



Edna Batey Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: William Jones

County-District-School (CDS) Code: 34673140101790

**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

Edna Batey Elementary | Focused Work: 2026-2027

Goal Setting

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?

Edna Batey did not build this plan from one meeting, one survey, or one data point. We built it through repeated conversations, review of current data, and honest reflection about what is working and what still needs our attention.

School Site Council reviewed the plan and budget during the year. SSC met on **September 18, 2025, November 13, 2025, January 22, 2026, April 17, 2026, and May 21, 2026**. ELAC/MLAC meetings were held on **October 30, 2026, January 29, 2027, and April 16, 2027**. These meetings gave families, staff, and committee members opportunities to review student needs, discuss priorities, and give input on how resources should be used.

Staff and leadership also reviewed data through staff meetings, leadership meetings, PLC conversations, and site planning meetings. We looked at academics, attendance, behavior, school climate, English Learner progress, PBIS implementation, walkthrough evidence, and student, staff, and parent survey results. The goal was not just to admire the data. The goal was to understand what the data was telling us and then build a plan that responds to it.

Our academic data shows that Batey continues to perform well overall, with 70% of students meeting or exceeding standards in ELA and 71% meeting or exceeding standards in mathematics. At the same time, interim data showed specific areas that need attention, including Grade 4 ELA at 48.0% proficient, Grade 4 mathematics at 39.6% proficient, and Grade 5 mathematics at 43.2% proficient. That matters. It tells us that our

plan needs to protect strong overall achievement while also responding to specific grade-level needs. Attendance data was also reviewed. The current dashboard shows 94.1% attendance to date and 15.6% chronic absenteeism, compared with 94.9% attendance and 11.5% chronic absenteeism the prior year. TK and Kindergarten stood out as clear areas of need, with 32.0% chronic absenteeism in TK and 31.6% in Kindergarten. Student group data also showed elevated chronic absenteeism for students with disabilities at 26.1%, English Learners at 19.4%, socioeconomically disadvantaged students at 18.5%, and students experiencing homelessness at 58.3%.

Survey data helped round out the picture. The Student Perspective Survey showed 78% overall favorability, 81% school connectedness/sense of belonging, 86% climate of support for academic learning, and 67% safety. Parent survey results for Batey showed 94% favorability with 117 parent responses. Those are important strengths, but they also point us toward the work ahead. Students are telling us that connection and academic support are strong, while safety needs more focused attention.

This process followed an Improvement Science approach. We reviewed multiple measures, looked for patterns, named problems of practice, and refined our theories of action. We used input from the people closest to the work — students, families, teachers, classified staff, leadership, and School Site Council — to build a plan that is focused, measurable, and connected to the actual conditions on campus.

2. Impact of LCAP and Annual Update

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

The consultation process made the plan sharper. It helped us move away from generic goals and toward clearer actions tied to actual student needs.

Goal 1 was strengthened because our academic data showed both strength and need. Overall achievement remains strong, but Grade 4 ELA, Grade 4 mathematics, and Grade 5 mathematics need more intentional attention. Because of that, the plan now includes stronger PLC data inquiry, writing across content areas, walkthrough evidence, and instructional response cycles tied to CAASPP, Illuminate, classroom assessment, and student perception data.

Goal 2 was refined to focus on professional learning and data inquiry days that support subgroup outcomes, especially for African American students and students with disabilities. The action now calls out learning targets, success criteria, student voice checks, administrative walkthroughs, and subgroup data review. That is more useful than simply saying we will provide professional development. It names what we expect to see and how we will study it.

Goal 3 was strengthened because school climate is not just about having events. It is about the daily experience students have on campus. PBIS, belonging, restorative response, student recognition, Tier II supports, and adult consistency all matter. Restrooms and common areas were specifically named because the plan should be honest about the places where students need more structure, supervision, reteaching, and follow-up. The student survey supports this direction. Batey’s overall student favorability is **78%**, but the safety subcomponent is **67%**, which means our climate work needs to be specific and measurable.

Goal 4 was revised because attendance is a clear area of need. Chronic absenteeism is currently **15.6%**, and TK and Kindergarten are the highest grade-level concerns at **32.0%** and **31.6%**. The updated goal connects attendance to family communication, volunteer opportunities, student connection, and targeted outreach. Students are more likely to come to school when they feel known. Families are more likely to partner with us when communication is clear and the school feels welcoming.

The final plan reflects an Improvement Science mindset. We identified the problem, looked at the system producing the current results, selected change ideas, and built progress monitoring routines so we can study whether those actions are working. The guiding philosophy is to learn from implementation, adjust based on evidence, and improve outcomes for students.

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.

