



Edna Batey Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: William Jones

County-District-School (CDS) Code: 34673140101790

**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

Edna Batey Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 747) | 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?

At Edna Batey Elementary, our stakeholder engagement process for the 2024–2025 Local Control and Accountability Plan (LCAP) and Annual Update was rooted in transparency, collaboration, and a shared commitment to continuous improvement. Engagement occurred throughout the school year, allowing for real-

time feedback, reflection, and action planning across all educational partner groups.

Key Stakeholder Engagement Dates:

- Leadership Team Meetings: 9/5/24, 10/3/24, 11/7/24, 12/5/24, 1/9/25, 2/6/25, 3/6/25, 4/3/25, 5/1/25
- Staff Meetings: 8/12/24, 9/9/24, 10/7/24, 11/4/24, 12/9/24, 1/13/25, 2/10/25, 3/10/25, 4/14/25, 5/12/25 (Focus: Review of implementation, site data, and strategy alignment)
- School Site Council (SSC): 9/26/24, 12/12/24, 2/6/25, 3/20/25, 4/23/25
- Final review and approval of the 2025–2026 LCAP: 5/21/25
- ELAC (English Learner Advisory Committee): 11/8/24, 2/7/25, 5/2/25 (Focus: EL supports, reclassification data, designated/integrated ELD supports)
- Parent, Staff, and Student Surveys: Distributed beginning 11/8/24 (Window closed: 5/9/25)

Inclusive initiatives such as Batey Belonging Week (April 14–18, 2025), the Silent Disco experience, affinity interviews, and Loving on Levels provided additional insight into the needs of students with disabilities and multilingual learners. These community-centered events allowed stakeholders to contribute in nontraditional but impactful ways to our site vision and LCAP development.

2. Impact of LCAP and Annual Update

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

Academic Growth

- English Language Arts (ELA): 70% of all students met or exceeded standards on the 2024 CAASPP. Growth was noted among English Learners (40%), Hispanic students (66%), and Students with Disabilities (31%).
- Mathematics: 64% of all students met or exceeded standards. Data analysis during PLCs led to tailored instruction and strategic supports for underperforming student groups.
- Reclassification: 19% of English Learners were reclassified, a meaningful increase from the prior year and above the 15% district target.

Instructional Practice and Professional Learning

- Teachers engaged in ongoing PLC release time to analyze formative data, adjust instruction, and collaborate with the Academic Intervention Teacher (AIT).
- Site walkthroughs and FONT data reflected a 50% increase in the use of research-based instructional strategies.
- PIC ratings showed growth in use of learning targets and active participation strategies aligned to the district's Instructional Framework.

School Climate and Belonging

- Student perception of belonging rose to 81% (student survey), while parent perception of school culture exceeded 95%.
- PBIS implementation fidelity rose from 93% to 96% for Tier I and 96% to 97% for Tier II supports.
- Events like Batey Belonging Week and classroom co-teaching during field trips increased visibility and inclusion of Lvl's program students.

Multilingual Learner and Equity-Focused Supports

- 65% of English Learners demonstrated ELPI progress.
- Targeted EL shadowing, ELD block optimization, and parent engagement through ELAC contributed to better outcomes.
- Equity analysis from affinity interviews was used to realign incentives and Tier I structures for belonging, as reflected in our PBIS system redesign.

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.

N/A

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>High-Quality Curriculum, Instruction & Assessment</p> <p>All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none">• 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
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<p>Site Goal 1.1 (SiteGoalID: 8934) (DTS: 01/01/10)</p> <p>95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course</p> <p>Metric: Test Participation Rate on Districtwide Assessments</p>
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<p>Action 1.1.1 (SiteGoalID: 8934) (DTS: 03/11/25)</p> <p>Targeted Student Group(s)</p> <ul style="list-style-type: none">• All		
<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>

<ul style="list-style-type: none"> • Administer all district-required assessments according to district timelines • Provide certificated timesheets to release teachers for PLC data review and instructional planning tied to interim benchmarks. • Schedule small group intervention sessions within the instructional day for students identified as below benchmark, supported by general education teachers and intervention specialists. • Purchase supplemental reading materials (e.g., Scholastic, Accelerated Reader licenses) and resources for intervention and enrichment. • Provide intervention and supplemental supplies, technology, printshop orders, books, workbooks, replacement equipment, service contracts, ink, paper and other instructional materials and parts for purchases and intervention programs. • Deliver beginning-of-year refresher PD for staff on small group intervention structures and first best instruction. <p>Certificated Timesheets Sup/Con \$10,000 Materials/Supplies (Curriculum, Licenses) Sup/Con \$24,000</p>	<ul style="list-style-type: none"> • Interim assessment participation reviewed monthly by administration and leadership team. • PLC teams engage in structured Data Talks following each interim benchmark window (October, January, March). • FONT walkthroughs focused on engagement and small group instruction practices conducted quarterly. • Intervention rosters updated at least once per trimester based on new data (October, January, April). 	
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Action 1.1.2 (SiteGoalID: 8934) (DTS: 04/28/25)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at- 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative

