



Elitha Donner Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Cindy Doyle

County-District-School (CDS) Code: 34673146112106

**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

Elitha Donner 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?

Input for the review/analysis of the Elitha Donner 2025-2026 LCAP involved many stakeholders. Previous school year's assessment data as well as other data was analyzed during the year and stakeholder input was acquired through a variety of opportunities throughout the school year including, but not limited to:

- Title One Parent Meeting (7/14/25)
- Leadership Meetings (8/13/25, 9/10/25, 10/8/25, 12/12/25, 12/15/25, 1/21/26, 2/11/26, 4/8/26, 5/13/26, & 6/10/26)
- School Site Council Meetings (9/29/25, 12/15/25, 2/12/26, 4/28/26 & TBD)
- ELAC Meetings (10/7/25, 2/5/26, 4/30/26)
- EGUSD Parent, Staff, and Student Surveys - Spring of 2026
- Staff Site Survey - Spring of 2026

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 integrated into our LCAP for the upcoming year. Based on our academic data review, parents and other stakeholders encouraged all actions to support the mitigation of academic deficiencies such as the purchasing of supplemental resources, parent trainings, teacher trainings, and Extended Day tutoring. Staff expressed a concern regarding supports for our students with ongoing behavioral issues. Our PBIS Tier I and II/III teams met to further discuss Tier I, II, and III supports that can be put into place to support our students. Our primary and intermediate staff expressed an interest in focusing on writing in the upcoming school year including vertical articulation, exploring the possibility of using Step Up to Writing, and receiving training from our Instructional Coaches.

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.

Elitha Donner is not an ATSI and CSI designated school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1: High-Quality Curriculum, Instruction & Assessment All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by: - A-G Completion - Percent of Graduates Completing A-G Requirements - AP/IB Exams - Percent of Graduates Passing an AP/IB Exam - CAASPP (ELA, Math, Science) - Distance from Standard - CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded - CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence - Progress toward English Proficiency - Percent Increasing ELPI Level - Reclassified - Percent of English Learners Reclassified - Test Participation Rate on Districtwide Assessments
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Site Goal 1.1

- Goals:
- Overall English Language Arts (ELA) scores will increase from 45% to 48% of our students meeting or exceeding standards on CAASPP assessments as noted in the LCAP Metrics.
 - In grades Kindergarten through Second, the percentage of students reaching Proficiency on the Phonics Assessment through Illuminate will increase from __% (End-of-Tri.1) to __% by the end of Trimester Three (Data will be entered when assessments are completed).
 - Overall Math scores will increase from 36% to 39% of our students meeting or exceeding standards on CAASPP assessments as noted in the LCAP Metrics.

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

Action 1.1.1

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 1. August - June: Academic Intervention Teacher (AIT) and an Intervention Support Teacher (Certificated Substitute) will utilize small group instruction in grades Kindergarten through grade six to provide targeted intervention for students who are not meeting grade level standards in English Language Arts. Title I - Certificated Timesheets: \$46,212 2. July - August: AITs, Instructional Coaches, Administration, and Teachers will work collaboratively to determine which students will qualify for AIT services based on the district's AIT Guidelines. AITs will create a schedule. 3. July - August: AITs and Grade Level Teams will analyze data and determine which students will receive Tier II Reading instruction, in class or during Independent Work Time. 4. August - September: AIT and Intermediate Intervention Teacher will create and share a Progress Monitoring plan which includes the formative assessments that will be used and dates of administration. 5. AIT, Intermediate Intervention Teacher, and Classroom Teachers will meet on predetermined dates, during PLC time, to discuss progress made by each student receiving AIT support and students who should be transitioned out of and into the AIT support. 6. Extended Day Tutoring will be provided to students who are not meeting ELA or Math grade level standards based on Teacher's interest and ability to provide this after school support. Grade Level PLC teams will determine who will be invited based on need and will collaborate to create a plan including: - Intervention resources and strategies used	Progress Monitoring • AIT and Intermediate Intervention Teacher will create and share a Progress Monitoring Plan which will include formative assessments that will be used and dates of administration. This information will be shared with our teaching staff at the beginning of the school year. • AIT, Intermediate Intervention Teacher, and Classroom Teachers will meet on a monthly basis, during PLC time, to discuss progress made by each student receiving AIT support and students who should be transitioned out of and into the AIT support. • Articulation Meetings including Grade Level PLC teams, Administration, and Instructional Coaches, and AITs will be scheduled for the beginning of each trimester. Instructional Coaches will review how to pull the various reports from Illuminate and data will be analyzed in the areas of ELA and Math. • Admin will use FONT during classroom visits to monitor the efficacy of instructional practices and the elements of the Instructional Framework presented in DEI Modules 1-3. This data will be shared with our staff and our SSC.	Evaluation

