



Mary Tsukamoto Elementary

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Molly Sangalang

County-District-School (CDS) Code: 34673146110985

**Elk Grove Unified School District
Elk Grove, California**

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

IV. Goals, Actions and Services

Mary Tsukamoto Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 552)

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a 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 involve family and community partners.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

Our staff worked together to review and analyze last year's LCAP plan and it's impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year and spent a full day to analyze data and discuss actions and services that would appropriately support students and teaching. Our PBIS Team met biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals.

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

- Tsukamoto Grade Level Leadership Team Meetings on 8.01.22, 8.29.22, 9.26.22, 10.17.22, 11.28.22, 1.03.23, 1.30.23, 2.27.23, 3.08.23, 3.27.23, 4.24.23
- Tsukamoto AVID Site Team Meetings on 9.01.22, 10.03.22, 11.29.22, 1.11.23, 4.05.23, 4.19.23
- School Site Council on 9.08.22, 10.19.22, 2.12.23, 2.16.23, 4.19.23, 5.11.23
- ELAC on 9.16.22, 1.13.23
- Staff meetings on 7.25.22, 8.22.23, 9.19.22, 10.10.22, 12.5.22, 1.09.23, 2.6.23, 3.20.23, 4.3.23, 5.01.23, 6.05.23
- Back to School Night 7.13.22 and 8.11.22
- Title I Parent Meeting 8.04.22
- EGUSD Parent, Staff and Student Surveys Fall 2022 Spring 2023
- Continual input sought through ongoing stakeholder and parent communication through: zoom meetings, parent nights, awards assemblies & school functions

2. Impact of LCAP and Annual Update

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

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

The following budget items were added:

- It is recommended that the interventions in place be continued with the addition intervention focused on math. We will continue with two full-time Academic Intervention Teachers and add one additional AIT.
- Additional interventions in place will continue to support student growth, especially with our African American students and Students with Disabilities. These include professional development for teachers, release time for observation and collaboration, data meetings, professional development, and targeted intervention during the school day.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

As of the Spring of 2023, our school had the following sub-groups enter into ATSI:

Student Group	ELA	MATH	CHRONICALLY ABSENT
Students with Disabilities	1	1	1

Throughout our school LCAP, we have put goals and actions in place in order to address the inequities amongst student groups in both academics and attendance.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

District Needs and Metrics 1:

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

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1 (SiteGoalID: 6513) (DTS: 02/10/23)

ELA

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

Very Low Category:

- Students with Disabilities will increase from 11% met or exceeded standards to 16%

Low Category

- African American students will increase from 18% met or exceeded standards to 23%
- English Learners students will increase from 26% met or exceeded standards to 31%

Math

Overall Math scores will increase from 31% to 41% of our students meeting or exceeding standards on the state CAASPP assessments, while increasing achievement in student groups:

Very Low Category:

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

Low Category

- African American students will increase from 16% met or exceeded standards to 21%
- English Learners students will increase from 23% met or exceeded standards to 33%

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

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Instruction and Professional Development</p> <ol style="list-style-type: none"> 1. <u>June 28-30</u>: Staff will have the opportunity to attend AVID Summer Institutes in Anaheim and monthly professional development opportunities through SCOE. 2. <u>July- June</u>: Provide professional development, site-planning, data analysis, teacher release time and collaboration time for teachers on how to further utilize EGUSD's Illuminate Assessments for ELA and MATH in order to assess and measure mastery of standards, identify specific needs for the whole class or small groups for reteaching, identify patterns across groups of students in order to plan small group instruction, personalize learning paths and monitor student growth over time. 3. <u>July- June</u>: Teachers will daily utilize High Quality Teaching Strategies (Learning Targets & Success Criteria). 4. <u>July- June</u>: Classroom Walkthroughs will be focused on AVID Strategy implementation as well as on the implementation of 	<p>Actions 1-6 will be monitored:</p> <ul style="list-style-type: none"> • <u>July - June</u>: While completing Classroom Walkthroughs, Administrators will record three student's responses to the following prompt: "<i>What are you learning today?</i>" These student quotes will be shared with the teacher. Schoolwide data will be collected and shared in order to determine if student responses become more specific to the intended learning target. • <u>September, November, January & March</u>: Administrators will collect data on FONT from Classroom Walkthroughs in order to determine the level of implementation of AVID and High Quality Teaching Strategies (grade level data and schoolwide data). • <u>September, November, January & March</u>: Administrators will share Schoolwide Walkthrough Data with teachers at Staff Meetings. 	

