



James McKee Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Dreena Freeman

County-District-School (CDS) Code: 34673146033088

**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

James McKee Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 767) | 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.
-

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?

We have met throughout the school year to discuss, evaluate, modify, communicate the district eight strategic goals and priorities for supporting students academically, behaviorally, and social-emotionally so students come to school in a welcoming environment ready to learn and become college and career ready.

The following meetings were held over the course of the school year to seek input from the following educational partners:

Site Ldshp Team: 9/4/24, 10/2/24, 11/1/24, 1/8/25, 2/5/25; 3/5/25, 4/9/25

Staff mtg: 8/8/23, 9/11/24, 10/9/24, 11/13/24, 1/6/25, 2/12/25; 4/16/25

Back-To-School Night: 8/9/24

School site Council: 9/12/24, 10/24/24, 3/27/25; 4/17/25;

ELAC Mtg: 9/13/24, 12/8/25, 2/6/25, 4/16/25

2. Impact of LCAP and Annual Update

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

The consultations supported the need for the reduction/elimination of programs, subscriptions, and supplies based on data from the previous years that determine the usage, the growth of academics, and engagements of students and families. As a result of the input from our various educational partners at McKee, we are hoping to continue services or increase services that directly impact student academics in reading. We will continue to support an additional .6 AIT teacher so we can cover more students without increasing the small group size. Additionally, we will continue to provide subs once per trimester and at the beginning of the year to support teachers who will assess their student's progress in illuminate, release days - 2 days per year, music in classrooms, Young Rembrandts art docent program, continue to support our AVID program which is now school-wide.

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.

NA

Goals, Actions, and Progress Indicators

District Strategic 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.

District Needs and Metrics 1:

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 (SiteGoalID: 8954) (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: 8954) (DTS: 03/11/25)

Targeted Student Group(s)

- School-wide

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> <p>All teachers in TK-6 will administer grade-level appropriate assessments using the district's Illuminate assessment system in each trimester. Subs for teachers administering assessments will be provided. Release time will be provided for teachers to analyze student data and to plan accordingly.</p> <p>. 4 FTE AIT (Title) and a .2 FTE (Supplemental) teacher will support Early Literacy in K-3, working with students in small groups to build students skills in ELA.</p> <p>Certificated Timesheets: \$6000 - Title 1 Basic \$6000 - Supplemental</p>	<p>Progress Monitoring</p> <p>Admin will review the reports in Illuminate each trimester to determine the percentage of students who have been assessments and share data with teachers.</p>	<p>Evaluation</p>

Certificated salaries:
Title 1 - \$71,243
Supplemental - \$35,622

Site Goal 1.2 (SiteGoalID: 8770) (DTS: 02/13/25)

Teachers will increase their effective use of student talk from 70.7% to 75% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Student Talk

Action 1.2.1 (SiteGoalID: 8770) (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
<ol style="list-style-type: none">1. Teachers will participate in classroom observations once a quarter/trimester utilizing the description of practice to support implementation of the instructional framework2. Teachers will use PLC time and/or release time to develop learning targets for future lessons3. Provide professional development with site instructional coach to improve teacher efficacy in	<ol style="list-style-type: none">1. Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented.2. Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success	

<p>using learning targets to improve student outcomes</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> <p>Certificated Timesheets: \$6800 - Supplemental \$6800 - Title 1 Basic</p>		
--	--	--

Site Goal 1.3 (SiteGoalID: 9130) (DTS: 04/09/25)

100% of EL students will complete ELPAC and initial testing throughout the school year.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.3.1 (SiteGoalID: 9130) (DTS: 04/09/25)

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
<p>1.The MLE site coordinator will conduct the initial and ongoing ELPAC testing of our EL students at the beginning the year, throughout the year for new students entering school and in the spring for the annual testing.</p> <p>Certificated Timesheets; \$5500 - EL funding</p>	<p>1. VP will run reports of students who identify as EL and will review reports to see which students need assessments in 30 days monthly.</p>	

Site Goal 1.4 (SiteGoalID: 9532) (DTS: 05/15/25)

