Mary Tsukamoto Elementary

Local Control Accountability Plan (LCAP)
2025-2026

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: 2025-2026

Goal Setting (lcapid: 779) | goalsComplete: 0

State Priorities

Conditions of Learning:
- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:
- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:
- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness
- All students will learn in an equitable, culturally responsive, physically and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

Our staff worked together to review and analyze last year's LCAP plan and it's 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 2025-26 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 7/29/24, 8/19/24, 9/23/24, 10/21/24, 11/18/24, 1/20/25, 3/27/25, 4/28/25, 5/29/25, 6/16/25
     - School Site Council on 9/26/24, 11/14/24, 2/13/25, 4/16/25
  - ELAC on 9/06/24, 1/08/25, 4/30/25
  - Staff meetings on 8/05/24, 9/09/24, 10/07/24, 11/04/24, 12/02/24, 1/06/25, 2/03/25, 3/03/25, 3/31/25, 5/05/25, 6/02/25
  - Back to School Night and Title One Meeting on 7/18/24
    - 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 25-26 school year we are reducing our AIT FTE from 3.0 to 2.0 and will be focusing our Academic Interventions with students in Kindergarten through second grade before extending out to students in grades three through six.
- We are continuing enrichment opportunities for our students, including music classes, dance clubs, and adding a creative writing club.
- We have identified two student groups in need of additional support: Long Term English Learners and Students with Disabilities. Funds have been set aside for additional professional development to strengthen integrated ELD instruction, teacher knowledge of the Envision math curriculum, and to look at grading through an equity lense through a book student with "Grading for Equity."

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.

Not applicable.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

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

District Needs and Metrics 1:

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

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

Site Goal 1.1   (SiteGoalID: 8966) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1   (SiteGoalID: 8966) (DTS: 03/11/25)

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?	- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
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 (Title I - certificated timesheets - $18,000) 2. Under the direction of the vice principal and EL coordinator, Initial ELPAC Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey. (EL Supplemental - Certificated Timesheets - $15,000) 3. Under the direction of the vice principal, classroom teachers and Learning Center teachers will administer the listening, reading and writing domains of the ELPAC to 3-6 grade EL students. Time-sheeted teachers will administer the speaking domain to 3-6 grade EL students and all four domains of the ELPAC to K-2 EL students. - based on IEPs, students with disabilities will complete the ELPAC with accommodations or the alternate ELPAC 4. Under the direction of the vice principal, classroom teachers and Learning Center teachers will administer the CAASPP to 3-6 grade students. - based on IEPs, students with disabilities will complete the	To measure the effectiveness of action 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. To measure the effectiveness of action 2, EL coordinator 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. To measure the effectiveness of actions 3 and 4, 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.	

CAASPP with accommodations or the CA		

Site Goal 1.2　(SiteGoalID: 8818) (DTS: 02/13/25)

ELA
Overall English Language Arts (ELA) will increase from 49% to 54% of our students meeting or exceeding standards on the state CAASPP assessments.

- Students with Disabilities will increase from 20% met or exceeded standards to 25%
- African American students will continue to perform a the same rate as (or within 2% of) the school average
- Long term English Learners students will increase from 19% met or exceeded standards to 29%

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

Math
Overall Math scores will increase from 38% to 43% of our students meeting or exceeding standards on the state CAASPP assessments.

- Students with Disabilities will increase from 12% met or exceeded standards to 17%
- African American students will increase from 31% met or exceeded standards to 36%
- English Learners students will increase from 28% met or exceeded standards to 33%

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

Action 1.2.1　(SiteGoalID: 8818) (DTS: 02/13/25)

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?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

Instruction and Professional Development

Provide professional development, supplies and instructional materials to support high quality first instruction.

1. School-wide Implementation of AVID. Purchase supplies and materials to support AVID strategies and program implementation. (Title 1 - Contracts - $5,000)

2. Professional Development. Provide professional development focused on High Quality Instruction. Build on our work with Active Participation and add Student Talk as an area of focus based on FONT data analysis. Purchase allowable, reasonable, and necessary to further professional development and support high quality instruction. (Title I - Materials - $5,000)

3. Professional development for PLCs. Provide opportunities for teachers to attend the Solution Tree Institute on PLCs to enhance collaborative practices, improve instructional strategies, and increase student learning outcomes. The training will focus on the foundational principles of PLCs, data-driven instruction, and team-based strategies for continuous improvement. (Title I - Contracts - $25,000)

4. Professional Learning Communities - Grade level teams will meet weekly to analyze student achievement data, adjust lesson plans, and develop action plans to increase student achievement on unit assessments, interim assessments, and CAASPP. Release time will be provided to teachers for 1:1 assessment completion, long-term planning, and peer observations.

