



Robert J. McGarvey Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Carrie Mitchell

County-District-School (CDS) Code: 34673140135392

**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

Robert J. McGarvey 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 Robert J. McGarvey Elementary administration met throughout the 2025-26 school year with different stakeholder groups to review and analyze our student outcomes and plan progress. Administrators met with site leadership on 8/7/25, 9/18/25, 10/23/25, 11/13/25, 12/11/25, 1/22/26, 2/19/26, 3/12/26, and 4/9/26. McGarvey English Language Advisory Committee (ELAC) on 10/30/25, 12/11/25, and 3/12/26; and McGarvey School Site Council (SSC) on 9/23/25, 12/10/25, 2/3/26, 3/19/26, and 5/28/26. Our teams met in person and/or via Zoom as necessary. Student data points were shared, feedback was solicited and discussion was centered on the continuous improvement effort. Our site plan will be shared with staff members in June 2026.

2. Impact of LCAP and Annual Update

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

Areas of strength for McGarvey Elementary:

1. Student CAASPP scores in both English Language Arts and Mathematics show a higher number of students that meet or exceed standard

as compared to EGUSD and the State of California.

- ELA: % of students who met or exceeded standards 2022 - 2023 - **2024 - 2025**: 69% - 64% - **69% - 67%**
 - 2025 District 54%; State of California 49%
- MATH: % of students who met or exceeded standards 2022 - 2023 - **2024 - 2025**: 66% - 62% - **61% - 56%**
 - 2025 District 46%; State of California 37%

2. **Advancement via Individual Determination (AVID)** Summer Institute professional development for 2 McGarvey Elementary teachers. Our McGarvey AVID teacher team conducted bi-monthly meetings to collaborate on AVID strategies and share student work. In addition, they participated in two designated AVID walkthroughs with district coaching and support. 3 site PLC days were dedicated to AVID professional learning.
3. Through our initiative to refresh and revitalize **PBIS** on our campus, our McGarvey Elementary PBIS Tier 1 team met monthly to review student discipline data, revised the current discipline flowchart and student reflection forms schoolwide, supported yard supervisors in communicating behavior expectations on the playground, and shared monthly data.
4. Utilizing districtwide common assessment (Illuminate) data, the **Multi-Tiered System of Support (MTSS) Tier 2** team was able to review individual student data by grade level and was dedicated to discussing current interventions and supports for specific students, grade-level areas of concern, specific student progress, and the Request for Assistance (RFA)/MTSS process.
5. Effective use of Morning Meetings and other components of **Responsive Classroom**, combined with a revamp/refresh of schoolwide PBIS Tier 1 strategies, has had a strong positive impact on exclusionary discipline.

Areas for targeted improvement:

1. Even though there was increased partnership with our Attendance Improvement Office (AIO), we were unable to reach our goal of 95% positive attendance. As of April 24, 2025 the average attendance rate at McGarvey Elementary is 92.7%, a decrease of 1.3% from the previous school year. Moving into the 2025-26 school year, we will look to improve overall attendance as well as target attendance by specific student groups, as needed.
2. As of April 24, 2026 McGarvey Elementary has incurred a total of 14 student home suspensions, 1 fewer than from the same point in time in the 2024-25 school year. Moving into the 2026-27 school year, our goal is to continue to support students through Other Means of Correction and Restorative Practices versus Exclusionary Discipline as much as possible as well as additional opportunities for structured recess games.
3. As measured by the CAASPP in 2023-24, ELA performance regained losses from last year and Math performance decreased by 1% from the previous year, in terms of percentage of students who met or exceeded standards. Teacher feedback, evidence of collaboration, and creation an analysis of common assessments and SMART goals will continue to support the importance of articulation release days and the impact on student learning and teacher efficacy. In the 2026-27 school year, administration will dedicate scheduled time and funds to plan & execute PLC work toward site and grade-level goals using common assessments and their results.

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

Site Goal 1.1

Reclassified English Proficient status or Level 4 (Well Developed) from **25% to 50%**.