Edna Batey is not currently identified as an ATSI, TSI, or CSI school. That does not mean every system is working equally well for every student. Our data shows that some students and some grade levels need more intentional support.

The 2026–27 LCAP directs time, staffing, and funding toward the areas where the data shows need. Academically, we are maintaining strong overall achievement while focusing more intentionally on Grade 4 ELA, Grade 4 mathematics, Grade 5 mathematics, writing across content areas, English Learner progress, and subgroup outcomes.

Attendance data also shows a clear need for tighter support. TK and Kindergarten have the highest chronic absenteeism rates, and student groups including students with disabilities, English Learners, socioeconomically disadvantaged students, and students experiencing homelessness require closer monitoring and follow-up. The plan responds by funding attendance outreach, family communication, targeted support, and family connection efforts.

Behavior and climate data also shaped the plan. Student survey results show strong connection and academic support, but safety is lower than we want it to be. That is why the plan continues to fund PBIS, Tier II supports, student recognition, belonging activities, restorative follow-up, and monitoring of non-recess hot spots such as restrooms and common areas.

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
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Site Goal 1.1

Implementation of high-quality instructional strategies — learning intentions, success criteria, student talk, active participation, feedback, and formative assessment — will increase by the end of the 2026–27 school year, as measured by **Student Perspective Survey data** and **FONT/administrative walkthrough data**.
FONT/Administrative walkthrough data will align to student perception data within **5 percentage points**.
Implementation will be supported through targeted professional learning, PLC collaboration, data release days, and admin-led coaching cycles.

2025–26 Batey Baseline Data

- Student Perspective Survey (overall favorable): **78%**
- Student Perspective Survey (academics domain): **86%**
- Administrative walkthroughs (instructional framework indicators): current walkthrough baseline to be finalized from 2025–26 end-of-year summary
- Illuminate Interim data identifies strongest need in Grade 4 ELA/Math and Grade 5 Math

2026–27 Targets

- Student Perspective Survey (overall): **78% -> 81%**
- Student Perspective Survey (academics): **86% -> 88%**
- Walkthrough evidence of high-quality instructional practices will increase across all grade levels.
- Walkthrough and student perception data align within **5 percentage points**

Metric: Other

Action 1.1.1

Targeted Student Group(s)

- All

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Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan - Fund certificated substitutes and certificated timesheets to release grade-level and support teams throughout the year to engage in continuous improvement cycles focused on student outcomes. - Teams will analyze diagnostic, interim, CAASPP, walkthrough, and student perception data; identify priority needs; test instructional responses; and refine Tier 1 and Tier 2 supports through recurring collaboration cycles. - Provide release time for PLC cycles focused on strengthening learning intentions, success criteria, student talk, active participation, formative assessment, and feedback. - Provide release time for teacher-led instructional rounds, peer observation, and debrief cycles connected to site instructional priorities. - Support Special Education, LvLS, and ELD teams in collaborative data review, coaching-supported planning, progress monitoring, and intervention planning aligned to IEP goals, ELD progress, and ELPAC performance indicators. - Provide release time for administrative and teacher-leader calibration around walkthrough evidence, instructional expectations, data analysis routines, and implementation of schoolwide priorities. - Fund certificated timesheets for teacher leadership coordination, project planning, scheduling support, data preparation, PLC agendas, notes, and implementation of improvement priorities. - Each site administrator will conduct at least 5 FONT/administrative walkthroughs per week focused on learning intentions, success criteria, student talk, active participation, formative assessment, feedback, and evidence of student thinking. Funding Sources Certificated Timesheets / Substitutes : Sup/Con \$34128	Progress Monitoring - Each site administrator will complete at least 5 FONT/administrative walkthroughs per week. - FONT/administrative walkthrough data will be reviewed monthly by administration to monitor implementation of learning intentions, success criteria, student talk, active participation, formative assessment, and feedback. - PLC agendas and planning products will be reviewed monthly to confirm alignment with site instructional priorities and high-quality instructional strategies. Student Perspective Survey data will be reviewed when available and compared to FONT/administrative walkthrough trends. - Leadership calibration notes will be reviewed quarterly to monitor consistency of walkthrough evidence, feedback, and instructional expectations. Release time use will be reviewed quarterly to ensure alignment with PLC collaboration, data review, instructional improvement priorities, and student outcome needs.	Evaluation Nov Data Analysis Continuous Improvement Mar Data Analysis ?Continuous Improvement EOY Data Analysis ?Continuous Improvement

Site Goal 1.2

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 1.2.1

Targeted Student Group(s)

