



Roy Herburger Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Tamela Moore

County-District-School (CDS) Code: 34673140105932

**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

Roy Herburger Elementary | Focused Work: 2026-2027

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

- All students will learn in an equitable, culturally responsive, physically and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and our EGUSD Strategic Goals. The site leadership team, LCAP leadership team, grade levels, site departments, English Learner Advisory Committee (ELAC), School Site Council (SSC), and student leadership teams met throughout the year to discuss actions and services that would appropriately support the teaching and learning process based on multiple data points reviewed and research-based practices to address needs. Staff members completed surveys and circle discussions to seek input for goal setting for the 2025-2026 and 2026-2027 school year. Our PBIS Tier 2 (Wellness) team met to ensure necessary Tier 2 and 3 interventions. PBIS Tier 1 and 2 teams completed the PBIS Tiered Fidelity Inventory (TFI) to assess our progress towards our goals.

During our Title I meeting, site data points were shared, and members' feedback was solicited. Our Principal and Vice Principal met periodically throughout the year with ELAC to determine how we can best serve our English learners (EL) and to seek stakeholder input to influence the LCAP planning process. Our SSC reviewed our data related to the EGUSD Strategic Goals and our progress made on each goal. SSC provided input and suggestions based on student need. In conjunction with ongoing and continued conversations with the Restorative Practices/Culture and Climate Committee, multiple stakeholders continue to play an active role in determining actions and services to best meet the needs of our students.

- LCAP Leadership Dates: 2/19/25, 1-20-26, 2-2-26, and 4-6-26
- Site Leadership Team Meetings: 8-25-25, 9-22-25, 10-13-25, 2-18-26, 3-2-26
- SSC Meetings: 4/21/25, 5/22/25, 9-15-25, 11-6-25, 1-22-26, 2-2-26
- MLAC Meetings: 2/20/25, 10-28-25, 12-18-25
- Staff Meetings: 3/31/25, 8-12-25, 9-8-25, 9-29-25, 12-8-25, 2-2-26, 3-30-26
- PBIS Tier I Meetings: 9-17-25, 10-2-25, 11-12-25, 12-17-25, 1-21-26
- Back to School Night/Title I Meetings: 8-13-25 and 8-14-25
- Staff Surveys: April 2025, August 2025, September 2025, November 2025, January 2026
- EGUSD Parent, School Climate, PIC Surveys: April 2024 and April 2025
- Recycling Student Leadership Team: 12-4-25, 1-22-26, 2-10-26, 2-19-26, 4-30-26
- Grade Level Meeting: 4-13-26

2. Impact of LCAP and Annual Update

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

After the site leadership team, SSC, ELAC, and LCAP Leadership team evaluated the Actions/Services for goals, new site goals and expenditures were written based on researched-based practices to support continuous improvement. Multiple committees gave feedback on the plan. Based on the feedback from SSC, ELAC, the Herburger site leadership team, LCAP Leadership, recycling student leadership, and staff members (meetings and surveys), we decided to continue with the main four site goals and enhance some of them. We omitted goals that did not show efficacy for our students. We created actions to support intervention needs, accelerated learners, G.A.T.E. students, visual and performing arts (VAPA), intersession, and after-school enrichment.

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.

We exited ATSI in June 2025.

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

Students will increase academic performance in ELA and Math by 3% or greater by providing intensive, targeted, small group or one-on-one instruction throughout the school day as measured by CAASPP (Grades 3-6), Illuminate Assessments (Grades K-6), and other formative assessments (Grades TK - 6).

Based on feedback from SSC, ELAC, Student Leadership, the Leadership Team, Staff (surveys/staff meetings), and data from the California Dashboard, we decided to add goals for targeted instruction, visual and performing arts, and after school enrichment programs to support our students with advancing academically. Data results with some research were presented to stakeholders.

Baseline Data

- 1. 18.1% Chronically Absent
- 2. Suspension Rates - CA Dashboard (1.5%)
- 3. Summative ELPAC Data (Spring 2025) - 44.1% of EL progressed at least one performance level.
- 4. CAASPP Overall Math Performance (Spring 2025) -- 52% Met or Exceeded Standard
- 5. CAASPP Overall ELA Data (Spring 2025) -- 55% Met or Exceeded Standard
- 6. CAST (Spring 2023 - 2025) -- [48% (2023); 45% (2024); 33% 2025)]
- 6. Aggregated ELA CAASPP Data (Spring 2025)

