



James McKee Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Christa Roberts

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: 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?

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

School Site Council Meetings

February, 2026 and April, 2026

Parents and School Staff reviewed the current LCAP goals and made suggestions regarding services and spending priorities.

ELAC Meeting

February, 2026

Families of English Learners met regionally with the Vice Principal and discussed the needs of multilingual students, as well as the programs and services that families would like to see on our campus.

Leadership Meeting

April, 2026

Teacher leaders provided feedback on current programs and supports and shared information from grade levels about needs for the 26-27 school year.

Staff Meeting

April, 2026

Shared proposed budget with entire school staff. Sent out an LCAP Survey to ALL staff (certificated and classified) to gather feedback on staff priorities for the 26-27 school year.

2. Impact of LCAP and Annual Update

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

Ongoing consultation with educational partners plays a critical role in shaping our LCAP for the upcoming year by ensuring the plan reflects the real needs, priorities, and experiences of the school community. Through input from students, families, teachers, staff, and community members, we can better identify areas of need, set meaningful goals, and make informed decisions about how to allocate resources. This feedback also helps evaluate the effectiveness of current programs and guides improvements or changes where needed.

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

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

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

Targeted Student Group(s)

- School-wide

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 <i>formative student data</i> 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. Initial ELPAC Assessments will be administered This will happen under the direction of the vice principal. 3. Summative ELPAC Assessments will be administered by time-sheeted teachers to all eligible students. This will happen under the direction of the vice principal. 4. CAASPP will be administered to 3-6 grade students by classroom teachers and Learning Center teachers. 5. EL Coordinator- A staff member will serve as our EL Coordinator. They will support the implementation and monitoring of our site's EL program by coordinating ELPAC testing, monitoring student progress, supporting teachers with ELD strategies, facilitating communication with families, and ensuring compliance with district and state EL requirements. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Certificated Timesheets: Title1 - \$6,750 Certificated Timesheets: EL Sup: \$4,931	Progress Monitoring 1. Admin will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. This information will be shared with the staff after the conclusion of the assessment window. 2. The vice principal will run reports monthly to ensure all students in need of the initial ELPAC have completed the assessment. This information will be shared with staff after the conclusion of the assessment window. 3. Vice principal will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the CAASPP or CAA and at least 95% of EL students have completed the ELPAC or alternate ELPAC. This information will be shared with staff after the conclusion of the assessment window.	Evaluation

Site Goal 1.2

The number of students who demonstrate proficiency in ELA and Math on the summative assessment (Illuminate) will increase by 5% in all grade levels.

Metric: Test Participation Rate on Districtwide Assessments

Action 1.2.1

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 (AIT) .5 FTE AIT (Title) and a .1 FTE (Supplemental) teacher will provide targeted support to students who are struggling with core subjects like reading, writing, or math. They will assess students' learning needs, design small-group or one-on-one instruction, and use specialized strategies to help close skill gaps. They will also collaborate with classroom teachers to monitor progress and adjust instruction so students can meet grade-level expectations. Certificated Salary: Title1: \$86,027 Sup: \$14,325 2. AIT Materials - We will purchase allowable, reasonable, and necessary supplies to complete the Action plan for this goal. Materials/Supplies/Equip: Title1:\$870 3. Classified Para Support - Provide additional support to Kinder and first grade classrooms to allow teachers to pull small groups and/or complete 1:1 assessments. Classified Timesheets: Title1: 3,000 4. Tutoring - Teachers will provide small group instruction before or after school and employ Highly Effective Teaching Strategies to teach targeted Kindergarten through Grade 6 students not meeting grade level standards	Progress Monitoring 1. AITs, classroom teachers, and instructional coaches will use illuminate data and other district screeners to determine the students receiving specific academic support. The AIT team and instructional coaches will meet three times per year to analyze data, progress monitor, and make adjustments to the program to increase student achievement. 2. Teachers and intervention staff will assess students every 6-8 weeks to measure academic growth toward standards and dismiss from intervention as needed. 3. Teachers will take attendance and collect pre and post assessment data for before or after school tutoring. This data will be shared with admin and presented at a staff meeting. 4. Effectiveness will be monitored through participation records, teacher reflection forms, collaboration notes, and surveys will be used to assess changes in instructional practice and the perceived value of the rounds. Findings will be analyzed trimesterly to inform adjustments and improve the effectiveness of the strategy.	Evaluation

in ELA and math. Classified Timesheets:Title1: \$2,000 We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.		
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Action 1.2.2

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 <i>formative student data</i> 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. Library Technician (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. Classified Timesheets: Sup/Con: S2,500 2. Library- Purchase books to enhance our library selection. 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. Materials/Supplies/Equip: Sup/Con:\$2,119	Progress Monitoring Librarian will monitor the number of books students checked out of the library and work to increase from the prior year. Librarian will monitor titles in our collections and continue to update our inventory at least once per year. Data will be shared with admin who will share with leadership, staff, and school site council at the end of the school year.	Evaluation