- All

Action Plan • Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation • Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
• Administer all district-required assessments according to district timelines.If assessment participation falls below 95% during any testing window, administration will review the data, identify the root cause or system barrier, create a make-up and follow-up plan, assign responsibilities, and monitor completion until the 95% target is met. • Coordinate testing calendars, staffing, accommodations, devices, room assignments, make-up windows, and completion tracking to ensure eligible students complete all required assessments. • Provide certificated timesheets to release teachers for PLC data review, instructional planning, and cycles of improvement tied to interim benchmarks, universal screening, and other assessment results. • Maintain assessment licenses, subscriptions, and progress monitoring tools to support screening, placement, growth monitoring, reporting, and instructional response. • Use assessment data to identify students needing reteaching, acceleration, intervention, or enrichment. • Purchase supplemental instructional materials, intervention resources, technology, printshop orders, books, workbooks, equipment, service contracts, ink, paper, and other classroom supplies aligned to assessment-informed instruction.	• Assessment participation will be reviewed monthly by the administration and the leadership team, with a target of 95% or higher participation for eligible students. • If assessment participation falls below 95% during any testing window, administration will review the data, identify the root cause or system barrier contributing to incomplete participation, create a make-up and follow-up plan, assign responsibilities, and monitor completion until the 95% target is met. The team will use what is learned to adjust future assessment administration procedures. • PLC teams will engage in structured Data Talks following each interim benchmark window, including a review of Illuminate data, STAR screening/progress-monitoring data, and classroom evidence. • FONT/Administrative walkthroughs will focus on instructional practices, including learning intentions, success criteria, student talk, active participation, formative assessment, and feedback. • Intervention rosters will be updated at least once per trimester based on new assessment data, including diagnostic results, interim assessments, STAR data, and teacher input. • PLC teams will document reteaching, acceleration, intervention, and enrichment plans following each data review cycle. • Supplemental instructional materials, intervention resources, and assessment licenses will be reviewed during PLC/Data	Nov Data Analysis Continuous Improvement Mar Data Analysis ?Continuous Improvement EOY Data Analysis ?Continuous Improvement

- Use post-window review cycles to identify barriers, refine systems, and strengthen future assessment administration. Funding Sources - Certificated Timesheets: Sup/Con \$3000 - Classified Timesheets: Sup/Con \$500 - Assessment Licenses, Subscriptions : Sup/Con \$15500 - Materials / Supplies : Sup/Con \$10000	Talk cycles to determine whether they are improving student progress and supporting the intended instructional need. - Teams will review student progress data after implementation to determine whether the materials should be continued, adjusted, or replaced. If expected progress is not evident, teams will identify possible root causes or system barriers, adjust the instructional response, and review follow-up data during the next improvement cycle. - Evidence reviewed may include interim assessment results, CAASPP data, classroom assessment data, intervention progress monitoring, teacher input, and student work samples. - Administration will review post-window reflection notes to identify barriers, adjust testing systems, and improve future assessment administration.	
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Action 1.2.2

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
- Fund certificated timesheets for ELPAC coordination, including Initial and Summative ELPAC scheduling, test coordination, completion tracking, and submission follow-up. - Fund certificated timesheets to monitor RFEP students quarterly and complete required progress monitoring documentation. - Support EL coordination duties related to student identification, placement, reclassification review, parent communication, and coordination of language development supports. - Use ELPAC, RFEP, interim assessment, classroom, and teacher input data to	- ELPAC participation and completion monitored during testing windows. - RFEP monitoring completed according to the district schedule. - Reclassification readiness and rates reviewed. - EL progress data reviewed with administration and appropriate staff. - Parent communication documented as needed.	Nov Data Analysis Continuous Improvement Mar Data Analysis ?Continuous Improvement EOY Data Analysis

identify English Learner progress needs and plan instructional response. Funding Source Certificated Timesheets: EL Sup \$4500	?Continuous Improvement
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Action 1.2.3

Targeted Student Group(s)

- EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
- Fund certificated timesheets for planning and refining Designated ELD lessons, reviewing student language data, and collaborating with the EL instructional coach to strengthen instruction aligned to current student needs. - Provide targeted professional learning and coaching support for teachers focused on effective Designated and Integrated ELD practices, academic language development, scaffolds, and access to grade-level content. - Purchase supplemental academic language development materials, including vocabulary resources, graphic organizers, sentence frames, leveled texts, and instructional supports for English Learners and newcomer students. - Fund limited contracts and/or services to support staff development, coaching, or technical assistance related to effective ELD systems, progress monitoring, walkthrough calibration, and equitable access to instruction. - Fund certificated and/or classified timesheets for targeted EL/newcomer small-group tutoring or intervention under the supervision of the site EL instructional coach, using district-aligned lesson resources focused on foundational language development, vocabulary, reading fluency, and academic access.	- Teacher participation in ELD planning, coaching, or professional learning will be documented through agendas, sign-ins, or coaching notes. - FONT/Walkthrough evidence will be used to monitor effective ELD strategies, language supports, student access to grade-level instruction, and opportunities for academic language use. - EL progress will be reviewed through ELPAC indicators, classroom performance, interim assessment data, STAR or district assessment data, student work samples, and teacher input. - EL/Newcomer students receiving targeted support will be monitored based on the purpose of the intervention, including language development, academic vocabulary, reading fluency, comprehension, oral language, and access to grade-level content. - Student participation in targeted EL/Newcomer support will be tracked, including the number of students served, number of sessions provided, focus skill or language need addressed, and evidence of student progress. - Supplemental language development materials will be reviewed through teacher and coach feedback, student work samples, and available progress data to determine whether the materials are supporting student language development and academic access.	Nov Data Analysis Continuous Improvement Mar Data Analysis ?Continuous Improvement EOY Data Analysis ?Continuous Improvement

Use cycles of improvement to review implementation, student progress, and needed adjustments to EL supports throughout the year. Funding Sources • Certificated Timesheets: EL Sup \$1500 • Materials / Supplies: EL Sup \$875 • Contracts / Services : EL Sup \$500	Midyear and end-of-year reflection will be used to review implementation, identify root causes or system barriers, and refine EL supports for the next improvement cycle.	
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Action 1.2.4

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan • Host ELAC meetings and targeted EL parent workshops to strengthen family understanding of academic expectations, language development, reclassification criteria, ELPAC, and available school supports. • Provide bilingual translation/interpretation as needed for ELAC meetings, workshops, and parent communication. • Provide materials, copies, refreshments, and communication supports for EL family engagement events. • Use parent input from ELAC and workshops to inform English Learner supports, communication practices, and future family engagement planning. Funding Source Materials / Contracts : EL Sup \$500	Progress Monitoring • ELAC meetings held according to required timelines. • Sign-in sheets for ELAC meetings and workshops. • Number of EL family engagement opportunities provided. • Parent feedback reviewed through parent surveys. • Evidence that ELAC input informs site planning.	Evaluation Nov Data Analysis Continuous Improvement Mar Data Analysis ?Continuous Improvement EOY Data Analysis ?Continuous Improvement

Site Goal 1.3

ncrease the number of students meeting or exceeding standards on CAASPP in ELA, Mathematics, and Science through strong Tier I instruction, writing across content areas, consistent assessment cycles, and targeted instructional response through cycles of improvement.

2025–26 Batey Baseline Data
CAASPP Performance

- ELA: **70%** met or exceeded standards
- Mathematics: **71%** met or exceeded standards
- ELA Distance from Standard: **+45.1**
- Mathematics Distance from Standard: **+32**

Illuminate Interim Priority Areas

- Grade 4 ELA: **48.0%** proficient
- Grade 4 Mathematics: **39.6%** proficient
- Grade 5 Mathematics: **43.2%** proficient

Identified Needs

- Maintain strong overall achievement while accelerating growth in identified grade-level need areas.
- Continue subgroup growth through targeted support cycles.
- Increase writing performance across content areas.
- Strengthen Science achievement through literacy and inquiry-based instruction.

2026–27 Targets

- ELA proficiency: **70% -> 72%**
- Mathematics proficiency: **71% -> 73%**
- ELA Distance from Standard: **+45.1 -> +50**
- Mathematics Distance from Standard: **+32 -> +36**
- Increase subgroup outcomes by **3 percentage points** where reportable.
- Reduce grade-level proficiency gaps.
- Increase Science performance.

Implementation will be supported through PLC collaboration, data release days, writing across content areas, intervention regrouping, and standards-based reteaching cycles.

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.3.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Disaggregate CAASPP data by subgroup and guide teacher teams in developing targeted instructional plans. • Maintain sitewide writing emphasis with rubrics and exemplars used across disciplines. • Continue professional development	Progress Monitoring CAASPP data trends reviewed annually by subgroup and grade level. • PLCs use interim assessments and writing tasks to evaluate subgroup growth. • Walkthrough notes used to verify presence of writing instruction, success criteria, and formative assessment	Evaluation Nov Mar

aligned with writing, reading comprehension, and mathematical practices. • Reinforce Instructional Framework practices (student talk, success criteria, formative feedback) through walkthroughs and coaching. • Monitor student writing progress through triannual prompts and common rubrics. • Provide designated data time in PLCs to analyze CAASPP-aligned benchmarks. • Support teachers in implementing NGSS-aligned curriculum and CAST preparation strategies, including vocabulary development and data interpretation practices. Funding is covered in prior action steps in Goal 1	practices. • Quarterly student writing benchmark analysis with rubrics. • CAST performance data reviewed annually to identify subgroup needs.	?EOY
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Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	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 2: Targeted Supports & Interventions Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: • African American Disparity • Homeless Student Disparity • Native American Disparity • Students with Disabilities Disparity • Students in Foster Youth Disparity
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Site Goal 2.1