including SIPPS, LETRS, and/or REWARDS. - Progress Monitoring assessments and dates to administer. - Teachers will engage in ongoing collaboration regarding student progress in the Extended Day program. - Teachers will share student progress with students' parents/guardians. - Purchase supplies and materials to support Extended Day Tutoring. Title I - Certificated Timesheets: \$5000		
7. August - June: District funded Kindergarten-Second grade push-in during Independent Work Time to support students who are struggling to meet ELA grade level standards.		

Action 1.1.2

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
1. June - July: Staff will have the opportunity to attend AVID Summer Institute in Sacramento, CA, and monthly professional development through SCOE. Title I - Certificated Timesheets: \$1,500 2. Provide necessary resources and supplies to support Site AVID Goals. Title I - M/S/E: \$1,500 3. July - June: Staff will continue to receive Professional Development and work on district instructional strategies which support High Quality Instruction as taught in through the three district provided Modules. 4. Staff will receive consultation and Professional Development from district and	• Progress towards our Site AVID goals will be evaluated at our regularly scheduled Site AVID Team meetings, PLCs, Staff Meetings, and during our bi-yearly AVID District Team Walk Throughs. • District Required Common Assessment data will be analyzed at Grade Level PLC meetings and at Trimesterly Articulation Meetings. • SMART Goals data will be analyzed and monitored at our Trimesterly Articulation Meetings. • Technology software program usage will be monitored by Administration and student progress within each program will be monitored by classroom teachers. • Surveys will be given to teachers	

outside sources in the following areas:

- Restorative Practices follow-up Trainings
- SEL - Second Step - Ongoing training and collaboration
- Continued training and coach support with SIPPS and REWARDS
- Continued follow-up and support for HQI (Instructional Framework - Modules 1-3) from Instructional Coaches and Administration
- Step Up to Writing Professional Development
- Writing Instruction Support

Supplemental Concentration - Contracts:
\$28,500

Certificated Timesheets: \$7,000 (subs for SIPPS)

5. Release time will be provided for administration of required assessments and Grade Level PLC Articulation Days (Analyze District Required Common Assessment Data through Illuminate, review progress made towards previous Trimester's SMART Goals, establish new Trimester SMART Goals, and complete Data Cycle Template - facilitated by Instructional Coaches), additional days to analyze data, and Planning Days to create short-term and long-term curricular plans for the upcoming school year.

Title I - Certificated Timesheets: \$45,284.03

6. Purchase supplies, resources, and copying/replacement of supplemental resources to support student learning and proficiency of CCSS and any necessary interventions.

Supplementary Concentration - M/S/E:
\$5,000

Title - M/S/E: \$11,728.97

7. Purchase necessary supplies and technology software to support student learning and proficiency with CCSS from district approved lists. Programs include, but are not limited to:

- Accelerated Reading
- Core Lexia
- Reflex Math
- Generation Genius
- BrainPOP (with ELA)
- DBQ (Document-Based Questions)

Supplemental Concentration - Contracts:
\$58,000

8. Each grade level will receive \$1,500 to use towards the cost of academic field trips. These field trips will enhance and extend our students' learning.

