



Robert J. Fite Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Diane Standring

County-District-School (CDS) Code: 34673146120026

**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

Robert J. Fite Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 786) | 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?

School Site Council Meetings

January 21, 2025 and April 21, 2025

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

spending priorities.

ELAC Meeting

January 29, 2025

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

Leadership Meeting

April 9, 2025

Teacher leaders provided feedback on current programs and supports and shared information from grade levels about needs for the 25-26 school year.

Staff Meeting

April 2, 2025

Shared proposed budget with entire school staff. Sent out an LCAP Survey to ALL staff (certificated and classified) to gather feedback on staff priorities for the 25-26 school year.

2. Impact of LCAP and Annual Update

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

Parents continue to request support for students with homework and tutoring to fill in learning gaps, specifically in math and in the intermediate grades. Teachers and staff would like to continue additional AIT support, as well as increase support for English learners.

As a staff, we decided to discontinue digital programs (Lexia and IXL) to provide additional funding for before/after school tutoring and funds to support classroom intervention by having additional teaching staff to support intermediate (grades 3-6) classrooms.

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.

Fite is not an ATSI or CSI designated school.

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: 8973) (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: 8973) (DTS: 03/11/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. Students in grades K-6 will participate in beginning of the year assessments.</p> <ul style="list-style-type: none"> • K-2 student data will be inputted into the Illuminate assessment system. • 3-6 grade students will participate in online assessments using the Illuminate assessment system. <p>2. Students in grades K-6 will participate in interim assessments</p>	<p>1-2. Assessment percentage of student completion for benchmark assessments.</p> <p>3. Percentage of student completion on CAASPP assessments: ELA (grades 3-6), Math (grades 3-6), Science (grade 5)</p> <ul style="list-style-type: none"> • September 2025 - Review completion percentage for beginning of year Illuminate assessments • November 2025 - Review completion percentage for 	

<p>at the end of Trimester 1 and Trimester 2.</p> <ul style="list-style-type: none"> K-2 student data will be inputted into the Illuminate assessment system. 3-6 grade students will participate in online assessments using the Illuminate assessment system. <p>3. Students in grades 3-6 will participate in the statewide CAASPP testing.</p> <p>NO FUNDING REQUIRED.</p>	<p>Trimester 1 interim assessments</p> <ul style="list-style-type: none"> March 2026 - Review completion percentage for Trimester 2 interim assessments May 2026 - Review completion percentage for end of year Illuminate assessments and CAASPP assessments. 	
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Action 1.1.2 (SiteGoalID: 8973) (DTS: 05/09/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. Grade Level teams will meet weekly during early out and monthly during grade level meetings as Professional Learning Communities (PLCs) to analyze benchmark assessment data, strategically plan responsive instruction and determine next instructional steps. Meeting notes should include grade level data and specific information regarding the assessments being analyzed and the next steps. Administrators will follow-up with grade level teams and provide support and resources as needed, including instructional coach support and ongoing professional learning</p>	<p>1. Administrator review of PLC meeting notes.</p> <p>1. Illuminate assessment data from beginning of the year assessments, trimester interim assessments, and end of year assessments.</p>	

opportunities.

Site Goal 1.2 (SiteGoalID: 8846) (DTS: 02/13/25)

Increase the overall school-wide percentage of students at each grade level meeting or exceeding grade level achievement standards and benchmarks in English Language Arts (ELA) and Math.

For grades K-2, we will use Illuminate data and common district assessments for ELA focusing on phonics and phonemic awareness, fluency, spelling, and writing. For Mathematics, we will use Illuminate data and common assessments focusing on number sense and computation. **The school-wide goal is 75% or more of students meeting benchmarks for ELA and Mathematics in grade K-2.**

In grades 3-6, increase overall performance **SCHOOLWIDE from 52% to 55% meets or exceeds** achievement standards in **ELA** and **44% to 50% meets or exceeds** achievement standards in **MATH** using CAASPP data and focus on the following sub groups:

- Increase overall performance of **STUDENTS WITH DISABILITIES from 20% to 25% meets or exceeds** achievement standards in **ELA** and **24% to 29% meets or exceeds** achievement standards in **MATH**.
- Increase overall performance of **BLACK/AFRICAN AMERICAN students from 32% to 37% meets or exceeds** achievement standards in **ELA** and **18% to 23% meets or exceeds** achievement standards in **MATH**.
- Increase overall performance of **HISPANIC students from 55% to 60% meets or exceeds** achievement standards in **ELA** and **41% to 46% meets or exceeds** achievement standards in **MATH**.
- Increase overall performance of **ENGLISH LEARNER students from 42% to 47% meets or exceeds** achievement standards in **ELA** and **53% to 58% meets or exceeds** achievement standards in **MATH**.
- Increase overall performance of **SOCIOECONOMICALLY DISADVANTAGED students from 48% to 53% meets or exceeds** achievement standards in **ELA** and **39% to 44% meets or exceeds** achievement standards in **MATH**.

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

Action 1.2.1 (SiteGoalID: 8846) (DTS: 02/13/25)

Targeted Student Group(s)

- EL • Hispanic or Latino • Low Income

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

Action Plan

Provide certificated support and relevant instructional materials and resources for targeted, individual or small group instruction for students who are not meeting grade level benchmarks in grades K-2.

