



## **Mary Tsukamoto Elementary**

# **Local Control Accountability Plan (LCAP) 2024-2025**

**Principal:** Molly Sangalang

**County-District-School (CDS) Code:** 34673146110985

**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

Mary Tsukamoto Elementary | Focused Work: 2024-2025

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### Goal Setting (Icapid: 637)

#### 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 Classroom Instruction and Curriculum

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

##### Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

##### Goal 3: Wellness

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

##### Goal 4: Family and Community Engagement

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

##### 1. Involvement Process for LCAP and Annual Update

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

Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2024-2025 school year. Our PBIS Team Tier I met monthly and Tier II met biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess

our progress towards our goals.

During Title One meetings, site data was shared and members' feedback was solicited. Our Vice Principal met periodically throughout the year with our English Language Learner Community - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed data related to EGUSD's Strategic Goals and our progress toward these goals. The Council provided input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- Grade Level Leadership Team Meetings on 7/31/23, 9/25/23, 10/30/23, 11/27/23, 1/29/24, 2/26/24, 3/19/24, 3/25/24, 4/22/24
- School Site Council on 9/21/23, 11/1/23, 1/11/24, 4/10/24,
- ELAC on 9/08/23, 1/26/24, 5/30/24
- Staff meetings on 8/07/23, 9/11/23, 10/02/23, 11/06/23, 12/04/23, 1/08/24, 2/05/24, 3/04/24, 4/01/24, 5/06/24, 6/03/24
- Back to School Night and Title One Meeting on 7/20/23
- Continual input sought through ongoing stakeholder and parent communication through zoom meetings, parent nights, awards assemblies & school functions

## 2. Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

The following budget items were modified or added:

- For the 23-24 school year, we had three full-time Academic Intervention Teachers and two Intervention Push-In Teachers paid on timesheets - for a total of 5 Intervention support teachers for students in grades kindergarten through grade six. However, for the coming 24-25 school year we will be focusing our Academic Interventions with students in Kindergarten through second grade before extending out to students in grades four through six.
- We are increasing enrichment opportunities for our students, including music classes, dance clubs, and a creative writing club.
- Through the Continuous Improvement Process we have identified two instructional areas of need - writing and in-class intervention. We have set aside funds to continue our work to align common writing practices and to provide additional professional development to strengthen in-class intervention.

## Resource Inequities (ATSI 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.**

Not applicable.

## Goals, Actions, and Progress Indicators

District Strategic Goal 1:

District Needs and Metrics 1:

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

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

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

#### Site Goal 1.1 (SiteGoalID: 7497) (DTS: 12/13/23)

##### **ELA**

Overall English Language Arts (ELA) will increase from 42% to 47% of our students meeting or exceeding standards on the state CAASPP assessments, while increasing achievement in student groups:

##### **Very Low Category:**

- Students with Disabilities will increase from 14% met or exceeded standards to 20%

##### **Low Category**

- African American students will increase from 35% met or exceeded standards to 45%
- English Learners students will increase from 17% met or exceeded standards to 25%

##### **Writing**

Students will move from a 1/4 writing score on CAASPP to a 2.5/4 by the 2024-25 school year with less than 10% earning a zero.

##### **Math**

Overall Math scores will increase from 35% to 40% of our students meeting or exceeding standards on the state CAASPP assessments, while increasing achievement in student groups:

##### **Very Low Category:**

- Students with Disabilities will increase from 9% met or exceeded standards to 14%

##### **Low Category**

- African American students will increase from 16% met or exceeded standards to 21%
- English Learners students will increase from 20% met or exceeded standards to 25%

