John Ehrhardt Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Marianne Williams

County-District-School (CDS) Code: 34673146110118

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

John Ehrhardt 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?

Our staff examined the LCAP at preservice and at subsequent staff meetings to evaluate the goals and progress on each. Starting in February, the staff had input on recommendations for the 26-27 LCAP.
Our leadership team also discussed the LCAP and completed a root cause analysis on Not Met/Nearly Met ELA scores, which also informed LCAP decision-making.
Our PBIS Tier 1 team met monthly to review discipline data and problem-solve. They created a survey for families that also informed LCAP goals.
Our MTSS Tier 2 team considered needs at the Tier 2 level for students with disabilities and provided input.
Our Vice Principal met with our English Learner Advisory Committee to share data related to English learners and to get their input for the LCAP planning process. Our ELAC completed a Needs Assessment to provide input and suggestions to support English Learners.
Our PTO provided suggestions for parent engagement and absenteeism.
Our School Site Council reviewed Ehrhardt data related to EGUSD's Strategic Goals and our progress toward these goals. The Council provided input and suggestions based on student needs. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP.

The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

Leadership Team Meetings on 8/19/25, 9/23/25, 10/21/25, 1/20/26, 2/17/26, 3/3/26, 4/28/26, & 5/19/26
AVID Leadership Team Meetings on 8/19/25, 9/23/25, 10/21/26, 11/3/25, 12/8/25, 4/13/26, & 5/11/26
PBIS Tier 1 Meetings on 8/18/25, 9/8/25, 10/6/25, 11/3/25, 12/1/25, 2/2/26, 3/2/26, 4/6/26, & 5/4/26,
School Site Council on 9/29/25, 11/10/25, 1/22/26, 4/20/26, & 5/18/26
ELAC Meeting on 10/28/25, 12/27, & 4/28
Site Staff Survey Spring 2026 and Staff Meeting 4/1/26
Back to School Night on 8/13/26
EGUSD Parent, Staff, and Student Surveys 3/30/26-5/8/26

2. Impact of LCAP and Annual Update

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

Feedback during the Principal Chats and ELAC indicated a need to begin Targeted Tutoring as soon as possible. Students will begin to be identified after diagnostic testing has been done. Staff meeting, leadership, and School Site Council all indicated a need to develop attendance improvement strategies, improve the math outcomes fund, and allocate more funding for field trips to ensure that 6th-grade families do not have to pay out of pocket for field trips.
Staff shared ongoing concerns regarding student behavior, especially during recess. Admin will explore additional funding for structured recess support. Staff also shared concerns about AVID funding to improving AVID implementation. Consulting with SSC and site leadership, a decision was made to reduce funding for Targeted Tutoring due to having Attendance Recovery and allocate more funds for field trips for 26/27.

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.

John Ehrhardt is not an ATSI nor a CSI school.

Goals, Actions, and Progress Indicators

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

Site Goal 1.1

Grades 3-6 ELA CAASPP 2027

English Language Arts (ELA) CAASPP scores will increase by 5% from 53% (2024) to 58% of students meeting or exceeding standards.

Math CAASPP scores will increase by 5% from 45% to 50% of students meeting or exceeding standards.

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

Action 1.1.1

Targeted Student Group(s)