risk students, as related to your goal.	your action plan. What formative student data will you collect and how often?	data as you collect it. <ul style="list-style-type: none"> • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <ul style="list-style-type: none"> • Fund certificated timesheets for ELPAC testing (Initial and Summative) coordination, test scheduling, and submission tracking. • Fund certificated timesheets to monitor RFEP students quarterly and complete EGUSD required monitoring forms. Additional Coordinator duties include identification/placement of EL students, reclassification, and parent communication. <p>Certificated Timesheets EL Sup \$6000</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Monitor ELPAC participation rates monthly during window. • Collect RFEP monitoring forms October, January, April. 	<p>Evaluation</p>

Action 1.1.3 (SiteGoalID: 8934) (DTS: 04/28/25)

Targeted Student Group(s)

- EL • R-FEP

<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> <ul style="list-style-type: none"> • Fund certificated timesheets for planning Designated ELD lessons and professional development with EL instructional coach. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Analyze interim assessment results for growth in EL students' academic language skills. 	<p>Evaluation</p>

<ul style="list-style-type: none"> • Purchase supplemental academic language development materials (vocabulary resources, organizers, sentence frames). • Fund contracts/services for administrator professional learning on leading ELD and ELPAC systems (compliance, walkthroughs, equity leadership). • Fund certificated or classified timesheets for EL/Newcomer small group tutoring under the supervision of the site's EL instructional coach. Lessons will follow district-provided lesson plans and target foundational ELD, vocabulary, and reading fluency. <p>Certificated Timesheets EL Sup \$2000 Materials/Supplies EL Sup \$1081 Contracts/Services \$2500</p>	<ul style="list-style-type: none"> • Compare ELPAC domain scores (Listening, Speaking, Reading, Writing) from Fall to Spring. • Evaluate staff feedback after PD sessions to determine needs for ongoing coaching or support. 	
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Action 1.1.4 (SiteGoalID: 8934) (DTS: 04/28/25)

Targeted Student Group(s)

- EL

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
<ul style="list-style-type: none"> • Host targeted EL Parent Workshops to strengthen communication and understanding of academic expectations. 	<ul style="list-style-type: none"> • Maintain sign-in sheets for all EL-focused parent workshops and ELAC meetings. • Collect parent feedback surveys after each workshop 	

<ul style="list-style-type: none"> • Provide bilingual translation/interpretation (as needed) and materials at events. <p>Materials/Contracts: \$1000</p>	<p>to assess satisfaction and learning outcomes.</p> <ul style="list-style-type: none"> • Track attendance trends across the year for outreach events. 	
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Site Goal 1.2
(SiteGoalID: 8690)
(DTS: 02/13/25)

Implementation of high-quality instructional strategies (student talk, active participation, feedback, formative assessment, learning targets, and success criteria) will increase from **64% to 75%** by the end of the school year, as measured by **Student Perspective Survey** data.

- Administrative FONT walkthrough data will align to student perception data within 5 percentage points.
- Implementation will be supported through targeted professional learning, PLC collaboration, and admin-led coaching cycles.

2024–25 Batey Baseline Data:

- Student Perspective Survey (instructional alignment): 64%
- FONT walkthroughs (Learning Target + Engagement domains): 59%

Metric: Student Talk

Action 1.2.1
 (SiteGoalID: 8690)
 (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 <i>formative student data</i> 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
<ul style="list-style-type: none"> • Fund certificated substitutes to release grade-level and support teams approximately three times per year to 	<ul style="list-style-type: none"> • Collect and review PLC meeting minutes and Data Dive reflection templates each trimester. 	

<p>analyze interim assessment data, identify instructional needs, and plan Tier 1 and Tier 2 interventions.</p> <ul style="list-style-type: none"> • Provide substitute coverage to support PLC cycles focused on refining Learning Target clarity, engagement strategies, and FONT walkthrough feedback debriefs. • Support certificated coverage for Special Education and ELD Teams to engage in IEP/ELPAC-aligned data review and intervention planning. • Ensure substitutes are available for administrative leadership calibration around FONT walkthrough data and instructional framework alignment. <p>Certificated Timesheets Sup/Con \$12000</p>	<ul style="list-style-type: none"> • Track interim assessment growth trends tied to PLC/data analysis days. • Review FONT Walkthrough calibration data for evidence of improved instructional alignment after release days. 	
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Site Goal 1.3 (SiteGoalID: 9549) (DTS: 05/19/25)

Increase the number of students reaching proficiency on CAASPP, with a schoolwide emphasis on writing across content areas and consistent assessment cycles.