<p>Learning Targets and Success Criteria. Walkthroughs will be completed monthly and entered into FONT by administrators. Data will be shared with individual teachers.</p> <p>5. <u>September - June</u>: Staff will have the opportunity to attend AVID PD opportunities through SCOE.</p> <p>6. <u>September- June</u>: To continue our work on Diversity, Equity and Inclusion, ALL staff will select from professional development choice examples. Choice examples may include: Grading for Equity, Exploring other Cultures, Deep Dives into Instruction, specific AVID strategies, Data for Equity, etc.</p> <p>Action 1-Contracts/Services: \$30,000 Title One</p> <p>Action 2 & 5-Certificated Timesheet: \$30,000 Title One</p>		
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Actions/Services 1.1.2 (SiteGoalID: 6513) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Intervention & Enrichment</p> <p>1. <u>July-June</u>: Academic Intervention Teachers will utilize small group instruction and Highly Effective</p>	<p>Actions 1- 7 will be monitored:</p> <ul style="list-style-type: none"> • <u>October 4, January 31, April 17</u>: The AIT team and instructional coaches will meet three times per year to 	

Teaching Strategies to teach targeted Kindergarten through Grade 6 students not meeting grade level standards in ELA and math. Particular attention and assistance will be paid to our African American, English Learners, Hispanic and Students with Disabilities.

2. Mid-July: The AIT team and instructional coaches will determine the specific criteria that students will need to meet in order to qualify for intervention support as well as specific exit criteria. This criteria will be shared with teachers and parents.
3. Week of August 7 (Week of Sept 7 for A track): AITs identify students in need of academic support and create a plan for progress monitoring. AIT intervention will be based on Illuminate Data, Fountas & Pinnell Benchmark Assessments, Letter Grades, and ELPAC data. AITs communicate with teachers.
4. August 14: AITs begin intervention services. Provide supplies such as paper, ink, toner for copies, and other supplemental materials to support intervention.
5. October 4, January 31, April 17: The AIT team and instructional coaches will meet three times per year to analyze data, progress monitor, adjust student groups and schedules, and determine the effectiveness of the program.
6. Provide supplemental designated and integrated ELD supports for small group instruction. Purchase instructional supplies (paper, ink, toner for copies, books, sentence strips, index cards, journals, leveled readers, graphic organizers, etc.)

analyze data, progress monitor, and determine the effectiveness of the program.

- After each cycle, AITs and teachers will share the data with parents & students.
- End of each Trimester: Data will be analyzed by AITs and instructional coaches to determine the progress of the following subgroups: African American, English Learners, Hispanic and Students with Disabilities.

7. September - June: Pay for transportation and entrance fees for educational field trips for students in all grades, including transportation for Science Camp.

Action 1 to 5-Salaried

Teachers:

1.0 FTE District ESSER funding

1.0 FTE \$157,117 Title One

Action 4-Materials:

\$5,000 from Title I

Action 1 to 5-Certificated

Timesheet: Two paid K-1 Push-In Teachers from District ESSER funds and 1-2 part-time Time-sheeted Para-Educator or Teacher from Title I \$43,000

Action 6-Materials \$5,000 - EL Supplemental

Action 7-Contracts: \$10,000 Supplemental Concentration

Actions/Services 1.1.3 (SiteGoalID: 6513) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Technology</p> <ol style="list-style-type: none"> 1. <u>July</u>: Purchase supplementary resources to provide additional reading and math support that is accessible at home and in the school. 2. <u>August-November</u>: Provide Professional Development on the use of any supplementary resource we have purchased. 	<p>Actions 1-4 will be monitored:</p> <ul style="list-style-type: none"> • <u>August- June</u>: Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction. • <u>End of each Trimester</u>: The Principal will analyze the usage for each supplementary resource at the end of each trimester. 	