• Low Income • 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 **Grade-Level Common Planning and Data Days:** September - June Conduct one full day each Trimester for teachers in grades K-6 to analyze disaggregated ELA and Math data, align instructional goals, and determine intervention groups. **Title I 4900/3010 Certificated Timesheets $27000** **Grade-level PLC Meetings:** August - June Utilize weekly PLC meetings to evaluate student progress, plan differentiation, and adjust intervention groups.Grade Level Planning Days: Teachers will turn in an agenda indicating subgroups analyzed (including student data above), instructional SMART goals for the trimester, and intervention plans. **AVID Implementation: August-June** The AVID leadership team will meet monthly to ensure that WICOR instructional strategies are used consistently across all classrooms with AVID-trained teachers, and to determine the necessary supplies needed to improve student learning. The team tracks student data and evaluates the effectiveness of AVID strategies to make adjustments that improve student outcomes. The team will guide staff development, offering training and encouraging teacher choice in professional learning, according to the AVID plan created during the Summer Institute. They will also work to create a schoolwide college-ready culture by fostering a welcoming and rigorous	**Progress Monitoring** Student Data Collected Each Trimester: EGUSD Interim Assessment ELA and Math BOY, Trimester 1, and Trimester 2. Student Data Collected Each Month: AR usage will be shared monthly and compared from 25/26 to 26/25. We will measure AVID implementation by progress made on the AVID Implementation Plan. Teachers will administer the pre-post trip assessment, such as K-W-L, student reflections, and surveys to monitor learning from field trips **Library** - The number of books check out of th library increase from the prior year as measured by the library technician in March of each year. The data will be shared with the staff as well as SSC annually. A comparison will be made between the number of books checked out in March 2026 and March 2027.	**Evaluation**

environment.AVID Implementation: AVID Leadership will turn in agendas indicating topics for discussion and progress towards AVID implementation goals. The AVID Leadership team will be timesheeted for meetings, and funding will be allocated for supplies, professional development, including the AVID 2027 Summer Institute and AVID showcase.

Title I 4900/3010 Certificated Timesheets $6300
Title I 4900/3010 Materials and Supplies $1000
Title I 4900/3010 Contracts and Services $5280

K-2 Academic Intervention: August - June
1.0 FTE Academic Intervention Teacher will support small group instruction for students in Grades K-2 not meeting grade level ELA standards (funded by EGUSD).
Title 1 4900/3010 Certificated Salaries $156932

Grades K-6 Tier 1 Intervention and Acceleration: August-June
Purchase district-approved supplemental instructional materials, supplemental electronic resources, including EGUSD Printshop duplication services to support differentiated intervention and acceleration during WIN through Tier 1 whole group, small group, and 1:1 instruction, with the goal of all students progressing toward meeting or exceeding grade-level reading and math standards.
Supplemental Concentration 7101: Materials and Supplies $6400
Supplemental Concentration 7101: Contracts and Services $5521 (Accelerated Reader)

Purchase high-interest books for the school and classroom libraries that will engage students and promote literacy. Title I Funded
Title I 4900/3010 Materials/Supplies/Equipment $4130

Academic Field Trips August-June
Provide opportunities for students to participate in educational field experiences onsite and off-site, aligned with Common Core Standards to enhance, extend, and enrich our students' learning.
Supplemental Concentration Contracts and Services $20,00

September-June-
Provide extended Day Targeted Tutoring for

students who are not meeting grade level standards. **Title I 4900/3010 Certificated Timesheets $7930** **August - June:** Provide K-2 "Push-in" during Independent Work Time to support students not meeting grade-level ELA benchmarks. (EGUSD CPL Funded) *Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources to carry out this goal.*		

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)

• Low Income • 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	**Progress Monitoring**	**Evaluation**
Illuminate Assessment Administration: August - May Provide certificated subs to allow teachers uninterrupted time to administer Illuminate Assessments to all students, following the	The Principal or VP will pull Illuminate reports each trimester at the end of the assessment cycle to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. This information will be shared with staff.	Illuminate Assessments: __% of students in Grades K-6 completed Illuminate Assessments for the diagnostic assessment period. __% of students in Grades K-6 completed Illuminate Assessments in Trimester 1.