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

**Action 1.1.1 (SiteGoalID: 7497) (DTS: 12/13/23)**

**Targeted Student Group(s)**

• Black or African American • EL • SWD

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Instruction and Professional Development</b></p> <p><b>Provide professional development, supplies and instructional materials to support high quality first instruction.</b></p> <p><b>1. School-wide Implementation of AVID.</b> Purchase supplies and materials to support AVID strategies and program implementation. (Title I - \$5,000 - <i>contracts</i>)</p> <p><b>2. Professional Development.</b> Provide professional development focused on High Quality Instruction. Continue our work to increase Active Participation and add an additional element from the framework to be determined by FONT data analysis. Purchase allowable, reasonable, and necessary to further professional development and support high quality instruction. (Title I \$1,736 - <i>materials</i>)</p> <p><b>3. Professional Learning Communities</b> - Grade level teams will meet weekly to analyze student achievement data, adjust</p>	<p><b>Progress Monitoring</b></p> <p>1. AVID implementation will be progress monitored by AVID coordinators 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.</p> <p>2. The FONT tool will be used to monitor progress toward implementation of High Quality Instructional Practices. Teachers will receive feedback from the FONT tool at least twice per trimester. Leadership will analyze FONT results at least once per trimester. Results will be shared with staff to analyze trends and provide feedback on high quality instruction.</p> <p>3. PLCs will analyze student achievement results weekly and will develop action plans for student support at least twice per trimester. School-wide data will be shared with all staff at least once per trimester.</p> <p>4. The CI Team will analyze data based on common writing benchmarks at least twice per year. Results will be shared with</p>	<p><b>Evaluation</b></p>

<p>lesson plans, and develop action plans to increase student achievement on unit assessments, interim assessments, and CAASPP. Release time will be provided to teachers for 1:1 assessment completion, long-term planning, and peer observations. (Title 1 \$22,000, Supplemental \$15,000 <i>certificated timesheets</i>)</p> <p><b>4. Continuous Improvement Team</b> - CI Team will continue to meet monthly to analyze data and monitor progress toward school-wide writing goal. (Title I - \$5,000 <i>timesheets</i>)</p>	<p>staff during PLC's. Teachers will then share results with students at the beginning of each trimester to set new goals. Families will be updated during school site council meetings and coffee with the principal at the end of each trimester.</p>	
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#### Action 1.1.2 (SiteGoalID: 7497) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Intervention &amp; Enrichment</b></p> <p><b>1. Two Academic Intervention Teachers (2 -x 1.0 FTE)</b> will utilize small group instruction and Highly Effective Teaching Strategies to teach targeted Kindergarten through Grade 6 students not meeting grade level standards in ELA and math. Particular attention and assistance will be focused on our</p>	<p><b>Progress Monitoring</b></p> <p>1. At the beginning of the year, AITs, classroom teachers, and instructional coaches will use illuminate data and other district screeners to determine the students receiving specific academic support.</p> <p>2. Teachers and intervention staff will assess students every 6-8 weeks to measure academic growth toward standards and</p>	<p><b>Evaluation</b></p>

<p>African American, English Learners, Hispanic and Students with Disabilities. (Title I - \$253061 - <i>certificated salaries</i>)</p> <p><b>2. AIT Materials</b> - We will purchase allowable, reasonable, and necessary supplies to complete the Action plan for this goal. (Title I CO - \$10,000 - <i>materials</i>)</p> <p><b>3. Classified Para Support</b> - Provide additional support to Kinder and first grade classrooms to allow teachers to pull small groups and/or complete 1:1 assessments. (Supplemental - \$44,000 - <i>classified timesheets</i>)</p> <p><b>4. Field Trips</b> - Pay for transportation to all K-6 educational field trips. (Supplemental - \$10,000 - <i>contracts</i>)</p> <p><b>5. Contracts and Subscriptions</b> - Partner with 916 Ink to provide a creative writing after school club that will develop students' writing skills and build confidence in students' writing abilities. (Supplemental - \$5,000 - <i>contracts</i>)</p>	<p>dismiss from intervention as needed.</p> <p>3. 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, specifically noting the progress of the following subgroups: African American, English Learners, Hispanic and Students with Disabilities.</p> <p>4. 916 Ink team will administer pre and post assessments to monitor progress of students' writing skills. This data will be shared with staff at the end of the 10 week session and shared with families through school site council.</p>	
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### Action 1.1.3 (SiteGoalID: 7497) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>