<p>3. <u>August- June</u>: Monitor the usage of each supplemental resource for frequency of use along with student progress.</p> <p>4. <u>August - June</u>: Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. In addition, provide student agendas, technology, software, equipment, instructional books, and supplemental instructional materials.</p> <p>Action 1-Subscriptions- Accelerated Reader, Reflex Math, BrainPop GuidedReaders.com, Kahoot, etc... \$25,000 Title One Action 4 - Supplies- \$15,000</p>		
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Actions/Services 1.1.4 (SiteGoalID: 6513) (DTS: 04/26/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. <u>September - June</u>: GATE students will be exposed to enrichment activities by teachers teaching in our GATE Enrichment Classes after school. 2. <u>September - June</u>: GATE Coordinator will assess students in order to qualify additional GATE students. 3. <u>September - March</u>: Materials and supplies will be purchased to 	<ul style="list-style-type: none"> • <u>September - June</u>: The GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process in order to potentially qualify additional students from our significant subgroups of under-represented students. (Action 2) • <u>December & March</u>: The GATE Coordinator will review 	

<p>support the GATE After School Enrichment Program.</p> <p>Action 1-Certificated Timesheet: \$1,000 GATE</p> <p>Action 2-Certificated Stipend: \$1,500 GATE</p> <p>Action 3-Materials/Supplies/Equipment: \$1,897 GATE</p>	<p>student participation data. (Actions 1&3)</p>	
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Actions/Services 1.1.5 (SiteGoalID: 6513) (DTS: 04/27/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. <u>July- June</u>: Library Technician will provide additional services to our students such as administering the Accelerated Reader Program, reading to students, and increasing the usage of the library.</p> <p>2. <u>September</u>: Increase library book collection to include additional culturally relevant, high interest books for our students.</p> <p>Action 1-Classified Salary: 22,000 Title One</p> <p>Action 2-Materials/Books/Supplies: \$5,000 Title One</p>	<p>1. <u>Librarian</u> will monitor the number of books students checked out of the library and work to increase from the prior year.</p> <p>2. <u>Librarian</u> will monitor the number of Accelerated Reader Quizzes taken and the percentage passed. A baseline will be established during first trimester and we will work to increase by 2% each trimester.</p>	

Funding Sources for District Goal 1	Amount	Description of Use
EL Supplemental (7150/0000)	\$5000	Materials/Supplies/Equipment
GATE (7105/0000)	\$1000	Certificated- Timesheets
GATE (7105/0000)	\$1500	Certificated-Stipends
GATE (7105/0000)	\$2897	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$7403	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$10417	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$15000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$157117	Certificated- Salaries
Title I – Basic (4900/3010)	\$40730	Certificated- Timesheets
Title I – Basic (4900/3010)	\$22000	Classified- Salaries
Title I – Basic (4900/3010)	\$23000	Classified- Timesheets
Title I – Basic (4900/3010)	\$50000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$10000	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1 (SiteGoalID: 6820) (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

Actions/Services 2.1.1 (SiteGoalID: 6820) (DTS: 03/31/23)

Targeted Student Group(s)

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. <u>July, October, February, May</u>: Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. 2. <u>August - June</u>: Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate and/or grade level data. 3. <u>Each trimester</u>: Each Grade Level will complete an Interim Data Analysis and Action Plan form to share with the school administrator. 	<ul style="list-style-type: none"> • <u>July, October, February, May</u>: Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. (Action 1) • <u>August, December, February, June</u>: Teachers will access their student's Illuminate data, analyze it, and create action plans to improve student learning. (Action 2 & 3) 	