timeline determined by CPL. Administrators will support by reminding teachers of the assessment windows each trimester, as well as help by providing reports with the names of students who need to complete assessments. Certificated substitutes will be hired for one day per grade level, per trimester, to assist teachers in Grades K-6 with time to administer 1:1 assessments. 2nd Grade will be provided with 2 days per trimester. **Title I 4900/3010 Certificated Timesheets-$27,900** **K-2 Push In support** **CPL is funding K-2 teachers' push-in support**, which allows teachers uninterrupted time to work with a small group or assess students. The site will increase funding by $7,000 to allow teachers to administer EGUSD Diagnostics and Interim Assessments, including the K-@ Reading Screener. **Title 1 4900/3010 Certificated Timesheets-$7,000** **ELPAC Assessments: August - June** Under the direction of the administration, Initial ELPAC assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey and to administer the Summative ELPAC to EL students from February to May 2026. **EL Supplemental-Certificated Timesheets-$10,466 (See Action 1.4.1)** **CAASPP Assessments: April - May** Under the direction of the VP, classroom teachers and Learning Center teachers will administer the CAASPP to Grade 3-6 students. Based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA.	ELPAC Assessments: August - May The Principal or VP will run reports monthly to ensure all students in need of the Initial and Summative ELPAC Assessments have completed assessments. CAASPP Assessments: April - May The Principal or VP will run reports during testing windows to ensure all students in Grades 3-6 have completed the CAASPP or CAA. This information will be shared with staff.	__% of students in Grades K-6 completed Illuminate Assessments in Trimester 2. __% of students in Grades K-6 completed Illuminate Assessments in Trimester 3. ELPAC Assessments: __% of qualifying students in Grades K-6 have taken the Initial ELPAC Assessments. __% of qualifying students in Grades K-6 have taken the Summative ELPAC Assessments. CAASPP Assessments: __% of students in Grades 3-6 have taken the CASSPP Assessments in April - May 2027.

Site Goal 1.3

Instructional Framework Goal:
Teachers will increase their effective use of Formative Assessment from 61.5% to 66.5 % by the end of the year, as measured by the Teaching and Learning PIC data.

Metric: Formative Assessment

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 ***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 **Professional Development Alignment:** August-October Provide professional development for teachers that connects Positive Behavior Management with High-Quality Instruction, revisits Learning Targets, promotes Active Participation, and incorporates feedback, using our site instructional coach and behaviorist as trainers. **FONT Walk-through Admin Calibration:** August - June Calibrate FONT observations with site administration and regional principals to ensure accuracy and consistency with data gathering to determine the implementation level of the Instructional Framework. **FONT Walk-throughs and Teacher Feedback:** August - June Conduct FONT walk-throughs a minimum of five times per week per site administrator to gather data to determine the implementation level of the Instructional Framework. Provide SITS feedback to teachers within 24 hours of observation. Admin will share FONT implementation data with Staff monthly.	**Progress Monitoring** **Survey Data:** Teachers will provide feedback on their PD with a survey to indicate their level of understanding and plan for implementation. Teachers will provide feedback on their personal learning from observations, feedback, and rate its effectiveness **FONT Data:** Monitored monthly and shared with staff: • number of walkthroughs • Learning Target implementation level • Success Criteria implementation level • Active Participation implmentation level • Feedback implementation level	**Evaluation**

Site Goal 1.4

ELPAC Goal
For the 2026-27 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 50%to 55 % as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

English Learners (EL) making progress by one level on the Summative ELPAC 24-25 was 53% This will increase by 10%.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