Supplemental Concentration - Contracts:
\$12,000

regarding the use and the benefits of each of the technology software programs in the spring of 2026.

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Action 1.1.3

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
1. August - June: Extend allotted Librarian hours, as needed, to maintain the usage of the library and provide adequate time to process and shelve our new, updated library books. Title - Classified Timesheets: \$11,000 2. Two Book Fairs (fall and spring) will be held during the school year to increase the number of new library books added to our library.	• January & June: Librarian will provide a report stating the number of new library books that were added to our Library specifying increases in multicultural, SEL, and leveled books.	

Site Goal 1.2

Instructional Framework Goal:

Goals: Implementation of Student Talk will increase from 61.1% to 65% by the end of the school year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Avg. Derived FONT Implementation for Student Talk will increase from 29.6% to 32.6%
- Student survey data regarding whether their teacher expects them to talk and share ideas will increase from 76% to 79%
- Student survey data regarding whether their teacher provides them opportunities to work and communicate with classmates will increase from 74.9% to 77.9%

Metric: Student Talk

Action 1.2.1

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 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 1. Principal and Vice Principal will increase FONT classroom visits to a minimum of five each, weekly, throughout the school year. 2. Ongoing Professional Development will be provided around the elements of our Instructional Framework with a specific continued focus on Learning Targets and Success Criteria. Continued facilitation of self-assessments, Check-Ins, data analysis, and Instructional Coach support will be provided throughout the school year.	Progress Monitoring - Progress monitor the completion rates for FONT Walk-throughs throughout the school year at Principal/Vice Principal meetings. - Review the data provided through staff surveys and self-assessments. - Check-ins during PLC meetings through discussion items around the implementation of Learning Targets and Success Criteria.	Evaluation

Site Goal 1.3

Provide interventions and supports for English Learners to increase English proficiency.

Goals:

- Increase our ELPI score of 49% to 52%, which is the Desired District Outcome for 2026-2027.
- Increase of percentage of EL students who reclassify from 9% to 12% to reach the District Goal of 15%.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.3.1

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
1. August - September 21 (or within 30 days after an EL student arrives on campus): Initial ELPAC assessments, under the direction of a certificated time-sheeted teacher, will be completed. February - May: ELPAC Summative Assessments will be given to all EL students. EL Supplemental - Certificated Timesheets: \$10,000 2. August - June: EL Coordinator will assist with the following: Identification/placement of EL students, reclassification process, EL/RFEP monitoring, and support for ELAC meetings. EL Supplemental - Certificated Timesheets: \$1,000 3. September - June: Based on updated ELPAC data, additional supports may be provided through our AIT and/or Extended Day Tutoring. EL Supplemental - Certificated Timesheets: \$2,000 4. September - June: Purchase any materials/supplies necessary to support ELAC meetings and Extended Day working with EL students. EL Supplemental - M/S/E: \$497 5. October: EL Coordinator and VP will hold an ELAC Meeting to review and revise the site LCAP and explain funding sources. 6. December: EL Coordinator and VP will hold an ELAC Meeting to develop school-wide Needs Assessment patterns and implications for our LCAP. 7. February: EL Coordinator and VP will hold an ELAC Meeting to submit site specific needs to the SSC for consideration in next year's site LCAP. 8. 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 students who have been redesignated a English Proficient. 9. Ongoing support for ELD, EL strategies across all content areas, individualized needs/supports for EL students, etc. will be offered and provided by our EL Coach. Support will be provided via Staff Development, Grade Level PLC meetings, and on an individual basis.	• August: Teachers will submit their schedule for designated ELD instruction. • October: The Vice Principal will review Synergy data to determine our current percentage of EL students redesignated as English proficient. • October: The Vice Principal will use Synergy data to determine our EL students' overall progress toward English language proficiency. • October - April: Vice Principal will keep attendance records and Minutes of all ELAC meetings. • September - June: 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 and/or Extended Day.	