A 1.0 Academic Intervention Teacher (AIT) will be funded by district LREBG funds. A 1.0 AIT will be funded by the site. This AIT will follow the parameters for all district AITs, working specifically on early literacy skills with students in grades K-2. (1.0 FTE Academic Intervention Teacher: Certificated Salaries \$171,300/4900/3010)

AITs will use adopted curriculum resources from the Wonders ELA and enVision Math programs, as well as other selected supplementary resources. Additional funds will be provided for instructional resources, materials, and curriculum for intervention. (Materials/Supplies \$1000/4900/3010)

1. Identify at-risk students in principally targeted sub groups using site beginning of year assessment data and teacher recommendations in August 2025.

2. Meet with teachers at grade level co-op meetings in September 2025. Communicate intervention plan to teachers, gather teacher feedback, and develop an intervention schedule.

3. Meet with teachers individually for Collaborative Academic Support Team (CAST) meetings at the end of Trimester 1 in November 2025 and Trimester 2 in March 2026. Review assessment data for students currently receiving AIT services and determine if new students need to start receiving services.

Progress Monitoring

1,2,5. Use Illuminate beginning of the year assessment data to identify students eligible for AIT support.

3. Use trimester Illuminate assessment data and AIT pre/post assessment data to measure growth for students participating in targeted instructions.

3-4. AITs will collect assessment data and meet with teachers, the MTSS Tier II team and site admin to review data and progress monitor students.

4/5. Effectiveness will be measured using AIT pre/post assessment data and the number of students who meet achievement standards and move out of intervention groups throughout the year.

- September 2025 - Analyze beginning of year Illuminate assessment data
- September 2025 - Grade level co-op meetings
- October 2024 - MTSS Tier II meeting
- November 2024 - Trimester 1 Illuminate assessment data, CAST meetings, MTSS Tier II meeting
- January 2025 - MTSS Tier II meeting
- March 2025 - Trimester 2 Illuminate assessment data, CAST meetings, MTSS Tier II meeting
- May 2025 - MTSS Tier II meeting
- June 2025 - End of Year/Trimester 3 Illuminate assessments, MTSS Tier II meeting

Evaluation

<p>4. AITs attend an MTSS Tier II team meeting at the end of each trimester to analyze data and track student progress to determine which students should continue to receive intervention support, who can be exited. The MTSS Tier II team along with site admin will evaluate the implementation of the AIT program and determine effectiveness.</p> <p>5. Continue the intervention cycle: identify students in need of support, provide intervention, progress monitor, and determine effectiveness of the program.</p>		
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Action 1.2.2 (SiteGoalID: 8846) (DTS: 04/27/25)

Targeted Student Group(s)

- School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. Purchase additional supplementary curriculum and instructional materials to enhance student engagement. Curriculum and materials may include class sets of novels, culturally and linguistically diverse books, science lab material kits, and student supplies for workshop, intervention, and enrichment. (Materials/Supplies: \$3,700/4900/3010, \$4,000/7101/0000)</p>	<p>1. Site administrator observation and teacher and librarian feedback. Students will have access to diverse literature, supplementary resources and materials to enhance their learning experience. Teachers will have the materials they need to support the curriculum and provide additional opportunities for hands-on activities, intervention and enrichment for students.</p> <p>2. Reviewing the school library</p>	

2. Purchase updated books and materials for the school library. (Materials/Supplies: \$1,000/4900/3010)	<p>inventory at the end of the year, showing an increase in diverse titles and more current publishing dates of books and resources, as well as student check-out data.</p> <ul style="list-style-type: none"> • August 2025 - Meet with Librarian to look at current titles and publishing dates. • September 2025 - Meet with site leadership team to make sure grade level teams are aware of resources available to them. • January 2026 - Check in with librarian and grade level teams regarding needs. • May 2026 - Meet with librarian and site leadership team to review needs and make adjustments to funding for the next school year. 	
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Action 1.2.3 (SiteGoalID: 8846) (DTS: 04/27/25)

Targeted Student Group(s)

- Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. Cover the cost of on-site educational assemblies/experiences and transportation for students to attend off-campus educational field trips. (Contracts/Services/Subscriptions : \$7,000/7101)</p>	<p>1. Student attendance, student and teacher survey data, and student work products and feedback based on experiences. (Projects, journals, student written reflections, assessments, etc.)</p> <ul style="list-style-type: none"> • August 2025 - Admin will meet with grade level teams to discuss ideas for on-campus experiences or field 	

	trips for the year and encourage early planning/calendaring. <ul style="list-style-type: none"> January 2026 - Check in with grade levels about planning and experiences. May 2026 - Meet with grade level teams to review field trips and experiences from the year and determine if funding was adequate to plan for any changes for next school year. 	
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Action 1.2.4 (SiteGoalID: 8846) (DTS: 04/27/25)

Targeted Student Group(s)

- EL • Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. Provide release days for all teachers for the purpose of curriculum planning and instruction, assessment and data analysis, and development of intervention and enrichment plans.</p> <ul style="list-style-type: none"> 1 day per grade level for beginning of the year co-op meeting and planning - 1/2 day for co-op with admin and support team, 1/2 day for team planning. (Certificated Timesheet: \$5500/7101) Winter and Spring CAST conferences with admin and Tier II Team (Certificated Timesheet: \$1600/4900/3010) 	<p>1. Grade level teams will submit agendas and notes to admin team for review. Data/notes collected from co-op and CAST meetings will provide teachers and site support staff with information on how to best meet student needs. Teachers will meet with administration and intervention team three times a year at the end of each trimester to analyze grade level Common Formative Assessments to monitor the progress of students. Student information will then be used to develop actionable plans to meet needs of students who have not mastered grade level standards.</p>	

