



## **Miwok Village Elementary**

# **Local Control Accountability Plan (LCAP) 2025-2026**

**Principal:** Sandra Wiest

**County-District-School (CDS) Code:** 34673140141143

**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

Miwok Village Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 780) | 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?**

The Miwok Village Elementary staff, School Site Council (SSC), and English Learner Advisory Committee (ELAC) reviewed and analyzed last year's LCAP plan and its impact on students to the Eight State Priorities

and EGUSD's Strategic Goals. The Leadership team met monthly to discuss actions and services that would appropriately support students' learning. Staff was provided a survey to seek input for goal setting and needs for the 2024-2025 school year. The MVES PBIS team met monthly to track student discipline data and the Tier I and Tier II teams completed the PBIS Fidelity Inventory to assess our progress toward goals. Site data was shared with members of the SSC and ELAC committees and feedback was solicited from all participants. MVES SSC meetings reviewed data related to EGUSD Strategic Goals and progress toward goals. Due to the change in administration during late fall, we combined the agenda items for two meetings, resulting in four meetings for 2024-25 instead of five. The Council provided input and suggestions based on student needs. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- MVES Leadership Team Meetings: 8/14/24, 8/28/24, 10/9/24, 10/25/24, 11/6/24, 1/8/25, 2/12/25, 3/12/25, 4/9/25
- MVES Staff Meetings: 7/15/24, 8/7/24, 10/2/24, 11/6/24, 12/4/24, 1/29/25, 2/5/25, 2/19/25, 3/5/25, 4/2/25
- School Site Council Meetings: 8/30/24, 3/4/24, 4/8/25, May 2025
- English Learner Advisory Committee Meetings: 10/1/24, 2/4/25, 5/20/25
- EGUSD Parent, Staff, and Student Surveys: Spring 2024 and Spring 2025

## 2. Impact of LCAP and Annual Update

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

The evaluation validated the strength of our intervention programs and positive behavior supports through the MTSS processes that are part of our PBIS program. As of April 2025, during this school year 75 referrals have been submitted to our MTSS team with 115 students served through a plan addressing their needs. Our Academic Intervention teacher, K/1 push-in support teacher, and certificated teacher providing additional intervention to second and third grades have all provided vital academic intervention to assist students at working meet standards. This year we implemented elements of AVID schoolwide and will widen our implementation next year through development of an AVID team that will meet monthly to provide ongoing implementation support. During the spring of this year we held our first PLC release days to analyze benchmark and classroom-based assessment data with the support of our Instructional Coach, and next year we will extend this practice, with each grade level released three times for full day analyze day, plan instruction targeted to class needs, target students in need of additional intervention, and plan Tier 1 instructional interventions. Members of our MTSS team will collaborate with each team at the conclusion of their work to ensure that students in need of Tier 2 supports are identified and their needs addressed and closely monitored throughout the year. Finally, throughout 2024-25 we worked as a school and with our parent community to enhance our positive school culture and to increase opportunities for families to be involved, and we will continue this work in 2025-26.

## Resource Inequities (ATSI, TSI and CSI designated schools only)

**Briefly describe any resource inequities identified by the site needs assessment.**  
**Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.**

N/A

## Goals, Actions, and Progress Indicators

District Strategic Goal 1:

District Needs and Metrics 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.

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: 8967) (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: 8967) (DTS: 03/11/25)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Release teachers in Grades K - 2 four times for a half-day to complete Illuminate assessments: at the start of</li></ul>	<ul style="list-style-type: none"><li>• Administration will review K-6th grade required assessment completion data during and then at the end of</li></ul>	

<p>the year for pre-assessment and at the end of each trimester.</p> <ul style="list-style-type: none"><li>◦ \$11,000.00 (certificated)</li><li>• Release teachers in Grades 3 - 6 at the start of the year with a floating sub to complete fluency assessments.<ul style="list-style-type: none"><li>◦ \$1,000.00 (certificated)</li></ul></li><li>• Administration reviews data on the percent of students at each grade level who have completed Illuminate assessments during the first month and then at the end of each trimester to track progress at achieving the 95% completion goal.</li><li>• Teacher monitor completion of required assessments through each assessment window.</li></ul> <p><b><u>Certificated Timesheets - Supplemental</u></b> <b>\$12,000</b></p>	<p>each assessment window to ensure that at least 95% of students at each grade levels has completed the assessments and data has been uploaded.</p>	
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**Increase the % of students meeting/exceeding standards in English Language Arts and Mathematics.**

**English Language Arts:**

Overall, students who meet or exceed standards in English Language Arts (ELA) will increase from 70% to 75%.

- Multilingual Learners will increase from 31% met or exceeded to 55%
- Socio-Economically Disadvantaged (SED) will increase from 54% met or exceeded to 65%
- Students with Disabilities (SWD) will increase from 31% met or exceeded to 55%
- Hispanic students will increase from 53% met or exceeded to 65%
- African American students will increase from 40% met or exceeded to 60%

**Mathematics:**

Overall, students who meet or exceed standards in math will increase from 61% to 70%.