Site Goal 1.4

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 1.4.1

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 <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 1. August/July, September/October, January/February, and May/June: Teachers will administer Grade Level Common Illuminate Assessments to all students within the District Assessment Window. Administrator will assist by reminding teachers of the assessment windows. 2. Upon completion of the Illuminate Assessments, Grade Level PLC Teams will meet to review and analyze data. The team will determine which students are in need of additional assessments at that time. This plan will be reflected in their PLC notes which are shared with the Principal. 3. Instructional Coach support is available to support administration of assessments, pulling data reports, and analyzing data.	Progress Monitoring August/July, September/October, January/February, and May/June : Principal will pull Illuminate reports to ensure that at least 95% of eligible student have taken the Illuminate Assessments. - Upon completion of the Illuminate Assessments, Grade Level PLC Teams will meet to review and analyze data. The team will determine which students are in need of additional assessments at that time. This plan will be reflected in their PLC notes which are shared with the Principal.	Evaluation

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

Site Goal 2.1

We will implement targeted supports for students who identify as African American, Native American, are in foster care, who are experiencing homelessness, or those who have disabilities when there are significant academic gaps or disparities.

English Language Arts - CAASPP:

- Students with disabilities will move from 23% to 25% meets or exceeds standards on the English Language Arts portion of the CAASPP assessment.
- African American students will move from 20% to 25% meets or exceeds standards on the English Language Arts portion of the CAASPP assessment.

Math - CAASPP:

- Students with disabilities will move from 13% to 16% meets or exceeds standards on the Math portion of the CAASPP assessment.
- African American students will move from 18% to 21% meets or exceeds standards on the Math portion of the CAASPP assessment.

*Based on the CA Dashboard, we have no Performance Color Bands for Foster Youth, Homeless, or Native American in this category.

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

- Black or African American • SWD

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 formative student data 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 1. August - June: Academic Intervention Teacher (AIT) will utilize small group instruction in grades Kindergarten through second grade to provide targeted intervention for students who are not meeting grade level standards in English Language Arts. Budget in Goal 1.2.1 Item 1 2.1. August - June: Intervention Teacher (Certificated Sub) will utilize small group instruction in grades third through sixth to provide targeted intervention for students who are not meeting grade level standards in English Language Arts. Budget in Goal 1.2.1 Item 1 3. Extended Day Tutoring will be provided to students in targeted subgroups noted above who are not meeting ELA or Math grade level standards based on Teacher's interest and ability to provide this after school support. Grade Level PLC teams will determine who will be invited based on need and will collaborate to create a plan including: - Intervention resources and strategies used including SIPPS, Wonders Tier II Resources, REWARDS, and differentiated math support. - Progress Monitoring assessments and dates to administer. - Teachers will engage in ongoing collaboration regarding student progress in the Extended Day program. - Teachers will share student progress with students' parents/guardians. Budget in goal 1.2.1 Item 6	Progress Monitoring • AIT and Intermediate Intervention Teacher will create and share a Progress Monitoring Plan which will include formative assessments that will be used and dates of administration. This information will be shared with our teaching staff at the beginning of the school year. • AIT, Intermediate Intervention Teacher, and Classroom Teachers will meet each month, during PLC time, to discuss progress made by each student receiving AIT support and students who should be transitioned out of and into the AIT support. • Articulation Meetings including Grade Level PLC teams, Administration, and Instructional Coaches, and AITs will be scheduled for the beginning of each trimester. Instructional Coaches will review how to pull the various reports from Illuminate and data will be analyzed in the areas of ELA and Math.	Evaluation

Site Goal 2.2

Our goal is to continue to increase the positive school climate and culture, as well as decrease disproportionality within our disciplinary practices. There are two subgroups in which disparities are in place.

Suspension Data:

- There is a 12.9% disparity in the number of Suspensions of our African American Students.
- There is a 41.6% disparity in the number of Suspensions of our Students with Disabilities.