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Action 1.4.1

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 **Designated ELD and Supplemental Support:** August - June Provide Designated ELD during the school day to help English learners to develop critical English language skills necessary for academic content learning in English. **Provide professional development** about the Designated ELD utilizing the MLE Coach within the First Trimester of School. **Provide support during grade-level Data Day** meetings to analyze EL student data and to determine resources and groupings for EL students **August-June- Provide targeted instructional support** for ELs through after-school tutoring for LTEL and newcomer students by certificated staff. 20 hours **MLE Certificated Timesheets $4000** **FONT EL Walk-throughs Calibration and Teacher Feedback:** August - June Conduct FONT EL walk-throughs a minimum of 1 per week per site administrator to gather data to determine the implementation of the Designated ELD. Provide SITS feedback to teachers within 24 hours of observation. Within the first trimester, calibrate the EL walkthroughs with the MLE Coach. **EL/ELPAC Coordination: August - May** Provide EL Coordination and ELPAC coordination and assessment of the annual performance of 100% of EL students. Coordinator duties may include:	**Progress Monitoring** **Student Data Collected Each Month** • Monthly number of minutes spent in Designated ELD (based on schedules and walkthrough verification) • Imagine Learning (usage and skill progression) • Pre/post assessment data from LTEL after-school tutoring • After-school tutoring attendance and participation rates **Student Data Collected Each Trimester** • Reclassification rates (EL to RFEP) • District Interim Assessments (EL subgroup performance) • Grades and core content performance of EL students **Implementation Data (Ongoing Monitoring)** • Number of EL walkthroughs completed per administrator (weekly) • % of classrooms implementing Designated ELD as scheduled • Timeliness and quality of feedback provided to teachers • Participation in after-school tutoring (hours completed vs. planned 20 hours) • ELAC meeting completion (minimum of 3 per year) and required topics covered **Survey & Perception Data**	**Evaluation**

Coordination and scoring of Initial and Summative ELPAC assessments Reclassification, EL/RFEP monitoring, and support for ELAC meetings ELAC training and PD Coordination of translation services for parent meetings/correspondence Organizing materials and food for parent meetings Providing light refreshments for meetings **MLE Certificated Timesheet - ELPAC Coordinator $1466** **ELPAC Assessment Support Certificated Timesheet $5000**	• **Teacher Surveys (Post-PD & Mid-Year):** ◦ understanding of Designated ELD ◦ Confidence in implementation ◦ Planned instructional shifts	

Site Goal 1.5

MTSS Goal
John Ehrhardt Elementary will have fully implemented the MTSS process, including universal Tier 1 supports, through a Tier 1 review process (during Co-Ops), Tier 2/3 team weekly meetings, and increasing to a level 3 on the MTSS Program Implementation Continuum (PIC).

Metric: Other

Action 1.5.1

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 **Conduct 2 "Co-op" sessions** to review Tier 1 supports and identify students in need of more Tier 1 intervention or Tier 2 support. These sessions will be planned for two hours per grade level with the grade level team, admin, instructional coach, MHT, and PBIS coach. **Supplemental Concentration -Certificated Timesheet $7200**	**Progress Monitoring** Tier 1 Review The Tier 2 team will look at the quality of RFAs in the Tier 2 meetings to determine whether the interventions are clearly detailed, done to fidelity, and that data is collected. Tier 2 Team: August - May Weekly meeting schedule with attendance documents; agendas; student tracker sheet	**Evaluation**

Tier 2/3 Team: August - May The Tier 2/3 Team will utilize the MTSS process to identify students who will benefit from targeted programs and services offered by our specialists. Agendas for Tier 2 meetings will be predetermined, and student progress will be tracked over time. **System for Screening: August - June** The Tier 2/3 team will review and use decision rules and multiple sources of data to identify students who require Tier 2 or 3 supports. These decision rules are outlined in the Tier 2/3 team handbook. **Professional Development: August - May** Teachers will be provided professional workshop training during staff meetings surrounding the following: Differentiated support for specific skills Targeted Interventions Reference Guide	System for Screening: August - May Decision rules will be utilized, evaluated, and determined if they are working of need revision. Professional Development: August - May Feedback forms will be given to teachers to evaluate the PD. An increase in targeted interventions will be seen in classroom walkthroughs and documented in Tier 2 RFAs.	

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

During the 2026-2027 School Year, John Ehrhardt will improve the academic outcomes for Students with Disabilities, African American students, and students experiencing homeless in the following areas:

English Language Arts - CAASPP:

- Students with disabilities will move from 24.3% to 29.3% meets or exceed standards on the English Language Arts portion of the CAASPP assessment.
- African American students will move from 34.4% to 39.4% meets or exceed standards on the English Language Arts portion of the CAASPP assessment.
- Homeless students will move from 28.6% to 33.6% meet or exceeding standards on the English Language Arts portion of the CAASPP assessment.

