



Miwok Village Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Katie Hedrick

County-District-School (CDS) Code: 34673140141143

**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

Miwok Village 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?

The Miwok Village Elementary staff, School Site Council (SSC), and English Learner Advisory Committee (ELAC) reviewed and analyzed the 2025-26 LCAP plan and its impact on students at achieving the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met monthly, discussing actions and services as they supported student learning. In light of analysis of their data aligned to our site goals, grade level PLC teams provided input on goals and actions to address goals for the 2026-27 school year. The MVES PBIS Tier 1 team met monthly, tracking student discipline data, and the MTSS Tier 1 and Tier 2 teams completed the PBIS Tiered Fidelity Inventory (TFI) to assess the progress of their work at achieving our goals. Site data was shared with members of SSC and ELAC committees related to progress towards meeting our goals, and feedback was solicited from participants, providing input for our LCAP for the 2026-27 school year.

- MVES Leadership Meetings: 8/13, 9/10, 10/8, 11/12, 12/10, 1/14, 2/11, 3/11, 4/8, 5/13, and 6/10
- MVES Staff Meetings: 7/23, 8/6, 9/3, 10/1, 11/5, 12/3, 1/7, 2/4, 3/4, 4/1, 5/6, 6/3
- School Site Council Meetings: 10/1/25, 4/2/26, 5/4/26, and 5/28/26
- English Language Advisory Committee Meetings: 10/21/25, 4/22/26, and 5/28/26
- EGUSD Parent, Staff, and Student Perspective Surveys: Spring 2025 and Spring 2026

2. Impact of LCAP and Annual Update

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

The evaluation validated the strength of our intervention programs and positive behavior supports through our MTSS processes that are part of our PBIS program. As of April, 2026, 216 students have been served through plans developed by the teams to address their specific needs. Primary students (K - 3) have been effectively supported academically through interventions provided by our Academic Intervention Teacher, K/1 push-in support teacher, and additional tutoring provided by an intervention teacher. In addition, intermediate teachers provided extended day math tutoring to close learning gaps in mathematics. Three times this year all grade level teams met for full-day PLC data days to analyze data and plan instruction and individualized interventions to address academic needs identified through this data analysis process, including by not limited to district Illuminate benchmark assessments. Results of their analysis was shared with MTSS team members to facilitate close connection and more immediate provision of support from our Tier 2 team. Finally, throughout 2025 - 2026 we worked closely as a school with our parent community to enhance our positive school culture and to increase opportunities for families to be involved. This included an increase in events and regular communications to keep families well informed. We will continue this work in the 2026 - 2027 school year.

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.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

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

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

Site Goal 1.1

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1

Targeted Student Group(s)

- All

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan - Release teachers in Grades K - 2 four times for a half-day to complete Illuminate assessments: at the start of the year for pre-assessment and at the end of each trimester. \$12,000.00 (certificated) - Release teachers in Grades 3 - 6 four times/year with a half-day floating sub for each grade level to complete Illuminate fluency assessments. \$4,000.00 (certificated) - Release K-2 teachers for 1.5 sub days to complete Multitudes Reading Difficulties Screener \$9,000.00 (certificated) - Administration reviews data on the percent of students at each grade level who have completed Illuminate assessments during the first month and then at the end of each trimester to track progress at achieving the 95% completion goal. - Teacher monitor completion of required assessments through each assessment window. <u>Certificated Timesheets - Supplemental</u> \$25,000	Progress Monitoring Administration will review K-6th grade required assessment completion data during and then at the end of each assessment window to ensure that at least 95% of students at each grade levels has completed the assessments and data has been uploaded.	Evaluation

Site Goal 1.2

Increase the % of students meeting/exceeding standards in English Language Arts and Mathematics.

English Language Arts:

Overall, students who meet or exceed standards in English Language Arts (ELA) will increase from 74% to 79%.