- Multilingual Learners will increase from 39% met or exceeded to 55%
- Socio-Economically Disadvantaged (SED) will increase from 44% met or exceeded to 55%
- Students with Disabilities (SWD) will increase from 26% met or exceeded to 50%
- Hispanic students will increase from 53% met or exceeded to 60%
- African American students will increase from 40% met or exceeded to 55%.

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

**Action 1.2.1 (SiteGoalID: 9158) (DTS: 04/11/25)**

**Targeted Student Group(s)**

• All • EL • Hispanic or Latino • Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<p><b>Action Plan</b></p> <p><b>Tier 1 Supports:</b></p> <p><b>Professional Learning Communities (PLC) And Instructional Planning:</b></p> <ul style="list-style-type: none"><li>• At the start of the school year, teachers pre-assess math and ELA skills using Illuminate assessments and</li></ul>	<p><b>Progress Monitoring</b></p> <p><b>Tier 1 Supports</b></p> <p><b>Professional Learning Communities (PLC)</b></p> <ul style="list-style-type: none"><li>• Grade level teams will meet after completing pre-assessments and at the end of Trimesters 1 &amp; 2 during schedule meeting time to</li></ul>	<p><b>Evaluation</b></p>

grade level assessment tools to determine student needs, develop instructional plans, and align Tier 1 interventions to identified learning needs for individuals.

- Teachers will work together as grade level PLC teams weekly during Early Out and during release time scheduled at the start of the year and at the end of each trimester. The work of PLC sessions will be to analyze data, develop instruction utilizing AVID and high quality instruction strategies, and to plan specific interventions for target students. As part of this work, teachers will work to create plans that will support implementation of the principles and key ideas from the EGUSD Instructional Framework at a higher level on the rubric. At the end of each of the three full-day release sessions, members of the MTSS team will join to review individual target student needs, support development and monitoring of Tier 1 plans, assist with referral to the Tier 2 team to develop more intensive intervention plans.
  - \$44,250.00 (certificated)
- Utilize core-curricular intervention materials and other supplemental resources for Tier 1 interventions provided during classtime after instruction and during Workshop periods.
- Targeted students in need of more extensive intervention will work on identified learning gaps with our Academic Intervention teacher or a certificated teacher providing tutoring or push-in support.

analyze Illuminate interim assessment data to determine next instructional steps and then assess whether intervention plans were effective at addressing identified needs of target students to improve academic performance. Teams will develop instructional plans to address continuing or newly-identified needs. Students in need of intervention beyond the classroom will be referred to AIT or an RTA will be submitted to the MTSS Tier 2 team.

### **Tier 1 Interventions, Trainings, and Resources**

- Administration will monitor teacher implementation of strategies learned through professional development opportunities and Tier 1 strategies used during Workshop during regular FONT walkthroughs, providing feedback to support use of strategies.

### **AVID**

- After developing AVID goals and selecting one AVID strategy as a focus for the year, we will use the continuous improvement model to review implementation in January and April with the goal of broadening effective implementation schoolwide.
- AVID coaches will give feedback following their fall and spring classroom observations. Data will be shared with teachers, the AVID Coordinator, and administration.

## **Tier 1 Interventions, Trainings and Resources:**

- Throughout the year, teachers will engage in professional development to enhance and deepen instructions skills, including but not limited to LETRS and AVID trainings.
- Differentiated intervention will be provided during Workshop by the teacher utilizing a range of Tier 1 strategies for 1-1 and small group intervention, as well as use of online programs such as Successmaker to individualize independent support with the goal of all students progressing towards meeting grade level standards.
- Teachers will utilize a range of materials and resources to support reading and math instruction and intervention. We will purchase allowable, reasonable and necessary supplies to complete the action plans for this goal.

## **AVID**

- A team of teachers will attend the Sacramento 2025 AVID Summer Institute to deepen their skills at implementing AVID strategies to promote academic growth for all students.
- The site AVID team will meet monthly to plan strategies to deepen teacher knowledge and skill at implementing AVID and broaden schoolwide AVID culture to support student learning.
- Teachers will extend and deepen AVID skills by attending trainings during the year as well as the 2026 AVID Summer Institute.
  - \$2,000.00 (certificated)
- We will purchase allowable, reasonable and necessary



supplies to support  
implementation of AVID.  
◦ \$1,000.00 (materials)

## **Tier 2 Supports:**

### **AIT**

Follow the EGUSD AIT Handbook in planning and implementing interventions for K-2 students, including:

- Determine entrance and exit criteria for each grade level at each trimester.
- Identify students in need of intervention using Illuminate data and entrance criteria.
- Form intervention groups and intervention schedule utilizing AIT resources.
- Determine curriculum and strategies for targeted students.
- Communicate plan to teachers and get their input.
- Reassess formally every six weeks using Illuminate assessments and other diagnostic assessments as needed.
- Use ongoing formative assessment data as well as six-week formative assessments to determine who continues and who exits the program.
- Use MTSS referrals and end of trimester Illuminate data to identify students who need to be added to the program.
- Use student assessment data to evaluate effectiveness of the program and adjust the program as needed to increase effectiveness.
- Continue the cycle: identify students, provide intervention, progress monitor, and determine effectiveness.