Action 1.2.3

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 <i>formative student data</i> 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
Technology 1. Instructional Supplies and materials - intervention supplies, books, workbooks, replacement equipment, ink, masters, paper and other instructional materials and technology needs and parts for purchases and intervention and EL programs, including an open P.O with ODP/Staples. Materials/Supplies/Equipment: Title1: \$3000 2. Digital Subscriptions: Purchase subscriptions and programs such as Lexia and Accelerated Reader to supplement instruction in foundational skills in Reading and Math. Contracts/Services/Subscriptions: Sup/Con:\$18,500 Contracts/Services/Subscriptions: Title1: \$7000	Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction. Data will be shared with admin who will share with leadership, staff, and school site council at least 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 admin who will share with leadership, staff, and school site council at least once per trimester.	

Action 1.2.4

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. Instructional Rounds - Substitute teachers will be provided for teachers to participate in instructional rounds once/ trimester where they have the opportunity to observe other teachers teaching to support the implementation of the instructional framework. Time to reflect and collaborate will also be provided. Certificated Timesheets: Sup/Con: \$3,500 2. Collaboration/ PLCs - collaboration or PLC time will be given to analyze student data, identify learning gaps, and plan targeted instruction to meet student needs. Release time will be provided to teachers for 1:1 assessment completion, long-term planning, and peer observations.	Teachers will bring back instructional strategies they have learned and will implement new strategies learned. Teachers will share strategies that they have learned during staff meetings once per trimester. Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented. Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success	

Certificated Timesheets: Title1: \$10,000 3. Professional Development - provide professional development with the site instructional coach focused on the instructional framework to improve student outcomes. 4. School-wide Implementation of AVID. Purchase supplies and materials to support AVID strategies and program implementation. Materials/Supplies/Equip: Title1: \$5000 5. Writing PD- Teachers will receive professional development focused on effective writing instruction, data-driven practices, and strategies for supporting diverse learners. Dedicated collaboration time will be provided for teachers to analyze student writing samples, calibrate grading, and adjust instructional practices. Purchase allowable, reasonable, and necessary materials to further professional development and support high quality instruction. Materials/Supplies/Equip: Title1: \$4,000	Site AVID coordinator in collaboration with leadership team. Team will complete the Coaching and Implementation Instrument each April and share with site leadership team to develop and adjust school-wide goals. 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.
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Action 1.2.5

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 <i>formative student data</i> 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 Enrichment: GATE GATE students will be exposed to enrichment activities by teachers and paraeducators teaching in our GATE Enrichment Classes after school. GATE Coordinator will assess students in order to qualify additional GATE students. NewSongs - Provide equitable access to high-quality music instruction in partnership with NewSongs School of Music Sup/Com: Contracts/Services/ Subscriptions - \$5,000	Progress Monitoring The GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process in order to potentially qualify additional students from our significant subgroups of under-represented students. The GATE Coordinator will review student participation data. Progress toward this goal will be monitored through analysis of Perspective Survey data from students, staff, and families to assess satisfaction and overall program impact. We will also survey through Rapid Cycle Measures	Evaluation

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal	(RCM) as a midyear check.	
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Site Goal 1.3

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

Metric: Reclassified - Percent of English Learners Reclassified

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 <i>formative student data</i> 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. Designated ELD Instruction - 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. Tutoring services will be offered to EL students to support student learning throughout the year. 3. MLE Professional Development will be provided to teachers from MLE coach on designated and integrated ELD instruction 4. We will purchase allowable, reasonable, and necessary supplemental supplies to complete the action plan for this goal. Certificated Timesheets: EL Sup: \$2500	1. The percentage of completed ELPAC Assessments. 2. Teachers will submit their schedule for designated ELD instruction to admin at the beginning of the year. Admin will observe during FONT walkthrough observations. Data will be shared with staff trimesterly. 3. Admin will use EL Synergy Report (U-STU1410) data to determine that at least 15% of our EL students become reclassified as English-proficient. 4. Teachers will analyze interim illuminate data, looking specifically at multilingual learners and use data to inform target instructional during daily designated ELD time. Admin 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 English proficiency.	

Site Goal 1.4

Teachers will increase their effective use of active participation from 37% to 47% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Active Participation

Action 1.4.1

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	Progress Monitoring	Evaluation
1. Collaborate throughout the school year with the site instructional coach to strengthen Active Participation and deepen implementation of the Instructional Framework. 2. Present FONT walk-through data during monthly staff meetings to monitor progress toward Instructional Framework goals and recognize effective practices and successes. 3. Meet regularly with the site leadership team to review FONT walk-through data and identify strategies to further strengthen implementation of the Instructional Framework across classrooms. 4. Share information with parents and guardians through the school website and newsletters to communicate the district's definition of high-quality, first-time instruction within the EGUSD Instructional Framework. 5. Engage teachers in peer classroom observations using the Description of Practice as a tool to support reflection and consistent implementation of the Instructional Framework.	1. Site administration will complete weekly FONT walk-through observations (minimum of 5 per week) and share feedback with teachers. 2. Monthly data updates to be shared with parents/guardians 3. Trimester review of site FONT data provided to teachers.	