- Multilingual Learners will increase from 54% met or exceeded to 60%
- Socio-Economically Disadvantaged (SED) will increase from 66% met or exceeded to 70%
- Students with Disabilities (SWD) will increase from 39% met or exceeded to 50%
- Hispanic students will increase from 69% met or exceeded to 74%
- African American students will increase from 58% met or exceeded to 65%

Mathematics:

Overall, students who meet or exceed standards in math will increase from 65% to 70%.

Multilingual Learners will increase from 50% met or exceeded to 55%

- Socio-Economically Disadvantaged (SED) will increase from 57% met or exceeded to 63%
- Students with Disabilities (SWD) will increase from 38% met or exceeded to 50%
- Hispanic students will increase from 48% met or exceeded to 55%
- African American students will increase from 35% met or exceeded to 50%.

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

Action 1.2.1

Targeted Student Group(s)

- All • EL • Hispanic or Latino • Low Income

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 Tier 1 Supports: Professional Learning Communities (PLC) And Instructional Planning: • At the start of the school year, teachers pre-assess math and ELA skills using Illuminate assessments and grade level assessment tools to determine student needs, develop instructional plans, and align Tier 1 interventions to identified learning needs for individuals. • Teachers will work together as grade level PLC teams weekly during Early Out and during release time scheduled at the start of the year and at the end of each trimester. The work of PLC sessions will be to analyze data, develop instruction utilizing AVID and high quality instruction strategies, and to plan specific interventions for target students. As part of this work, teachers will work to create plans that will support implementation of the principles and key ideas from the EGUSD Instructional Framework at a higher level on the rubric. At the end of each of the three full-day release sessions, members of the MTSS team will join to review individual target student needs, support development and monitoring of Tier 1 plans, assist with referral to the Tier 2	Progress Monitoring Tier 1 Supports Professional Learning Communities (PLC) • Grade level teams will meet after completing pre-assessments and at the end of Trimesters 1 & 2 during scheduled meeting time to analyze Illuminate interim assessment data to determine next instructional steps and then assess whether intervention plans were effective at addressing identified needs of target students to improve academic performance. Teams will develop instructional plans to address continuing or newly-identified needs. Students in need of intervention beyond the classroom will be referred to AIT or an RTA will be submitted to the MTSS Tier 2 team. Tier 1 Interventions, Trainings, and Resources • Administration will monitor teacher implementation of strategies learned through professional development opportunities and Tier 1 strategies used during Workshop during regular FONT walkthroughs, providing feedback to support use of strategies. AVID	Evaluation

team to develop more intensive intervention plans.

- \$45,000.00 (certificated)

Tier 1 Interventions, Trainings and Resources:

- Throughout the year, teachers will engage in professional development to enhance and deepen instructional skills, including but not limited to LETRS and AVID trainings.
- Differentiated intervention will be provided during Workshop by the teacher utilizing a range of Tier 1 strategies for 1-1 and small group intervention, as well as use of online programs such as Successmaker to individualize independent support with the goal of all students progressing towards meeting grade level standards.
- Utilize core-curricular intervention materials and other supplemental resources to provide Tier 1 interventions during classroom workshop periods.
- Purchase reasonable and allowable resources and supplies to complete the action plans for this goal.

AVID

- The site AVID team will meet monthly to plan strategies to deepen teacher knowledge and skill at implementing AVID and broaden schoolwide AVID culture to support student learning.
- Teachers will extend and deepen AVID skills by attending trainings provided by EGUSD and SCOE.
- In the spring, the AVID team will present at all-day College and Career Fair to deepen student knowledge of college and potential career paths.
- We will purchase allowable, reasonable and necessary supplies to support implementation of AVID, including resources needed for the College and Career Fair.
 - \$2,000.00 (materials)

Tier 2 Supports:

AIT

Follow the EGUSD AIT Handbook in planning and implementing interventions for K-2 students, including:

- Determine entrance and exit criteria for each grade level at each trimester.
- Identify students in need of intervention using Illuminate data and entrance criteria.
- Form intervention groups and intervention schedule utilizing AIT