Increase the number of EL students who redesignate to fluent in English.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.4.1 (SiteGoalID: 9532) (DTS: 05/15/25)

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 1. Tutoring services will be offered to EL students to support student learning throughout the year. 2. Supplemental supplies and curriculum will be provided to support EL services. 3. Teachers will provide 30 minutes of Designated ELD instruction daily (no funding). 4. EL coordinator will support the identification/placement of EL students, reclassification, EL/RFEP monitoring, and support for ELAC meetings. 5. Utilize ML instructional coach to provide professional development tailored to the needs of our multilingual learners. We will purchase allowable, reasonable, and necessary supplemental supplies to complete the action plan for this goal.	Progress Monitoring Admin will review report card grades at the end of each trimester. Admin will review the results of initial and yearly ELPAC scores to see who is moving up levels in gaining academic language.	Evaluation

Certificated Timesheets:

\$2500 - EL Funding

Site Goal 1.5 (SiteGoalID: 9533) (DTS: 05/15/25)

The number of students in 3rd - 6th who demonstrate proficiency in ELA and Math on the summative assessment (CAASPP) will increase by 15% as follows:

ELA:

3rd: 32% to 47%

4th: 38% to 55%

5th: 30% to 45%

6th: 49% to 64%

Math:

33% to 48%

33% to 48%

21% to 36%

42% to 57%

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

Action 1.5.1 (SiteGoalID: 9533) (DTS: 05/15/25)**Targeted Student Group(s)**

- School-wide

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. AVID strategies will be used school-wide to support student learning.2. Teachers who will be provided the opportunity to participate in annual AVID summer institute and other PD throughout the year.2. Teachers will participate in observations of site classroom using AVID strategies to increase their knowledge of implementation of strategies to improve student outcomes.	<ol style="list-style-type: none">AVID Coordinator will schedule two observations throughout the year with district AVID personnel to walk-thru classrooms and provide feedback on AVID strategies used/observed.2. Admin will conduct walkthroughs weekly to support the implementation of Instructional Framework strategies and monitor the teaching and learning goals for the site.3. Admin will consult/plan with site	

3. Teachers will receive PD on Instructional Framework strategies to promote and support student academic progress. 4. Teachers will receive release days to collaborate and analyze student data and to work with site coaches to ensure lessons are structured to support students learning. Certificated Timesheets: \$2500 - Supplemental \$2500 - Title 1 Basic	coaches on PD based on the FONT data to support the implementation of the Instructional framework to improve student outcomes.	
--	--	--

Funding Sources for District Goal 1 (DEV - LCAP ID: 767)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	78064	Certificated- Salaries
Title I – Basic (4900/3010)	5979	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	3027	Classified- Timesheets
Title I – Basic (4900/3010)	10000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	20000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	35622	Certificated- Salaries
Supplemental/Concentration (7101/0000)	12800	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)	15000	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	3700	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	2848	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	2000	Contracts/Services/Subscriptions

District Strategic 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.

District Needs and Metrics 2:

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: 8771) (DTS: 02/13/25)

The number of students with disabilities who nearly met, met, or exceeded standards on the Math CAASSP will improve from 34% to 40% by the end of the 25-26 school year.

The number of students with disabilities who nearly met, met, or exceeded standards on the ELA CAASSP will improve from 35% to 40% by the end of the 25-26 school year.

Metric: Students with Disabilities Disparity

Action 2.1.1 (SiteGoalID: 8771) (DTS: 02/13/25)

Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it.

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none"> In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p align="center">Action Plan</p> <ol style="list-style-type: none"> After School tutoring - teachers provide after school tutoring by grade level to support Math and ELA Academic Intervention Teachers will support assessments with teachers. AITs will see students daily for 20 minutes to support reading skills in K-2. <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> <p>Certificated Timesheets: \$5000- Title 1 Basic</p>	<p align="center">Progress Monitoring</p> <ol style="list-style-type: none"> Teachers will give illuminate benchmark assessments each trimester. MTSS team will review data throughout the year to determine if student are making progress AIT will report data to Admin Team monthly on student progress Subgroup Data will be analyzed at least trimesterly to determine progress, program improvements. 	<p align="center">Evaluation</p>

Funding Sources for District Goal 2 (DEV - LCAP ID: 767)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	6000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	2000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	<input type="text" value="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: 8772) (DTS: 01/01/10)

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

Metric: Other

Action 3.1.1 (SiteGoalID: 8772) (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.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</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>	

Site Goal 3.2 (SiteGoalID: 9481) (DTS: 04/28/25)

Students will increase school engagement while participating in VAPA during the school day.