Action Plan	Progress Monitoring	Evaluation
<p><b>Technology</b></p> <p><b>1. Instructional Supplies and materials</b> - 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. (Title I - \$8,000 - <i>materials</i>)</p> <p><b>2. Digital Subscriptions:</b> Purchase subscriptions and programs such as ReflexMath, FraxMath, EPIC Plus, Accelerated Reader to supplement instruction in foundational skills in Reading and Math. Purchase scholastic news subscription for grades 2-5. (Supplemental - \$30,000 - <i>contracts</i>)</p>	<p>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.</p> <p>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.</p>	

#### Action 1.1.4 (SiteGoalID: 7497) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p><b>1. Library Technician</b> will provide additional services to our students such as administering the Accelerated Reader Program, reading to students, and increasing the usage of the library. (Title I - \$23,000 <i>classified</i>)</p>	<p>Librarian will monitor the number of books students checked out of the library and work to increase from the prior year.</p> <p>Librarian will monitor titles in our collections and continue to update our inventory at least once per</p>	



<p><i>salaries</i>)</p> <p><b>2. Library-</b> 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. (Title I - \$5,000 - <i>materials</i>)</p>	<p>year. Data will be shared with admin who will share with leadership, staff, and school site council at the end of the school year.</p>	
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## Site Goal 1.2 (SiteGoalID: 7890) (DTS: 05/10/24)

### FORMATIVE ASSESSMENT

Implementation of effective formative assessment will increase from 65% to 75% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher knows when they do not understand something will increase from 65% to 75%.
- Teacher survey data regarding whether they use assessment data to grou/regroup based on student learning needs will increase from 74% to 85%.
- FONT implementation data will increase from 41% to 60%.

Metric: Other

## Action 1.2.1 (SiteGoalID: 7890) (DTS: 05/10/24)

### Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
1. Trimester 1 Professional Development for staff will focus	1. Staff meeting calendars will be created in July with the coaching	

<p>on a review of all areas of the framework for high quality instruction, specifically review learning targets and active participation, which have been a previous focus area.</p> <p>2. Trimester 2 Professional Development for staff will focus on formative assessment. AVID coaches, instructional coaches, and equity coaches will support by presenting at 2 staff meetings and will also push into PLCs to provide additional support as needed.</p> <p>3. Teachers will use PLC time and release time (funded in goal 1.1) to analyze student data from illuminate, unit assessments, and common grade level assessments. Teams will meet at the midpoint and at the end of each trimester to use data to adjust groups and create an action plan for additional whole class re-teaches.</p>	<p>and AIT team to ensure aligned PD throughout the school year. The calendar will be shared with all staff. Teachers will provide feedback via a google survey at the end of each PD to monitor teacher understanding and implementation of formative assessment, learning targets, and active participation. Survey results will be shared with staff at the next PD and will also be shared with SSC.</p> <p>2. The FONT tool will be used to monitor progress toward implementation of High Quality Instructional Practices. Teachers will receive feedback from the FONT tool at least twice per trimester. Leadership will analyze FONT results at least once per trimester. Results will be shared with staff to analyze trends and provide feedback on high quality instruction.</p> <p>3. PLCs will analyze student achievement results weekly and will develop action plans for student support at least twice per trimester. School-wide data will be shared with all staff at least once per trimester.</p>	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 637)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	253061	Certificated- Salaries
Title I – Basic (4900/3010)	6539	Certificated- Timesheets
Title I – Basic (4900/3010)	23000	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	24736	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	22509	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	44000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	45000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

#### District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

#### District Needs and Metrics 2:

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

- Test Participation Rate on Districtwide Assessments

#### Site Goal 2.1 (SiteGoalID: 7502) (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 2.1.1 (SiteGoalID: 7502) (DTS: 12/13/23)

#### Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>How will you measure implementation?</li><li>How will you measure student improvement using formative data?</li><li>Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>Are you making progress towards your desired outcome?</li><li>What is working or what is not working?</li><li>How will you modify your plan if you are not making progress?</li></ul>
<p>Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments.</p> <p>Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate and/or grade level data.</p> <p>Each Grade Level will complete an Interim Data Analysis and Action Plan form to share with the school administrator.</p>	<p>Admin will pull Illuminate reports each trimester at the end of the assessment cycle to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester.</p> <p>Teachers will access their student's Illuminate data, analyze it, and create action plans to improve student learning.</p>	

### Site Goal 2.2 (SiteGoalID: 7501) (DTS: 12/13/23)

Increase the percentage of English Learners meeting or exceeding in ELA and Math on CAASPP for grades 3rd - 6th by providing instructional support to English learners.