Increase the percentage of classrooms consistently implementing Learning Targets from 67% to 73% by June 2026, as measured by the Teaching and Learning PIC survey and FONT walkthrough data.
Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

- Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan •Provide professional learning and data inquiry days facilitated by instructional coaches from Educational Services in collaboration with site administration and leadership. • Support teacher teams in reviewing student data, identifying instructional needs, aligning instruction, and planning targeted next steps. • Fund certificated timesheets for PLC planning, data review, and instructional alignment. • Fund contracts/services to support targeted coaching, professional learning, data inquiry, and planning support for administration, teachers, and support teams. This includes professional learning connected to students with disabilities, subgroup progress monitoring, instructional access, walkthrough calibration, and targeted support systems. • Conduct regular administrative walkthroughs focused on learning target visibility and success criteria.	Progress Monitoring • Administrative walkthrough data collected quarterly and analyzed by subgroup, including African American students, English Learners, students with disabilities, and low-income students. • Teaching and Learning PIC data reviewed when available and compared with walkthrough trends. • PLC planning documentation reviewed during grade-level data inquiry days and leadership meetings. • Grade-level teams review subgroup performance using Illuminate, classroom formative assessments, and other available student data. • Targeted follow-up walkthroughs conducted in classrooms or grade levels where subgroup performance gaps are identified. • Student voice checks used to monitor whether students can describe the	Evaluation

• Implement student voice checks through walkthroughs to determine whether students can articulate what they are learning and how they know they are successful. Funding Sources Certificated Timesheets : Sup/Con \$11000 Contracts / Services : Sup/Con \$5000	learning target, success criteria, and expected learning task.	
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Funding Sources for District Goal 2		
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)	\$10,000	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
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Site Goal 3.1

Increase the percentage of students reporting a positive sense of safety, belonging, and connection to school while reducing behavioral disruptions and strengthening consistent schoolwide expectations through PBIS, proactive supervision, restorative response systems, and positive school culture.

2025–26 Batey Baseline Data
Student Perspective Survey

Overall favorable rating: **78%**
Academic experience favorable rating: **86%**
Sense of belonging / climate indicators: current site survey results to be finalized by domain
Behavior / Climate Indicators
Office discipline referrals: site baseline to be inserted from 2025–26 data
Suspensions: site baseline to be inserted from 2025–26 data
Recess incidents / behavior trends: monitored through Synergy/PowerBI and site behavior logs
PBIS Tier I TFI: **93%**
PBIS Tier II TFI: **96%**

Identified Needs

Maintain strong overall student experience while increasing belonging and safety indicators.
Continue consistent adult response to behavior across settings.
Strengthen recess and common-area systems.
Reduce repeat behavior incidents through reteaching and restorative follow-up.
Increase student voice, recognition, and connection opportunities.
Continue improving Tier I PBIS consistency and Tier II intervention follow-through.

2026–27 Targets

Overall favorable rating: **78% -> 82%**
Belonging / safety indicators increase by **4 percentage points**
Reduce office discipline referrals by **10%**
Reduce repeat referrals by **15%**
Reduce referrals for African American students by **15%**
Increase PBIS Tier I TFI from **93% -> 96%**
Increase PBIS Tier II TFI from **96% -> 97%**
Maintain suspension rates at low levels while improving restorative responses.
Implementation will be supported through PBIS systems, behavior response calibration, student recognition systems, recess structures, staff supervision systems, belonging activities, Tier II interventions, and ongoing cycles of improvement.

Metric: School Climate - Average Favorability Rating

Action 3.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation

ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations. Materials/Supplies Sup/Con \$2000	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. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	
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Site Goal 3.2

Increase student sense of safety, belonging, and connection to school while strengthening schoolwide PBIS Tier I and Tier II systems, student recognition, restorative responses, inclusive school culture, and consistent adult response in identified **non-recess campus hot spots**, including restrooms and common areas.

- By May 2027, increase PBIS Tier I TFI score from **93% to 96%** and Tier II TFI score from **96% to 97%**.
- Reduce overall student referrals by **10%**, with a **15% reduction for African American students**.
- Increase belonging and safety indicators by **4 percentage points** as measured by student perception or climate survey data.
- Reduce documented restroom-related behavior incidents by **20%** from first-trimester baseline to third-trimester outcome.
- Maintain suspension rates at low levels while improving consistent adult response, restorative follow-up, and Tier II intervention support.