2023–24 CAASPP Baseline Data (Batey):

- ELA: 70% met or exceeded
- Math: 71% met or exceeded

EGUSD/State Comparisons:

- EGUSD: ELA 52%, Math 41%
- State: ELA 47%, Math 36%

Subgroup ELA Proficiency Baselines and Targets:

- English Learners: 41% → 44%
- Students with Disabilities: 36% → 39%
- Socioeconomically Disadvantaged: 54% → 57%
- African American: 44% → 47%

Subgroup Math Proficiency Baselines and Targets:

- English Learners: 36% → 39%
- Students with Disabilities: 26% → 29%
- Socioeconomically Disadvantaged: 42% → 45%

- African American: 39% → 42%

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

Action 1.3.1 (SiteGoalID: 9549) (DTS: 05/19/25)

Targeted Student Group(s)

- All

<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>Disaggregate CAASPP data by subgroup and guide teacher teams in developing targeted instructional plans.</p> <ul style="list-style-type: none"> • Maintain sitewide writing emphasis with rubrics and exemplars used across disciplines. • Continue professional development aligned with writing, reading comprehension, and mathematical practices. • Reinforce Instructional Framework practices (student talk, success criteria, formative feedback) through walkthroughs and coaching. • Monitor student writing progress through triannual prompts and common rubrics. • Provide designated data time in PLCs to analyze CAASPP-aligned benchmarks. 	<p>Progress Monitoring</p> <p>CAASPP data trends reviewed annually by subgroup and grade level.</p> <ul style="list-style-type: none"> • PLCs use interim assessments and writing tasks to evaluate subgroup growth. • Walkthrough notes used to verify presence of writing instruction, success criteria, and formative assessment practices. • Quarterly student writing benchmark analysis with rubrics. • CAST performance data reviewed annually to identify subgroup needs. 	<p>Evaluation</p>

<ul style="list-style-type: none"> Support teachers in implementing NGSS-aligned curriculum and CAST preparation strategies, including vocabulary development and data interpretation practices. <p>Funding is covered in prior action steps in Goal 1</p>		
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Funding Sources for District Goal 1 (DEV - LCAP ID: 747)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	22000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	16000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	11500	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	7000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	2081	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	3500	Contracts/Services/Subscriptions

District Strategic Goal 2:	District Needs and Metrics 2:
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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.

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
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8691) (DTS: 02/13/25)

Increase the percentage of classrooms consistently implementing Learning Targets from **67% to 73%** by June 2026, as measured by the Teaching and Learning PIC survey and FONT walkthrough data.

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8691) (DTS: 02/13/25)

Targeted Student Group(s)

- Black or African American • SWD

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
<ul style="list-style-type: none">• Provide professional learning days facilitated by instructional coaches from Ed Services in collaboration with site administration and leadership.• Fund certificated timesheets for PLC planning and alignment.• Conduct regular FONT walkthroughs focused on learning target visibility, led by administration.• Implement student voice checks through	<ul style="list-style-type: none">• FONT Walkthrough Data: Collected quarterly by administration, analyzed by subgroup (African American, EL, SWD, Low Income).• Teaching and Learning PIC Data: Collected through Research and Evaluation, analyzed by subgroup.• PLC Planning Documentation: Adjusted and reviewed during grade-level data days, led by administration.	

<p>walkthroughs, ensuring students can articulate learning targets</p> <p>Certificated Timesheets Sup/Con \$14,000</p>	<ul style="list-style-type: none"> • Grade-Level Data Analysis: PLCs will review subgroup performance using Illuminate and classroom formative assessments. • Observation Trends: Administration will conduct targeted follow-up walkthroughs in classrooms with high subgroup performance gaps. 	
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Funding Sources for District Goal 2 (DEV - LCAP ID: 747)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	14000	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 (SiteGoalID: 8692) (DTS: 01/01/10)

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

Metric: Other

Action 3.1.1 (SiteGoalID: 8692) (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>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</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.</p> <p>Materials/Supplies Sup/Con \$3000</p>	<p>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>	
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Site Goal 3.2 (SiteGoalID: 9478) (DTS: 04/28/25)

Increase PBIS Tier I TFI score from **93% to 96%** and Tier II score from **96% to 97%** by May 2026.
Reduce overall student referrals by **10%**, with a **15% reduction** for African American students.