Goals (based on LCAP Metrics 24/25 data):

- Decrease suspension rate of African American students from 5.6% to 3% based on the district goal for 2026-2027.
- Increase % Favorable Responses for 3.6 School Climate for African American students from 69% to 72% in 2026-2027.
- Increase % Favorable Responses for 3.6 School Climate for SWD from 70% to 73% in 2026-2027.

Goal (based on Power BI Data):

- Decrease Behavior Incident Rates of Students with Disabilities by 10%. Student Incident Rate for SWD is currently 85.9 (revise after Tri. 3) to ____.

Metric: African American Disparity

Action 2.2.1

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 1. July - June: ASSIST Recess Mentors will work with our African American students and students with disabilities during recesses to help support the tenants of our PBIS Tier I program. They will help to lead positive, structured recess games and ensure that our students are "Catching the Wave" by being Wise, Accountable, Vigilant, and Empathetic. Budget in goal 3.1.1 Item 5 2. August - June: Monthly PBIS Tier II/III meetings will be held to analyze Behavioral Data with a focus on our targeted subgroups: African Americans and Students with	Progress Monitoring • August - June: Synergy Behavior Incident data will be shared and analyzed at montly PBIS Tier I meetings as well as the three full day meetings. Review Suspension data, by subgroup to monitor disproportionality. • March - April: Teachers will adminster the Student School Climate Survey to all students in grades fifth and sixth, with a goal of growing from 67% to 71% in overall favorable responses on 3.6 School Climate for African Americans and from 61% to 65% in overall favorable responses on 3.6 School Climate for	Evaluation

Disabilities. Tier II/III supports will be put into place, as needed.	Students with Disabilities.	
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Site Goal 2.3

Our goal will be to decrease Chronic Absenteeism among African American students.

Goal:

- **Decrease Chronic Absenteeism for African Americans from 34.5% to 31.5%.**

*Based on the CA Dashboard, we have no Performance Color Bands for Foster Youth, Homeless, or Native American in this category.

Metric: African American Disparity

Action 2.3.1

Targeted Student Group(s)

- Black or African American

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 1. August: Communicate to families, in multiple ways, our attendance policy and why it is important to attend school. 2. August - June: Adhere to school policy as outlined in the District Handbook for tracking and monitoring absences via the SARB process. 3. August - June: Personal phone calls home and/or Talking Points messages will be sent from our office staff after two days of absences not accounted for. All contacts will be logged into Synergy. 4. August - June: Establish a CICO for chronically absent African American students.	Progress Monitoring • Administration and District Attendance Support Team review and monitor, biweekly, the attendance data regarding Chronically Absent African American students. • African American students who are Chronically Absent will be discussed at our PBIS Tier II/III Team meetings to determine any necessary supports.	Evaluation

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

Our goal will be to create a welcoming, inclusive school environment in which all of our students can feel safe and thrive.

Goals:

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

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 1: July-June: Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision, incentives) to establish a well maintained and organized recess and support PBIS Tier I. Supplemental Concentration - M/S/E: \$3500 2: July - August: Explicitly teach PBIS student expectations using the Responsive Classroom Interactive approach. Students will attend a PBIS Kick-Off Assembly per grade level facilitated by Administration. PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). 3: July-June: Designated areas for specific games on the playground with adequate supervision. 4: July-June: Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. 5: July-June: PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations. All classified staff are invited to attend Restorative Practices trainings. Supplemental Concentration - Classified Timesheets: \$800	Progress Monitoring 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.	Evaluation

Site Goal 3.2

Goal:

- To increase our Overall Student Climate Results (3.6) from 74% to 77%, working toward our District Goal of 80%.