- After developing AVID goals and selecting one AVID strategy as a focus for the year, we will use the continuous improvement model to review implementation in January and April with the goal of broadening effective implementation schoolwide.
- AVID team members will gather and analyze data regarding effective implementation of AVID strategies targeted through goal setting. Data will be shared with teachers, the AVID Coordinator, and administration.

resources. • Determine curriculum and strategies for targeted students. • Communicate plan to teachers and get their input. • Reassess formally every six weeks using Illuminate assessments and other diagnostic assessments as needed. • Use ongoing formative assessment data as well as six-week formative assessments to determine who continues and who exits the program. • Use MTSS referrals and end of trimester Illuminate data to identify students who need to be added to the program. • Use student assessment data to evaluate effectiveness of the program and adjust the program as needed to increase effectiveness. • Continue the cycle: identify students, provide intervention, progress monitor, and determine effectiveness. Additional Tier 2 Supports: • Provide push-in/pull-out or extended day intervention by a certificated teacher to target intervention needs in small groups formed to address math or ELA needs. ◦ \$29,000.00 (certificated) • Schedule release time for teachers to collaborate with the Learning Center team and other MTSS Tier 2 team members to plan interventions aligned to identified student needs. Approximately two days per month will be utilized for these meetings requiring teacher input to help determine effective interventions to support student academic, behavioral, and social-emotional success. ◦ \$7,500.00 (certificated) <u>Certificated Timesheets - Supplemental</u> \$81,500 <u>Materials/Supplies/Equipment - Supplemental</u> \$2000		
---	--	--

Action 1.2.2

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 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 Reading On Grade Level: - At the start of the year, use Illuminate pre-assessments to determine which students are not yet reading on grade level and develop individualized plans to address reading skills gaps that includes both Tier 1 and, were needed, Tier 2 supports as described in Goal 1.2. - Teachers will use Illuminate data to determine which students in K-2 will be referred to the AIT. These students will be served by the AIT in small groups to close reading skills gaps. - Expand reading volume for all students by increasing access to the library, expanding reading offerings in the library, and implementing a schoolwide reading engagement program to motivate students to read more. These efforts will be lead by our school librarian, with additional hours in her day funded through a timesheet. - Librarian hours: \$4,000 classified - Expand Collection: \$4,000 materials <u>Classified Timesheets - Supplemental \$4,000</u> <u>Materials/Supplies/Equipment - Supplemental \$4,000</u>	Progress Monitoring - Teachers will monitor the progress of students each week at their PLC meetings, with a specific focus on students not yet reading on grade level. - The AIT will monitor progress of students she served at least every six weeks to track progress and modify interventions as needed. Students in need of more intensive interventions will be referred to the MTSS Tier 2 team. - The librarian will track the increase in reading volume through monitoring the number of books checked out and student participation in the reading engagement program.	Evaluation

Action 1.2.3

Targeted Student Group(s)

- All

Action Plan Describe your step by step plan for intervention, for at-risk students, as	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan.	Data Collection & Evaluation Describe the overall implementation and effectiveness of this action plan.
--	--	---

related to your goal.	What formative student data will you collect and how often?	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 Mathematics • Use CAASPP, Illuminate, and classroom data to identify student who have not mastered grade level math standards and would benefit from intervention. Plan Tier 1 interventions to address these needs and use the PLC process to monitor progress, adjust Tier 1 intervention plans, and provide additional Tier 2 interventions as needed • Increase math proficiency by increasing engagement in complex math tasks utilizing strategies learned through Building Thinking Classrooms, Math Talks, Number Talks. • Expand use of Successmaker to address specific learning gaps and extend skills. • We will purchase allowable, reasonable and necessary supplies to complete the action plans for this goal.	Progress Monitoring • Teachers will monitor the progress of students at making individualized progress towards meeting math standards each week at their PLC meetings, with a specific focus on students not yet performing on grade level. • Monitor use of Successmaker in classrooms to see if more frequent use correlated with accelerated growth at making progress at meeting math goals. • Use Student Perspective Survey to determine if student responses show greater engagement in learning after increasing math engagement activities.	Evaluation