Site Goal 2.2 (SiteGoalID: 6525) (DTS: 02/10/23)

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

- In 2022, 26% of ELs in Grades 3-6 met or exceeded standards on the ELA CAASPP. In 2023, our goal is to increase this to 31%.
- In 2022, 23% of ELs in Grades 3-6 met or exceeded standards on the MATH CAASPP. In 2023, our goal is to increase this to 28%.
- In 2022, 15.3% of our English Language Learners were re-designated as Fluent English Proficient. In 2023, our goal is to increase this to 20% or more.
- In 2022, 44.8% of our EL students were making progress towards English language proficiency as determined by the California State Department of Education's Dashboard. In 2023, our goal is to

increase this to 52.0%

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6525) (DTS: 02/10/23)

Targeted Student Group(s)

- EL

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes. <ol style="list-style-type: none">1. <u>July 19-August 29(or within 30 days after a student arrives on campus):</u> Initial ELPAC Assessments, under the direction of a certificated time-sheeted teacher, will be completed with assistance by our classroom teachers.2. <u>July- June:</u> Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins), as required by law (no additional funds required).3. <u>August - June:</u> EL Coordinator will assist with the following: Identification/placement of EL students, re-designation process, RFEP monitoring, and support for ELAC meetings.4. <u>August- June:</u> An EL Academic Intervention Teacher will be utilized to assist our struggling English Learners (ELPAC 1's & 2's) by providing EL students with additional opportunities to develop fluency in English reading and writing through	<ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when? <ul style="list-style-type: none">• <u>July 19:</u> Teachers will submit their schedule for designated ELD instruction to the Vice Principal. (Action 2)• <u>September:</u> The Vice Principal will use state dashboard data in order to determine that at least 15% of our EL students become re-designated as English-proficient. (Actions 1 & 3)• <u>September:</u> The Vice Principal will use state dashboard data in order to determine our students' overall progress towards English language proficiency. (Actions 1 & 3)• <u>October - April:</u> The Vice Principal will keep attendance records of all ELAC meetings. (Actions 5 - 8, 10 & 11)• <u>October - February:</u> Based on updated ELPAC data as well as common grade level assessment data, teachers, Instructional Coaches, and Administration will determine the need for additional supports and materials for AIT support. (Actions 4, 5, 9)	<ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?

supplemental small group instruction.

5. September - June: Purchase any materials/supplies necessary to support ELAC meetings and AIT/Extended Day working with EL students.
6. September: EL Coordinator and VP will hold an ELAC Meeting to review and revise the site LCAP and explain new funding sources.
7. October - April: The Vice Principal will provide light refreshments at ELAC meetings.
8. December: EL Coordinator and VP will hold an ELAC Meeting to develop school-wide Needs Assessment patterns & implications for our LCAP.
9. February 1 - May 31: ELPAC Summative Assessments will be given to all EL students.
10. February: EL Coordinator and VP will hold an ELAC Meeting to submit site specific needs to the SSC for consideration in the next year's site LCAP.
11. April: EL Coordinator and VP will hold an ELAC Meeting for review and advisement on the next year's site LCAP and to recognize our EL students who have been re-designated as English-proficient.

Action 7-Supplies/Materials:

\$500 EL Supplemental

Action 1 & 9-Certificated

Timesheet:

\$15790 EL Supplemental

Action 4-Certificated Salary:

\$125,000 Title One

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	\$15290	Certificated- Timesheets
EL Supplemental (7150/0000)	\$500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$125000	Certificated- Salaries

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1 (SiteGoalID: 6515) (DTS: 02/10/23)

Our goal is to increase the positive culture and climate at Tsukamoto.
Maintain a low suspension rate: Maintain less than 1% suspension rate for all subgroups and reduce disproportionality in suspension rates. The District Goal is to maintain a suspension rate below 3.5%.