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.

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.

3. Effectiveness will be measured by the number of teachers attending the institute as well as implementation of PLC strategies observed through classroom walk-throughs and PLC meeting notes.

4. 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.

5. The CI Team will analyze data based on common writing benchmarks at least twice per year. Results will be shared with 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.

(Title I - Certificated Timesheets - $45,000)

5. Continuous Improvement Team - CI Team will continue to meet monthly to analyze data and monitor progress toward school-wide writing goal.
(Title I - Certificated Timesheets - $5,000)

Action 1.2.2   (SiteGoalID: 8818) (DTS: 04/14/25)

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?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Intervention and Enrichment **1. One Academic Intervention Teachers (1.0 FTE)** 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, prioritizing Grades 1-2 first trimester, then kindergarten, then 3rd grade and beyond as room in the program allows based on student mastering of identified key reading skills. Particular attention and assistance will be focused on our African American, English Learners, Hispanic and Students with Disabilities. (Title 1 - certificated salaries - $122,000)	1&2. 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. 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, and Students with Disabilities. 3. Teachers and intervention staff will assess students every 6-8 weeks to measure academic growth toward standards and dismiss from intervention as needed.	

2. AIT Materials - We will purchase allowable, reasonable, and necessary supplies to complete the Action plan for this goal.
(Title 1 - materials - $10,436)

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.
(Supplemental - Classified Timesheets - $50,000)

4. Field Trips - Pay for transportation to all K-6 educational field trips and entrance fees for 6th grade College Experience field trip to Sac State.
(Supplemental - contracts - $25,000)

5. 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 in ELA and math.
(Title 1 - certificated timesheets - $20,000)

6. **916 Ink** - Facilitate an after-school creative writing program for students, in partnership with 916 Ink, to enhance writing skills, increase student engagement, and foster excitement around writing.
(Supplemental - contracts - $8,000)

4. Each grade level will participate in at least one field trip per trimester.

5. To measure the effectiveness of Action 5 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.

6. Student progress will be monitored through feedback from the 916 Ink instructors, student reflections, and assessment of written work. Surveys will be distributed to students and teachers at the end of the program to assess engagement and satisfaction.

Action 1.2.3   (SiteGoalID: 8818) (DTS: 04/14/25)

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?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **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. (Title 1 - $8,000) **2. Digital Subscriptions**: Purchase subscriptions and programs such as ReflexMath, FraxMath, EPIC Plus, and Accelerated Reader and MyOn to supplement instruction in foundational skills in Reading and Math. Purchase scholastic news subscription for grades 2-5. (Supplemental - subscriptions - $25,000)	**Progress Monitoring** 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.	**Evaluation**

Action 1.2.4   (SiteGoalID: 8818) (DTS: 04/19/25)

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?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

| 1. **Library Technician (.375 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. (Supplemental - $25,000 classified salaries)

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. (Title I - $8,000 - materials) | 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. | |

Site Goal 1.3   (SiteGoalID: 9240) (DTS: 04/16/25)

Increase the overall student achievement of our Long Term English Learners and English Learners.

- LTEL ELA CAASPP - improve from 19% to 25%
- EL ELA CAASPP - improve from 33% to 38%
- LTEL Math CAASPP - improve from 22% to 27%
- EL Math CAASPP - improve from 28% to 33%

- 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: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.3.1   (SiteGoalID: 9240) (DTS: 04/16/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
- Describe your step by step plan for intervention, for at-	- Describe your step by step plan for progress monitoring	- Throughout the year, report the results of the formative

Action Plan	**Progress Monitoring**	**Evaluation**
1. Continue schoolwide plan for the implementation of Designated ELD. • this plan will include a schedule for Designated ELD for each grade level • classroom teachers will identify Multilingual student needs in the areas of Listening, Speaking, Reading, and Writing based on analysis of ELPAC scores and Illuminate data • classroom teachers will group Multilingual students based this analysis • teams will identify curriculum and strategies to utilize during Designated ELD 2. Grade Level teachers will be provided MLE coach led professional learning on both Designated and Integrated ELD instruction. • provide teachers the understanding needed to increase the use of ELD strategies during designated and integrated instruction 3. Provide release time so that staff may work with MLE Coach to observe their colleagues during classroom instruction. • teachers will identify strategies/best practices and discuss their observations during their weekly PLC meetings • peer observations will focus on integrated and designated ELD instructional practices 4. Provide opportunities for teachers to attend ELD related	1. The percentage of completed ELPAC Assessments. 2. Teachers will submit their schedule for designated ELD instruction to the Vice Principal. 3. The Vice Principal will use state dashboard 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. 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.	