<ul style="list-style-type: none"> • 3 days (one per trimester) for grade level teams to work with instructional coaches to deepen understanding and address implementation of the Instructional Framework in order to increase student achievement. Release days will include professional development focusing on Instructional Framework principles, after which teams will have time to collaborate for lesson planning and Instructional Framework implementation, analyze student data, observe teachers and/or coaches, and make instructional and intervention decisions to support students. (ELA and Math) (Certificated Timesheet: \$18,750/4900) • 1 full day of planning time for each grade level at the end of the year in preparation for the next school year (Certificated Timesheet: \$7500/7101) • 1 full day for planning the Instructional Leadership Team (ILT) (Certificated Timesheet: \$2071/4900/3010 and \$500/7101) <p>[\$35,421 TOTAL]</p>	<ul style="list-style-type: none"> • August 2025 - Release days scheduled and substitutes requested • September 2025 - Grade level co-op meetings • November/December 2025 - Winter CAST Meetings • January 2026 - Confirm scheduled release days with grade level teams. • March 2026 - Spring CAST Meetings • March/April 2026 - Leadership Team release day for LCAP evaluation and planning. 	
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Action 1.2.5 (SiteGoalID: 8846) (DTS: 04/27/25)

Targeted Student Group(s)

- EL • Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>1. Provide ELA and Math intervention and tutoring for small groups of students before or afterschool. Focus on English Learners and students performing below benchmark on Illuminate assessments. (Certificated Timesheets : \$10,000/7101)</p>	<p>Progress Monitoring</p> <p>1. Teachers providing tutoring will get recommendations from grade level teams and students identified as needing support as part of the MTSS/CAST process. Pre and Post assessments will be given and interim data will be reviewed at the end of of each trimester.</p> <ul style="list-style-type: none"> November 2025 - Review end of trimester data. March 2026 - Review end of trimester data. May 2026 - Review year-long data for students participating in tutoring program. Determine whether or not the intervention was successful and whether or not to continue tutoring program next year and if so, allocate funding appropriately. 	<p>Evaluation</p>

Action 1.2.6 (SiteGoalID: 8846) (DTS: 04/27/25)

Targeted Student Group(s)

- Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	

		<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>1. Provide additional support to classroom teachers in grades 3-6 by hiring two paraeducators (hourly/timesheet) to support general education classrooms. Paraeducators would support the classroom by providing student support and assist the classroom teacher and students during small group intervention. (Classified Timesheets: \$27,000/7101)</p>	<p>Progress Monitoring</p> <p>1. Grade level teams will submit a schedule for the paraeducator as well as an overview of the way in which the paraeducator will be used to support the classroom. Effectiveness of the paraeducator support will be discussed at monthly Leadership meetings. Grade level teams will meet with administrators at the end of each trimester to analyze common formative assessment data and monitor student growth. A plan will be put in place to best utilize paraeducator support for students who continue to score below benchmark on formative assessments.\</p> <ul style="list-style-type: none"> August 2025 - Review grade level plans for paraeducator support. November 2025 - Leadership Meeting March 2026 - Leadership Meeting May 2026 - Leadership Team Meeting; Analyze data and discuss effectiveness of paraeducator support and determine whether or not to continue the support for the next school year. 	<p>Evaluation</p>

Site Goal 1.3 (SiteGoalID: 9455) (DTS: 04/27/25)

Support a robust English Learner program through accurate assessment, support for designated and integrated English Language Development (ELD) instruction, and communication with families of English Learners.

- Increase by 2% or more the number of English Learners that demonstrate proficiency and are reclassified as Fluent English Proficient.
- Increase the percentage of students who meet or exceeds standards on CAASPP in ELA from 42% to 45% or higher.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.3.1 (SiteGoalID: 9455) (DTS: 04/27/25)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. Assess EL student language acquisition and progress by funding a site EL Coordinator. The EL Coordinator, with support from site administration, with coordinate the identification/placement of EL students, reclassification, EL/RFEP monitoring, support for ELAC meetings, and assist with initial and summative ELPAC assessment of students. Coordinator will work with EL coach to support the English Learner program on campus through district professional training and collaboration. (Certificated Timesheet: \$8,558/7150)</p> <p>2. Fund a certificated teacher to provide supplemental support for students during designated and integrated English Language Development (ELD) instruction. Provide support for English</p>	<p>1. Updated ELPAC scores for all EL students will provide administration and staff with important language acquisition information about the EL students at the site.</p> <p>1. Regular meetings with EL coordinator and coach will help staff feel knowledgeable and supported when working with EL students in their classroom.</p> <p>2. Site admin and EL coordinator will work with certificated teacher to set up a schedule to meet the needs of newcomers and LTELs. Teacher feedback and students assessments will be monitored and reviewed.</p> <p>3. Teachers and students will have access to supplemental resources and materials to enhance English language instruction and language acquisition.</p>	