- 2022-2023 Suspension Rate Data: 0.6%
- **Goal for 2023-2024 will be 1% or less**

Decrease behavior incidents:

- 2021-2022 Total Behavior incidents: 447
- 2022-2023 Behavior incidents as of April: 475

Increase Overall Social Emotional Learning (SEL) Survey Results:

- 2021-22 Overall SEL Results: 69.8%
- 2022-23 Overall SEL Results: 73%
- **Goal for 2023-2024 will be to increase our Overall SEL Survey to 78%**

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

Metric: Social Emotional Learning - Average Favorability Rating

Actions/Services 3.1.1 (SiteGoalID: 6515) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<h3>What Specific Actions/Services will you Provide to this Student Group?</h3> <ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes.	<h3>How will you Progress Monitor the Implementation of Actions/Services?</h3> <ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when?	<h3>Evaluation Cycles in 2023-2024</h3> <ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?
<ol style="list-style-type: none">1. <u>July</u>: Explicitly teach student expectations on campus through daily PBIS Kick Off Lessons and our PBIS Rotations.2. <u>July - June</u>: Support the PBIS program by providing positive signage, outdoor equipment with positive messages, acknowledgment certificates, and incentives.3. <u>July - June</u>: Hold monthly PBIS Tier I and Tier II/III meetings to review data, RFAs, and discuss student progress/support/next steps. Analyze behavior data specific to student groups and review current policies and procedures to understand the marginalizing of individual or groups of students.4. <u>August - June</u>: Partner with the Youth Development Office and other organizations to provide class presentations and assemblies on Kindness, Growth Mindset, Bullying Prevention and Awareness, Youth Tobacco Education and Prevention, and the Care Pairs Peer Conflict Resolution Program.5. <u>July - June</u>: Provide continued support and debriefing sessions for DEI trainings around Equity during Staff Meetings and PLCs.6. <u>July - June</u>: Provide supplemental SEL instruction	<ul style="list-style-type: none">• <u>August - June</u>: Vice Principal and PBIS Tier I team will meet monthly to review discipline data and monitor program effectiveness. (Actions 3, 6-11)• <u>August - June</u>: Admin and instructional coaches will conduct classroom walkthroughs and provide feedback on community circles, Leader in Me and SEL instruction, and PBIS implementation. (Actions 1 & 2)• <u>August - June</u>: VP and PBIS Tier I Team will share discipline data and action plans with staff, including suspension rates. (Actions 3)• <u>March-April</u>: Teachers will administer the SEL to all students in grades 3-6. (Action 6)• <u>April-May</u>: The Principal will administer the Student, Staff, and Parent School Climate Survey. (Action 11)• <u>March - April</u>: Our PBIS Teams (Tiers I and II) will complete our annual TFI (Tiered Fidelity of Implementation) and will share the results with the staff, parents and SSC.	

through the Leader in Me Program as well as materials, posters, and resources to create an SEL space in each classroom, supplementing the Second Step curriculum.

7. July - June: Provide continued support, professional development, and release time for collaboration and peer observation for Creating a Welcoming Environment, Community Circles, Leader in Me, SEL curriculum (Second Step), and Restorative Practices. Support will be provided by our Equity Coach, Leader in Me Coaches, MTSS Counselor, and MHT. Individual and grade level support will be available, as needed.
8. August- June: Teachers will be encouraged to utilize Community Circles/Classroom Meetings each week.
9. September - June: The school Administration will utilize Restorative Practices when working with students.
10. July - June: Provide recess support through additional Recess Supervision and through structured recess support provided by ASSIST and provide additional recess equipment to be used by ASSIST including but not limited to balls, nets, etc. in order to increase equity and opportunity for positive participation at recess.
11. March - June: School Climate Surveys to parents, staff and students will be distributed by the Principal.
12. July, October, January: Equity Coach will lead teachers through selected Chapter Studies from the book, **"Removing Labels."** Teachers will be paid from an

Equity Grant for their collaborative work.