Metric: School Climate - Average Favorability Rating

Action 3.2.1

Targeted Student Group(s)

- School-wide

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 1: September - June: Provide release time to each teacher member of our site PBIS Tier I Team to attend full day PBIS Tier I meetings to review data and collaborate on ways to further provide Tier I supports, Anti-Bullying Lessons, SEL, Restorative Practices, etc. to our students. Supplemental Concentration - Certificated Timesheets: \$4000 2. July - June: Provide structured recess support through the outside provider, ASSIST. District will fund four days per week, site will fund one day per week. Title I - Contracts: \$85,500 3. July - June: Renew contract for Centegix to help monitor student attendance. Title - Contracts: \$695	Progress Monitoring • August - June: Synergy Behavior Incident data will be shared and analyzed at montly PBIS Tier I meetings as well as the three full day meetings. Review Suspension data, by subgroup to monitor disproportionality. • September - June: Synergy Behavior Incident data will be shared at Staff meetings four times throughout the year. The staff will discuss the results and collaborate on ways to improve PBIS Tier I supports. • March - April: Teachers will adminster the Student School Climate Survey to all students in grades 5th and 6th, with a goal of growing from 74% to 77% or higher in overall favorable responses.	Evaluation

Funding Sources for District Goal 3

Funding Source	Amount	Description of Use
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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

Site Goal 4.1

Increase authentic relationships and partnerships between school and home, specifically reaching out to underserved and disengaged families.

Goals:

- Increase favorable responses for Effective Provision of Opportunities for Parent Involvement (4.4) from 91% to 94%.
- Increase favorable responses for Effective Provision of Opportunities for Parent Input (4.5) from 91% to 93%.

Metric: Parents indicating opportunities for parent input in making decisions

Action 4.1.1

Targeted Student Group(s)

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 1. July - June: Increase school-wide family and community engagement events and opportunities such as: - Back to School Night (AS) - Title I Meetings - Coffee Chats with the Principal - Parent/Teacher Conferences *STEM Family Nights (two events)(AS) - Trunk-or-Treat Family Event (AS) - EL/Whole School Write Nights (AS) - Reading/Math Family Night (AS) - Families invited to Rallies such as: - Constitution Day Rally - Multicultural Fashion show Rally - Career Day (to support AVID site goals) *Silent Disco Event - during the day and as an after school INCLUSIVE family event (AS) - Lunch with Your Child Family Picnic (2) - Open House - Five Star Family Celebration (AS) *Contracts Required AS = After School Hours Title I- Contracts: 2. Provide the necessary materials, certificated and classified staff support, supplies, and resources to support the above-noted family events. Title -Certificated Timesheets: \$2,710 Supplemental Concentration - Certificated Timesheets: \$2,000 - Classified Timesheets: \$500 - Contracts/Services - PO at Smart & Final: \$1,500 3. August - June: Grade Level Parent Universities to provide parents with information and strategies to best support their child at home. Provide materials and	Progress Monitoring July - September: After the first six weeks of all tracks beginning, Administration will review and document the data regarding Home Visits and teachers who were time-sheeted for parent conferences. Administration will get feedback from Leadership and/or all staff at a Staff Meeting regarding the effectiveness of this Action Plan. July - June: For events and meetings with Attendance Sheets, those will be kept for ongoing monitoring of parent participation at these events from school year to school year. March - June: Data from our School Culture Surveys for parents, students, and staff will be reviewed and shared with parents, students, and staff by the Principal. July - June: Announcements of events and pictures after each event will be posted on our school's Facebook page by PTA and our staff member who chose that job as an Adjunct Duty.	Evaluation

resources to support these events. Teachers will be time-sheeted if Parent University is scheduled after contract hours.

Supplemental Concentration
- Certificated Timesheets: \$500

4. Utilize our Bilingual Teaching Associate to support our Farsi students and families.

5. Support home-to-school communication by providing communication materials such as Agendas, Communication Folders, Binders, etc.

Supplemental Concentration
- M/S/E: \$2,700

6. Provide materials such as personalized certificates and awards to support Awards Assemblies, which families are invited to attend. **Supplemental Concentration - M/S/E: \$2,000**

7. Offer Home Visit trainings to staff and compensate (time-sheet) those who conduct Home Visits. **(District)**

8. Encourage teachers to meet with *all* students' parents some time within the first month (up to six weeks) of school to help establish a positive relationship. This can be done through a Home Visit noted above or a scheduled conference. Primary teachers will be compensated for up to 15 hours, and Intermediate teachers will be compensated for up to 18 hours of off-contract conferencing. **Supplemental Concentration - Certificated Timesheets: \$5,320**

Site Goal 4.2

Our goal is to decrease chronic absenteeism rates for ALL students.