Metric: Reclassified - Percent of English Learners Reclassified

Action 1.1.1

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 <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 McGarvey will assess all Multilingual Learner (MLL) students using the Initial, Summative, and Alternate ELPAC assessments, and MLL students will increase the percentage of Reclassified English Proficient status or Level 4 (Well Developed) from 26% to 29%. • Vice Principal and site EL Coordinator will coordinate administration of Initial ELPAC assessments and/or will administer assessments with other certificated staff within 30 days of the first day of enrollment. • EL Coordinator will provide educators with ELPAC student summary reports to assist in ELD support planning • <u>September, December, March, June:</u> Grade level teams will collaborate during their weekly or monthly PLC time to guide EL instruction • Vice Principal and site EL Coordinator will schedule, administer, and track Summative ELPAC assessments to be completed by May 31, 2027 • Educators will identify Level 2, Level 3 and Level 4 MLLs and create a support plan for small group instruction daily ELD. COST: ELPAC assessment support \$350/day x 16 days = \$6586, EL Supplemental,	Progress Monitoring Vice Principal and EL Coordinator will collect implementation and progress data including, but not limited to Illuminate, local assessment data and student writing samples. EL/RFEP Monitoring conducted twice yearly by the site EL Coordinator in collaboration with educators to determine any MLLs earning a grade of C- or below • Data will be shared at least quarterly with grade level teams, AIT, ELAC members, families and students • The MTSS process will be used to track student growth, recommend Tier 1 and Tier 2 interventions, and monitor results. MLL student growth and performance on district Illuminate benchmarks will be reviewed as part of our MTSS process formally twice a year (fall and spring), and periodically through MTSS progress monitoring.	Evaluation

Certificated timesheets		
-------------------------	--	--

Action 1.1.2

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 <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 McGarvey will timesheet an EL Coordinator who will 1. Attend district EL meetings/trainings 2. Plan and deliver staff development specifically designed to meet the needs of ELL students, with particular attention given to all LTELs and those students assessed at the intermediate level on ELPAC in collaboration with ML instructional coach 3. Assist in the planning of MLAC (ELAC) meetings Arrange interpretation and translation at school meetings (as needed) 4. Garner support from instructional coach to support EL Coordinator 5. Coordinate the identification/placement of EL students, reclassification, and EL/RFEP monitoring COST: EL Coordinator - 16 hours/adjunct duty	Progress Monitoring • EL staff development will be incorporated into staff meeting agenda twice a year. • Summative ELPAC scores will show 5% of EL students redesignated FEP. • Teacher participation in ELD planning, coaching, or professional learning will be documented through agendas, sign-ins, or coaching notes. • FONT/Walkthrough evidence will be used to monitor effective ELD strategies, language supports, student access to grade-level instruction, and opportunities for academic language use. • EL progress will be reviewed through ELPAC indicators, classroom performance, interim assessment data, district assessment data, student work samples, and teacher input.	Evaluation

Action 1.1.3

Targeted Student Group(s)

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

		based on the data collected.
Action Plan Teachers will receive appropriate and necessary professional development training to support the direct instruction of MLL and R-FEP students (e.g., PD led by district coaches, attending GLAD training, etc.)	Progress Monitoring Student progress on ELPAC. The MTSS process will be used to track student growth, recommend Tier 1 and Tier 2 interventions, and monitor results.	Evaluation

Site Goal 1.2

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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.2.1

Targeted Student Group(s)

- All

Action Plan	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 All grade level teachers will administer assigned grade level beginning of the year and trimester assessments per the district assessment calendar. Assessment completion rates will be monitored closely by the McGarvey administration. - A floating substitute will provide dedicated assessment time (1/2 day for each teacher) for Kindergarten and 1st grade teachers to complete their beginning of the year and end of trimester 1 assessments. - Site Interim Illuminate Assessment Coordinator/Vice Principal will monitor implementation of mandatory assessments by grade level using district provided assessment schedule for ELA and Mathematics COST- (12 teachers = 6 days x \$300/day =	Progress Monitoring Assessment data collected will inform our Multi-tiered System of Supports (MTSS) and our Request for Assistance (RFA) process by which our Tier 2 team determines the best course of action for to support students and teachers. In addition, regular common assessment data and progress monitoring will inform our Student Study Team meetings and decision making as we determine the best supports for challenged students. - Interim assessment participation reports will be compiled by teacher by grade level and will be shared with grade level teams - November/December/January: Grade level co-op meetings with administration to discuss students of need and current level of interventions tried, and action	Evaluation