- African American-- 27%
- Asian -- 58%
- Filipino -- 68%
- Hispanic -- 42%
- Pacific Islander -- 33%
- White -- 62%
- Two or More -- 68%
- English Learners + LTEL -- 59%
- Homeless -- 25%
- Socioeconomically Disadvantaged (SED) -- 51%
- Students with Disabilities -- 16%

7. Aggregated CAASPP Math Data (Spring 2025)

- African American -- 19%
- Asian -- 62%
- Filipino -- 63%
- Hispanic -- 35%
- Pacific Islander -- 25%
- White -- 50%
- Two or More -- 50%
- English Learners + LTEL -- 40%
- Homeless - 25%
- Socioeconomically Disadvantaged (SED) -- 47%
- Students with Disabilities -- 22%

8. Aggregated Data Per Subgroup CAST (Met or Exceeded Standards)

- African American-- 9%
- Asian --37%
- Filipino -- 56%
- Hispanic -- 6%
- Pacific Islander-- 40%
- White -- 14%
- Two or more--55%
- EL + LTEL --18%
- Homeless -- 33%
- SED -- 29%
- Students with Disabilities (SWD)-- 7%

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

Action 1.1.1

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 1. Provide targeted instruction for students who were assessed and are performing below grade level standards utilizing two "Academic Intervention Teachers", push-in teachers, and after-school teachers during intervention, workshop, WIN time, and after-school program times. The "Intervention Teacher" will intervene for grades K - 6. (One "Academic Intervention Teacher" will be funded using Title I Funds.) Academic Intervention Teacher #1 – \$132,359 (Title I) AIT #2 - No cost to Herburger Elementary {Note: Push-in Intervention Teacher -- [25 Weeks = \$21,093.75 per Teacher (1 Sub) using Title I Timesheets = \$21,094] for ELA and math} - Push-in Intervention Teacher #2 - \$19,439 - Title I (4-6) [TK will use \$1104 Supplemental/Concentration Funds for supplemental instructional supplies.] For Grades K-6, we will use online subscriptions and other supplemental instructional supplies to assist with targeted intervention. (Title I - \$33,266) We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Certificated Timesheets: \$40,533 - Title I (K - 6th Grades) \$132,359 - Title I Salaries **Online Subscriptions - \$33,266 \$5,500 (Title I) - Instructional Materials and Supplies \$1,104 - TK Instructional Supplies (Sup / Con)	Progress Monitoring 1. We will use Illuminate Benchmark Assessment data, CA Wonders Assessment data,CAASPP data, and other formative assessment data to monitor student growth. 1. The administrators and teachers will collect and share data with SSC, ELAC, staff, and Leadership Team in Trimesters 1 - 3.	Evaluation

Action 1.1.2

Targeted Student Group(s)

- EL • R-FEP

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
1. Assess EL student language acquisition and progress (Initial and Summative ELPAC). EL Coordination: Duties include identification/placement of EL students, reclassification, and EL/RFEP monitoring. 2. Support the English Learner program on campus through district professional training and collaboration with ML instructional coach. 3. We will use EL Supplemental funds to host ELAC meetings and prepare awards for students. 4. Provide after-school tutoring to multilingual learners to support mastery of CCSS in ELA and math. (EL Funds and Supplemental Concentration - Timesheets) 5. Increase "on-going training and development" to provide educators with an enhanced ability to welcome/include "Newcomers" and other English learners. We will purchase allowable, reasonable,	1. The administrators and teachers will collect Illuminate Assessment, end of the selection, end of the chapter, and ELPAC data and share the data with SSC, ELAC, Leadership Team, and staff in Trimesters 1, 2, and 3 to update everyone on how students are acquiring academic English. 2. Outcomes will be assessed and data will be reviewed twice during the year in the fall and in the spring after school and district EL student reclassification data is available. Administrators and teachers will collect the data and share with SSC, ELAC, staff, and Leadership Team. 3. Effectiveness will be measured by students' performance increase on ELPAC. We are looking for a 5% increase. (The administrators will collect and share data with SSC, ELAC, Leadership Team, and staff in the fall, winter, and spring.) 4. Students will take a pre-test provided by the tutor. They will also take a post-test at the end of 8 to 10 weeks. 5. Effectiveness will be measured by students' performance increase on ELPAC.	1. ____ students were redesignated as Fluent English Proficient this school year. 4. _____ teachers provided afterschool tutoring. 5. Our MLE Coach provided _____ sessions of professional development. Our teachers received links and tools to support