Site Goal 1.3

As we continue to deepen our school-wide use of High Quality Instruction elements, effective implementation of the student talk subcomponent will increase from 66% to 75% and the active engagement subcomponent from 71.1% to 80% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Student Talk

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	Progress Monitoring	Evaluation
• Reinforce and deepen teacher understanding of student talk and active engagement through Instructional Coach presentations at staff meetings and classroom walkthroughs with the goal of providing coaching feedback in order to increase the implementation level of the EGUSD Instructional Framework. • Increase schoolwide focus on student talk and active engagement through regular reinforcement during staff meetings/grade level meetings and feedback provided to students during admin walkthroughs. • Provide opportunities for teachers to observe teacher colleagues effectively implementing student talk or engagement strategies. ◦ \$2,000.00 (certificated) • Increase FONT walkthroughs to 5 times per week by both administrators to gather data and provide feedback to teachers. • Email teacher feedback after each FONT walkthrough to support teacher growth in implementation of student talk and active engagement as part of instruction. • We will purchase allowable, reasonable and necessary supplies to complete the action plans for this goal. <u>Certificated Timesheets - Supplemental</u> \$2,000	• During staff meetings and grade level meetings at the end of each trimester, review FONT data to evaluate level of student talk and active engagement implementation within the classroom using the Instructional Framework rubric to assess growth at deepening implementation of these key principles. • Review district survey data once it is released to determine whether there is greater alignment between admin, teacher, and student student talk and active engagement evaluations of implementation. • Review data with regional principal at a Regional Principals meeting to collaborate on the success of implementation and to learn which strategies might improve implementation.	

Site Goal 1.4

Increase student engagement in learning as measured by the Student Perspective Survey question regarding challenge. On the 2025 survey, 86% of students reported that teachers challenge their thinking. During 2026 - 2027, our goal is to increase the percentage of students that reporting that teachers challenge their thinking to 90%. We will do this by providing more opportunities for student to make connections across the curriculum, take part acceleration activities, attend field trip/learning beyond the classroom, and engage in VAPA experiences.

Metric: Other

Action 1.4.1

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 - Provide students with curricular opportunities to deepen academic engagement and make connections across content areas, such as enhancing and applying reading skills through social studies and applying math to science and STEM activities. Supplementary materials will include Scholastic News, DBQ units of study, and STEM activities conducted in the Grizzly Garage Tinker Space. \$9,884.00 (materials) - Increase student involvement in Extended Day enrichment opportunities such as GATE, CREST, and Mandarin Band, and increase offerings to expanded topics/areas of potential student interest. - Schedule schoolwide assemblies for TK-6th grades focused on content knowledge to enhance class instruction focused on content standards for ELA, science, social studies and/or VAPA. <u>Materials/Supplies/Equipment - Supplemental</u> \$9,884.00	Progress Monitoring - Introduce the goal of increasing opportunities to make connections across the curriculum at an August staff meeting and then promote these activities by sharing pictures and brief descriptions in the Weekly Bulletin and monthly Village Voice. - At the end of the school year, assess how many field trips, assemblies, and other learning opportunities beyond the classroom for each grade level during the 2026-27 school year and compare it to opportunities students had in 2025-26. - Track the increase in student participation in Extended Day activities by comparing the number of participants in 2025-26 to 2026-27. - Review parent feedback provided at stakeholder meetings to determine whether parents are more favorable about opportunities for learning beyond the classroom provided to students. - Track the increase in assemblies by comparing the number of participants in 2025-26 to 2026-27. - After completion of the 2026 - 2027 Student Perspective Survey, check to see if we have attained our goal of 80% of students reporting teachers challenge their thinking.	Evaluation

Site Goal 1.5

For the 2026-2027 school year, the percentage of our Multilingual Learners making adequate progress towards English language proficiency will increase from 48% to 55% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