\$1800) Supplemental/Concentration; Certificated timesheets	plans will be developed as necessary for struggling students.	
--	--	--

Action 1.2.2

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
Engagement in professional learning during contract time (including PLC Time) and/or with release time or extra hourly (timesheet) for: - Teachers to analyze shared assessment ELA & Math data (district interim assessments, at minimum) to develop Tier 1 academic interventions, including: - incorporating consistent, aligned application of the principles of the Framework of High Quality Instruction, specifically and at minimum, Learning Targets and Success Criteria; - using checks for understanding to identify which students need and deliver 'just in time' intervention within the lesson - designing and evaluating effectiveness of grade-level daily interventions during WIN ('What I Need') time - aligning instruction horizontally (as a grade-level) and vertically (as a track) - Teachers, including MTSS Team, to use shared assessment data (district interim assessments, at minimum) and Tier 1 Response to Intervention to develop Tier 2 academic interventions, including: - identifying students to receive targeted interventions; - defining goals of targeted small-group instruction to be delivered by AIT, K-1 Intervention Teacher, AIT paraeducator, and/or classroom teachers - defining measurement tools to be used	Effectiveness of Actions will be measured by: - Teachers & Admin: Tier 1 - Administrative and/or collegial feedback to teachers about implementation of the principals of the Framework of High Quality instruction specifically and at minimum, Learning Targets and Success Criteria at the rate of 5 classrooms per week per administrator - During monthly PLC time, grade-levels will evaluate the effectiveness of the previous WIN intervention, and analyze data to design the next intervention and progress monitoring tool and report this to administrators in the form of meeting notes. - Student progress specific to MLL (EL), SWD, and SED will be monitored throughout the year during admin/grade-level co-op meeting(s). - District interim assessments (Illuminate) - MTSS Team & Admin: Tier 2 - Administrative and/or collegial feedback to teachers about implementation of the principals of the Framework of High Quality instruction specifically and at minimum, Learning Targets and Success Criteria at the rate of 5 classrooms per week per administrator - Evaluation of intervention using pre- and post- data. - Meeting/professional learning agendas and sign-in sheets, including anticipating the needs	

to measure student response to intervention - evaluating student responses to intervention. 3. Delivering targeted professional learning, including teachers who are new to our site, grade-level, long-term substitutes, and/or those on temporary or probationary contracts. 4. Para-educators and K-1 Intervention Teacher will be included in targeted professional development to support the expectations and learning outcomes in classrooms, as appropriate. 5. Providing supplemental curriculum emphasizing phonics and phonemic awareness based on the Science of Reading. 6. EL students who need additional support receive both Designated ELD and intervention. COST: - Professional Learning/Collaboration: \$20,000 (certificated and classified timesheets) <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i>	of new teachers during different parts of the year	
--	---	--

Action 1.2.3

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan A para-educator will supplement and support the Academic Intervention Teacher to meet the needs of primary students in the Tier 1 setting. This para-educator will push into classrooms to provide additional targeted support during the ELA block. COST: Supplemental/Concentration Classified Timesheets, \$8,260 (\$28/hour x 5	Progress Monitoring Effectiveness will be measured by data taken to monitor students responses to intervention, which will be reviewed at Tier 1 & 2 MTSS Meetings.	Evaluation

hours/day x 59 days/yr = \$8,260)		
-----------------------------------	--	--

Site Goal 1.3

High Quality Instruction- Implementation of high quality instructional strategies (student talk, active participation, feedback, formative assessment, learning targets, and success criteria) will increase from 68% to 80% by the end of the school year as measured by the Student Perspective Survey data.