Math-CAASPP

- Students with disabilities will move from 21.4% to 26.4% meets or exceed standards on the Math portion of the CAASPP assessment.
- African American students will move from 27.9% to 32.9% meets or exceed standards on the Math portion of the CAASPP assessment.
- Homeless students will move from 14.3% to 19.3% meets or exceed standards on the Math portion of the CAASPP assessment.

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

• Black or African American • Homeless • 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	**Progress Monitoring**	**Evaluation**

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. (See Goal 1) **August -June** Extended Day Targeted Tutoring will be provided to students in targeted subgroups noted above who are not meeting ELA or Math grade level standards. Grade Level PLC teams will determine who will be invited based on need and will collaborate to create a plan (See Goal 1) Academic Support: August - May All students with disabilities will be provided with academic support as written in their IEP. Related Service Support: August - May All students with disabilities will be provided with the related services written into their IEP. Teacher Attendance at IEPs: August - May To ensure full teacher attendance at IEPs, a sub will be available to release teachers for IEPs during the school day. **Supplemental Concentration 7101 Certificated Timesheets $23065** Disability Awareness Month Celebrate Disability Awareness Month with an assembly or other recognition of students with disabilities. All Case managers will meet with classroom teachers and para educators during contract time, PLC and grade-level meetings to review IEPs at a Glance, Adaptation, and Behavior Support plans within the first two weeks of school.	• AIT 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. • AIT & Classroom Teachers will meet every 6-8 weeks 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, 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.	

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 three subgroups in which disparities are in place.

Suspension Data:

- We will decrease the disparity of African American suspensions from 21.5% to 16.5%
- We will decrease the disparity of students experiencing homelessness suspensions from 28.2% to 23.2%

- We will decrease the disparity of students with disabilities' suspensions from 46.3% to 41.3%

Metric: African American Disparity

Action 2.2.1

Targeted Student Group(s)

• Black or African American • Homeless • 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 ***Actions to help improve behavior, decrease behavior referrals and suspensions for African American, Homeless, and students with disabilities.*** Augst-June Implement PBIS Tier 1 Strategies with fidelity by explicitly teaching classroom and recess behavior expectations *(Back to School Kick-off, Recess/Playground Rotations, & January Assembly)* and by classroom teachers using the Eagle Passport. Classroom teachers will teach SEL using Character Strong Curriculum, use Daily Morning Meetings, and implement optimistic closures. Recognize and reward students who exhibit positive behavior using Eagle tickets and incentives. Partner with the behaviorist to provide Yard supervisor training on proactive supervision, de-escalation, and restorative practices 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. Partner with the Sped department and our behaviorist to provide ongoing training and	**Progress Monitoring** August -June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies, and share with the PBIS team monthly. August-June PBIS Tier I to monitor incident data from Synergy and share with staff monthly. August-June The admin team will review the agendas from the yard supervisors' meeting. August-June The Vice Principal will run reports from Power BI each month. The Admin Team, along with the Tier 1 team, will analyze the behavior incident data to look for trends and patterns and to measure progress.	**Evaluation**

support for paraeducators on how to actively supervise students and on de-escalation strategies Purchase all allowable multi-sensory tools and supplies, such as, but not limited to, chair bands, fidgets, and wobble chairs to help students regulate their nervous system and their ability to concentrate. Ensure all 504's, Adaptation Plans, BIPs are reviewed with classroom teachers, PE, CRT, and Admin at the beginning of the school year. Ensure staff follow the MTSS referral process when there are indications that classroom interventions and BIPs are not effective. Ensure the admin team follows progressive discipline as outlined in EGUSD Table of Education Codes Related to Discipline. The admin team identifies students with multiple behavior referrals who are at risk of suspension and ensures MTSS referral has been submitted. Admin will consult with the Pre-K 6 Director and Program Specialist before suspending students with Disabilities.		