- Multilingual Learners making progress by one level on the Summative ELPAC will increase by from 51.5% to 55%.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.5.1

Targeted Student Group(s)

- EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan • Administer the Initial and Summative ELPAC to monitor progress of all English learners towards achieving English proficiency adhering to the testing timelines provided by the state and district. ◦ \$18,771.00 (certificated) • The Vice Principal will serves as the EL Coordinator for identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, support of ELAC meetings. ◦ \$200.00 ELAC meeting refreshments (materials & supplies) • Teachers and parents will receive notification as students are reclassified (as required- no funding). • Utilize ML instructional coach to provide professional development tailored to mee the needs of out multilingual learners. <u>Certificated Timesheets - EL Supplemental</u> \$18,771 <u>Materials/Supplies/Equipment - EL Supplemental</u> \$200	Progress Monitoring • Staff trained in administration of the Initial and Summative ELPAC will conduct testing within 30 calendar days of enrollment for new students and during the annual assessment window in the spring for continuing EL students in order to assess progress towards English proficiency. • EL coordinator will use multiple data sources to reclassify EL students who reach RFEP status, monitoring their academic progress at the end of each trimester.	Evaluation

Action 1.5.2

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
-------------	--------------------------	------------------------------

Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan - At the start of the year, teachers will be provided with a list of EL students in their room who will be provided with daily designated ELD instruction. - ELD instructional blocks will be built into a Master Schedule provided to teachers at the start of the school year. - Teachers will develop and implement designated ELD instructional plans to meet specific students needs, with no supplemental funds used to support this instruction because it is a core program already supported through district funds. They will utilize the support of our EL Coach to refine their skills and strategies at addressing targeted EL needs during daily designated instruction. - Teachers will incorporate the High Quality Instruction subcomponents student talk and active engagement into the ELD lessons. - ELD strategies will be incorporated throughout the day within reading, math, and content area instruction.	Progress Monitoring - After forming initial ELD instructional groups at the start of the school year, teachers will monitor EL students' ELD development during designated ELD instruction to ensure growth in areas of need, as identified through ELPAC and classroom formative assessments. - Administrators will review EL student performance at the end of each trimester as part of the review of target student monitoring using interim assessment data to assess - Site administrators will also monitor ELD instruction each trimester through FONT observations. - Each trimester, administrators will conduct one walkthrough per classroom focused on implementation of student talk and active engagement within ELD instruction. Teachers will be provided with feedback from these walk through observations.	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:	District Needs and Metrics 2:
Targeted Supports & Interventions	Students need high quality programs and services driven by assessment, data analysis, and action as measured by:
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.	• African American Disparity • Homeless Student Disparity • Native American Disparity • Students with Disabilities Disparity • Students in Foster Youth Disparity

Site Goal 2.1

Decrease the achievement gap in English Language Arts and Mathematics as measured by the percentage of students who met or exceeded standards on CAASPP for these target groups:

English Language Arts: Overall Percentage Met Or Exceeded--74%

- African American students--percentage met or exceeded standards will increase from 58% to 63%
- Homeless student--percentage met or exceeded standards will increase from 58% to 63%
- Students with Disabilities--percentage met or exceeded standards will increase from 36% to 50%

Mathematics: Overall Percentage Met Or Exceeded--65%

- African American students--percentage met or exceeded standards will increase from 40% to 55%
- Homeless student--percentage met or exceeded standards will increase from 38% to 55%
- Students with Disabilities--percentage met or exceeded standards will increase from 26% to 50%

