase from 24% to 29%
- English Learners will increase from 27% to 32%

Writing
Students will score an average of 5/10 on the Writing Rubric, with less than 20% earning a zero.

Math
Overall Math scores will increase from 37% to 44% of our students meeting or exceeding standards on the state CAASPP assessments.

- Students with Disabilities will increase from 12% met or exceeded standards to 15%.
- African American students will increase from 15% met or exceeded standards to 20%.
- English Learners students will increase from 27% met or exceeded standards to 32%.

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

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Action 1.1.1

Targeted Student Group(s)

• EL • Hispanic or Latino • Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **Instruction and Professional Development** **Provide professional development, supplies and instructional materials to support high quality first instruction.** **1. Implementation of AVID** Purchase supplies and materials to support AVID strategies and program implementation including homework folders, school agendas, binders, journals, and any other allowable, reasonable, and necessary materials. New teachers will be provided the opportunity to attend Summer Institute ***(Title I - Materials/Supplies - $4,816)***	**Progress Monitoring** **1. AVID implementation** will be progress monitored by our AVID coordinator in collaboration with the Leadership Team. The Leadership Team will complete the Coaching and Implementation Instrument each April and share with our Administrative Team to co-develop and adjust school-wide goals. **2.** The **FONT** tool will be used to monitor progress toward implementation of High Quality Instructional Practices. Teachers will receive feedback from the FONT tool at least three times per trimester. Leadership will analyze FONT results at least once per trimester. Results will be shared with staff to	**Evaluation**

(Title I - Contracts/Services - $5,000) **2. Professional Development** Provide professional development focused on **High Quality Instruction**. Build on our work with Active Participation and add Learning Targets and Success Criteria as an area of focus based on FONT data analysis. 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 ELA and MATH in order to assess and measure mastery of standards, identify specific needs for the whole class and 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. Additional Professional Development centered around the implementation of our **Schoolwide Writing Goals** and **Designated ELD instruction** will be provided at designated staff meetings. **3. Professional Learning Communities** - Grade level teams will meet weekly to analyze student achievement data, adjust lesson plans, and develop action plans to increase student achievement on unit assessments, interim assessments, and CAASPP. Release time will be provided to teachers for 1:1 assessment completion, long-term planning, grade level data analysis, and peer observations. ***(Title I - Certificated Timesheets - $54,148)*** *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.*	analyze trends and provide feedback on high quality instruction. **3. PLCs** will analyze student achievement results weekly and will develop action plans for student support at least twice per trimester. School-wide data will be shared with all staff at least once per trimester.	

Action 1.1.2

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
1. Library Technician (0.5625 FTE) will provide additional services to our students such as administering the Accelerated Reader Program, reading to students, and increasing the usage of the library. ***(Title I - Classified Salary - $33,974)*** **2. Increase library book collection** to include additional culturally relevant, high interest books for our students. Purchase necessary book repair supplies to repair damaged high interest titles. Purchase level and genre identifying stickers to ensure students can access material at their level with their interest. ***(Title I - Materials - $7,000)*** *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.*	Our librarian technician will pull ***Destiny*** data each trimester to determine the number of books checked out of the library annually. This data will be shared with administration, teachers, and the SSC.	

Action 1.1.3

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	**Progress Monitoring**	**Evaluation**
1. Use a variety of instructional strategies, resources, assemblies and technologies to meet student's diverse learning and SEL needs: We will purchase online resources, technology, student acknowledgement items/materials, supplemental instructional materials/supplies, and SEL materials/supplies to support the extended learning needs of underperforming students. Intervention programs such as Lexia Core 5, Book Flix, Truflix, Time for Kids, Accelerated Reader, etc... will supplement our core curriculum and support student achievement. ***(Supplemental - Contracts - $30,000)*** ***(Supplemental - Materials - $25,510)*** **2. Assemblies** to promote our **VAPA**	**1.** Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction. Data will be shared with administration who will share with leadership, staff, and school site council once per trimester. Computer Resource Teacher will provide reports for analysis of each supplementary resource at the end of each trimester. Data will be shared with administration who will share with leadership, staff, and school site council once per trimester. **2.** ***VAPA Assemblies*** *will be scheduled to support our Prop 28 VAPA Plan.*	

Program will be scheduled through out the school year. *Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, supplemental resources, technology, software, equipment, and instructional resources to carryout this goal.*		