## **Additional Tier 2 Supports:**

- Provide push-in/pull-out Intervention by a cetificated Intervention Support Teacher to target intervention needs

<p>in small groups formed to address math or ELA needs.</p> <ul style="list-style-type: none"> <li>◦ \$4,000.00 (certificated)</li> <li>• Schedule release time for teachers to collaborate with the Learning Center team and other MTSS Tier 2 team members to plan interventions aligned to identified student needs. Approximately two days per month will be utilized for these meetings requiring teacher input to help determine effective interventions to support student academic, behavioral, and social-emotional success. <ul style="list-style-type: none"> <li>◦ \$6,000.00 (certificated)</li> </ul> </li> </ul> <p><b><u>Certificated Timesheets - Supplemental</u></b>  <b>\$56,250</b></p> <p><b><u>Materials/Supplies/Equipment - Supplemental</u></b>  <b>\$1000</b></p>		
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**Action 1.2.2 (SiteGoalID: 9158) (DTS: 04/14/25)**

**Targeted Student Group(s)**

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b><i>formative student data</i></b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>

Action Plan	Progress Monitoring	Evaluation
<p><b>Reading On Grade Level:</b></p> <ul style="list-style-type: none"> <li>At the start of the year, use Illuminate pre-assessments to determine which students are not yet reading on grade level and develop individualized plans to address reading skills gaps that includes both Tier 1 and, where needed, Tier 2 supports as described in Goal 1.2.</li> <li>Teachers will use Illuminate data to determine which students in K-2 will be referred to the AIT. These students will be served by the AIT in small groups to close reading skills gaps.</li> <li>Expand reading volume for all students by increasing access to the library, expanding reading offerings in the library, and implementing a schoolwide reading engagement program to motivate students to read more. These efforts will be led by our school librarian, with additional hours in her day funded through a timesheet. <ul style="list-style-type: none"> <li>Librarian hours: <ul style="list-style-type: none"> <li>\$4,000.00 classified</li> </ul> </li> <li>Expand Collection: <ul style="list-style-type: none"> <li>\$5,000.00 materials</li> </ul> </li> </ul> </li> </ul> <p><b><u>Classified Timesheets - Supplemental</u></b>  <b>\$4,000</b></p> <p><b><u>Materials/Supplies/Equipment - Supplemental</u></b>  <b>\$5,000</b></p>	<ul style="list-style-type: none"> <li>Teachers will monitor the progress of students each week at their PLC meetings, with a specific focus on students not yet reading on grade level.</li> <li>The AIT will monitor progress of students she served at least every six weeks to track progress and modify interventions as needed. Students in need of more intensive interventions will be referred to the MTSS Tier 2 team.</li> <li>The librarian will track the increase in reading volume through monitoring the number of books checked out and student participation in the reading engagement program.</li> </ul>	

## Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Use CAASPP, Illuminate, and classroom data to identify student who have not mastered grade level math standards and would benefit from intervention. Plan Tier 1 interventions to address these needs and use the PLC process to monitor progress, adjust Tier 1 intervention plans, and provide additional Tier 2 interventions as needed.</li> <li>Conduct a book study using <i>Building Thinking Classrooms</i> by Peter Liljedahl to develop teachers skills at engaging students in critical thinking, problem solving, and active engagement focused on math.</li> <li>Increase math proficiency by increasing engagement in complex math tasks utilizing strategies learned through Building Thinking Classrooms, Math Talks, Youcubed math tasks and growth mindset lessons applied to math.</li> <li>Expand use of Successmaker to address specific learning gaps and extend skills.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will monitor the progress of students at making individualized progress towards meeting math standards each week at their PLC meetings, with a specific focus on students not yet performing on grade level.</li> <li>Monitor use of Successmaker in classrooms to see if more frequent use correlated with accelerated growth at making progress at meeting math goals.</li> <li>Use Student Perspective Survey to determine if student responses show greater engagement in learning after increasing math engagement activities.</li> </ul>	

<ul style="list-style-type: none"> <li>We will purchase allowable, reasonable and necessary supplies to complete the action plans for this goal. <ul style="list-style-type: none"> <li>\$1,000.00 (materials)</li> <li></li> </ul> </li> <li><b><u>Materials/Supplies/Equipment - Supplemental</u></b> <b>\$1,000</b></li> </ul>		
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**Site Goal 1.3 (SiteGoalID: 9178) (DTS: 04/13/25)**

As we continue to deepen our school-wide use of High Quality Instruction elements, effective implementation of the student talk subcomponent will increase from 75.6% to 80% and the active engagement subcomponent from 81.1% to 85% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