Site Goal 2.3

Our goal will be to decrease Chronic Absenteeism among Students with disabilities, African American students, and students experiencing homelessness.

Goal:

- **Decrease Chronic Absenteeism for Students with Disabilities from 29.2% to 24.2%**
- **Decrease Chronic Absenteeism for African American students from 25.8% to 20.8%**
- **Decrease Chronic Absenteeism for students experiencing homelessness from 70.6% to 65.6%**

Metric: African American Disparity

Action 2.3.1

Targeted Student Group(s)

• Black or African American • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

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<tr>
<td>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</td>
<td>Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?</td>
<td>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.</td>
</tr>
<tr>
<td>Action Plan

August-June- Analysis of chronic absenteeism of students with disabilities, African American students, and students experiencing homelessness will be done monthly, and supports will be provided to encourage attendance (e.g. nurse contact, IEP review, teacher and administrator family contact).

August-June- Focus on creating a positive and inclusive school climate, promoting good attendance practices, and providing universal supports. Teachers will commit to implementing Daily Morning Meetings and five techniques from Removing Labels, by Dominique Smith.

By August 2025, establish an Attendance Team (SOA, Admin, RAIT) to meet bi-weekly to track and address chronic absenteeism for disparity groups.

Family Communication: The admin will communicate the absence policy to all families and continue with monthly reminders, aiming for a 5% reduction in absenteeism in the first semester.

Staff Training: Admin will train 100% of staff on attendance policies and positive messaging by the first staff meeting.

Teacher Outreach: Teachers will contact parents of students with 3 absences monthly, logging calls/messages in Synergy.
Parent Contact After 6 Days: SOA, FACE Parent Liaison, and RAIT will contact 100% of parents within 48 hours of 6 absences, with 80% of families reached.
Admin Contact: The VP will contact parents of students with 10+ absences monthly, log calls/messages in Synergy, and decide whether to refer back to the Attendance Team for next steps or refer to the MTSS Team for support and recommendations, and the teacher will be asked to submit RFA.

Goal Setting Conferences: By the end of the first month, (5+ absences/tardies) to set goals with disparity groups. The goal is a 15% reduction in absenteeism/tardiness by</td>
<td>Progress Monitoring
RAIT Report: RAIT will run the U-ATD1402 Chronically Absent Notification report bi-weekly and share it with the site Attendance Team.
Vice Principal Dashboard Review: The Vice Principal will review the Power BI Attendance Dashboard weekly and share the data with the Attendance Team.
Staff and Community Sharing: The Attendance Team will present attendance data at staff meetings once per trimester and report updates to the community.
MTSS Monitoring: The MTSS Team will track and monitor the effectiveness of supports provided to chronically absent students on a trimester basis.</td>
<td>Evaluation</td>
</tr>
</table>

semester end, with incentives for 10% improvement. MTSS/RFA & Tier 2 Support: Within 2 weeks of identifying chronic absenteeism (10+ absences), the MTSS Team will determine which supports are necessary. Tier 2 interventions will aim for a 10% reduction in absenteeism. Attendance Incentive Program: Monthly incentives for chronically absent students with improved attendance, aiming to improve attendance by 5% each quarter. Monthly incentive/door magnet for grade-level classrooms with the best overall attendance rate each month.		

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:	District Needs and Metrics 3:

Wellness **All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.**	**Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:** • **Cohort Graduation Rate** • **School Climate - Average Favorability Rating** • **Social Emotional Learning - Average Favorability Rating** • **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1

Decrease recess referrals by 10% through the implementation of Tier 1 PBIS supports.

Metric: Other

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 ***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**
August-June Ensure we have 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. August - June Provide PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). August-June Provide designated areas for specific games on the playground with adequate supervision. August-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. August-June	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.	