Action 1.1.4

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **1. Academic Intervention Teacher (1.0 FTE)** 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, prioritizing Grades 1-2 first trimester, then kindergarten, then 3rd grade and beyond as room in the program allows based on student mastering of identified key reading skills. Particular attention and assistance will be focused on our African American, English Learners, Hispanic and Students with Disabilities. ***(Supp Con - Certificated Salary - $112,306)*** **3. K-2 Push-in Support -** A push-in teacher will assist with small group academic instruction for struggling students in Kindergarten, Grade 1, and Grade 2 classrooms. **4. ELD Intervention Teacher (1.0 FTE)** will support newcomer students and students with an ELPAC score of 1 or 2 with additional pullout instruction focused on ELD standards. ELD teacher will also support initial/summative ELPAC assessments and EL Coordinator duties in collaboration with the Vice Principal. ***(Title I - 0.85 FTE - Certificated Salary - $133,458)***	**Progress Monitoring** **1. & 2.** At the beginning of the year, AITs, classroom teachers, and administrators will use Illuminate data and other district screeners to determine the students receiving specific academic support. The AIT team and administrators will meet three times per year to analyze data, progress monitor, and make adjustments to the program to increase student achievement, specifically noting the progress of the following subgroups: African American, English Learners, and Students with Disabilities. **3.** Teachers and intervention staff will assess students every 6-8 weeks to measure academic growth toward standards and dismiss from intervention as needed. **4.** 100% of our EL students' Initial and Summative ELPAC assessments will be completed. EL Coordinator and Vice Principal will pull appropriate reports from RED to regularly monitor initial and summative ELPAC completion. Teacher will collaborate with EL Instructional coach and case managers to ensure accommodations or Alternate ELPAC is provided according to IEP needs. **5.** Each grade level will participate in one field trip per trimester.	**Evaluation**

(EL Supp - 0.15 FTE - Certificated Salary - $23,551) **5. Field Trips -** Pay for transportation to 6th grade camp. ***(Supp - Contracts - $2,000)*** *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.*		

Action 1.1.5

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **Instructional Framework** **1. LEARNING TARGETS - Explicit Key Idea Implementation** Teachers will increase their effective use of **Learning Targets** as measured by the Teaching and Learning Program Implementation Continuum (PIC). **Goals are as follows:** *Clear & Specific = 59% to 70%* *Active Engagement w/LT = 67% to 80%* *Names Learning/Skill = 46% to 60%* *Referenced MultipleTimes/Ways = 37% to 50%* **2. SUCCESS CRITERIA - Relevant Key Idea Implementation** Teachers will increase their effective communication of **Success Criteria** as measured by the Teaching and Learning Program Implementation Continuum (PIC). **Goals are as follows:** Aligns to GL LT = 57% to 70% Illustrates what success looks/sounds like = 43% to 55% *We will purchase allowable, reasonable, and necessary supplies to complete the action*	**Progress Monitoring** **1. & 2.** The FONT tool will be used to monitor progress toward implementation of High Quality Instructional Practices. Teachers will receive feedback from the FONT tool regularly. Leadership will analyze FONT results at least once per trimester. Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success.	**Evaluation**

plan for this goal.		

Site Goal 1.2

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 1.2.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **1.** Classroom teachers will administer **Illuminate Assessments** to all students. • Illuminate Assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL. • Provide release time for primary teachers to administer assessments and all grade levels to analyze student data. **2.** Under the direction of the Vice Principal and EL Coordinator, Initial and Summative **ELPAC Assessments** will be administered by our EL Teacher with additional support provided by highly trained certificated substitute teachers. ***(EL Supp - Certificated Timesheets - $1,634)*** **3.** Under the direction of the Vice Principal, classroom teachers and Learning Center teachers will administer the **CAASPP** to 3-6 grade students. *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.*	**Progress Monitoring** 1. The Principal will pull **Illuminate** reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. The results will be shared with each teacher (for individual completion rate) as well as with the whole staff (for grade level completion rates) and with the School Site Council (for schoolwide data). The completion rate report: https://lookerstudio.google.com/u/0/reporting/5428b43e-3fda-432c-8179-784a1b953326/page/p_esm9zdo1xc **2.** The Vice Principal will run reports monthly to ensure all students in need of the **Initial** and **Summative ELPAC** Assessments have completed the assessments via the following report: https://app.powerbi.com/groups/me/reports/1cd6944e-32fa-4fc0-862f-0e41530ef8df/ReportSection?experience=power-bi This information will be shared with staff and the SSC. **3.** The Vice Principal will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the **CAASPP** or CAA. This information will be shared with staff and the SSC.	**Evaluation**

	https://www.caaspp-elpac.org/resources/administration/toms-resources	

Site Goal 1.3

Increase the overall student achievement of our English Learners.