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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 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

The number of students with disabilities who nearly met, met, or exceeded standards on the Math CAASSP will improve by the end of the 26-27

school year.

The number of students with disabilities who nearly met, met, or exceeded standards on the ELA CAASSP will improve by the end of the 26-27 school year.

Metric: Students with Disabilities Disparity

Action 2.1.1

Targeted Student Group(s)

- 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 After School Homework Support (Discovery Den) - Discovery Den will provide a space for students who are struggling to receive small group support in core subject areas. Professional Development for Staff. Provide targeted professional development for teachers on best practices for teaching students with disabilities, focusing on differentiated instruction, understanding specific learning disabilities, and strategies for supporting literacy and mathematical skills. Provide resources to teachers they can utilize with students with disabilities that allow them to work on the same, or similar, standard as their classmates. Collaboration between General Education and Special Education Teachers. Foster regular collaboration between general education and special education teachers to ensure that instruction is aligned and accessible for SWD students so that students are not only making progress on goals, but there are specific accommodations and scaffolds in place to ensure access to grade level content. Intervention Support Materials - We will purchase intervention material to support Students with Disabilities in Math and Writing such as Touch Math and Step Up to Writing. Materials/Supplies/Equip: Sup/Con:\$1,000	Progress Monitoring Teachers will give illuminate benchmark assessments each trimester. MTSS team will review data throughout the year to determine if students are making progress Teachers will identify students who would benefit from extra support and submit RFAs. Subgroup Data will be analyzed at least every trimester to determine progress, program improvements.	Evaluation

Classified Para Support - Provide additional support to classrooms to help decrease behavior incidents. Classified Timesheets: Sup/Con: \$1,000 We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.		
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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
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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 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. 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). ACTION 3: July-June Designated 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 PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Materials/Supplies/Equip: Sup/Con:\$1,000	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. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. 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.	Evaluation

Site Goal 3.2

Maintain and increase the positive culture and climate at James McKee Elementary School.

Metric: Active Participation

Action 3.2.1

Targeted Student Group(s)

- School-wide

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 Social-Emotional Learning (SEL): We will use our SEL curriculum, <i>Character Strong</i>, in collaboration with the MTSS Counselor, MHT, and PBIS Coach. Each month will focus on specific character traits, helping students build skills in emotional regulation, communication, problem-solving, and self-management. Allowable, reasonable, and necessary materials will be purchased to support this work. Tier 1 PBIS: Schoolwide expectations will be explicitly taught to all students at least once per trimester. Positive behavior will be reinforced through systems such as PAWS tickets, Golden Awards, Golden Tickets, and other incentives for individual students, classes, and the entire school. Allowable, reasonable, and necessary materials will be purchased to support implementation of this action plan. Positive School Culture and Climate: Campus climate will be strengthened by utilizing ASSIST program leaders during lunch recess to model and reinforce PBIS Guidelines for Success and character values through structured activities. Opportunities will also be created to integrate special education and general education students through Fitness and Nutrition (FAN) lessons.	Progress Monitoring The PBIS Tier 1 team will meet monthly, while the PBIS Tier 2 team will meet bi-weekly to review and analyze discipline data for schoolwide trends. Key findings will be shared during staff meetings to inform ongoing improvements. Data sources will include Synergy discipline reports, with a focus on office referrals and suspensions; feedback from staff, students, and parents through surveys such as the Site PBIS Survey, California Healthy Kids Survey, and the district's Climate, Culture, and Social-Emotional surveys; ongoing Tier II data collection and progress monitoring conducted twice monthly; and annual results from the PBIS Tiered Fidelity Inventory.	Evaluation

Allowable, reasonable, and necessary materials will be purchased to support this action. Professional Development: Ongoing professional development will be provided for all staff—both certificated and classified—in areas including social-emotional learning, de-escalation strategies, and restorative practices. Partnerships with Outside Vendors: The school will contract with external providers to deliver motivational and engaging classroom lessons, after-school programs, and assemblies that promote bullying prevention, reinforce PBIS expectations, and encourage positive student behavior. Recognition of Student Achievement: Student accomplishments connected to SEL and PBIS will be celebrated regularly. New character traits will be introduced and reinforced each month through schoolwide assemblies. Contracts and Services: Sup/Con: \$40,000 Materials/Supplies/Equip: Sup/Con: \$3,000 Classified Timesheets: Sup/Con: \$1,000		
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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: 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
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Site Goal 4.1
Increase overall attendance for ALL students
Metric: Percent Chronically Absent