Professional Development or workshops.

5. Purchase allowable, reasonable and necessary supplemental curriculum and supplies to complete the Action Plan for this goal.
(EL Supplemental - 7669)

6. Admin will serve as EL Coordinator - planning and holding ELAC meetings, attending DELAC and District EL Coordinator meetings, overseeing ELPAC, and supporting and monitoring staff in meeting the needs of EL students.

- provide translators and purchase materials and refreshments for ELAC meetings.

Funding Sources for District Goal 1 (DEV - LCAP ID: 779)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	122000	Certificated- Salaries
Title I – Basic (4900/3010)	96000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	31436	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	30000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets

Supplemental/Concentration (7101/0000)	25000	Classified- Salaries
Supplemental/Concentration (7101/0000)	50000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	58000	Contracts/Services/Subscriptions
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)	7669	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

Site Goal 2.1   (SiteGoalID: 9237) (DTS: 04/16/25)

Increase the overall student achievement of our Students with Disabilities in both English and Math performance.

- SWD ELA CAASPP - improve from 20% to 30%
- SWD Math CAASPP - improve from 12% to 24%

Metric: Students with Disabilities Disparity

Action 2.1.1   (SiteGoalID: 9237) (DTS: 04/16/25)

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?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. **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. (Title 1 - certificated timesheets - $10,000) 2. **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. 3. **Book Study -** Collaborate with Equity Coach to host book study sessions using the book *Grading for Equity*, focusing on how to apply equitable grading practices to students with disabilities.	1. Teachers will complete feedback surveys after professional development. Admin will conduct observations or walkthroughs to monitor the implementation of strategies learned in professional development. Teachers will analyze interim illuminate data each trimester, looking specifically at students with disabilities and use data to inform targeted instruction and in class accommodations. 2. Agendas and notes from collaboration will be shared at leadership meetings to ensure collaboration is consistent and to reflect on needs identified. During classroom observations, admin will give feedback on accommodations in use and differentiation. 3. Measure changes in knowledge, attitudes, and confidence around equitable grading through pre and post survey data. Book study team will also monitor and review changes in grading practices such as grade distributions before and after implementation, IEP goal progress, disproportionality in failing grades for students with disabilities.	

(Title I - certificated timesheets - $5,000)		

Funding Sources for District Goal 2 (DEV - LCAP ID: 779)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	15000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

| EL Supplemental (7150/0000) | 0 | Contracts/Services/Subscriptions |

District Strategic Goal 3:

Wellness

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

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- **Cohort Graduation Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 9275) (DTS: 01/01/10)

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

Metric: Other

Action 3.1.1   (SiteGoalID: 9275) (DTS: 04/16/25)

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?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
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	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.	

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.

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.

Site Goal 3.2   (SiteGoalID: 8820) (DTS: 02/13/25)

Our goal is to increase the positive culture and climate at Tsukamoto.
Maintain a low suspension rate: Maintain less 3% or less 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%
- Current 2024-2025 suspension rate = 2.8%

Decrease behavior incidents

- **2023-2024 Total Behavior incidents: 730**
- **2024-2025 Total Behavior incidents: 590**

Increase Overall Social Emotional Learning (SEL) Survey Results:

- 2022-23 Overall SEL Results: 73%
- **2023-2024** SEL Results: 72%
- 2025-26 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

Action 3.2.1   (SiteGoalID: 8820) (DTS: 02/13/25)

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?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Tier 1 PBIS - 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. **2. SEL and emotional regulation support.** Our Tier II 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 an SEL focus as students learn strategies to manage emotions, remain calm, communicate, and problem solve. Purchase allowable, reasonable, and necessary supplies to support this action step. (Supplemental - materials $5,000) **3. Recognize student achievement** in connection with SEL and PBIS (Student of the Month). Teach new character focus each month during assemblies.	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. • Synergy discipline data, specifically office referrals and suspensions • Staff, student, and parent survey data (Site PBIS survey, CA Healthy Kids Survey, District Climate and Culture and Social Emotional Survey) • PBIS Tier II data collection and monitoring (bi-monthly) • PBIS Tiered Fidelity Inventory yearly	