- LTEL ELA CAASPP - improve from 38.5% to 41%
- EL ELA CAASPP - improve from 27% to 30%
- LTEL Math CAASPP - improve from 23% to 30%
- EL Math CAASPP - improve from 26% to 31%
- In 2025-2026, 49% of our ML students were making progress towards English language proficiency as determined by the California State Department of Education's Dashboard ELPI data. In 2026-27, our goal is to increase this to 55%.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

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Action 1.3.1

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **1.** Continue schoolwide plan for the implementation of **Designated ELD**. • This plan will include a schedule for Designated ELD for each grade level. • Classroom teachers will identify Multilingual student needs in the areas of Listening, Speaking, Reading, and Writing based on analysis of ELPAC scores and Illuminate data. • Classroom teachers will group Multilingual students based this analysis. • Teams will identify curriculum and strategies to utilize during Designated ELD. **2.** Grade Level teachers will be provided MLE coach-led **Professional Development** on both **Designated and Integrated ELD**	**Progress Monitoring** **1.** The Vice Principal will use state dashboard data to determine that at least 15% of our ML students become reclassified as English-proficient. Teachers will submit their schedule for designated ELD instruction to the Vice Principal. **2.** Teachers will analyze interim Illuminate data, looking specifically at multilingual learners and use data to inform target instructional during daily designated ELD time. The Vice Principal will use state dashboard data in order to determine our students' overall progress towards English language proficiency. Our goal is to have 55% or more of our EL students making progress towards	**Evaluation**

instruction. • Provide teachers the understanding needed to increase the use of ELD strategies during designated and integrated instruction. Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.	English proficiency according to the ELPI.	

Funding Sources for District Goal 1		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$182,267	Certificated- Salaries
Title I Basic (4900/3010)	$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	$32,939	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$19,341	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 2:	District Needs and Metrics 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**	**Students need high quality programs and services driven by assessment, data analysis, and action as measured by:** • **African American Disparity** • **Homeless Student Disparity** • **Native American Disparity**

their identities, and address their needs to close achievement, opportunity, and relationship gaps.	**Students with Disabilities Disparity** • **Students in Foster Youth Disparity**

Site Goal 2.1

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

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **1.** 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. Continue our school site's **Black Student Union** to provide space for and to support our Black and African American students. That group will coordinate with and attend MTREC coalition meetings. 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 and BSU collaboratives. ***(Supplemental - Contracts - $3,000)***	**Progress Monitoring** **1.** 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 administrators year to year to look for attendance trends and increased attendance. Site administration will run disaggregated suspension reports each trimester to analyze African American suspension rates. SEL metric data and participation rates in Student Leadership and GATE will be collected yearly by site administration.	**Evaluation**

Site Goal 2.2

Decrease absentee, tardy, and early dismissal rates for all students. West Elementary currently has a chronically absence student rate of 26.7%. Our school site goal is to reduce by 5% to 21.7%. In addition, our goal is to reduce chronically absent students in both African American and Hispanic subgroups from 34% to 20% (AA) and 38% to 20% (Hispanic).

Metric: African American Disparity

Action 2.2.1

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Site initiative to **improve attendance** across all subgroups to include: Weekly Golden Lunchbox Initiative related to attendance, daily messaging to parents about attendance, and targeted intervention by site administrators for students who are chronically absent. Increase parent communication for events and committees via in-person meetings, phone calls, emails, marquee, and social media. Throughout the school year, communicate to families in multiple ways regarding our absence policy and WHY it is important to attend school. Throughout the school year, our office staff will make personal phone calls home after 2 days of students absences. All contacts will be logged into Synergy. Throughout the school year our teachers will make positive calls home, calls to inquire about absences and general calls and communication to parents/guardians. All contacts will be logged into Synergy. Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process. Establish a CICO for chronically absent students.	**Progress Monitoring** SOAs, administrators, Parent Liaison, and teachers to document parent communication in Synergy. SOA to run daily attendance rate, daily tardy numbers, and daily chronically absence rate for the whole school. This is formation is shared daily to our school community on a sandwich board that is located at the front of the school. SOAs and administrators will gather and analyze attendance data monthly. Log and monitor the attendance, early dismissal, and tardy frequencies for African American, Students with Disabilities, White, Two or More, and Hispanic Students. Administrative team to analyze data. Principal to review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with the PBIS Tier II Committee. Administration to share student attendance data with staff at monthly staff meetings.	**Evaluation**

Create an attendance competition/incentive program with rewards (Door magnets, Glow Dance, stickers, tags, badges, attendance awards, bookmarks, water fun, etc...). *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.* ***(Supp - Materials/Supplies - $4,000)***		

Funding Sources for District Goal 2		
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)	$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$10,000	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 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