- In 2023, 17% of ELs in Grades 3-6 met or exceeded standards on the ELA CAASPP. In 2024-25, our goal is to increase this to 30%.
- In 2023, 20% of ELs in Grades 3-6 met or exceeded standards on the MATH CAASPP. In 2024-25, our goal is to increase this to 30%.
- In 2023, 54.8% of our EL students were making progress towards English language proficiency as determined by the California State Department of Education's Dashboard. In 2024-25, our goal is to

increase this to 60.0%

**Metric:** Test Participation Rate on Districtwide Assessments

**Action 2.2.1 (SiteGoalID: 7501) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p><b>1. Initial and Summative ELPAC Assessments</b>, under the direction of a certificated time-sheeted teacher, will be completed with assistance by our classroom teachers. EL Coordinator and EL Coach will assist with the identification/placement of EL students, reclassification process, EL/RFEP monitoring, and support for ELAC meetings. (EL Supplemental - \$15,000)</p> <p><b>2. Designated ELD</b> will be provided by teachers to EL students 30 min per day, 5 days per week (K- 15 mins), as required by law (no additional funds required).</p> <p><b>3. EL Coach</b> will collaborate with instructional coaches and admin to provide an EL focus during professional development throughout the year.</p> <p><b>4. Materials</b> - Purchase allowable, reasonable, and</p>	<p><b>Progress Monitoring</b></p> <p>1. The percentage of completed ELPAC Assessments.</p> <p>2. Teachers will submit their schedule for designated ELD instruction to the Vice Principal.</p> <p>3. The Vice Principal will use state dashboard data in order to determine that at least 15% of our EL students become reclassified as English-proficient.</p> <p>The Vice Principal will use state dashboard data in order to determine our students' overall progress towards English language proficiency. Our goal is to have 55% or more of our EL students making progress towards English proficiency.</p>	<p><b>Evaluation</b></p>

necessary materials/supplies necessary to support ELAC meetings and AIT working with EL students. EL Coordinator and VP will hold an ELAC Meeting to review and revise the site LCAP and explain new funding sources. (EL Supplemental - \$7874 - <i>materials</i> )		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 637)		
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	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries

EL Supplemental (7150/0000)	15000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	7874	Materials/Supplies/Equipment

### District Strategic Goal 3:

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: 7498) (DTS: 12/13/23)

Our goal is to increase the positive culture and climate at Tsukamoto.

**Maintain a low suspension rate: Maintain less than 1% suspension rate for all subgroups and reduce disproportionality in suspension rates. The District Goal is to maintain a suspension rate below 3.5%.**

- **2023-2024 suspension rate = 1.7%**
- Goal for 2024-2025 will be to maintain a suspension rate below 2%

#### Decrease behavior incidents

- **2023-2024 Total Behavior incidents: 730**
- Goal for 2024-25 will be to decrease behavior incidents by 10% or more (650 incidents e or less).

#### Increase Overall Social Emotional Learning (SEL) Survey Results:

- 2022-23 Overall SEL Results: 73%
- **2023-2024** SEL Results: \_\_%
- Goal for 2024-25 will be to increase SEL results by 5% from \_\_\_\_ to \_\_\_\_.