- Administrative FONT (Framework Observation and Notetaking Toolkit) data will align to student perspective data within 5 percentage points.

Metric: Other

Action 1.3.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Each administrator will conduct 5 FONT classroom walk throughs per week of school; yielding approximately 400 walkthroughs for the year. Periodically share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success. Update site leadership team monthly regarding data from FONT walk-throughs to discuss ways to deepen the implementation of selected elements of the Instructional Framework.	Progress Monitoring Implementation data for high quality instruction will be measured by FONT walkthrough data, and the Student Perspective Survey. Data will be shared regularly at staff meetings and with the school site council. End of year student perspective data will then be compared to FONT data to determine if there was alignment.	Evaluation

Action 1.3.2

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Provide all students 1-6 grade with access to online supplemental resources to support literacy, reading practice, and intervention. COST: \$7000 annual subscription Supplemental/Concentration Contracts/Services	Progress Monitoring Teachers and administration will monitor teacher implementation and student progress in the following areas of reading: - growth in reading level (for text complexity) - appropriateness of text (for student age/maturity) - comprehension - areas of text interest (to inform allocation of library resources)	Evaluation

Site Goal 1.4

Instructional Focus

Our 2023-24 CAASPP data in **English Language Arts** for 3rd-6th grade students showed the number of students meeting or exceeding standards 69%. As a whole school, our students outperform the district and state. However, only 30% of Multilingual Students (MLLs) meet or exceed standards.

- 2024 Grade 3: 30% ---> 2025 Grade 4 Goal: 33%
- 2024 Grade 4: 22% ---> 2025 Grade 5 Goal: 25%
- 2024 Grade 5: 14% ---> 2025 Grade 6 Goal: 17%

Our 2023-24 CAASPP data in **Math** for 3rd-6th grade students showed the number of students meeting or exceeding standards 61%. As a whole school, our students outperform the district and state. However, ____% of Multilingual Students (MLL) students meet or exceed standards.

- 2024 Grade 3: 70% ---> 2025 Grade 4 Goal: 73%
- 2024 Grade 4: 11% ---> 2025 Grade 5 Goal: 14%
- 2024 Grade 5: 14% ---> 2025 Grade 6 Goal: 17%

With a school-wide focus on targeted individual students, we expect a 3% increase for each subgroup on the 2026 CAASPP.

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

Action 1.4.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Teachers will attend appropriate professional development training to support the direct instruction of MLL and R-FEP students, as appropriate. COST: 3 day professional development (\$900 contract/teacher) \$900 x 1 teacher = \$900, EL Supplemental, Contracts; 3 days of sub costs x \$300/day x 1 teachers = \$900, EL Supplemental, Certificated timesheets	Progress Monitoring Evaluation of implementation of instructional strategies will be ongoing via classroom visits and teacher reflection. Progress monitoring of MLL students will occur during weekly PLC meetings and as part of our MTSS process. MLL student growth and performance on district Illuminate benchmarks will be reviewed as part of our MTSS process formally twice a year (fall and spring), and periodically through MTSS progress monitoring. During FONT walk-throughs, data about Active Participation and Student Talk will guide evaluation will be used to guide reflection on teaching and student learning. Data will be specifically disaggregating for classrooms with MLLs, looking for evidence of: - multiple thoughtful/planned opportunities for student talk - thoughtful/planned strategic activities for variety of learners - student accountability - time for thinking and oral rehearsal - language supports & other scaffolds - consistent routines/protocols	Evaluation

Site Goal 1.5

Instructional Focus

Our 2023-24 CAASPP data in **English Language Arts** for 3rd-6th grade students showed the number of students meeting or exceeding standards 69%. As a whole school, our students outperform the district and state. Cohorts of students will increase the percentage of students meeting or exceeding standards by 3%.