2025–26 Batey Baseline Data

Student Perspective Survey

Overall favorable rating: **78%**

Academic experience favorable rating: **86%**

Belonging / safety indicators: current site survey results to be finalized by domain

Behavior / Climate Indicators

Office discipline referrals: site baseline to be inserted from 2025–26 data

Suspensions: site baseline to be inserted from 2025–26 data

Repeat referrals: site baseline to be inserted from 2025–26 data

African American student referrals: site baseline to be inserted from 2025–26 data

Restroom incidents / hot spot trends: first-trimester 2026–27 baseline to be established through PowerBI, Synergy referral data, site behavior logs, and staff supervision feedback

PBIS Tier I TFI: **93%**

PBIS Tier II TFI: **96%**

Identified Needs

- Maintain strong overall student experience while increasing belonging and safety indicators.
- Continue consistent adult response to behavior across settings.
- Reduce repeat behavior incidents through reteaching, restorative follow-up, and Tier II supports.
- Monitor referral disproportionality and strengthen support for African American students.
- Strengthen supervision, reteaching, and response systems in identified non-recess hot spots, including restrooms and common areas.
- Establish and monitor restroom-related incident data to guide supervision, signage, reteaching, and student support.
- Increase student voice, recognition, and connection opportunities.
- Expand inclusive opportunities for LVL students and other student groups.
- Continue improving Tier I PBIS consistency and Tier II intervention follow-through.

2026–27 Targets

- Overall favorable rating: **78% ->82%**
- Belonging / safety indicators increase by **4 percentage points**
- Reduce overall office discipline referrals by **10%**
- Reduce repeat referrals by **15%**
- Reduce referrals for African American students by **15%**
- Reduce documented restroom-related behavior incidents by **20%** from first-trimester baseline to third-trimester outcome
- PBIS Tier I TFI: **93% -> 96%**
- PBIS Tier II TFI: **96% -> 97%**
- Maintain suspension rates at low levels while improving restorative responses.
- Implementation will be supported through PBIS systems, student recognition systems, belonging activities, Tier II interventions, restorative response calibration, inclusive student experiences, non-recess hot spot supervision, restroom monitoring, and ongoing cycles of improvement.

Metric: School Climate - Average Favorability Rating

Action 3.2.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan - Fund contracts/services to continue Batey Belonging Week, Silent Disco, and the Multicultural Assembly to celebrate diversity and foster inclusion. - Fund the maintenance and restocking of Bobcat Den, including art supplies, replacement games, and student support materials. - Purchase PBIS acknowledgment materials, including prizes, signage, spirit incentives, belonging-focused visual materials for campus, and supplies for the Student Store, which will become the central PBIS Tier I acknowledgment system. - Provide classified timesheets to support	Progress Monitoring - Administer Tiered Fidelity Inventory annually for Tier I and Tier II PBIS systems. - Collect and review PowerBI referral data monthly, focusing on subgroups, major infractions, repeat referrals, location, and time of day. - Non-recess hot spot data, including restroom incidents and common-area behavior trends, reviewed monthly to determine needed adjustments to supervision, reteaching, signage, and student support. - Restroom-related behavior incidents reviewed by trimester to monitor progress toward a 20% reduction from first-trimester baseline to third-trimester outcome. - Climate Survey / Rapid Cycle Measurement administered twice yearly to gauge belonging	Evaluation

the planning and execution of belonging events, student celebrations, and PBIS Tier II supports. - Expand Tier II interventions, including Check-in/Check-out, SMART Plans, and attendance check-ins with staff training and monitoring logs. - Provide sitewide training on restorative practices and equity-focused responses to behavior incidents. - Use behavior data to identify non-recess campus hot spots, including restrooms and common areas, and adjust supervision, reteaching, signage, student reminders, and restorative follow-up as needed. - Expand inclusion opportunities for all students, including LvLS students, through reverse mainstreaming activities, peer buddies, the Hands and Hooves field trip, the Touch of Understanding disability awareness program, clubs, sports, and other inclusive student experiences. - Conduct quarterly PBIS Tier I and II team reviews to update systems based on referral and perception data. Funding Sources Contracts/Services : Sup/Con \$12000 Classified Timesheets : Sup/Con \$1000 Materials/Supplies : Sup/Con \$8000	and campus climate. - Collect and review participation data for Batey Belonging Week, LvLS activities, Student Store, and PBIS incentives each trimester. - PBIS Tier I and II teams review referral, perception, participation, and intervention data quarterly to adjust schoolwide and targeted supports.	
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Funding Sources for District Goal 3		
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)	\$12,714	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)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions

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

District Strategic Goal 4: Family & Community Engagement All students will benefit from programs and services designed to inform and engage family and community partners.	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: • Attendance Rate • Parents indicating a respectful and welcoming school environment • Parents indicating opportunities for parent input in making decisions • Parents indicating opportunities for parent involvement • Percent Chronically Absent
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Site Goal 4.1

Reduce chronic absenteeism and strengthen student connection to school through early identification, tiered attendance supports, family partnership, and engaging schoolwide systems that promote regular attendance.