4. Increase positive culture and climate 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 allowable, reasonable, and necessary supplies to support this action step.
(Supplemental - contracts - $31,000)
(Supplemental - materials - $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.
(Supplemental - contracts - $3,000)
(VAPA funding for NewSong and ROYAL Dance)

6. Professional Development - Provide ongoing professional development to all staff, certificated and classified, in the areas of social emotional learning, de-escalation strategies, and restorative practices.
(Supplemental - classified timesheets - $3,000)

Funding Sources for District Goal 3 (DEV - LCAP ID: 779)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	3000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	9624	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	34000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:	District Needs and Metrics 4:
Family & Community Engagement	Students need parent, family and community stakeholders as direct partners in their education as measured by:
All students will benefit from programs and	

services designed to inform and engage family and community partners.

- **Attendance Rate**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 8821) (DTS: 02/13/25)

Increase overall attendance for ALL students from 93.4% 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 26% to 21% for our African American students
    - Reduce chronic absenteeism from 25% to 20% for our Students with Disabilities
    - Reduce chronic absenteeism from 26% to 21% for our Two or More students
    - Reduce chronic absenteeism from 20% to 18% for our White students

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 8821) (DTS: 02/13/25)

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?	- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?
Action Plan **Attendance Incentive Programs** Implement site-based and district-wide attendance incentive programs to encourage regular attendance. Strategies may include recognition awards, class competitions, and positive	**Progress Monitoring** - SOAs, Administrators and Parent Liason to document communication in on Site Attendance Log and in Synergy.	**Evaluation**

reinforcement events for students with improved or excellent attendance.

Early Intervention and Data Monitoring
Implement and utilize systems to monitor attendance in real-time and flag at-risk students for timely intervention. Provide professional development for staff on using data systems effectively.

Outreach and Support
Collaborate with attendance liaisons, the FACE department, and school counselors to provide direct support to families of chronically absent students. Staff will conduct porch visits, make follow-up calls, and connect families to resources addressing barriers to attendance (e.g., transportation, health care, housing).

- Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.
- 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.

- 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.
- 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.

Site Goal 4.2   (SiteGoalID: 9206) (DTS: 04/14/25)

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 improve from 93% to 95%.
    - Climate of support for Academic Learning will improve from 91% to 95%.
- Parent survey data for all families regarding the school providing high quality instruction will improve from 89% to 94%.
    - SWD: improve from 56% to 75%
    - African American: improve from 75% to 85%.

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1   (SiteGoalID: 9206) (DTS: 04/14/25)

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?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
1. Increase positive school-home communication. 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 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. (Title 1 Parent Involvement - certificated timesheets - 4660,	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 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	

supplemental - $6,000)

2. Increase participation in School-wide family events and workshops

- Back to School Night
- PTO events such as: Trunk or Treat, Winter Extravaganza, Family Picnics, Family Dance
- *Parent Universities such as*: 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

(Supplemental - materials - $5,000)

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

Purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal.

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

Funding Sources for District Goal 4 (DEV - LCAP ID: 779)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries

Title I – Basic (4900/3010)	4660	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	5000	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)	6000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5000	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	$122000	$0	$0	$0	$122000
Certificated- Timesheets	$96000	$15000	$0	$4660	$115660
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$5000	$5000
Materials/Supplies/Equipment	$31436	$0	$0	$0	$31436
Contracts/Services/Subscriptions	$30000	$0	$0	$0	$30000

Title I – Basic (4900/3010) Total: **$304,096**

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	$0	$0	$0	$6000	$6000
Classified- Salaries	$25000	$0	$0	$0	$25000
Classified- Timesheets	$50000	$0	$3000	$0	$53000
Materials/Supplies/Equipment	$5000	$0	$9624	$5000	$19624
Contracts/Services/Subscriptions	$58000	$0	$34000	$0	$92000

Supplemental/Concentration (7101/0000) Total: **$195,624**

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	$15000	$0	$0	$0	$15000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$7669	$0	$0	$0	$7669
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7150/0000) Total: **$22,669**

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) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	Allocation	EGUSD Strategic Goals				Balance
		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	$304,096	$279,436	$15,000	$0	$9,660	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$195,624	$138,000	$0	$46,624	$11,000	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$22,669	$22,669	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$522,389	$440,105	$15,000	$46,624	$20,660	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$304,096
Subtotal of state or local funds included for this school	$218,293

Title I Centralized Services			
Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0