- 2024 Grade 3: 62% ---> 2025 Grade 4 Goal: 65%
- 2024 Grade 4: 73% ---> 2025 Grade 5 Goal: 76%
- 2024 Grade 5: 65% ---> 2025 Grade 6 Goal: 68%

Our 2023-24 CAASPP data in **Math** for 3rd-6th grade students showed the number of students meeting or exceeding standards 61%. As a whole school, our students outperform the district and state. Cohorts of students will increase the percentage of students meeting or exceeding standards by 3%.

- 2024 Grade 3: 61% ---> 2025 Grade 4 Goal: 64%
- 2024 Grade 4: 69% ---> 2025 Grade 5 Goal: 72%
- 2024 Grade 5: 46% ---> 2025 Grade 6 Goal: 49%

With a school-wide focus on targeted individual students, we expect a 3% increase for each subgroup on the 2026 CAASPP.

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

Action 1.5.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Substitute personnel will be secured, or offtrack timesheets provided, to support the general education instructional program when teachers and/or administrators are participating in site professional development or collaboration between general education and special education teachers. COST: 30 days x \$300/day = \$9000; Supplemental/Concentration, Certificated timesheets	Progress Monitoring IEP goals are written based on grade-level standards. As part of their annual IEP meetings, work toward annual student goals and individualized supports and services will be formally monitored to ensure their program is providing equitable access to core content and grade level curriculum. Stakeholder agreement to individualized plans will be further evidence of effectiveness. For students with IEPs, growth and performance on district Illuminate benchmarks and curriculum-embedded assessments will be reviewed as part of our MTSS process formally twice a year (fall and spring), and periodically through MTSS progress monitoring. During FONT walk-throughs, data about Active Participation and Student Talk will guide evaluation will be used to guide reflection on teaching and student learning. Data will be specifically disaggregating for classrooms with students with IEPs (in the learning center and in classrooms), looking for evidence of: - multiple thoughtful/planned opportunities for student talk - thoughtful/planned strategic activities for variety of learners - student accountability - time for thinking and oral rehearsal - language supports & other scaffolds - consistent routines/protocols	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 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.	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
Instructional Focus Our 2023-24 CAASPP data in English Language Arts for 3rd-6th grade students showed the number of students meeting or exceeding standards 69%. As a whole school, our students outperform the district and state. However, only 39% of <u>Black/African American</u> met or exceeded standards.

- 2024 Grade 3: 20% ---> 2025 Grade 4 Goal: 23%
- 2024 Grade 4: 39% ---> 2025 Grade 5 Goal: 42%
- 2024 Grade 5: 33% ---> 2025 Grade 6 Goal: 36%

Our 2023-24 CAASPP data in **Math** for 3rd-6th grade students showed the number of students meeting or exceeding standards 61%. As a whole school, our students outperform the district and state. However, only 17% of Black/African American met or exceeded standards.

- 2024 Grade 3: 20% ---> 2025 Grade 4 Goal: 23%
- 2024 Grade 4: 15% ---> 2025 Grade 5 Goal: 18%
- 2024 Grade 5: 8% ---> 2025 Grade 6 Goal: 11%

Our 2023-24 CAASPP data in **English Language Arts** for 3rd-6th grade students showed the number of students meeting or exceeding standards 69%. As a whole school, our students outperform the district and state. However, 31% of Students with Disabilities met or exceeded standards.

- 2024 Grade 3: 37% ---> 2025 Grade 4 Goal: 40%
- 2024 Grade 4: 25% ---> 2025 Grade 5 Goal: 28%
- 2024 Grade 5: 31% ---> 2025 Grade 6 Goal: 34%

Our 2023-24 CAASPP data in **Math** for 3rd-6th grade students showed the number of students meeting or exceeding standards 61%. As a whole school, our students outperform the district and state. However, only 28% of Students with Disabilities met or exceeded standards.

- 2024 Grade 3: 32% ---> 2025 Grade 4 Goal: 35%
- 2024 Grade 4: 26% ---> 2025 Grade 5 Goal: 29%
- 2024 Grade 5: 27% ---> 2025 Grade 6 Goal: 30%

With a school-wide focus on targeted individual students, we expect a 3% increase for each subgroup on the 2026 CAASPP.