<p>Learner (EL) newcomers and long-term English learners (LTELs). Provide support for ELPAC practice and preparation for students. EL Coordinator will work with site admin and teachers to identify students in need of support and determine a schedule. (Certificated Timesheet: \$9,000/7150)</p> <p>3. Purchase supplemental EL supplies and materials to support student learning, including but not limited to multilingual library books, curriculum, print shop funds, and certificate paper for awards and EL student recognition. (Materials/Supplies: \$500/7150)</p> <p>4. Provide interpretation and translation services for parent/teacher contact, including but not limited to written communication, phone calls, and parent/teacher conferences. (Classified Timesheet: \$796/7150)</p>	<p>4. EL parent involvement/engagement will be tracked using attendance at ELAC meetings and parent conferences. (Meeting sign-in sheets and notes.) Teachers will provide updates to administration on the participation of and communication with parents of EL students, including information regarding testing, meetings, reclassification, etc.</p> <ul style="list-style-type: none"> • August 2025 - Site admin will meet with EL Coordinator to set up a testing schedule for initial ELPAC. • September 2025 - In tandem with grade level co-op meetings, site admin, EL Coordinator, and EL coach will meet to review EL data and determine student need. Develop a schedule of support for EL students, including professional learning for staff. • End of Trimester 1 / November 2025 - Review EL student Illuminate assessment data. • End of Trimester 2 / March 2026 - Review EL student Illuminate assessment data. • End of Trimester 3 / May 2026 - Review EL student Illuminate assessment data. Determine effectiveness of EL certificated support based on assessment data and teacher feedback. 	
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Site Goal 1.4 (SiteGoalID: 9456) (DTS: 04/27/25)

Provide music instruction to students as part of the regular school day and offer afterschool opportunities for students to participate in choir and drum club. Support instruction in the area of Visual and Performing Arts as specified by California Education Code ARTICLE 2. Course of Study, Grades 1 to 6 [51210 - 51212] which states "*The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study: (5) Visual and performing arts, including instruction in dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and*

the skills of creative expression."

Metric: Other

Action 1.4.1 (SiteGoalID: 9456) (DTS: 04/27/25)

Targeted Student Group(s)

- Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>1. Fund music instruction provided by music educators from New Songs School of Music to provide weekly music instruction for students in grades TK-6 during the regular school day as well as after-school choir and drum programs.</p> <ul style="list-style-type: none">• Push-in music education for each classroom; 30-35 minutes weekly for TK-6 grade students.• 30 weeks of instruction between September 2025 and May 2026.• 30 weeks of choir rehearsals, 1 rehearsal per week, plus two concert performances between September 2025 and May 2026.• 30 weeks of drum club rehearsals, 1 rehearsal per week, plus two concert performances between September 2025 and May 2026. <p>(Contracts/Services/Subscriptions : \$47,250/7101)</p>	<p>Progress Monitoring</p> <p>1. Gather and review formal survey feedback from students, parents, and teachers at the end of the school year.</p> <p>1-2. Review student attendance data monthly and show an increase in overall student attendance throughout the year.</p> <p>2. Student attendance at rehearsals. Community attendance at performances.</p> <ul style="list-style-type: none">• End of Trimester 1 / November 2025 - Review student attendance and participation.• End of Trimester 2 / March 2026 - Review student attendance and participation in programs and activities.• End of Trimester 3 / May 2026 - Review student attendance and participation in programs, gather teacher and student feedback, and make changes for next school year.	<p>Evaluation</p>

Site Goal 1.5 (SiteGoalID: 9457) (DTS: 04/27/25)

Instructional Framework Goal - LEARNING TARGETS

Implementation of Learning Targets will increase from 60% to 65% by the end of the year as measured on the Teaching and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher explains what they are learning and why will increase from 73% to 80%.
- Average Derived FONT Implementation for Learning Targets will increase from 15% to 25%.

Metric: Learning Targets

Action 1.5.1 (SiteGoalID: 9457) (DTS: 04/27/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. Provide ongoing professional learning opportunities throughout the school year for teachers to increase knowledge regarding the instructional framework and specifically developing and communicating Learning Targets as part of each lesson. Utilize site instructional coaches to provide support for teachers and provide co-teaching, sample lesson plans, and examples of activities that maximize the effectiveness of learning targets. Involve leadership team members to</p>	<p>1. Meet with instructional coaches to develop professional learning plans.</p> <p>1. Review FONT walk-through data.</p> <ul style="list-style-type: none">• August 2025 - Introduce the focus of Learning Targets at Preservice.• August/September 2025 - Meet with instructional coaches to review survey results and plan meaningful and appropriate professional learning opportunities.	

<p>include discussion and analyze teaching practices around learning targets as part of weekly PLC meetings.</p> <p>NO FUNDING REQUIRED</p>	<ul style="list-style-type: none"> • September 2025 - Discuss Learning Targets with grade level teams during Co-ops and review FONT walk-through data. • January 2026 - Review Learning Targets during In-Service and review FONT walk-through data with the whole staff. • January 2026 - Meet with instructional coaches to review FONT walk-through data and adjust professional learning plans as needed. • February to May 2026 - Continue to review FONT walk-through data and implement professional learning plan, making adjustments as needed. • May 2026 - Survey teachers about their professional learning experiences and implementation of learning targets as part of daily lessons. Gather feedback from site leadership team and make any necessary changes for the next school year. Share FONT walk-through data with the whole staff. 	
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Action 1.5.2 (SiteGoalID: 9457) (DTS: 04/27/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
1. Provide funding for certificated	1. Monitor the number of staff	

staff to attend professional learning opportunities outside of EGUSD provided offerings. Examples of potential offerings include ACSA professional learning conferences and the AVID Summer Institute. (\$7,750/7101 Contracts/Services/Subscriptions)	attending professional learning opportunities and provide time for information regarding new learning and insights to be shared with the all school staff.	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 786)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	171300	Certificated- Salaries
Title I – Basic (4900/3010)	22421	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	5700	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	23000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	27000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	3044	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	62000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	17558	Certificated- Timesheets

EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	796	Classified- Timesheets
EL Supplemental (7150/0000)	500	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: <ul style="list-style-type: none"> • African American Disparity • Homeless Student Disparity • Native American Disparity • Students with Disabilities Disparity • Students in Foster Youth Disparity
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Site Goal 2.1 (SiteGoalID: 8847) (DTS: 02/13/25) Decrease the number of students with disabilities designated as chronically absent from 39% to 29%. Increase the overall attendance percentage of students with disabilities from 91% to 95%. Metric: Students with Disabilities Disparity
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Action 2.1.1 (SiteGoalID: 8847) (DTS: 02/13/25)
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Targeted Student Group(s)

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
1. Identify at-risk students with	1-2. Review Student Attendance	

<p>poor attendance patterns. Communicate with families via phone, email, and Talking Points regarding the importance of student attendance. Working together with the site MTSS counselor, teachers, support staff, and PBIS Tier II team, administrators will connect with parents and families to discuss chronic absences and set a plan for improvement. Emphasize the importance of attending school every day to be successful in learning and the positive effects on social emotional experiences and competencies.</p> <p>2. Make positive phone calls to families to acknowledge families for attendance improvements (decreased tardiness and absences, etc.)</p> <p>NO FUNDING REQUIRED</p>	<p>Data:</p> <ul style="list-style-type: none"> • Monthly ADA reports • Monthly chronic truancy reports • Attendance rates • Chronic Absenteeism <p>2. Log of positive phone calls made to families</p>	
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Site Goal 2.2 (SiteGoalID: 9464) (DTS: 04/27/25)

Decrease the number of Black and African American students designated as chronically absent from 26% to 16%.

Increase the overall attendance percentage of African American students from 94% to 95%.

Metric: African American Disparity

Action 2.2.1 (SiteGoalID: 9464) (DTS: 04/27/25)

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>1. Identify at-risk students with poor attendance patterns. Communicate with families via phone, email, and Talking Points regarding the importance of student attendance. Working together with the site MTSS counselor, teachers, support staff, and PBIS Tier II team, administrators will connect with parents and families to discussion chronic absences and set a plan for improvement. Emphasize the importance of attending school every day to be successful in learning and the positive effects on social emotional experiences and competencies.</p> <p>2. Make positive phone calls to families to acknowledge families for attendance improvements (decreased tardiness and absences, etc.)</p> <p>NO FUNDING REQUIRED</p>	<p>Progress Monitoring</p> <p>1-2. Review Student Attendance Data:</p> <ul style="list-style-type: none"> Monthly ADA reports Monthly chronic truancy reports Attendance rates Chronic Absenteeism <p>2. Log of positive phone calls made to families</p>	<p>Evaluation</p>

Site Goal 2.3 (SiteGoalID: 9465) (DTS: 04/27/25)

Decrease the number of homeless students designated as chronically absent from 46% to 36%.
Increase the overall attendance percentage of homeless students from 87% to 95%.

Metric: Homeless Student Disparity

Action 2.3.1 (SiteGoalID: 9465) (DTS: 04/27/25)

Targeted Student Group(s)

- Homeless

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>1. Identify at-risk students with poor attendance patterns. Communicate with families via phone, email, and Talking Points regarding the importance of student attendance. Working together with the site MTSS counselor, teachers, support staff, and PBIS Tier II team, administrators will connect with parents and families to discussion chronic absences and set a plan for improvement. Emphasize the importance of attending school every day to be successful in learning and the positive effects on social emotional experiences and competencies.</p> <p>2. Make positive phone calls to families to acknowledge families for attendance improvements (decreased tardiness and absences, etc.)</p> <p>NO FUNDING REQUIRED</p>	<p>Progress Monitoring</p> <p>1-2. Review Student Attendance Data:</p> <ul style="list-style-type: none">• Monthly ADA reports• Monthly chronic truancy reports• Attendance rates• Chronic Absenteeism <p>2. Log of positive phone calls made to families</p>	<p>Evaluation</p>

Site Goal 2.4 (SiteGoalID: 9485) (DTS: 04/29/25)

In grades 3-6, increase overall performance on the yearly CAASPP assessment for **STUDENTS WITH DISABILITIES from 20% to 25% meets or exceeds** achievement standards in **ELA** and **24% to 29% meets or exceeds** achievement standards in **MATH**.

Metric: Students with Disabilities Disparity

Action 2.4.1 (SiteGoalID: 9485) (DTS: 04/29/25)**Targeted Student Group(s)**

- SWD

Action Plan <ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan <ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Data Collection & Evaluation <ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. Develop a plan to connect skills students are working on in the Learning Center to grade level learning in the classroom.</p> <ul style="list-style-type: none">• Resource Specialist (RSP) Learning Center (LC) teachers will meet with General Education classroom teachers at the beginning of the school year to discuss students' IEP goals and adaptation plans and provide teachers resources they can utilize with students with disabilities that allows them to work on the same, or similar, standard as their classmates.• Provide release time throughout the school year for RSP/LC teacher and classroom teachers to meet and discuss student progress, collaborate on classroom work that connects to Learning Center work, and discuss student progress and grades.• Provide teachers with PD related to individualizing classroom work and on grading practices for students with disabilities.	<p>1. Teacher, administrator, and RSP teacher observations. Meeting agendas/notes from RSP/GE teacher meetings and progress reports outlining student progress toward IEP goals. Teacher feedback on professional learning opportunities.</p> <p>2. CAASPP student outcome data.</p> <ul style="list-style-type: none">• August 2025-May 2026: Ongoing PLC collaboration meeting notes and IEP meetings• August 2025 - Beginning of the year meetings with RSP/General Education Teachers• November 2025 - End of Trimester 1 Progress Reports for students• March 2026 - End of Trimester 2 Progress Reports for students• May 2026 - End of Year Progress Reports for Students	