13. August - June: Establish Student Council to provide student leadership opportunities. Provide materials such as paint, butcher paper, and other supplies to promote school activities.
14. September - March: Provide materials and supplies (such as art supplies, paper, paint, sports equipment) for before and after school club opportunities in partnership with the Sheldon HS Senior Project Coordinator, high school seniors will lead the activities with the support of MTES teachers/advisors. Teachers will be compensated using union-negotiated stipend funds (no additional funds needed). Clubs may include: Animation, Art, Drama, Dance, Chess, Book Club, Basketball, Soccer, Ceramics, Science, etc.

Action 2-Supplies:

PBIS \$1,000

Action 5, 10, and 13-Materials

Materials \$7,000

Action 7-Certificated

Timesheets:

\$4,123 Title I

Action 6 and 10-Contracts:

Title I \$70,000 (\$55,000 ASSIST, \$15,000 LIM)

Action 12-Certificated

Timesheets:

Equity Grant \$4,000

Funding Sources for District Goal

3

Amount

Description of Use

PBIS (7440/0000)

\$1000

Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	\$6000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$7000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$4123	Certificated- Timesheets
Title I – Basic (4900/3010)	\$70000	Contracts/Services/Subscriptions

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families
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Site Goal 4.1 (SiteGoalID: 6516) (DTS: 02/10/23)

- Increase overall attendance for ALL students from 91.5% to 95%.**
- Decrease our chronic absenteeism rates for ALL students, and with a focus on the following student groups:**
- In 2022, 30.5% of our students were chronically absent
 - Reduce chronic absenteeism from 42% to 37% for our Hispanic students
 - Reduce chronic absenteeism from 44.8% to 40% for our African American students
 - Reduce chronic absenteeism from 41.8% to 37% for our Students with Disabilities
 - Reduce chronic absenteeism from 31.3% to 27% for our Two or More students
 - Reduce chronic absenteeism from 31% to 26% for our White students

Metric: Attendance Rate

Actions/Services 4.1.1 (SiteGoalID: 6516) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024
		<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	
<ol style="list-style-type: none"> 1. <u>July-August</u>: Send welcome postcards to all students with information about the first day of school and Back to School Night. 2. <u>July-August</u> Include research-based information in presentation such as Back to School Night, ELAC Meetings, and Parent Universities. Share schoolwide data and concerns. 3. <u>August - June</u>: Personal phone calls home and text messages from our office staff or Parent Liaison after 2 days of absences. All contacts logged into Synergy. 4. <u>August - June</u>: Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process. 5. <u>August - June</u>: Vice Principal will meet with SOA and District RAIT to analyze attendance data and create action plans to support students of concern including establishing a CI/CO, partnering with the family, referring to FACE or ASES, etc. 6. <u>Each trimester</u>: <i>Send update to families who have excessive absences to provide information about definitions of chronic absenteeism and the importance of consistent attendance.</i> 7. <u>September</u>: Create an attendance competition/incentive program with rewards (such as badges, tags, stickers, smencils, lanyards, bookmarks, water fun time, 	<ul style="list-style-type: none"> • <u>August - June</u>: SOAs, Administrators and PL to document communication in Synergy. (Actions 3 & 4) • <u>August-June</u>: Vice Principal will present attendance rate to staff at monthly meetings including data for identified student groups. (Action 5) • <u>August - June</u>: Gather and analyze attendance data monthly. Log and monitor the attendance, early dismissal and tardy frequencies for African American, Students with Disabilities, White, Two or More and Hispanic students. Administrative team to analyze data to see if there is improvement in attendance (Action 4, 5 & 6) • <u>September - June</u>: Vice Principal to review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with SOA and RAIT. (Action 7) • <u>September - June</u>: VP, SOA, and RAIT will monitor incentive programs every 4-6 weeks to evaluate efficacy. (Action 7) 	

popscicle party, glow dance, etc..)

Action 6-Materials/Supplies:
\$4,000 Supplemental Concentration

Site Goal 4.2 (SiteGoalID: 6522) (DTS: 02/10/23)

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

From the **School Climate Parent Survey**, we will increase parent's feelings of involvement and parent education opportunities from 88% to 90%.