**Metric:** Student Talk

**Action 1.3.1 (SiteGoalID: 9178) (DTS: 04/13/25)**

**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Reinforce and deepen teacher understanding of student talk and active engagement through Instructional Coach presentations at staff meetings and classroom walkthroughs with the goal of</li> </ul>	<ul style="list-style-type: none"> <li>During staff meetings and grade level meetings at the end of each trimester, review FONT data to evaluate level of student talk and active engagement implementation within the classroom using the Instructional Framework</li> </ul>	

<p>providing coaching feedback in order to increase the implementation level of the EGUSD Instructional Framework.</p> <ul style="list-style-type: none"><li>• Increase schoolwide focus on student talk and active engagement through regular reinforcement during staff meetings/grade level meetings and feedback provided to students during admin walkthroughs.</li><li>• Provide opportunities for teachers to observe teacher colleagues effectively implementing student talk or engagement strategies.<ul style="list-style-type: none"><li>◦ \$3,000.00 (certificated)</li></ul></li><li>• Increase FONT walkthroughs to 3 times per week by both administrators to gather data and provide feedback to teachers.</li><li>• Email teacher feedback after each FONT walkthrough to support teacher growth in implementation of student talk and active engagement as part of instruction.</li><li>• We will purchase allowable, reasonable and necessary supplies to complete the action plans for this goal.</li></ul> <p><b><u>Certificated Timesheets - Supplemental</u></b> <b>\$3,000</b></p>	<p>rubric to assess growth at deepening implementation of these key principles.</p> <ul style="list-style-type: none"><li>• Review district survey data once it is released to determine whether there is greater alignment between admin, teacher, and student student talk and active engagement evaluations of implementation.</li><li>• Review data with regional principal at a Regional Principals meeting to collaborate on the success of implementation and to learn which strategies might improve implementation.</li></ul>	
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**Site Goal 1.4 (SiteGoalID: 9179) (DTS: 04/13/25)**

Increase student engagement in learning as measured by the Student Perspective Survey question regarding challenge. On the 2024 survey, 70.4% of students reported that teachers challenge their thinking. During 2025 - 2026, our goal is to increase the percentage of students that reporting that teachers challenge their thinking to 80%. We will do this by providing more opportunities for student to make connections across the curriculum, take part acceleration activities, attend field trip/learning beyond the classroom, and engage in VAPA experiences.

**Metric: Other**

**Targeted Student Group(s)**

<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, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Provide students with curricular opportunities to make connections across content areas, such as enhancing and applying reading skills through social studies and applying math to science and STEM activities. Supplementary materials will include Scholastic News, and STEM activities conducted in the Grizzly Garage Tinker Space. <ul style="list-style-type: none"> <li>\$4,500.00 (materials)</li> </ul> </li> <li>Increase student involvement in Extended Day enrichment opportunities such as GATE, CREST, and Mandarins Band, and increase offerings to expanded topics/areas of potential student interest.</li> <li>Schedule schoolwide assemblies for TK-6th grades focused on content knowledge to enhance class instruction focused on content standards for ELA, science, social studies and/or VAPA.</li> </ul> <p><b><u>Materials/Supplies/Equipment - Supplemental</u></b>  <b>\$4,500</b></p>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>Introduce the goal of increasing opportunities to make connections across the curriculum at an August staff meeting and then promote these activities by sharing pictures and brief descriptions in the Weekly Bulletin and monthly Village Voice.</li> <li>At the end of the school year, assess how many field trips, assemblies, and other learning opportunities beyond the classroom for each grade level during the 2024-25 school year and compare it to opportunities students had in 2023-24.</li> <li>Track the increase in student participation in Extended Day activities by comparing the number of participants in 2024-25 to 2025-26.</li> <li>Review parent feedback provided at stakeholder meetings to determine whether parents are more favorable about opportunities for learning beyond the classroom provided to students.</li> <li>Track the increase in assemblies by comparing the number of participants in 2024-25 to 2025-26.</li> </ul>	<p><b>Evaluation</b></p>

	<ul style="list-style-type: none"> <li>• After completion of the 2025 - 2026 Student Perspective Survey, check to see if we have attained our goal of 80% of students reporting teachers challenge their thinking.</li> </ul>	
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Site Goal 1.5
(SiteGoalID: 9180)
(DTS: 04/13/25)

For the 2025-2026 school year, the percentage of our Multilingual Learners making adequate progress towards English language proficiency will increase from 50.4% to 56.7% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

- Multilingual Learners making progress by one level on the Summative ELPAC will increase by from 40% to 45%.