Provide refresher training for teachers on restorative practices and training for yard supervisors regarding active yard supervision, de-escalation skills, PBIS restorative practices, and game and activity rules and expectations. Admin, Equity Coaches and PBIs coach will facilitate the training. Timesheet yard supervisors for additional training meetings. **Supplemental Concentration** **7150 Classified Timesheets** **$1750** August - June The PBIS Tier 1 Team will monitor referrals and suspension data at their monthly meetings and share data with the staff regularly at the Staff Meetings. The admin team will calibrate and follow EGUSD policy for progressive discipline and restorative practices. Principal approval required for all suspensions. **Materials/Supplies/Equipment** **$1000 (PBIS Grant)**		

Site Goal 3.2

Our school will promote a safe, respectful, and inclusive environment that encourages student engagement.
For the 2026-2027 school year, our goal is to reduce suspension rates overall and for targeted sub groups by the following percentages:

- Current Data: All students 1.9%; Two or More 1%; Socioeconomically Disadvantaged 2.7%
- Goal by June 2027: All students 1%; Two or More 0% Socioeconomically Disadvantaged 2%

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1

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	**Progress Monitoring**	**Evaluation**
August/September- Site-led professional refresher training during staff meetings on PBIS, SEL, and restorative practices, focusing on integrating SEL into academic content, and De-escalation Techniques. Implement PBIS Tier 1 Strategies with fidelity by explicitly teaching behavior and recess expectations - Back to School Kick-off, Recess/Playground Rotation, & January Assembly. Behavior expectations will be reinforced using Eagle Tickets as incentives. The site will ask the school community for donations for incentives and purchase additional incentives. Teachers will explicitly teach expectations three times a year and as needed using the PBIS lesson created by the PBIS Tier 1 team and the Eagle Passport. **Supplemental Concentration 7150 Materials and Supplies** $1667 Teachers will implement daily morning meetings, optimistic closures and use Character Strong to teach the social-emotional learning curriculum in all classrooms. Teachers and Staff will recognize students who exhibit positive behavior using verbal praise and a token economy, such as Eagle tickets and other incentives. Provide Tier 1 PBIS ongoing monthly training and PBIS refresher training for yard supervisors, including proactive supervision of students and on de-escalation at the beginning of the school year and a refresher training. (General Fund funded) **<u>Maintain 0.5 FTE Vice Principal</u>** The .5 VP will be responsible for the following: • Student support systems (MTSS, SST, 504's, COOP/CAST) • Monitoring and evaluating of EL programs, services, and assessments • Supporting site LCAP interventions, family and community engagement, & chronic absenteeism • Instructional support observations • Supervision and evaluation of classified and certificated staff members • Supervise students on campus before/after school and during recesses	• The Vice Principal will run reports from Power BI each month. The Admin Team, along with the Tier 1 team, will analyze the behavior incident data to look for trends and patterns and to measure progress. • As part of the weekly MTSS meeting, the Tier 2 Team will identify students in need of Tier 2 behavior supports. The Tier 2 team will monitor student progress on their goal within their MTSS plan. • The Administration will observe the implementation of PBIS Tier 1 strategies during classroom walkthrough observations	

- Support student discipline including PBIS **Supplemental Concentration 7150 Certificated Salaries $84863** **<u>Materials/Supplies/Equipment</u>** $1000 (PBIS Grant) *We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.*		

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:	District Needs and Metrics 4:

Family & Community Engagement	Students need parent, family and community stakeholders as direct partners in their education as measured by:
All students will benefit from programs and services designed to inform and engage family and community partners.	• 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

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

Goal:

- **Decrease Chronic Absenteeism from 22.5 to 17.5 based on the CA Dashboard data.**

Metric: Attendance Rate

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 ***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**
• August 2026- Provide PD during preservice on promoting a positive and inclusive school climate, promoting good attendance practices, and providing universal supports. • August-June- Teachers will commit to implementing Daily Morning Meetings, strategies to build positive relationships with students and families, and optimistic closures. • August- June- Family Communication: The admin will communicate the absence policy to all families before school starts and continue with monthly reminders • August- Staff Training: Admin will train 100% of staff on attendance policies and	Attendance Review: August - May Administration will collect monthly Synergy attendance data on tardies, early dismissals, and all absences verified truant and truants. The RED DIY app in our portal will be used to monitor all attendance factors.	