2025–26 Batey Baseline Data

Attendance / Engagement Indicators

Chronic Absenteeism: **15.6%**

Average Daily Attendance: **94.1%**

Student Perspective Survey - Overall Favorable: **78%**

Student Perspective Survey - Academics Favorable: **86%**

Student Group Attendance Needs

Students with Disabilities chronic absenteeism: **26.1%**

English Learner chronic absenteeism: **19.4%**

Socioeconomically Disadvantaged chronic absenteeism: **18.5%**

Homeless student chronic absenteeism: **58.3%**

Chronic absenteeism comparison rate: **14.2%**

Severely chronically absent: **1.4%**

Identified Needs

Some students continue to miss significant instructional time due to chronic absence patterns.

Attendance concerns are concentrated within a smaller group of students requiring targeted intervention.

Students with disabilities, English Learners, socioeconomically disadvantaged students, and students experiencing homelessness require closer attendance monitoring and coordinated support.

Continued family communication and positive connection systems matter.

Students are more likely to attend when they feel connected, successful, and known.

2026–27 Targets

Chronic Absenteeism: **15.6% -> 13.6%**

Average Daily Attendance: **94.1% -> 95.0%**

Reduce the number of students in highest-risk attendance bands.

Reduce chronic absenteeism for students with disabilities, English Learners, socioeconomically disadvantaged students, and students

experiencing homelessness.
Maintain or increase favorable student connection indicators.
Implementation will be supported through monthly attendance review cycles, tiered intervention systems, family outreach, recognition structures, student connection activities, and coordinated student support.

Metric: Percent Chronically Absent

Action 4.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan • Conduct monthly attendance review cycles to identify students in emerging, moderate, and chronic absence risk bands, with priority attention to grade levels showing the highest chronic absenteeism rates, including Transitional Kindergarten and Kindergarten. • Monitor Grade 1 and Grade 5 attendance trends as secondary focus areas based on chronic absenteeism and attendance data. • Use tiered attendance responses, including phone calls, family conferences, attendance plans, Check-In/Check-Out, counseling referral, problem-solving supports, and Attendance Improvement Officer support when appropriate. • Assign staff ownership for high-need attendance cases and monitor follow-through. • Coordinate with office staff, counseling, teachers, administration, and families to identify and reduce barriers to attendance when possible. • Use improvement cycles to test outreach strategies and refine responses throughout the year. • Provide classified timesheets to support targeted attendance outreach, attendance review preparation, phone calls, documentation, family follow-up, and coordination of supports. Funding Source Classified Timesheets : Sup/Con \$2000	Progress Monitoring Monthly chronic absenteeism dashboard reviewed by administration and leadership. • TK and Kindergarten attendance data reviewed monthly as priority grade-level focus areas. • Grade 1 and Grade 5 attendance data reviewed as secondary focus areas. • Students in emerging, moderate, and chronic absence risk bands identified and monitored monthly. • Attendance plans completed and monitored for targeted students. • Case management notes, contact logs, and follow-up actions reviewed monthly. • Trimester attendance improvement reviews completed to determine student movement out of chronic absence risk bands. • Student group attendance data reviewed for students with disabilities, English Learners, socioeconomically disadvantaged students, and students experiencing homelessness.	Evaluation

Site Goal 4.2

Increase parent and family engagement connected to attendance, school communication, student belonging, and volunteer participation, with focused outreach to families of students in grade levels and student groups showing higher chronic absenteeism.

- By June 2027, maintain or increase parent favorable responses on the annual EGUSD Family Survey, with attention to communication, connection to school, academic support, and opportunities for parent involvement.
- Use family engagement, communication, and volunteer systems to support improved attendance, especially in **TK and Kindergarten**, where chronic absenteeism is currently highest, and monitor Grade 1 and Grade 5 as secondary focus areas.