**Metric:** Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.5.1
(SiteGoalID: 9180)
(DTS: 04/13/25)

**Targeted Student Group(s)**

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Administer the Initial and Summative ELPAC to monitor progress of all English learners towards achieving English proficiency adhering to the testing</li> </ul>	<ul style="list-style-type: none"> <li>• Staff trained in administration of the Initial and Summative ELPAC will conduct testing within 30 calendar days of enrollment for new students and during the annual assessment window in the</li> </ul>	



<p>timelines provided by the state and district.</p> <ul style="list-style-type: none"> <li>◦ \$16,600.00 (certificated)</li> <li>• The Vice Principal will serve as the EL Coordinator for identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, support of ELAC meetings. <ul style="list-style-type: none"> <li>◦ \$200.00 ELAC meeting refreshments (materials &amp; supplies)</li> </ul> </li> <li>• Teachers and parents will receive notification as students are reclassified (as required- no funding).</li> <li>• Utilize ML instructional coach to provide professional development tailored to meet the needs of our multilingual learners.</li> </ul> <p><b><u>Certificated Timesheets - EL Supplemental</u></b>  <b>\$16,600</b></p> <p><b><u>Materials/Supplies/Equipment - EL Supplemental</u></b>  <b>\$200</b></p>	<p>spring for continuing EL students in order to assess progress towards English proficiency.</p> <ul style="list-style-type: none"> <li>• EL coordinator will use multiple data sources to reclassify EL students who reach RFEP status, monitoring their academic progress at the end of each trimester.</li> </ul>	
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#### Action 1.5.2 (SiteGoalID: 9180) (DTS: 04/14/25)

##### Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation

<ul style="list-style-type: none"> <li>• At the start of the year, teachers will be provided with a list of EL students in their room who will be provided with daily designated ELD instruction.</li> <li>• ELD instructional blocks will be built into a Master Schedule provided to teachers at the start of the school year.</li> <li>• Teachers will develop and implement designated ELD instructional plans to meet specific students needs, with no supplemental funds used to support this instruction because it is a core program already supported through district funds. They will utilize the support of our EL Coach to refine their skills and strategies at addressing targeted EL needs during daily designated instruction.</li> <li>• Teachers will incorporate the High Quality Instruction subcomponents student talk and active engagement into the ELD lessons.</li> <li>• ELD strategies will be incorporated throughout the day within reading, math, and content area instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• After forming initial ELD instructional groups at the start of the school year, teachers will monitor EL students' ELD development during designated ELD instruction to ensure growth in areas of need, as identified through ELPAC and classroom formative assessments.</li> <li>• Administrators will review EL student performance at the end of each trimester as part of the review of target student monitoring using interim assessment data to assess</li> <li>• Site administrators will also monitor ELD instruction each trimester through FONT observations.</li> <li>• Each trimester, administrators will conduct one walkthrough per classroom focused on implementation of student talk and active engagement within ELD instruction. Teachers will be provided with feedback from these walk through observations.</li> </ul>	
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#### Funding Sources for District Goal 1 (DEV - LCAP ID: 780)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	65250	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries

Supplemental/Concentration (7101/0000)	4000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	15105	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	16600	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	200	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: 8823) (DTS: 02/13/25)

Decrease the achievement gap in English Language Arts and Mathematics as measured by the percentage of students who met or exceeded standards on CAASPP for these target groups:

### English Language Arts: Overall Percentage Met Or Exceeded--70%

- African American students--percentage met or exceeded standards will increase from 40% to 55%
- Homeless student--percentage met or exceeded standards will increase from 51% to 65%
- Students with Disabilities--percentage met or exceeded standards will increase from 31% to 50%

### Mathematics: Overall Percentage Met Or Exceeded--61%

- African American students--percentage met or exceeded standards will increase from 40% to 55%
- Homeless student--percentage met or exceeded standards will increase from 38% to 55%
- Students with Disabilities--percentage met or exceeded standards will increase from 26% to 50%

**Action 2.1.1 (SiteGoalID: 8823) (DTS: 02/13/25)**

**Targeted Student Group(s)**

<b>Action Plan</b> <ul style="list-style-type: none"><li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<b>Progress Monitoring Plan</b> <ul style="list-style-type: none"><li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<b>Data Collection &amp; Evaluation</b> <ul style="list-style-type: none"><li>Throughout the year, report the results of the formative data as you collect it.</li><li>In March, summarize your data collection results.</li><li>Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<b>Action Plan</b> <ul style="list-style-type: none"><li>Identify students in the target groups and their individual learning gaps and assets using CAASPP, Illuminate, and classroom assessment data.</li><li>During the three full-day release sessions for teachers to work as PLCs described in Goal 1.2.1, teachers will give specific focus to determining the needs of all target students and creating intervention plans tailored to these needs. At the end of each release day, members of the MTSS Tier 2 team will meet with the grade level teacher for the final hour to review targeted needs. Those with more significant needs will be referred to the MTSS team at the start of the year, while other needs will be addressed through Tier 1 supports. These plans will be revisited during release days at the end of Trimesters 1 and 2, with plans modified and/or forwarded to the</li></ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"><li>Illuminate and classroom data will be reviewed three times during the year, at the end of each trimester, to monitor the effectiveness of targeted interventions.</li><li>The effectiveness of tutoring will be monitored by pre-and post-assessment data in six-week intervals.</li><li>Use parent sign-in sheets to monitor the level of parent interest and involvement in parent education opportunities.</li></ul>	<b>Evaluation</b>

MTSS Tier 2 team as appropriate to reduce disparity in academic performance.