#### Maintain PBIS Gold Status or Higher Rating in Tier I & Tier II TFI Score

**Metric:** Suspension Rate: Percent of Students Suspended

Targeted Student Group(s)

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>1. Tier 1 PBIS</b> - Explicitly teach expectations to all students at least once per trimester. Reinforce positive behavior with Shark Tickets, positive incentives for individual students, classes, and whole school. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p> <p><b>2. Tier II Team</b> will develop schoolwide plan for the implementation of SEL curriculum, Second Step, in collaboration with MTSS Counselor and PBIS Coach. Each month there will be a specific focus that connects with our PBIS expectations.</p> <p><b>3. Recognize student achievement</b> in connection with SEL and PBIS (Student of the Month).</p> <p><b>4. Increase positive culture and climate</b> on campus by utilizing ASSIST program leaders during lunch recess to teach and reinforce school-wide PBIS Guidelines for Success and character values using structured sports. Integrate special education classes with general education classes for Fitness and Nutrition (FAN) lessons. Purchase</p>	<p><b>Progress Monitoring</b></p> <p>To measure the effectiveness of our action plan, PBIS Tier 1 team will meet monthly and PBIS Tier 2 will meet bi-weekly to analyze data to find any schoolwide trends in discipline data. This information will be shared at Staff meetings.</p> <ul style="list-style-type: none"> <li>• Synergy discipline data, specifically office referrals and suspensions</li> <li>• Staff, student, and parent survey data (Site PBIS survey, CA Healthy Kids Survey, District Climate and Culture and Social Emotional Survey)</li> <li>• PBIS Tier II data collection and monitoring (bi-monthly)</li> <li>• PBIS Tiered Fidelity Inventory yearly</li> </ul>	<p><b>Evaluation</b></p>



allowable, reasonable, and necessary supplies to support this action step.  
(Supplemental - \$30,000)  
(Supplemental - \$4,000)

**5. Contract with outside vendors** to provide inspirational, motivational, and empowering classroom lessons, after school clubs and assemblies to the student body to reinforce bullying prevention, PBIS expectations and positive student behavior, specifically focusing on improving outcomes for African-American, Hispanic, Foster Youth, Homeless, and low-income students. (Example: ROYAL Dance, NewSong Music)  
(Supplemental - \$31,000)

#### Funding Sources for District Goal 3 (DEV - LCAP ID: 637)

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	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration	0	Classified- Timesheets

(7101/0000)

Supplemental/Concentration (7101/0000)	61000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	4000	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

#### District Strategic Goal 4:

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: 7499) (DTS: 12/13/23)

**Increase overall attendance for ALL students from 91.5% to 95%.**

**Decrease our chronic absenteeism rates for ALL students, and with a focus on the following student groups:**

- In 2023, 23% of our students were chronically absent, a decrease of 7.4% from the previous year.
  - Reduce chronic absenteeism from 31% to 26% for our African American students
  - Reduce chronic absenteeism from 34% to 29% for our Students with Disabilities
  - Reduce chronic absenteeism from 27% to 22% for our Two or More students
  - Reduce chronic absenteeism from 20% to 18% for our White students

Action 4.1.1 (SiteGoalID: 7499) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p><b>Improve Attendance</b> Communicate to families in multiple ways regarding our absence policy any WHY it is important to attend school.</p> <p>Make personal phone calls home and text messages from our office staff after 2 days of absences. All contacts logged into Synergy. Collaboration with our Parent Liaison (PL) to make calls to our families and offer support. The school will provide the PL with the list of families, the PL will keep a log of contacts in Synergy, PL to follow up on parent needs to assist getting their child to school each day, on time and help to determine barriers to attendance.</p> <p>Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.</p> <p>Vice Principal will meet with SOA and District RAIT to analyze attendance data and create action plans to support students of concern including establishing a CI/CO, partnering with the family, referring to FACE or ASES, etc.</p>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"><li>• SOAs, Administrators and PL to document communication in Synergy.</li><li>• 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.</li><li>• 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</li><li>• Vice Principal to review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with SOA and RAIT.</li></ul>	<p><b>Evaluation</b></p>

#### Site Goal 4.2 (SiteGoalID: 7500) (DTS: 12/13/23)

Increase opportunities for parents and community members to participate in school-wide events.