Our lowest subgroup score in this area is 50% for our parents of African American Students.

Our goal for 2023-2024 will be to increase our African American parents' feelings of involvement and educational opportunities form 50% to 55% on the School Climate Parent Survey.

From the **School Climate Parent Survey**, we will increase parent's feelings of involvement and parent education opportunities from 86% to 88%.

Metric: Parents indicating opportunities for parent involvement

Actions/Services 4.2.1 (SiteGoalID: 6522) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<p>1. <i>July- June</i>: Increase school-wide Family and Community Engagement programs opportunities such as:</p> <ul style="list-style-type: none">• Parent/Teacher conferences - teachers will be compensated for conferences outside of contract hours.	<ul style="list-style-type: none">• <i>July - June</i>: Teacher will keep a communication log to be shared with the principal each trimester to document Home visits and teacher/family conferences with the goal of meeting with each family once per year and students of concern twice per year. (Action 1)	<ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?

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

2. *July- June:* Increase school-wide Family and Community Engagement communication such as:

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

3. Expand parent groups such as the PTO and develop additional parent groups with the support of the FACE department.

- *August - June:* After each parent event and survey, the Principal will analyze the data to determine if there has been an increase in participation and parent satisfaction with our school. (Action 1)
- *August - June:* Increased daily usage of teacher-student-parent communication through the use of student planners and Talking Points. Principal and Vice Principal will review Talking Points data twice per trimester. (Action 2)
- Increased parent participation in our parent education opportunities. Sign in sheets from events will be collected by admin and reviewed with the staff one per trimester. (Action 1 & 3)

Action 1-Certificated Timesheets: \$23,000 Supplemental Concentration Materials/Supplies/Equipment: \$5,000 Title One		
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Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$15597	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$4000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$7403	Certificated- Timesheets
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets		\$15290			\$15290
EL Supplemental (7150/0000)	Materials/Supplies/Equipment	\$5000	\$500			\$5500
GATE (7105/0000)	Certificated- Timesheets	\$1000				\$1000
GATE (7105/0000)	Certificated-Stipends	\$1500				\$1500
GATE (7105/0000)	Materials/Supplies/Equipment	\$2897				\$2897
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries		\$125000			\$125000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	\$7403			\$15597	\$23000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$10417		\$6000		\$16417
Supplemental/Concentration	Materials/Supplies/Equipment	\$15000		\$7000	\$4000	\$26000

(7101/0000)

Title I – Basic (4900/3010)	Certificated- Salaries	\$157117			\$157117
Title I – Basic (4900/3010)	Certificated- Timesheets	\$40730	\$4123	\$7403	\$52256
Title I – Basic (4900/3010)	Classified- Salaries	\$22000			\$22000
Title I – Basic (4900/3010)	Classified- Timesheets	\$23000			\$23000
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$50000	\$70000		\$120000
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$10000		\$5000	\$15000

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

n/a

V. Funding

Mary Tsukamoto Elementary (385) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1	2	3	4	Balance
					Curriculum and Instruction	Assessment	Wellness	Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$60,764	\$60,764	\$60,764	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$190,417	\$190,417	\$32,820	\$125,000	\$13,000	\$19,597	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$5,397	\$5,397	\$5,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$20,790	\$20,790	\$5,000	\$15,790	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$389,373	\$389,373	\$302,847	\$0	\$74,123	\$12,403	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$667,741	\$667,741	\$406,828	\$140,790	\$88,123	\$32,000	

Fund Subtotals

Subtotal of additional federal funds included for this school \$389,373

Subtotal of state or local funds included for this school \$278,368

Signatures: (Must sign in blue ink)

Date

Principal

Molly Sangalang

**School Site Council
Chairperson**

Laurie Clouse

EL Advisory Chairperson

Hashim Zahir

Signatures: (Must sign in blue ink)	Date