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

Metric: Other

Action 3.1.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan ACTION 1: July-June Purchase 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. ***(Supp - Materials - $3,000)*** ACTION 2: July - June Hold **PBIS Rotations** at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June **Designate areas** for specific games on the playground with adequate supervision. ACTION 4: July-June **Explicitly teach** rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June Provide monthly **PD for yard supervisors** regarding active yard supervision, de-escalation skills, restorative practices, and game/activity rules and expectations. Provide Restorative Practice PD to yard supervisors, SOAs, custodians, paraprofessionals, and other classified employees.	**Progress Monitoring** 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. PBIS Tier I to monitor incident data and share with staff monthly. Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. 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.	**Evaluation**

Decrease discipline incidents and provide Restorative Practice and Conflict Resolution conversations lead by a certificated person. Provide PBIS Tier 2 interventions and supports to students who are at-risk or who need additional mentoring/support during the school day. ***(Supp - Certificated Timesheet - $40,000)*** Provide Tier I **PBIS incentives** to students. ***(Supp - Materials - $3,000)*** Provide funding for **ASSIST Program** to provide structured recess support with the goal of reducing recess discipline referrals by 10%. ***(Title I - Contract - $91,000)***		

Funding Sources for District Goal 3

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)	$12,714	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)	$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$1	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:	District Needs and Metrics 4:

Family & Community Engagement	Students need parent, family and community stakeholders as direct partners in their education as measured by:
All students will benefit from programs and services designed to inform and engage family and community partners.	• 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

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 (moving from 95% to 98%).

Metric: Parents indicating opportunities for parent involvement

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Action 4.1.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan *August - June:* Increase school-wide Family and Community Engagement programs and communication such as: • Parent/Teacher conferences • Back to School Night • ***Parent Universities such as***: FTAT (Family Teacher Academic Team) Nights; SEL Parent Support Nights/PD by *Education Early*; Family STEM Night; AVID Education Night presented by AVID Coaches; Foundational Reading. • **ELAC** Meetings • **SSC** Meetings • Provide Translation services for parents ***(Title I - Contracts - $2,284)*** **(*Title I - Classified Timesheets* - $2,000)** • Establish & communicate current events in print, website, social media, Talking	**Progress Monitoring** • After each parent event and survey, the Principal will analyze the data to determine if there has been an increase in participation and parent satisfaction with our school. • The Vice Principal will ensure we have posted photos of school events on our school website and Facebook. • Increased regular usage of teacher-student-parent communication through the use of Talking Points app.	**Evaluation**

Points, banners. • Hold Family Picnics in the Quad twice yearly. • Grade Level VAPA Performances • Open House • Support home-to-school communication through Communication Folders and Student Agendas. • Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy.		

Site Goal 4.2

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

Action 4.2.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Establish a site Attendance Team to include an SOA, Administrator, Teacher, Counselor, RAIT. This team will monitor attendance and determine action steps for students who are chronically absent, including those in the targeted groups. Before school starts, Administrators will communicate electronically to families the absence policy and why it's important to	**Progress Monitoring** Attendance SOA 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.	**Evaluation**

attend school. Continue communications throughout the year. Administrators will utilize pre-service, along with staff meetings, to train staff about district policies and positive messaging about attendance. 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.		

Funding Sources for District Goal 4		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$3,000	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$500	Classified- Timesheets
Title I Basic (4900/3010)	$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$20,000	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	$133,458	$0	$0	$0	$133,458
Certificated- Timesheets	$54,148	$0	$0	$0	$54,148
Classified- Salaries	$33,974	$0	$0	$2,000	$35,974
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$11,816	$0	$0	$0	$11,816
Contracts/Services/Subscriptions	$5,000	$0	$91,000	$2,284	$98,284

Title I Basic (4900/3010) Total: $333,680

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$112,306	$0	$0	$0	$112,306
Certificated- Timesheets	$0	$0	$40,000	$0	$40,000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$25,510	$4,000	$6,000	$0	$35,510
Contracts/Services/Subscriptions	$32,000	$3,000	$0	$0	$35,000

Supplemental/Concentration (7101/0000) Total: $222,816

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$23,551	$0	$0	$0	$23,551
Certificated- Timesheets	$1,634	$0	$0	$0	$1,634
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7150/0000) Total: $25,185

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) | 2026-2027

Fund Source ***Mgmt. Code / Description*** ***Resc. Code / Description***	**Allocation**	**EGUSD Strategic Goals** **1. Curriculum and Instruction**	**2. Targeted Supports & Interventions**	**3. Wellness**	**4. Family Engagement**	**Balance**
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$333,680	$238,396	$0	$91,000	$4,284	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$222,816	$169,816	$7,000	$46,000	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$25,185	$25,185	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$581,681	$433,397	$7,000	$137,000	$4,284	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$333,680
Subtotal of state or local funds included for this school	$248,001