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Grade level teams will be provided 2 half-day data days (October 2025 and February 2026) and 2 full articulation days to analyze outcomes of common assessments, as well as develop shared SMART goals for the next trimester, and plan instruction & intervention. • Student progress for all students will be measured with a specific focus on our targeted demographic groups of AA, MLL, SWD, and SED will be monitored throughout the year during the articulation days. • Grade level teams will meet during their	Progress Monitoring Each grade level team will solidify their common goals and assessments for the 26-27 school year. Grade level data from the baseline, Trimester 1, 2 and 3 assessments will be shared with administration in addition to the grade level SMART goal document which monitors progress and action steps made collectively. The team will determine how to respond to the students who are not proficient as well as those that have met or surpassed the expectation.	Evaluation

monthly PLC days to collaborate on data analysis, curricular decisions, and monitoring student progress. COST: 31 teachers half-day subs x 2 (Grades 1-6) x \$300/day = \$9300, Supplemental Concentration, Certificated timesheets	Goals and metrics will be specified as a result of initial PLC meetings during which grade-levels will write their SMART goals based on beginning-of-the-year data in ELA and/or math.	
--	---	--

Action 2.1.2

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
McGarvey Learning Center Teachers will have 3 articulation days per school year to collaboratively analyze data, develop shared SMART goals for behavior, plan instruction, develop instructional schedules and groupings, train and assign paras to students & classrooms. COST: 3 days x 3 teachers x \$300= \$2700 Supplemental/Concentration Certificated Timesheet	Effectiveness will be measured by student success - behaviorally using discipline data and BIP data; academically in terms of IEP goal attainment and grades. For students with IEPs, growth and performance on district Illuminate benchmarks and curriculum-embedded assessments will be reviewed as part of our MTSS process formally twice a year (fall and spring), and periodically through MTSS progress monitoring. During FONT walk-throughs, data about Active Participation and Student Talk will guide evaluation will be used to guide reflection on teaching and student learning. Data will be specifically disaggregating for classrooms with students with IEPs (in the learning center and in classrooms), looking for evidence of: - multiple thoughtful/planned opportunities for student talk - thoughtful/planned strategic activities for variety of learners - student accountability - time for thinking and oral rehearsal - language supports & other scaffolds - consistent routines/protocols	

Site Goal 2.2

Affinity Groups- Research supports the development of affinity group safe spaces for children to connect with peers and advocate for improved shared experiences, foster collective responsibility, and address common challenges.

Metric: African American Disparity

Action 2.2.1

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 McGarvey will create and facilitate affinity groups, such as a Black Student Union, Rainbow Club, and Student Advocacy and Leadership, to provide students the opportunity to have voice in our programs and supports. These will be created based on student interest and need. These targeted supports provide students with an opportunity to have a voice in our school/greater community, while also supporting our school wide focus on attendance improvement for Chronically Absent student groups as we believe connection and belonging at school fosters better attendance and learning outcomes. McGarvey will continue to partner with our PFO to celebrate the multi-cultural diversity of our families with a multi-cultural family event during the school year. COST: \$20/hour x 35 weeks = \$700, Supplemental/Concentration, Classified timesheets	Progress Monitoring - Perspective Survey data cycle of feedback based on student and parent groups - PARENT: School Connectedness/Sense of Belonging - STUDENT: School Connectedness/Sense of Belonging - Biweekly attendance review of Chronically Absent students - SART (Student Attendance Review Team) meetings in collaboration with district Attendance Improvement Office to discuss school supports to improve individual student attendance	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

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports. Year-to-date McGarvey behavioral data indicates that 152 total incidents occur on the playground. Of these incidents, 1st/2nd have 21 at recess & lunch time, 3rd/4th have 29 at recess and lunch time, and 5th/6th have 34 at recess and lunch time. The remaining incidents occur during class time or in the restroom. We are looking for a decrease of 15 referrals per year.