<ul style="list-style-type: none"> RSP/LC teachers will regularly meet with classroom teachers during PLC meetings. <p>(Certificated Timesheets: \$5,000/4900/3010)</p> <p>2. Develop a plan with RSP/LC and general education teachers to prepare students for state assessments.</p> <ul style="list-style-type: none"> RSP/LC teachers will ensure appropriate testing accommodations and supports are included in each student's IEP. Throughout the school year , RSP/LC teachers will utilize CAASPP Practice Tests and other resources to teach students how to access test taking supports and provide opportunities for students to become more familiar with the testing format. <p>3. Purchase allowable, reasonable, and necessary supplemental materials, supplies and curriculum to complete the action plan for this goal.</p> <p>(Materials/Supplies/Equipment: \$1000/4900/3010)</p>		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 786)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	5000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets

Title I – Basic (4900/3010)	1000	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: 9270) (DTS: 01/01/10)

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

Metric: Other

Action 3.1.1 (SiteGoalID: 9270) (DTS: 04/16/25)

Targeted Student Group(s)

- All

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

Action Plan	Progress Monitoring	Evaluation
<p>ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.</p> <p>ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.</p> <p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p>	<p>July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>July-June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	

Site Goal 3.2 (SiteGoalID: 9458) (DTS: 04/27/25)

To address disproportionality, focus on positive behavior structures as part of the PBIS framework on campus and utilize Tier I and Tier II PBIS practices for all students to decrease behavior referrals and maintain the overall school suspension rate of <1% suspensions. Particular focus on the African American and Students with Disabilities subgroups.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1 (SiteGoalID: 9458) (DTS: 04/27/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>1. The PBIS Tier II Team will meet at least two times per month to screen new MTSS referrals, provide updates on previous referrals, and develop actionable steps to support students, staff, and parents. Types of actions include additional SEL lessons with MTSS intervention specialist, Check In/Check Out, social groups/lunch bunch, etc. The team will consist of administrators, behaviorist, MHT, MTSS Counselor, and school psychologist. The team will pay particular attention to the African American and Students with Disabilities subgroups to improve their overall success in behavior and academics.</p> <p>NO FUNDING REQUIRED</p>	<p>Progress Monitoring</p> <p>1. PBIS Team Meeting notes and agendas.</p> <p>1. Decreased number of office/discipline referrals.</p> <p>1.Feedback from Teachers and Staff</p> <ul style="list-style-type: none"> September 2025 Tier II Meetings October 2025 Tier II Meetings November 2025 Tier II Meetings / CAST Meetings December 2025 Tier II Meetings January 2026 Tier II Meetings February 2026 Tier II Meetings March 2026 Tier II Meetings / CAST Meetings April 2026 Tier II Meetings / Tiered Fidelity Inventory Scores May 2026 Tier II Meetings 	<p>Evaluation</p>

Action 3.2.2 (SiteGoalID: 9458) (DTS: 04/27/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at- 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative

risk students, as related to your goal.	your action plan. What formative student data will you collect and how often?	data as you collect it. <ul style="list-style-type: none"> • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>1. Utilize the district provided MTSS Counselor to provide social-emotional learning and support for individuals and/or groups of students. MTSS Counselor will support SEL instruction in the classroom and provide support to both Tier I school-wide PBIS program and the Tier II/MTSS team. They will also provide support to teachers, administrators, and families by contacting families regarding attendance concerns.</p> <p>2. Purchase allowable, reasonable and necessary equipment and supplies to complete the action plan for this goal. (Materials/Supplies/Equipment: \$500/7101)</p>	<p>Progress Monitoring</p> <p>1. Admin/counselor meetings each trimester to review planned activities and services provided to students and the school community.</p> <p>1. Decrease in MTSS referrals due to issues with peer interactions and social-emotional concerns.</p> <p>2. Counselor and student feedback.</p> <ul style="list-style-type: none"> • August 2024 Planning Meeting • November 2024 Check-in Meeting • March 2025 Check-in Meeting • June 2025 Year End Evaluation Meeting 	<p>Evaluation</p>

Action 3.2.3 (SiteGoalID: 9458) (DTS: 04/27/25)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
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Action Plan	Progress Monitoring	Evaluation
<p>1. Provide structured recess activities through an outside organization. Onsite coaches will engage students in structured recess activities and work with students and promote safety, conflict resolution, and problem solving during recess times. District funding will cover 4 days per week, and the site will cover the cost for the remaining 1 day per week. (Contracts/Services: \$20,000/7101)</p>	<p>1. Decrease in office referrals and negative behaviors on the playground during recess.</p> <p>1. Observation; more students participating in organized, physical activities at recess.</p> <p>1. Student and teacher feedback.</p> <ul style="list-style-type: none"> • Trimester 1 Check-in Meeting, November 2025 • Trimester 2 Check-In Meeting, March 2026 • Year End Evaluation Meeting, May 2026 	

Site Goal 3.3 (SiteGoalID: 9459) (DTS: 04/27/25)

Increase the site Positive Behavioral Intervention and Support (PBIS) Tiered Fidelity Inventory (TFI) score to 100% Tier 1 fidelity.