Goal:

- **Decrease Chronic Absenteeism from 24.2% to 21.2% based on the CA Dashboard data.**

Metric: Attendance Rate

Action 4.2.1

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 1. August: Communicate to families, in multiple ways, our attendance policy and why it is important to attend school. 2. August - June: Adhere to school policy as outlined in the District Handbook for tracking and monitoring absences via the SARB process. 3. August - June: Personal phone calls home and/or Talking Points messages will be sent from our office staff after two days of absences not accounted for. All contacts will be logged into Synergy. 4. September - June: Teachers will reach out to the Principal when they have a student who is chronically absent and/or whose absences are negatively affecting their learning and growth. Principal will either call or home or will attend the Parent/Teacher conference to talk with the parents/guardians about the negative impact the absences are having on their child's learning. When RFAs are submitted and attendance is noted as an issue, the same process will be followed. 5. September: Leadership Team will create an attendance incentive program with rewards. 6. At the beginning and middle of the school year, articles will be sent home by the Principal through the Weekly Updates regarding the negative impact of excessive tardies and absenteeism on their child's learning. 7. Include research-based information in presentation such as Back to School Night, ELAC Meetings, and Parent Universities. Share schoolwide data and concerns. 8. Share the work that has been done through the Continuous Improvement Process	Progress Monitoring • July - September: After the first six weeks of all tracks beginning, Administration will review and document the data regarding Home Visits and teachers who were time-sheeted for parent conferences. Administration will get feedback from Leadership and/or all staff at a Staff Meeting regarding the effectiveness of this Action Plan. • July - June: For events and meetings with Attendance Sheets, those will be kept for ongoing monitoring of parent participation at these events from school year to school year. • March - June: Data from our School Culture Surveys for parents, students, and staff will be reviewed and shared with parents, students, and staff by the Principal. • July - June: Announcements of events and pictures after each event will be posted on our school's Facebook page by PTA and our staff member who chose that job as an Adjunct Duty.	Evaluation

to our Chronic Absenteeism issue with either our Leadership Team or PBIS Tier I Committee. Revise or add to the Action Steps. 9. Provide Professional Development for teachers and support staff focused on SEL (Morning Meetings, Responsive Classroom, Restorative Practices, Trauma Informed Instruction, etc.) to ensure a warm, welcoming environment is being offered to our students. 10. Continue to review and improve our MTSS process so that students are receiving the appropriate supports, modifications, and adaptations. With these in place, they feel safe and successful at school.		
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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	\$97,996	\$0	\$0	\$2,710	\$100,706
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$11,000	\$0	\$0	\$0	\$11,000
Materials/Supplies/Equipment	\$13,228	\$0	\$0	\$0	\$13,228
Contracts/Services/Subscriptions	\$0	\$0	\$86,195	\$0	\$86,195

Title I Basic (4900/3010) Total: \$211,129

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	\$7,000	\$0	\$4,000	\$7,820	\$18,820
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$800	\$500	\$1,300
Materials/Supplies/Equipment	\$5,000	\$0	\$3,500	\$4,700	\$13,200
Contracts/Services/Subscriptions	\$98,500	\$0	\$0	\$1,500	\$100,000

Supplemental/Concentration (7101/0000) Total: \$133,320

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	\$13,000	\$0	\$0	\$0	\$13,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$497	\$0	\$0	\$0	\$497
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$13,497

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

Elitha Donner Elementary (242) | 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	\$211,130	\$122,224	\$0	\$86,195	\$2,710	\$1
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$133,320	\$110,500	\$0	\$8,300	\$14,520	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$13,497	\$13,497	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$357,947	\$246,221	\$0	\$94,495	\$17,230	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$211,130
Subtotal of state or local funds included for this school	\$146,817