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • 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 <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 - Identify students in the target groups and their individual learning gaps and assets using CAASPP, Illuminate, and classroom assessment data. - During the three full-day release sessions for teachers to work as PLCs described in Goal 1.2.1, teachers will give specific focus to determining the needs of all target students and creating intervention plans tailored to these needs. At the end of each release day, members of the MTSS Tier 2 team will meet with the grade level teacher for the final hour to review targeted needs. Those with more significant needs will be referred to the MTSS team at the start of the year, while other needs will be addressed through Tier 1 supports. These plans will be revisited during release days at the end of Trimesters 1 and 2, with plans modified and/or forwarded to the MTSS Tier 2 team as appropriate to reduce disparity in academic performance. - Targeted tutoring will be provided in reading and/or math as needed, as described in Goal 1.2.1. - To ensure that teachers are able to collaborate Learning Center and other MTSS Tier 2 team members to plan interventions addressing academic, behavioral, and social-emotional needs, teachers will be provided with release time by a substitute. Approximately two days per month will be scheduled for this purpose totaling 24 sub days. - Schedule learning nights for parents to provide them with skills, knowledge or trainings in response to target student needs. These may include academic supports such as how to help with math homework or how to support development of foundational reading skills. Parent education related to SEL supports could include safe use of online programs/social media. Topics will be determined after teachers have the opportunity to meet with parents at Back to School Night and after they have fully assessed the needs of their students.	Progress Monitoring - Illuminate and classroom data will be reviewed three times during the year, at the end of each trimester, to monitor the effectiveness of targeted interventions. - The effectiveness of tutoring will be monitored by pre-and post-assessment data in six-week intervals. - Use parent sign-in sheets to monitor the level of parent interest and involvement in parent education opportunities.	Evaluation

We will purchase allowable, reasonable and necessary supplies to complete the action plans for this goal.		
---	--	--

Action 2.1.2

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • 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 <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 - The GATE Coordinator will work with teachers in increasing GATE identification of target students by assisting with identification following district avenues provided, such as portfolio assessment. - The CREST teacher will work with classroom teachers and families to increase the number of target students in this program. - As additional Extended Day enrichment activities are introduced, the coodinator of the activity will ensure that students in target groups and their parents are aware of the opportunies and are included if it meets their interests and availability.	Progress Monitoring - At the end of 2026-27, the GATE Coordinator will reivew the list of students who are GATE-identified to determine whether there was an increase in the inclusion of target students. - At the end of 2026-27, the GATE Coordinator will reivew the list of students who participated in CREST to determine whether there was an increase in the inclusion of target students.	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
--	--

Site Goal 3.1 At Miwok Village, our school climate will promote a safe and respectful environment where students feel safe and are connected to peers, adults and the school culture. Using Student Perspective Survey data to establish our current level and set our goals for improvement, we will: • Reduce the percentage of students who reported on this survey as having their feelings hurt in class or on campus from 33% to 15% • Decrease the percentage of students who reported on this survey as having been teased from 68% to 45% • Increase the percentage of students who reported on this survey as feeling close to people in their class from 64% to 75%. Metric: School Climate - Average Favorability Rating

Action 3.1.1 Targeted Student Group(s) • All	Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
--	---------------------------	--	--

Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What 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
PBIS - Introduce PBIS routines and strategies at the start of the year at a school assembly that includes introduction of PBIS rules and practice expectations. Teachers will introduce & reinforce application of PBIS rules to areas of the campus by taking their class to key areas of the campus to show how the rules apply to that location. Teachers will introduce behavioral expectations within classrooms during the first week. - Provide training in positive behavioral interventions to the yard supervisors and aides at monthly meetings for aides and yard supervisors. - Reinforce PBIS routines and rules within the classroom, at Track Change Assemblies, and during morning announcements. - Recognize positive behaviors using Village Vouchers with rewards given out on Fridays and Track Change Day. - Promote positive behaviors using signage displayed throughout the school. - Reinforce PBIS strategies in response to behavior and review/refine procedures during monthly yard supervisor meetings led by the vice principal. - Document misbehaviors in Synergy, noting interventions used to address behaviors. Community Circles & Restorative Practices - Staff previously training in Restorative Practices will apply strategies learned as needed to support students. New certificated and classified staff will be encouraged to take advantage of Restorative Practices provided by EGUSD to ensure that all students are supported through application of Restorative Practices strategies in all classroom and during recess and lunch breaks. - Promote use of in Community Circles within each classroom at least once per week to promote PBIS rules, SEL topics covered during Second Step lessons,	- On an monthly basis, the Tier 1 PBIS team will meet to review behavioral data and identify schoolwide areas of behavioral focus. - On a weekly basis, the Tier 2 team meets to review and address individual student needs reported through the MTSS process. - At the end of the year, assess effectiveness of Tier 1 and Tier 2 positive behavior strategies implemented through our PBIS program using the Tiered Fidelity Inventory. - Report results of monthly Tier 1 behavior reviews, suggested target areas and/or refinements in practices to teachers at staff meetings, yard supervisors at scheduled monthly meetings, and in staff Weekly Bulletin. - Monitor Student Perspective Survey data in Spring 2027 to determine whether actions were effective in reducing the percentage of students reporting having their feeling hurt or being teased and increasing the percentage of students who feel close to others in their class.	