Metric: Other

Action 3.2.1 (SiteGoalID: 9481) (DTS: 04/28/25)

Targeted Student Group(s)

- School-wide

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>1. Students will participate in visual and performing art lessons throughout the day to increase their artistic skills.</p> <p>Contracts: 15,000 Supplemental</p>	<p>Student surveys from prospective surveys.</p>	

Funding Sources for District Goal 3 (DEV - LCAP ID: 767)		
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)	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)	15000	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: 8773) (DTS: 02/13/25)

Chronic absenteeism will decline by 10% or higher by increasing our parental engagement activities and family nights.

Metric: Percent Chronically Absent

Action 4.1.1 (SiteGoalID: 8773) (DTS: 02/13/25)

Targeted Student Group(s)

- School-wide

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"> 1. Work with attendance office to ensure that front office staff is skilled in entering correct attendance coding. 2. Parent liaison will contact families to invite them to activities on campus. 3. Parents will be invited to attend PD targeted at skills to support them with their students at home. 4. Attendance incentives to support increased attendance. 	<p>Progress Monitoring</p> <ol style="list-style-type: none"> 1. Admin will review and share attendance data with parent groups in ELAC, SSC, parent nights, newsletters. 2. Admin will announce classrooms with highest attendance monthly. 	<p>Evaluation</p>

Site Goal 4.2 (SiteGoalID: 9530) (DTS: 05/15/25)

We will offer multiple opportunities for families to engage in campus activities to support students and families and their connection to school.

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1 (SiteGoalID: 9530) (DTS: 05/15/25)

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 progress monitoring your action plan. What 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it.

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none"> In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. We will implement FTAT nights for all grade levels to support learning both at home and in school. 2. We will continue to offer school-wide events such as Back To School Nights, Open House, After school clubs, Family Picnic Day, Harvest Festival,	Progress Monitoring 1. We will collect attendance information at our FTAT nights and Open House. 2. We will analyze the Parent Prospective Survey information to evaluate programing and climate information to determine next steps.	Evaluation

Funding Sources for District Goal 4 (DEV - LCAP ID: 767)		
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)	2000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	5000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	1158	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	6500	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

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	\$78064	\$0	\$0	\$0	\$78064
Certificated- Timesheets	\$5979	\$6000	\$0	\$0	\$11979
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$3027	\$0	\$0	\$0	\$3027
Materials/Supplies/Equipment	\$10000	\$2000	\$0	\$2000	\$14000
Contracts/Services/Subscriptions	\$20000	\$0	\$0	\$5000	\$25000

Title I – Basic (4900/3010) Total: \$132,070

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$35622	\$0	\$0	\$0	\$35622
Certificated- Timesheets	\$12800	\$0	\$0	\$5000	\$17800
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$1158	\$1158
Contracts/Services/Subscriptions	\$15000	\$0	\$15000	\$6500	\$36500

Supplemental/Concentration (7101/0000) Total: \$91,080

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	\$3700	\$0	\$0	\$0	\$3700
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$2848	\$0	\$0	\$0	\$2848
Contracts/Services/Subscriptions	\$2000	\$0	\$0	\$0	\$2000

EL Supplemental (7150/0000) Total: \$8,548

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

James McKee Elementary (315) | 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	\$132,070	\$117,070	\$8,000	\$0	\$7,000	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$91,080	\$63,422	\$0	\$15,000	\$12,658	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$8,548	\$8,548	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$231,698	\$189,040	\$8,000	\$15,000	\$19,658	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$132,070	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$99,628	Title I Centralized Services \$0	Title I Preschool \$0