- Ensure a safe learning environment and positive school culture and climate.
- Support the physical/social-emotional well-being of students by providing equitable, school-wide instruction, intervention, and disciplinary practices for social and academic success.
- Increase student feelings of belonging and decrease instances of peer conflict and bullying.

Metric: School Climate - Average Favorability Rating

Action 3.3.1 (SiteGoalID: 9459) (DTS: 04/27/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	

		<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>1. Full implementation, with fidelity, of a school-wide PBIS Tier I program.</p> <ul style="list-style-type: none"> Share PBIS data monthly at Leadership and Staff meetings. Support the PBIS program on campus by purchasing PBIS related signs, posters, lesson plan materials, and student acknowledgment materials and supplies. Provide hourly-timesheet compensation for classified staff members of the PBIS Tier I team. Provide active supervision training, meeting compensation, and professional development opportunities for yard supervisors. <p>ACTIONS/SERVICES WILL BE FUNDED BY PBIS FUNDS</p>	<p>Progress Monitoring</p> <p>1. Review data from the following sources:</p> <ul style="list-style-type: none"> PBIS Tiered Fidelity Inventory Scores PBIS Site Data Stakeholder Involvement (Yard Supervisors/Parents) Student, parents, and staff surveys throughout the year. Site discipline and referral data August 2025 Preservice Meeting September 2025 Staff/PBIS Meeting October 2025 Staff/PBIS Meeting November 2025 Staff/PBIS Meeting December 2025 Staff/PBIS Meeting January 2026 In-Service Meeting February 2026 Staff/PBIS Meeting March 2026 Staff/PBIS Meeting April 2026 PBIS TFI Meeting May 2026 Staff/PBIS Meeting June 2026 Year End Evaluation Meeting 	<p>Evaluation</p>

Action 3.3.2 (SiteGoalID: 9459) (DTS: 04/27/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>1. Contract with outside vendors to provide inspirational, motivational, and empowering assemblies to the student body to reinforce diversity, acceptance, student identity and sense of belonging, bullying prevention, PBIS expectations and positive student behavior. (Contracts/Services/Subscriptions : \$2000/7101)</p>	<p>Progress Monitoring</p> <p>1. Student and staff feedback and survey information.</p> <ul style="list-style-type: none"> August 2025 Planning meeting - Research and schedule assemblies December 2025 Monitoring Implementation March 2026 Monitoring Implementation June 2026 Review Survey Data and determine effectiveness of assemblies and programs. 	<p>Evaluation</p>

Site Goal 3.4 (SiteGoalID: 9460) (DTS: 04/27/25)

Improve the culture and climate of the school by providing a positive, warm, welcoming environment for students, families, and school staff.

Metric: School Climate - Average Favorability Rating

Action 3.4.1 (SiteGoalID: 9460) (DTS: 04/27/25)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you
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		adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. Work with front office staff to promote a warm and welcoming school environment in the front office. Admin and front office staff will meet each trimester with FACE Family Liaison to review welcoming practices.</p> <p>2. Provide clear and transparent communication from site administration in regards to school activities, parent engagement opportunities, and school/student achievement. Specifically for families of English Learners, provide communication in student/families' home language whenever possible using district translation and interpretation services.</p> <p>3. With support from the district instructional and equity coaches, provide teachers and staff with professional learning opportunities to restorative practices, address teacher/student relationships, home/school connection, social-emotional learning, and culturally responsive instructional practices.</p>	<p>1-2. Develop short parent surveys to go out via email/talking points to gather feedback from parents regarding experiences with the school, including in person experiences in the office and electronic communication including emails, Talking Points messages, social media posts, website posts, and other school communication.</p> <p>2. Monitor parent engagement at school by tracking attendance at school meetings and activities. Collect baseline data to use for comparison for next school year.</p> <p>3. Track school staff attendance at professional learning opportunities offered throughout the year. Agendas and feedback from professional learning. Administrator observations in classrooms and on campus.</p> <ul style="list-style-type: none"> • August 2025 - Office/Admin planning meeting • November 2025 Office/Admin Meeting - Send out parent survey #1 • January 2026 Office/Admin Meeting - Review survey #1 results and make adjustments based on survey results • March 2026 Office/Admin Meeting - Send out parent survey #2 • April 2026 Office/Admin Meeting - Review survey #2 results and make adjustments based on survey results • June 2026 Office/Admin Meeting - Review year plan and send end of year parent survey 	

Funding Sources for District Goal 3 (DEV - LCAP ID: 786)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	22000	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

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

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: 8849) (DTS: 02/13/25)

Increase parent and family involvement and engagement by focusing on clear communication where parents feel informed about school events and activities and connected to the school and their child's learning.

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 8849) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan 1. Encourage parent participation in school-wide events through mass communication methods such as personal invitations, emails from teachers and administration, flyers, phone messages, school website postings, and Facebook. Translate materials (as needed) in home language of students/families. NO FUNDING REQUIRED	Progress Monitoring 1. Number of emails/responses received from families. Attendance at meetings and other school stakeholder events. Surveys and parent/community feedback. Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.	Evaluation

	<ul style="list-style-type: none"> • August 2025 Planning • November 2025 Review of data • March 2026 Review of data • June 2026 Review of data; planning for next school year. 	
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Site Goal 4.2 (SiteGoalID: 9461) (DTS: 04/27/25)

Provide opportunities for teachers to meet with families and offer support and instruction on how to best utilize the curriculum with their children and to provide parents with a better understanding of classroom curriculum and assessments.