Metric: Other

Action 3.2.1 (SiteGoalID: 9478) (DTS: 04/28/25)

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

- Fund contracts/services to continue Batey Belonging Week, Silent Disco, and the Multicultural Assembly to celebrate diversity and foster inclusion.
- Fund the maintenance and restocking of Bobcat Den (e.g., art supplies, replacement games, etc.)
- Purchase PBIS acknowledgment materials, including prizes, signage, spirit incentives, belonging-focused visual materials for campus, and supplies for the Student Store, which will become the central PBIS Tier I acknowledgement system.
- Provide classified timesheets to support the planning and execution of belonging events, student celebrations, and PBIS Tier II supports.
- Expand Tier II interventions (Check-in/Check-out, SMART Plans, attendance check-ins) with staff training and monitoring logs.
- Provide sitewide training on restorative practices and equity-focused responses to behavior incidents.
- Expand inclusion opportunities for Lvl students (reverse mainstreaming activities, peer buddies, Hands and Hooves field trip, Touch of Understanding disability awareness program).
- Conduct quarterly PBIS Tier I and II team reviews to update systems based on referral and perception data.

Contracts/Services Sup/Con

\$16,000

Classified Timesheets Sup/Con

\$3000

Materials/Supplies Sup/Con

\$8000

- Administer Tiered Fidelity Inventory (TFI) annually for Tier I and Tier II PBIS systems.
- Collect and review PowerBI referral data monthly, focusing on subgroups and major infractions.
- Climate Survey (Rapid Cycle Measurement) administered twice yearly to gauge belonging and campus climate.
- Collect and review participation data for Batey Belonging Week, Lvl activities, and PBIS incentives each trimester.

Funding Sources for District Goal 3 (DEV - LCAP ID: 747)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	3000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	8000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	19000	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: 8693) (DTS: 02/13/25)

Reduce chronic absenteeism from **17.7% to 15.7%** by June 2026.

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 8693) (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?
<div><div>Action Plan</div><div><ul style="list-style-type: none">• Identify students with chronic absenteeism risks based on first attendance pull in September 2025.• Schedule monthly Attendance SMART Team meetings to review Tier II students and intervention plans.• Implement Tier II supports such as parent conferences, porch visits (with AIO support), and attendance contracts.• Recognize and reward students for improved attendance monthly and trimesterly with prizes and public acknowledgments.• Use classified timesheets to support targeted attendance outreach (calls, porch visits coordination, follow-up).</div><div>Classified Timesheets Sup/Con \$2000</div></div>	<div><div>Progress Monitoring</div><div><ul style="list-style-type: none">• Monthly PowerSchool chronic absenteeism reports.• Trimester summaries of progress for Tier II students.</div></div>	<div><div>Evaluation</div></div>

Materials/Supplies Sup/Con
\$2000

Site Goal 4.2 (SiteGoalID: 9479) (DTS: 04/28/25)

Increase parent favorable responses on the annual EGUSD Family Survey by **5%** (focus on communication, connection to school, and academic support).

Metric: Parents indicating a respectful and welcoming school environment

Action 4.2.1 (SiteGoalID: 9479) (DTS: 04/28/25)

Targeted Student Group(s)

• EL • Hispanic or Latino • Low Income • Two or More

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
<ul style="list-style-type: none">Host regularfamily engagement events (Coffee and Conversations, ELAC Parent Workshops, LVLS Caregiver Cafés).Expand WatchDOGS program to increase male role model presence on campus.Offer bilingual communication options and provide multilingual support at family events.Fund materials and refreshments for events to create a welcoming environment.Use classified timesheets to coordinate event planning,	<ul style="list-style-type: none">Track number of family engagement events and attendance counts quarterly.Monitor distribution rates and completion rates for annual family survey.Collect parent feedback forms at each event for ongoing improvement.	

translation support, and parent surveys.		
Classified Timesheets Sup/Con \$1000		
Materials/Supplies Sup/Con \$2000		

Funding Sources for District Goal 4 (DEV - LCAP ID: 747)		
Funding Source	Amount	Description of Use
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)	3000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	4084	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

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$22000	\$14000	\$3000	\$0	\$39000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$3000	\$3000
Materials/Supplies/Equipment	\$16000	\$0	\$8000	\$4084	\$28084
Contracts/Services/Subscriptions	\$11500	\$0	\$19000	\$0	\$30500

Supplemental/Concentration (7101/0000) Total: \$100,584

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$7000	\$0	\$0	\$0	\$7000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$2081	\$0	\$0	\$0	\$2081
Contracts/Services/Subscriptions	\$3500	\$0	\$0	\$0	\$3500

EL Supplemental (7150/0000) Total: \$12,581

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

Edna Batey Elementary (210) | 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	\$0	\$0	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$100,584	\$49,500	\$14,000	\$30,000	\$7,084	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$12,581	\$12,581	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$113,165	\$62,081	\$14,000	\$30,000	\$7,084	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$113,165	Title I Centralized Services \$0	Title I Preschool \$0