Action 4.1.1

Targeted Student Group(s)

- School-wide

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 <i>formative student data</i> 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 Attendance Incentive Programs Establish both school-site and district-level incentives that promote consistent student attendance. These efforts may include student recognition, friendly class competitions, and celebrations or rewards for those who demonstrate strong or improved attendance. Early Intervention and Data Monitoring	Progress Monitoring - SOAs, Administrators and Parent Liason to document communication in on Site Attendance Log and in Synergy. - Vice Principal will share attendance rate with staff at monthly meetings including data for identified student groups. Families will be updated at least once per trimester through the family newsletter and SSC.	Evaluation

Use data systems to track attendance regularly and identify students who may be at risk of chronic absence. Provide staff with training on how to effectively interpret and apply attendance data to guide timely interventions.

Outreach and Support

Work closely with attendance liaisons, the FACE team, and school counselors to support families of students with frequent absences, particularly African American, Hispanic, and students with disabilities. Staff may conduct home visits, follow-up communication, and connect families with services that address attendance barriers such as transportation, healthcare, or housing.

- Adhere to district guidelines outlined in the District Handbook for documenting and addressing absences through the SARB process.
- The Vice Principal will collaborate with the SOA and District RAIT to review attendance trends and develop targeted support plans for students of concern. These supports may include check-in/check-out systems, family partnerships, and referrals to programs such as FACE or ExL.

ELAC

Increase family and community engagement by actively involving English Learner families in school decision-making and communication through participation in four regional English Learner Advisory Committee (ELAC) meetings during the school year. The site will promote meaningful collaboration, provide families with information and resources to support student achievement, and strengthen partnerships between home, school, and community.

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. PBIS team to analyze data to see if there is improvement in attendance

- Vice Principal to review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with SOA and RAIT.
- Vice Principal will monitor attendance records for ELAC meetings, review feedback from parent surveys, and oversee ongoing communication and collaboration of our multilingual families.

Site Goal 4.2

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

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 <i>formative student data</i> 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. Provide home/school communications on a regular basis. - purchase grade level agendas and site-wide communication folders to provide regular communication between families and school - utilize Talking Points and School Messenger to share information in multiple languages - Assist families in how to use various communication options, such as Talking Points and Synergy Parent Vue - develop other methods for communicating school information with families, such as additional signage - provide Parent Teacher Home Visits to increase parent engagement 2. Provide family events and activities to build relationships with our families and community. - provide informational events for families focused on topics identified by families, such as EL support, technology, curriculum, parenting classes - timesheet site staff to plan for and participate in family/ community events - possible events include Back to School Night, VAPA showcase, Family Picnics, Literacy Night, FTAT, Science Night Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal. Materials/Supplies/Equip: Title1: Parent Involvement \$1,833 Materials/Supplies/Equip: Sup/Con: \$2000 Certificated Timesheets: Sup/Con: \$3000	Progress Monitoring 1. We will collect attendance information at our FTAT nights and Open House and share percentages of attendance in monthly newsletters. 2. We will analyze the Parent Perspective Survey information to evaluate programing and climate information to determine next steps.	Evaluation

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	\$86,027	\$0	\$0	\$0	\$86,027
Certificated- Timesheets	\$18,750	\$0	\$0	\$0	\$18,750
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$3,000	\$0	\$0	\$0	\$3,000
Materials/Supplies/Equipment	\$17,870	\$0	\$0	\$1,833	\$19,703
Contracts/Services/Subscriptions	\$7,000	\$0	\$0	\$0	\$7,000

Title I Basic (4900/3010) Total: \$134,480

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$14,325	\$0	\$0	\$0	\$14,325
Certificated- Timesheets	\$3,500	\$0	\$0	\$3,000	\$6,500
Classified- Salaries	\$0	\$1,000	\$0	\$0	\$1,000
Classified- Timesheets	\$2,500	\$0	\$1,000	\$0	\$3,500
Materials/Supplies/Equipment	\$2,119	\$1,000	\$4,000	\$2,000	\$9,119
Contracts/Services/Subscriptions	\$23,500	\$0	\$40,000	\$0	\$63,500

Supplemental/Concentration (7101/0000) Total: \$97,944

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	\$7,431	\$0	\$0	\$0	\$7,431
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: \$7,431

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) | 2026-2027

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	\$129,480	\$127,647	\$0	\$0	\$1,833	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$97,944	\$45,944	\$2,000	\$45,000	\$5,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$7,431	\$7,431	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$234,855	\$181,022	\$2,000	\$45,000	\$6,833	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$129,480
Subtotal of state or local funds included for this school	\$105,375