- Targeted tutoring will be provided in reading and/or math as needed.
  - \$4,000.00 (certificated)
- To ensure that teachers are able to collaborate Learning Center and other MTSS Tier 2 team members to plan interventions addressing academic, behavioral, and social-emotional needs, teachers will be provided with release time by a substitute. Approximately two days per month will be scheduled for this purpose totally 24 sub days.
- Schedule learning nights for parents to provide them with skills, knowledge or trainings in response to target student needs. These may include academic supports such as how to help with math homework or how to support development of foundational reading skills. Parent education to related to SEL supports could include safe use of online programs/social media. Topics will be determined after teachers have the opportunity to meet with parents at Back to School Night and after they have fully assessed the needs of their students.
- We will purchase allowable, reasonable and necessary supplies to complete the action plans for this goal.
  - \$2,000.00 (materials)

**Certificated Timesheets -  
Supplemental**  
**\$4,000**

**Materials/Supplies/Equipment -  
Supplemental**  
**\$2,000**

**Action 2.1.2 (SiteGoalID: 8823) (DTS: 04/14/25)**

**Targeted Student Group(s)**

<b>Action Plan</b>	<b>Progress Monitoring Plan</b>	<b>Data Collection &amp; Evaluation</b>
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>Throughout the year, report the results of the formative data as you collect it.</li><li>In March, summarize your data collection results.</li><li>Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<b>Action Plan</b>	<b>Progress Monitoring</b>	<b>Evaluation</b>
<ul style="list-style-type: none"><li>The GATE Coordinator will work with teachers in increasing GATE identification of target students by assisting with identification following district avenues provided, such as portfolio assessment.</li><li>The CREST teacher will work with classroom teachers and families to increase the number of target students in this program.</li><li>As additional Extended Day enrichment activities are introduced, the coordinator of the activity will ensure that students in target groups and their parents are aware of the opportunities and are included if it meets their interests and availability.</li></ul>	<ul style="list-style-type: none"><li>At the end of 2025-26, the GATE Coordinator will review the list of students who are GATE-identified to determine whether there was an increase in the inclusion of target students.</li><li>At the end of 2025-26, the GATE Coordinator will review the list of students who participated in CREST to determine whether there was an increase in the inclusion of target students.</li></ul>	

## Funding Sources for District Goal 2 (DEV - LCAP ID: 780)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2000	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: 9182) (DTS: 01/01/10)

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

**Metric:** Other

**Action 3.1.1 (SiteGoalID: 9182) (DTS: 04/13/25)**

**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
Action Plan	Progress Monitoring	Evaluation
<p>ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.</p> <p>ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative</p>	<p>July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>July-June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	



practices, and game and activity rules and expectations.

### Site Goal 3.2 (SiteGoalID: 8824) (DTS: 02/13/25)

**At Miwok Village, our school climate will promote a safe and respectful environment where students feel safe and are connected to peers, adults and the school culture. Using Student Perspective Survey data to establish our current level and set our goals for improvement, we will:**

- Reduce the percentage of students who reported on this survey as having their feelings hurt in class or on campus from 33% to 15%
- Decrease the percentage of students who reported on this survey as having been teased from 68% to 45%
- Increase the percentage of students who reported on this survey as feeling close to people in their class from 64% to 75%.

**Metric:** School Climate - Average Favorability Rating

### Action 3.2.1 (SiteGoalID: 8824) (DTS: 02/13/25)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
Action Plan	Progress Monitoring	Evaluation
<b>PBIS</b> <ul style="list-style-type: none"><li>• Introduce PBIS routines and strategies at the start of the year at a school assembly that includes introduction of PBIS rules and practice expectations. Teachers will introduce &amp;</li></ul>	<ul style="list-style-type: none"><li>• On an monthly basis, the Tier 1 PBIS team will meet to review behavioral data and identify schoolwide areas of behavioral focus.</li><li>• On a weekly basis, the Tier 2 team meets to review and address individual student</li></ul>	

reinforce application of PBIS rules to areas of the campus by taking their class to key areas of the campus to show how the rules apply to that location. Teachers will introduce behavioral expectations within classrooms during the first week.

- Provide training in positive behavioral interventions to the yard supervisors and aides at monthly meetings for aides and yard supervisors.
- Reinforce PBIS routines and rules within the classroom, at Track Change Assemblies, and during morning announcements.
- Recognize positive behaviors using Village Vouchers with rewards given out on Fridays and Track Change Day.
- Promote positive behaviors using signage displayed throughout the school.
- Reinforce PBIS strategies in response to behavior and review/refine procedures during monthly yard supervisor meetings led by the vice principal.
- Document misbehaviors in Synergy, noting interventions used to address behaviors.