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1 (SiteGoalID: 9461) (DTS: 04/27/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. Provide compensation for teachers/staff to meet with families throughout the school year outside of contract hours. Certificated staff can use this time to conduct a parent university and/or to provide training in a variety of areas, including but not limited to information about assessment tools, curriculum, ways to support "at home learning", student behavior and social-emotional learning,</p>	<p>1-2. Review data on number of learning opportunities offered, parent/family attendance, and teacher and parent surveys. Review classroom assessment data to track students progress of those students that had families attend the curriculum events. Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and</p>	

navigating social media, Synergy, and report cards. (Certificated Timesheet: \$2000/4900/3010) 2. Provide materials or supplies for teachers and staff to conduct parent university, trainings, workshops, etc. (Materials/Supplies/Equipment: \$500/4900/3010)	ELAC meetings.	
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Site Goal 4.3 (SiteGoalID: 9462) (DTS: 04/27/25)

Provide engaging family enrichment activities, events, and meetings outside of the school day to enhance student learning and engage stakeholders in school decision making.

Metric: Parents indicating opportunities for parent input in making decisions

Action 4.3.1 (SiteGoalID: 9462) (DTS: 04/27/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
1. Engage parents and community stakeholders, specifically those identifying as African-American and those supporting English Learners, Foster/Homeless Youth and low-income students, in school decision making by inviting them to attend School Site Council meetings, English Learner Advisory Committee meetings, Parent Staff Organization (PSO)	1-2. Review parent attendance and participation at school events and meetings. Provide staff, students, and families with surveys to provide feedback on meetings and events. Data will be shared with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school newsletters and in the regular School Site Council and ELAC meetings.	

<p>meetings and events, Back to School Night, Open House, Parent University and Coffee Chats with administrators.</p> <p>2. Encourage parents and families to attend events outside the school day, including Harvest Carnival, Multicultural Fair, Family Learning Nights (Parent University, STEM, Writing, Reading, etc.) by providing engaging programming and inviting and engaging members of community groups to present evening programming. (Contracts/Subscriptions/Services : \$3,739/4900/3010)</p>		
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Site Goal 4.4 (SiteGoalID: 9463) (DTS: 04/27/25)

Increase to and then maintain a positive student attendance rate of 98% or higher and decrease and maintain a chronic absentee rate of 10% or lower.

Metric: Attendance Rate

Action 4.4.1 (SiteGoalID: 9463) (DTS: 04/27/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. Identify at-risk students with poor attendance patterns. Communicate with families via phone and email regarding the</p>	<p>1-2. Review Student Attendance Data:</p> <ul style="list-style-type: none"> Monthly ADA reports 	

<p>importance of student attendance. Working together with the site counselor, teachers, support staff, and PBIS Tier II team, Fite Administrative Team will connect with parents and families to discussion chronic absences and set a plan for improvement. Administrative Team will reach out to the district's Office of Attendance for assistance if student attendance does not improve. Emphasize the importance of attending school every day to be successful in learning and the positive effects on social emotional experiences and competencies.</p> <p>2. Make positive phone calls to families to thank families for attendance improvements (decreased tardiness and absences, etc.)</p> <p>3. Purchase positive attendance materials for classrooms (door magnets, flags, certificates, pencils, erasers, bumper stickers, etc.) for students and family incentives to promote positive attendance. (Materials/Supplies/Equipment: \$500/4900/3010)</p>	<ul style="list-style-type: none"> • Monthly chronic truancy reports • Attendance rates • Chronic Absenteeism <p>2. Log of positive phone calls made to families</p> <p>Data will be shared throughout the 2025-2026 school year with the staff as part of Leadership and Staff meetings. Data will be shared with parents in school messages and in the regular School Site Council and ELAC meetings.</p>	
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Funding Sources for District Goal 4 (DEV - LCAP ID: 786)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	1000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	3739	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

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	\$171300	\$0	\$0	\$0	\$171300
Certificated- Timesheets	\$22421	\$5000	\$0	\$2000	\$29421
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$5700	\$1000	\$0	\$1000	\$7700
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$3739	\$3739

Title I – Basic (4900/3010) Total: \$212,160

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	\$23000	\$0	\$0	\$0	\$23000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$27000	\$0	\$0	\$0	\$27000
Materials/Supplies/Equipment	\$3044	\$0	\$500	\$0	\$3544
Contracts/Services/Subscriptions	\$62000	\$0	\$22000	\$0	\$84000

Supplemental/Concentration (7101/0000) Total: \$137,544

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	\$17558	\$0	\$0	\$0	\$17558
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$796	\$0	\$0	\$0	\$796
Materials/Supplies/Equipment	\$500	\$0	\$0	\$0	\$500
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$18,854

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

Robert J. Fite Elementary (259) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$212,160	\$199,421	\$6,000	\$0	\$6,739	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$137,544	\$115,044	\$0	\$22,500	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$18,854	\$18,854	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$368,558	\$333,319	\$6,000	\$22,500	\$6,739	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$212,160	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$156,398	Title I Centralized Services \$0	Title I Preschool \$0