2025–26 Batey Baseline Data

Parent / Family Engagement Indicators

Parent Perspective Survey overall favorability: **94%**

Parent Perspective Survey respondents: **117**

Family Survey communication / connection / involvement indicators: current item-level results to be inserted when available

Student Connection Indicators

Student Perspective Survey overall favorability: **78%**

School Connectedness / Sense of Belonging: **81%**

Climate of Support for Academic Learning: **86%**

Knowledge & Fairness of Discipline: **86%**

Safety: **67%**

Students reporting they feel like part of the school: **86%**

Students reporting they feel physically safe on campus: **89%**

Attendance Connection Data

Schoolwide Chronic Absenteeism: **15.6%**

Schoolwide Attendance to Date: **94.1%**

TK Chronic Absenteeism: **32.0%**

Kindergarten Chronic Absenteeism: **31.6%**

Grade 1 Chronic Absenteeism: **14.7%**

Grade 5 Chronic Absenteeism: **14.2%**

Identified Needs

Strengthen family communication around attendance, school connection, and available supports.

Increase targeted outreach to families of students with emerging or chronic attendance concerns.

Prioritize family engagement and volunteer opportunities for TK and Kindergarten due to elevated chronic absenteeism rates.

Monitor Grade 1 and Grade 5 as secondary attendance focus areas.

Continue building welcoming family engagement opportunities that help families feel connected to school.

Use family input to identify barriers to attendance, communication, participation, and volunteering.

2026–27 Targets

Maintain or increase Parent Perspective Survey overall favorability from **94%**.

Increase family participation in engagement and volunteer opportunities, especially in TK, Kindergarten, Grade 1, and Grade 5.

Reduce chronic absenteeism in TK and Kindergarten.

Monitor and reduce attendance concerns in Grade 1 and Grade 5.

Increase family participation in attendance conferences, support meetings, and school connection events.

Maintain or increase student connection indicators, including School Connectedness / Sense of Belonging.

Implementation will be supported through family communication, targeted outreach, attendance-related family conferences, schoolwide engagement events, multilingual communication, volunteer opportunities, and ongoing review of attendance and family feedback data.

Metric: Attendance Rate

Action 4.2.1

Targeted Student Group(s)

- EL • Hispanic or Latino • Low Income • Two or More

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan - Host regular family engagement events, including Coffee and Conversations, ELAC Parent Workshops, LvLS Caregiver Cafés, and other opportunities that strengthen family connection to school. - Use family engagement opportunities to reinforce the importance of regular attendance, school connection, and early problem-solving when attendance concerns emerge. - Provide targeted outreach to families of students in TK and Kindergarten, where chronic absenteeism data shows the highest need. - Increase volunteer opportunities connected to target grade levels, including TK, Kindergarten, Grade 1, and Grade 5, to strengthen family presence, student connection, and school belonging. - Monitor Grade 1 and Grade 5 as secondary attendance focus areas and provide family outreach when students show emerging attendance concerns. - Expand WatchDOGS and other family connection opportunities to increase positive adult presence and family participation on campus. - Offer bilingual communication options and provide multilingual support at family events when needed. - Fund materials, refreshments, communication supports, and attendance/family engagement materials to create a welcoming environment. - Use family input from surveys, events, attendance meetings, and volunteer participation to improve communication, engagement, and support systems. Funding Source Materials/Supplies : Sup/Con \$2000	Progress Monitoring - Track number of family engagement events and attendance counts quarterly. - Monitor family participation for TK and Kindergarten outreach activities connected to attendance support. - Track volunteer opportunities and volunteer participation in target grade levels, including TK, Kindergarten, Grade 1, and Grade 5. - Review Grade 1 and Grade 5 attendance trends as secondary focus areas during attendance review cycles. - Monitor completion rates and favorability trends for the annual Parent Perspective Survey. - Collect parent feedback forms at family engagement events when appropriate. - Review family communication logs and outreach documentation during attendance review cycles. - Use parent feedback, volunteer participation data, and attendance data to adjust family engagement, communication, and outreach strategies.	Evaluation

Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	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	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

Title I Basic (4900/3010) Total: \$0

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	\$37,128	\$11,000	\$0	\$0	\$48,128
Classified- Salaries	\$0	\$0	\$1,000	\$0	\$1,000
Classified- Timesheets	\$500	\$0	\$0	\$2,000	\$2,500
Materials/Supplies/Equipment	\$10,000	\$0	\$10,000	\$2,000	\$22,000
Contracts/Services/Subscriptions	\$15,500	\$5,000	\$12,000	\$0	\$32,500

Supplemental/Concentration (7101/0000) Total: \$106,128

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	\$6,000	\$0	\$0	\$0	\$6,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$875	\$0	\$0	\$0	\$875
Contracts/Services/Subscriptions	\$1,000	\$0	\$0	\$0	\$1,000

EL Supplemental (7150/0000) Total: \$7,875

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

Edna Batey Elementary (210) | 2026-2027

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	\$0	\$0	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$106,128	\$63,128	\$16,000	\$23,000	\$4,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$7,875	\$7,875	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$114,003	\$71,003	\$16,000	\$23,000	\$4,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$114,003