### **Community Circles & Restorative Practices**

- Provide training in Restorative Practices, sessions #3 & #4, for all staff with funding allocated to pay classified staff on a timesheet. Paraeducators will be provided additional training in strategies in providing positive behavioral interventions for Students with Disabilities.
  - \$3,000.00 (classified)
- Promote use of in Community Circles within each classroom at least

needs reported through the MTSS process.

- At the end of the year, assess effectiveness of Tier 1 and Tier 2 positive behavior strategies implemented through our PBIS program using the Tiered Fidelity Inventory.
- Report results of monthly Tier 1 behavior reviews, suggested target areas and/or refinements in practices to teachers at staff meetings, yard supervisors at scheduled monthly meetings, and in staff Weekly Bulletin.
- Monitor Student Perspective Survey data in Spring 2026 to determine whether actions were effective in reducing the percentage of students reporting having their feeling hurt or being teased and increasing the percentage of students who feel close to others in their class.

once per week to promote PBIS rules, SEL topics covered during Second Step lessons, and to promote use of kind words and other positive relational skills.

### **Second Step**

- Extend implementation of Second Step curriculum in each classroom to promote SEL and positive peer interactions.

### **Other Strategies and Interventions**

- Promote social engagement by reducing use of Chromebooks outside of the classroom during non-instructional time in order to promote student socialization through in-person game and other socializing activities to assist student in creating closer bonds to classmates.
- Utilize staff to support TK and K classes during overlap time during their first week as students transition to school environment and begin to learn the rules and procedures.
- Increase positive recess engagement through inclusion of Assist recess coaches two days each week.
  - \$20,876.16. (contracts)

**Classified Timesheets -  
Supplemental**  
**\$3,000**

**Contracts/Services/Subscriptions - Supplemental**  
**\$20,876.16**

### Funding Sources for District Goal 3 (DEV - LCAP ID: 780)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	3000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	20877	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

#### District Strategic Goal 4:

##### Family & Community Engagement

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

#### District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

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

#### Site Goal 4.1 (SiteGoalID: 8825) (DTS: 02/13/25)

On our 2025 PBIS Parent Survey, 69.3% of parents gave a score of 4 or 5 out of 5 on the question, "How satisfied are you in the communication from Miwok Village?" In 2025 - 2026, we will increase this to 85% by improving the frequency and timeliness of communications with parents and guardians. This will support parents as they assist their children in making academic progress and provide families with information that will improve family connectedness to school culture.

**Metric:** Parents indicating a respectful and welcoming school environment

#### Action 4.1.1 (SiteGoalID: 8825) (DTS: 02/13/25)

##### Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>Throughout the year, report the results of the formative data as you collect it.</li><li>In March, summarize your data collection results.</li><li>Based on your summary, what will you adapt/adopt/abandon?</li></ul>
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>Increase targeted emails, texts, and Talking Point messages sent to notify parents and guardians about timely events and information.</li><li>Provide families with a calendar of the Miwok Village important events and dates and post the on the school website.</li><li>Ensure that the school newsletter The Village Voice is sent out to all families monthly.</li><li>Using a teacher adjunct role, have one teacher serve as the Welcome Liaison to support new families enrolling at Miwok Village through providing initial information to assist them in learning school procedures</li></ul>	<ul style="list-style-type: none"><li>Administration will monitor the effectiveness of monthly communication opportunities, the school newsletter, and unscheduled timely communications using Talking Points, and Synergy email. Adjustments to improve ongoing communications will be made throughout the year as needed, with an evaluation at the end of the year to determine whether any additional additions or changes should be implemented at the start of the 2026 - 2027 school year.</li><li>Teachers and school office assistants will monitor parent use of Parent Vue at the start of the year to identify families that do not have at least one parent signed up and will</li></ul>	

<p>and to answer questions. This staff member will also connect new families to the classroom Parent Liaison to PTA.</p> <ul style="list-style-type: none"> <li>Expand implementation of home visits by promoting district trainings and having one trained staff member assist with coordination as their assigned teacher adjunct duty.</li> <li>Ensure that translation support is provided at site meetings when needed to assist parents whose home language is not English. <ul style="list-style-type: none"> <li>\$509.00 (classified)</li> </ul> </li> </ul> <p><b><u>Classified Timesheets - EL Supplemental</u></b>  <b>\$509.00</b></p>	<p>communicate with them to ensure that all families have access to this communication tool.</p> <ul style="list-style-type: none"> <li>Administration will monitor District Parent Perspective Survey data and site PBIS Family Survey data to see if our goal of increasing satisfaction with school communication was met.</li> </ul>	
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**Site Goal 4.2 (SiteGoalID: 9183) (DTS: 04/13/25)**

On the 2024 Parent Perspective Survey, 92% of parents reported having positive school connectedness/sense of belonging. As we increase opportunities for parent involvement, we will increase the percentage of parents who feel welcome to participate at Miwok Village from 92% to 95%.