positive messaging by the first staff meeting. • Attendance Review: August - May JEE attendance team meets bi-weekly with RAIT to review attendance reports and monitor tardies, early dismissals, and chronic absences for all student subgroups. In response to high rates of the above-mentioned factors • August-June teachers and administration will: Make phone calls home regarding attendance Request admin/parent conferences to support attendance • Recommend and review options for Short/long-term independent study, Home/Hospital options for students/families • Develop an Attendance Recovery plan • Attendance Incentive Program: Monthly incentives for chronically absent students with improved attendance, aiming to improve attendance by 5% each quarter. ***Title I- Materials and Supplies $500***		

Site Goal 4.2

For the 2026-2027 school year, the percentage of parents indicating effective opportunities for parent engagement will increase by 5%.

- Overall, favorable responses will increase from 89% to 94%
- Parents/guardians of "declined to state" with favorable responses will increase from 64% to 69%
- Parents/guardians of Hispanic students with favorable responses will increase from 84% to 89%%

Metric: Parents indicating opportunities for parent involvement

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Action 4.2.1

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	Progress Monitoring	Evaluation
August: Create a survey and distribute it during Back to School Title I meeting to determine what additional ways families would like to engage with the school. August - 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 • Family Nights (2 per year) • Families invited to PBIS Rallies • Career Day (to support AVID site goals) • Lunch on the Quad (3 per year) • Open House **Title I 4900/3010 Contracts/Services: $3218** August-June Offer compensation for certificated teachers to be the Family Night Coordinator and for teachers to assist with planning and prepping materials. **Title I 4900/3010 Certificated Timesheets: $1000** Use multiple forms of communication to publicize the events, including School Messenger, Talk Points, Newsletter, etc. (hard copy and electronic copies) Utilize our FACE Family Liaison to make phone calls and send Talking Points to personally invite our EL families to family events. August- Purchase Agendas/Planners for 3rd-6th grade and K-2 Communication/Homework folders, to support home-to-school communication **Title 1 4900/3010 Materials and Supplies $2500** Offer and encourage teachers to participate in Parent Teacher Home Visits(PTHV). Include information in the Monday Memo regarding the number of PTHV and recognize teachers who participate during Staff Meetings. (FACE funded) *We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.*	• Back-to-School Agenda and Sign-ins • Talking Points Data on the number of Parent Communications sent in home language • Family Night Surveys and Sign in sheets • Send Midyear survey to assess parent participation opportunities.	

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	$156,932	$0	$0	$0	$156,932
Certificated- Timesheets	$76,130	$0	$0	$1,000	$77,130
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$5,130	$0	$0	$3,000	$8,130
Contracts/Services/Subscriptions	$5,280	$0	$0	$3,218	$8,498

Title I Basic (4900/3010) Total: $250,690

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$84,863	$0	$84,863
Certificated- Timesheets	$7,200	$23,065	$0	$0	$30,265
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$1,500	$0	$1,500
Materials/Supplies/Equipment	$6,400	$0	$1,667	$0	$8,067
Contracts/Services/Subscriptions	$25,521	$0	$0	$0	$25,521

Supplemental/Concentration (7101/0000) Total: $150,216

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	$10,466	$0	$0	$0	$10,466
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

EL Supplemental (7150/0000) Total: $10,466

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

John Ehrhardt Elementary (249) | 2026-2027

Fund Source *Mgmt. Code / Description* *Resc. Code / Description*	**Allocation**	**EGUSD Strategic Goals** 1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	**Balance**
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$250,690	$243,472	$0	$0	$7,218	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$150,216	$39,121	$23,065	$88,030	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$10,466	$10,466	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$411,372	$293,059	$23,065	$88,030	$7,218	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$250,690
Subtotal of state or local funds included for this school	$160,682