and to promote use of kind words and other positive relational skills. Second Step - Extend implementation of Second Step curriculum in each classroom to promote SEL and positive peer interactions. Other Strategies and Interventions - Promote social engagement by reducing use of Chromebooks outside of the classroom during non-instructional time in order to promote student socialization through in-person game and other socializing activities to assist student in creating closer bonds to classmates. - Utilize staff to support TK and K classes during overlap time during their first week as students transition to school environment and begin to learn the rules and procedures. - Increase positive recess engagement through inclusion of Assist recess coaches one day each week. \$25,000.00 (contracts) <u>Contracts/Services/Subscriptions - Supplemental</u> \$25,000.00		
---	--	--

Site Goal 3.2

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

Metric: Other

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
ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.	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.	

Funding Sources for District Goal 3		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions

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

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

Site Goal 4.1 Increase parent satisfaction in site communication from 69.3% in 2025 to 88% as measured by the PBIS survey question, "How satisfied are you in the communication from Miwok Village?" by improving the frequency and timeliness of communications with parents and guardians. This will support parents as they assist their children in making academic progress and provide families with information that will improve family connectedness to school culture. Metric: Other

Action 4.1.1 Targeted Student Group(s) All		
Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan - Increase targeted emails, texts, and Talking Point messages sent to notify parents and guardians about timely events and information. - Provide families with a calendar of the	Progress Monitoring Administration will monitor the effectiveness of monthly communication opportunities, the school newsletter, and unscheduled timely communications using Talking Points, and Synergy email.	Evaluation

Miwok Village important events and dates and post the on the school website. • Ensure that the school newsletter The Village Voice is sent out to all families monthly. • Using a teacher adjunct role, have one teacher serve as the Welcome Liaison to support new families enrolling at Miwok Village through providing initial information to assist them in learning school procedures and to answer questions. This staff member will also connect new families to the classroom Parent Liaison to PTA. • Continue implementation of home visits by promoting district trainings and providing time for pairs of staff members to schedule and attend visits to build relationships and support families. • Ensure that translation support is provided at site meetings when needed to assist parents whose home language is not English. ◦ \$500.00 (classified) <u>Classified Timesheets - EL Supplemental \$500.00</u>	Adjustments to improve ongoing communications will be made throughout the year as needed, with an evaluation at the end of the year to determine whether any additional additions or changes should be implemented at the start of the 2027 - 2028 school year. • Teachers and school office assistants will monitor parent use of Parent Vue at the start of the year to identify families that do not have at least one parent signed up and will communicate with them to ensure that all families have access to this communication tool. • Administration will monitor District Parent Perspective Survey data and site PBIS Family Survey data to see if our goal of increasing satisfaction with school communication was met.	
---	---	--

Site Goal 4.2

On the 2025 Parent Perspective Survey, 90% of parents reported having positive school connectedness/sense of belonging. As we increase opportunities for parent involvement, we will increase the percentage of parents who feel welcome to participate at Miwok Village to 95%.