- Parent survey data for all families regarding whether parents feel welcome to participate at this school will be maintained at 95%.
- Parent survey data for African American families regarding whether parents feel welcome to participate at this school will increase from 67% to 77%.
- Parent survey for all families regarding school staff contacting families to tell me about my child's positive behavior will increase from 68% to 78%.
- Parent survey for African American families regarding school staff contacting families to tell me about my child's positive behavior will increase from 40% to 60%.
- Parent survey for families of students with disabilities regarding school staff contacting families to tell me about my child's positive behavior will increase from 25% to 50%.

**Metric:** Parents indicating opportunities for parent involvement

#### Action 4.2.1 (SiteGoalID: 7500) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<b>Action Plan</b>  <b>1. Increase positive school-home communication.</b> Teachers will meet with all families at least once per year and families of any students of concern at least twice per year including Home visits or family conferences. Teacher will be	<b>Progress Monitoring</b>  1. Teacher will keep a communication log to be shared with the principal each trimester as documentation of Home visits and teacher/family conferences with the goal of meeting with each family once per year and students of concern twice per year. Results will be shared at staff meetings at	<b>Evaluation</b>

compensated for conferences outside of contract hours.

- Provide translation services for non-English speaking families.
- Ensure home/school communications/flyers are translated into Spanish and as many languages as possible through Talking Points
- Support home-to-school communication through Communication Folders
- Provide homework agendas to all students to support home/school communication.

(Supplemental - \$5,000)

(Supplemental materials - \$2,000)

## **2. Increase participation in School-wide family events**

- Back to School Night
- PTO events such as: Trunk or Treat, Winter Extravaganza, Family Picnics, Family Dance
- **Parent Universities such as:** Literacy Night, Parent-Vue Usage & Training; Family Teacher Academic Teams (FTAT) by support from FACE; Behavior Management at Home, Bullying Prevention and Awareness presented by the Youth Development Office. Teachers who assist with Parent Universities will be compensated.
- Utilize our Parent Liaison and FACE Family Liaison to make phone calls to personally invite families to events
- Establish & communicate current events in print, website, social media, Talking Points

## **3. Expand parent groups such as the PTO and Black Family Affinity Group with the support of the FACE department.**

least once per trimester. Families will be updated at least once per trimester through the family newsletter and SSC.

2. After each parent event and survey, the Principal will analyze the data to determine if there has been an increase in participation and parent satisfaction with our school. Results will be shared at staff meetings at least once per trimester. Families will be updated at least once per trimester through the family newsletter and SSC.

3. Monitor participation in PTO and Black Family Affinity Group looking for an increase in participation. Results will be shared at staff meetings at least once per trimester. Families will be updated at least once per trimester through the family newsletter and SSC.

Purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.		
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Funding Sources for District Goal 4 (DEV - LCAP ID: 637)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	5204	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	6000	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	2000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	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"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

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## 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	\$253061	\$0	\$0	\$0	\$253061
Certificated- Timesheets	\$6539	\$0	\$0	\$5204	\$11743
Classified- Salaries	\$23000	\$0	\$0	\$0	\$23000
Classified- Timesheets	\$0	\$0	\$0	\$6000	\$6000
Contracts/Services/Subscriptions	\$5000	\$0	\$0	\$0	\$5000
Materials/Supplies/Equipment	\$24736	\$0	\$0	\$0	\$24736

### 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	\$22509	\$0	\$0	\$5000	\$27509
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$44000	\$0	\$0	\$0	\$44000
Contracts/Services/Subscriptions	\$45000	\$0	\$61000	\$0	\$106000
Materials/Supplies/Equipment	\$0	\$0	\$4000	\$2000	\$6000

### 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	\$0	\$15000	\$0	\$0	\$15000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$7874	\$0	\$0	\$7874



## 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

### Mary Tsukamoto Elementary (385) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
<b>4900</b> School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$323,540	\$312,336	\$0	\$0	\$11,204	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	\$183,509	\$111,509	\$0	\$65,000	\$7,000	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	\$22,874	\$0	\$22,874	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$529,923	\$423,845	\$22,874	\$65,000	\$18,204	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$323,540	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$206,383	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	Molly Sangalang	_____	_____
School Site Council Chairperson	Rosa Biundo	_____	_____
EL Advisory Chairperson	Claudia Aquino	_____	_____