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
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. COST: 8 30-minute meetings x \$18/hr x 7 employees - \$504 Supplemental/Concentration Classified Timesheets \$800 Supplemental/Concentration Equipment, Supplies, Materials	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.	

Site Goal 3.2

SEL and Restorative Practices- Continued implementation of research-based SEL and restorative practices programs, procedures, and curriculum (e.g. *Responsive Classroom*, *Character Strong*) in alignment with professional development from our Equity Department coaches and site counseling and behaviorist/PBIS coach support.

Metric: Active Participation

Action 3.2.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <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 All teachers will implement Morning Meeting as part of Responsive Classroom implementation. This includes building the classroom community, creating a positive classroom, and establishing school culture, as well as addressing the social, emotional and behavioral needs of students (Tier 1). - Implementation of social skills groups (e.g. Lunch Bunch) to support students in making connections with peers with the support of our counselor (Tier 2) - Staff will continue to implement and emphasize Restorative Practices (4 workshops completed 2024-2026) - Staff professional development and/or training as needed. - Student assembly supporting students with knowledge of the <i>Zones of Regulation</i> and anti-bullying <i>Stop-Walk-Talk</i> curriculum	Progress Monitoring Perspective Survey data from parents, students, and staff will support monitoring the cycle of feedback Direct feedback from parent groups (e.g. Coffee Talks, School Site Council, English Language Advisory Committee)	Evaluation

Site Goal 3.3

To address disproportionality, focus on positive behavior structures as part of the PBIS framework on campus and utilize Tier I and Tier II PBIS practices for all students to decrease behavior referrals and maintain the overall school suspension rate of <1% suspensions. Particular focus on the African American and Students with Disabilities subgroups.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.3.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
1. The PBIS Tier II Team will meet at least two times per month to screen new MTSS referrals, provide updates on previous referrals, and develop actionable steps to support students, staff, and parents. Types of actions include additional SEL lessons with MTSS intervention specialist, Check In/Check Out, social groups/lunch bunch, etc. The team will consist of administrators, behaviorist, MHT, MTSS Counselor, and school psychologist. The team will pay particular attention to the African American and Students with Disabilities subgroups to improve their overall success in behavior and academics. NO FUNDING REQUIRED	- Monthly PBIS Team Meeting notes and agendas. - Decreased number of office/discipline referrals. - Feedback from Teachers and Staff during the monthly Tier II meetings.	

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

Equip parents with knowledge and strategies to **support** their student(s) **and improve home-school communication**.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan In partnership with our FACE department and site administrators, McGarvey educators and staff will offer various adult learning and family-centered opportunities designed to	Progress Monitoring - Implementation will be measured at a variety of parent/community feedback meetings including: - Back to School Nights (July/August 2026)	Evaluation

support the home-school relationship and improve student outcomes ◦ ParentVUE Informational Night ◦ Multicultural Fair ◦ Science Night ◦ Coffee with the Principal • Parents of Multilingual Learners (MLLs) will have opportunities to continue to engage and collaborate with McGarvey administration and educators regarding MLL assessment data, strategies used within the classroom setting, and programs offered to Multilingual Learner students through our regular ELAC meetings and trimesterly schoolwide Coffee Talk. MLL parent feedback and needs assessments will inform our revisions to our LCAP. COST: \$50 for light refreshments x 6 parent meetings (3 Coffee with the Principal meetings & 3 ELAC) = \$300 Supplemental/Concentration Supplies \$1000 Supplies	Coffee with the Principal (Fall 2026, Winter 2026, Spring 2027) ◦ ELAC meetings (Fall 2026, Winter 2026, and Spring 2027) • Perspective survey data, our McGarvey ELAC needs assessment data, as well as participation rates collected at meetings will be shared with stakeholders at ELAC meetings (Fall 2026, Winter 2026, Spring 2027). • Parent feedback will be solicited during ELAC and parent meetings and followed up by administration at the next meeting as we review LCAP plan and budget priorities for English Learners. • Parent survey data will be used to help in clarifying parent learning opportunities, targeted family supports, and refinement of the current and next year's LCAP	
--	---	--

Site Goal 4.2

Increase parent involvement/leadership while providing accelerated learning opportunities for students and access to Next Generation Science Standards (NGSS).