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

**Action 4.2.1 (SiteGoalID: 9183) (DTS: 04/13/25)**

**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation

<ul style="list-style-type: none"> <li>• At the start of the year, ensure that parent are provided with information about the fingerprinting process for parents to increase parent volunteers in classrooms and on campus.</li> <li>• Promote parent involvement opportunities at Back to School Night and then monthly in the Village Voice.</li> <li>• Increase family learning nights, such as Literacy Night, STEM Night, and other schoolwide family events.</li> <li>• Work with PTA to support and promote all school events developed and implemented by PTA.</li> <li>• Host Miwok Family Picnics for each track twice a year, fall and spring.</li> <li>• Promote family participation in schoolwide cultural events such as Lunar New Year and an evening Multicultural Event.</li> <li>• We will purchase allowable, reasonable and necessary supplies to complete the action plans for this goal. <ul style="list-style-type: none"> <li>◦ \$2,000.00 (materials)</li> </ul> </li> </ul> <p><b><u>Materials/Supplies/Equipment - Supplemental</u></b>  <b>\$2,000</b></p>	<ul style="list-style-type: none"> <li>• In May 2026, compare the number of family events provided in 2024-25 with the number of events in 2025-26 to determine the effectiveness of our goal on increasing family opportunities to participate in school culture.</li> <li>• At the end of the 2025-26 school year once 2026 Perspective Surveys have been completed, review 2026 Parent Perspective Survey data to determine if there is an increase in the percentage of parents who feel welcome to participate at Miwok Village.</li> </ul>	
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**Site Goal 4.3 (SiteGoalID: 9184) (DTS: 04/13/25)**

**Increase the daily attendance rate and decrease the percent of students who are chronically absent. Overall, student daily attendance will increase from 93.6% to 96%, with subgroups meeting the following goals:**

- African American students will increase attendance from 90.9% to 94%.
- Socio-Economically Disadvantaged students will increase attendance from 92.1% to 95%.
- Students with Disabilities will increase attendance from 89.7% to 93%.

**Students who are chronically absent will decrease from 18% to 10%, with subgroups meeting the following goals:**

- African American students will decrease chronic absenteeism from 25.3% to 15%
- White students will decrease chronic absenteeism from 25.6% to 15%
- Hispanic students will decrease chronic absenteeism from 24.1% to 15%
- Socio-Economically Disadvantaged students will decrease chronic absenteeism from 23.7% to 15%
- Students with disabilities (SWD) will decrease chronic absenteeism from 39.8% to 18%

Metric: Attendance Rate

Action 4.3.1 (SiteGoalID: 9184) (DTS: 04/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>At Back to School Night and in a Village Voice article, communicate school attendance policies, site attendance programs to improve attendance, and the impact of attendance on academic success.</li> <li>Attendance and chronic absenteeism data will be included monthly in the Village Voice along with our targeted attendance goals.</li> <li>Progress towards our goals will be noted on sandwich boards placed at the front entrance to keep parents mindful of the the importance of school attendance.</li> <li>School attendance will be promoted schoolwide through displays that track our progress at meeting our % goals, with Trimester incentives given to classes</li> </ul>	<p>Site administrator will monitor daily attendance percentage, tardies, and early dismissals on a monthly basis to evaluate the effectiveness of attendance improvement programs. Data will be shared with teachers, students, and families on a monthly basis.</p>	



<p>who meet the 96% goal at the end of each trimester and a schoolwide incentive provided if that goal is met.</p> <ul style="list-style-type: none"> <li>• The district attendance technician will visit the school bimonthly to review attendance, make phone calls, and send letters to parents to inform them of attendance issues.</li> <li>• At the end of the year, the Leadership Team will evaluate attendance programs to determine effectiveness and make modifications for the next year.</li> </ul>		
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Funding Sources for District Goal 4 (DEV - LCAP ID: 780)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2000	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)	509	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

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## Funding Source Summary for All District Goals

### Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$65250	\$10000	\$0	\$0	\$75250
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$4000	\$0	\$3000	\$0	\$7000
Materials/Supplies/Equipment	\$15105	\$2000	\$0	\$2000	\$19105
Contracts/Services/Subscriptions	\$0	\$0	\$20877	\$0	\$20877

**Supplemental/Concentration (7101/0000) Total: \$122,232**

### 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	\$16600	\$0	\$0	\$0	\$16600
Classified- Salaries	\$0	\$0	\$0	\$509	\$509
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$200	\$0	\$0	\$0	\$200
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

**EL Supplemental (7150/0000) Total: \$17,309**

### 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

### Miwok Village Elementary (316) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supplemental Concentration TK-6 <b>0000</b> Unrestricted	\$122,232	\$84,355	\$12,000	\$23,877	\$2,000	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	\$17,309	\$16,800	\$0	\$0	\$509	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$139,541	\$101,155	\$12,000	\$23,877	\$2,509	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth	\$0	Title I Homeless	\$0
		Title I Centralized Services	\$0	Title I Preschool	\$0
Subtotal of state or local funds included for this school	\$139,541				