Metric: Parents indicating a respectful and welcoming school environment

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	Progress Monitoring	Evaluation
• At the start of the year, ensure that	• In May 2027, compare the number of	

parent are provided with information about the fingerprinting process for parents to increase parent volunteers in classrooms and on campus. • Promote parent involvement opportunities at Back to School Night and then monthly in the Village Voice. • Increase family learning nights, such as Literacy Night, Sierra Journeys STEM Night, and other schoolwide family events. • Work with PTA to support and promote all school events developed and implemented by PTA. • Host Miwok Family Picnics for each track twice a year, fall and spring. • Promote family participation in schoolwide cultural events such as Lunar New Year and an evening Multicultural Event. • We will purchase allowable, reasonable and necessary supplies to complete the action plans for this goal.	family events provided in 2025-26 with the number of events in 2026-27 to determine the effectiveness of our goal on increasing family opportunities to participate in school culture. • At the end of the 2026-27 school year once 2027 Perspective Surveys have been completed, review 2027 Parent Perspective Survey data to determine if there is an increase in the percentage of parents who feel welcome to participate at Miwok Village.	
--	---	--

Site Goal 4.3

Increase the daily attendance rate and decrease the percent of students who are chronically absent.
Overall, student daily attendance will increase from 94% to 96%, with subgroups meeting the following goals:

- African American students will increase attendance from 91% to 94%.
- Socio-Economically Disadvantaged students will increase attendance from 94% to 96%.
- Students with Disabilities will increase attendance from 94% to 96%.

Students who are chronically absent will decrease from 17% to 10%, with subgroups meeting the following goals:

- African American students will decrease chronic absenteeism from 34% to 15%
- White students will decrease chronic absenteeism from 14% to 10%
- Hispanic students will decrease chronic absenteeism from 25% to 15%
- Socio-Economically Disadvantaged students will decrease chronic absenteeism from 21% to 15%
- Students with disabilities (SWD) will decrease chronic absenteeism from 24% to 15%

Metric: Attendance Rate

Action 4.3.1

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	• Describe your step by step plan for progress monitoring your action plan.	• Describe the overall implementation and effectiveness of this action plan.

related to your goal.	What <i>formative student data</i> will you collect and how often?	- 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 - At Back to School Night and in a Village Voice article, communicate school attendance policies, site attendance programs to improve attendance, and the impact of attendance on academic success. - Attendance and chronic absenteeism data will be included monthly in the Village Voice along with our targeted attendance goals. - Progress towards our goals will be noted on sandwich boards placed at the front entrance to keep parents mindful of the the importance of school attendance. - School attendance will be promoted schoolwide through displays that track our progress at meeting our % goals, with Trimester incentives given to classes who meet the 96% goal at the end of each trimester and a schoolwide incentive provided if that goal is met. - Our Regional Attendance Improvement Technician (RAIT) will visit the school bimonthly to review attendance, make phone calls, send letters to parents to inform them of attendance issues, and work with us to provide input on development of our attendance improvement plan. - At the end of the year, the Leadership Team will evaluate attendance programs to determine effectiveness and make modifications for the next year.	Progress Monitoring Site administrator will monitor daily attendance percentage, tardies, and early dismissals on a monthly basis to evaluate the effectiveness of attendance improvement programs. Data will be shared with teachers, students, and families on a monthly basis.	Evaluation

Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries

Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

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

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$108,500	\$0	\$0	\$0	\$108,500
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$4,000	\$0	\$0	\$0	\$4,000
Materials/Supplies/Equipment	\$15,884	\$0	\$0	\$0	\$15,884
Contracts/Services/Subscriptions	\$0	\$0	\$25,000	\$0	\$25,000

Supplemental/Concentration (7101/0000) Total: \$153,384

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	\$18,271	\$0	\$0	\$0	\$18,271
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$500	\$500
Materials/Supplies/Equipment	\$200	\$0	\$0	\$0	\$200
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$18,971

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

Miwok Village Elementary (316) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$153,384	\$128,384	\$0	\$25,000	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$18,971	\$18,471	\$0	\$0	\$500	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$172,355	\$146,855	\$0	\$25,000	\$500	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$172,355