Metric: Parents indicating opportunities for parent involvement

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
Provide admission fees and necessary supplies for teams of students plus parent coaches to participate in one or more of the	CREST attendance data, student survey feedback	

following NGSS enrichment opportunities, and other-accelerated activities. 1. Capitol Region Engineering Science Technology (CREST) - (\$1500) 2. Supplemental courses and curriculum, as needed Participation in student events will be shared with students, staff, district office personnel, and parents. This will be done through staff meetings; morning announcements; as well monthly communications such as newsletters, web page updates, community chats. COST: \$1500 Supplemental/Concentration Contracts/Services/Subscriptions		
---	--	--

Site Goal 4.3

Positive Attendance- The site will support student academic achievement through improved attendance as measured by the EGUSD RED attendance rate report.

Our overall school current attendance rate for the 2025-26 school year is 92.7%. Our goal for the 2026-27 school year is 95% positive attendance. Our overall school rate of chronic absenteeism is 21.7% (up from 11.3% in 2023-24 and 17.7% in 2024-25) as measured by the EGUSD RED attendance rate report.

With a schoolwide initiative to increase positive attendance, we expect to see a decrease in chronic absenteeism by 10% in these specific student sub groups:

- Black or African American: 90% positive attendance (92% previous year); 36.7% chronically absent (27% previous year)
- Filipino: 95.2% positive attendance (95% previous year); 12.7% chronically absent (14% previous year)
- Hispanic: 93.5% positive attendance (94% previous year; 22% chronically absent (21% previous year)
- White: 93.7% positive attendance (94% previous year); 19.8% chronically absent (20% last year)
- Asian: 94.8% positive attendance (95% previous year); 13.6% chronically absent (11% previous year)
- Two or more: 93.5% positive attendance (95% previous year); 16.2% chronically absent (9% previous year)

Metric: Attendance Rate

Action 4.3.1

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

McGarvey will continue monitoring overall positive attendance as well as specific student groups and/or families with higher negative attendance through: personal phone calls, mailing attendance letters, and developing student and family incentives and attendance contracts for at-risk students. Continued implementation of the FACE Porch Visits as an outreach to all families, especially those with students having a difficult time with regular attendance McGarvey Elementary will begin to display daily attendance including the number of student tardy, absences and early dismissals each day as a way to communicate our goals and reduce negative attendance occurrences. A sandwich board and sign will be ordered display this information. COST: \$300 Supplemental/Concentration Materials/Supplies	Individual student attendance will be monitored bi-weekly with support from our district Attendance Improvement Office (AIO). In addition, student group attendance will be monitored monthly to collaborate on solutions with families to improve attendance outcomes. Our school year attendance goal will be shared with families during Back to School Night and will be a data point shared throughout the school year at various stakeholder events including Coffee Talks with the Principal, ELAC meetings, SSC meetings, staff meetings, etc.	
---	--	--

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



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	\$30,900	\$15,390	\$0	\$1,500	\$47,790
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$8,260	\$0	\$2,686	\$0	\$10,946
Materials/Supplies/Equipment	\$0	\$0	\$0	\$300	\$300
Contracts/Services/Subscriptions	\$6,700	\$0	\$0	\$0	\$6,700

Supplemental/Concentration (7101/0000) Total: \$65,736

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	\$7,870	\$0	\$0	\$0	\$7,870
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$300	\$300
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$8,170

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

Robert J. McGarvey Elementary (314) | 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	\$65,736	\$45,860	\$15,390	\$2,686	\$1,800	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$8,170	\$7,870	\$0	\$0	\$300	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$73,906	\$53,730	\$15,390	\$2,686	\$2,100	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$73,906