and necessary supplies to complete the action plan for this goal. Certificated Timesheets: ***\$16,271 EL Supplemental ***\$1,271 -- Supplies (EL Supplemental)		all ELs.
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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	Progress Monitoring	Evaluation
DISTRICT ASSESSMENTS: General education teachers will administer Illuminate Assessments to all students. Staff will assist by reminding teachers of assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. PLC Collaboration: Teachers will meet weekly during the Early Out PLC Collaboration time to discuss their students' progress and analyze data utilizing Illuminate and additional grade level data. PLC Articulation Days: Articulation days will be scheduled for a minimum of three times throughout the year to allow time for teacher collaboration to determine next steps with instruction. Grades K-6 Certificated Timesheets:	DISTRICT ASSESSMENTS: Principal and Vice Principal will provide Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. The results will be shared with each teacher as well as their PLC to show completion rates. PLC Collaboration: Weekly grade level PLC teams will provide minutes of their meetings along with a tentative schedule for the upcoming meeting. Administration, AITs and Instructional Coaches will continue to attend weekly PLC collaboration. PLC Articulation days will provide a detailed agenda of the data discussed and instructional plans moving forward.	Diagnostic Illuminate Assessments: <u> % </u> of all students have taken the Illuminate Benchmark Assessments. End of Trimester One: <u> % </u> of all students have taken the end of trimester 1 Illuminate assessment. End of Trimester Two: <u> % </u> of all student have taken the end of trimester 2 Illuminate assessment. EOY staff survey and GL survey will measure the effectiveness of PLC Collaboration and Articulation days.

Title I -- \$16871.50 (One Full Day) [Note: Fall Costs = \$16,872]		
Sup/Con -- \$16,872 (One Full Day - Tri #2)		

Site Goal 1.3

Teachers will increase their use of learning targets from 75% to 85% as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Baseline data collected from the FONT Dashboard (School Year 2025 - 2026) showed overall classroom observations of learning targets equated to 75.33%.

Metric: Learning Targets

Action 1.3.1

Targeted Student Group(s)

- Asian • EL • Hispanic or Latino • White

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. Teachers will participate in classroom observations once a trimester utilizing the description of practice to support implementation of the instructional framework. 2. Teachers will use PLC time and/or release time to develop learning targets for future lessons. 3. Provide professional development with site instructional coaches to improve teacher efficacy in using learning targets to improve student outcomes.	1 & 2. Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented. 3. Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success.	1. By November 2025, _____ teachers took advantage of this opportunity. 2. We held _____ days of CAST/Data Talks meetings. For Trimester #2, we will hold _____ days of CAST/Data Talks to review students' progress. 3. A team of _____ has attended _____workshops and observations within our district (Trimesters #1 and #2). We are hoping that educators will be able to transfer the skills they have explored/learned

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. <u>Certificated Timesheets:</u> \$2625 Supp Con (TK Teachers) \$8000 Title I (K - 6th Grade Teachers) \$10,252 - Sup/Con Timesheet	to their current classroom settings.
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Action 1.3.2

Targeted Student Group(s)

- Low Income

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. Herburger will provide additional hours for the site librarian to offer students additional reading practice, Accelerated Reading assessments (to measure comprehension growth), and other supplemental online reading programs to support reading comprehension. 2. The librarian will also help with vocabulary practice, increase opportunities for student exposure to literature in print. (Use Print Shop for supplemental copies / reading / science instructional materials.) Our Library Technician will work on a Title I funded contract (3.0 hours per day). 3. Classified staff (library tech/paraeducator) will assist TK - 2 students with reading practice after hours in the library (to support with early literacy). We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.	Progress Monitoring 1 & 2: Effectiveness will be measured by reviewing the number of books checked out, student Lexile Level progress, and Accelerated Reader data three times per year at the end of each trimester. Administrators and the library tech will share data with with SSC, ELAC, staff, and Leadership Team at the end of each trimester. 3. We will gather reading fluency, vocabulary, sight word recognition, and oral comprehension data in Trimesters 1 - 3 to determine growth.	Evaluation 1 & 2. Every student was able to access the library this school year for reading fluency, comprehension, exploration, and vocabulary development. [Trimester(s) _____ Illuminate Data show small improvements in English language arts.] The next step is to provide more computers and _____ in the library to increase AR scores and reading comprehension.

Classified Salary (Lib. Tech): \$15,825 (Title I - Library Tech)		
Classified Timesheets - \$800 (Sup Con)		

Action 1.3.3

Targeted Student Group(s)

• Asian • EL • Filipino • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • Two or More • White

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 1. Provide extended day enrichment classes taught by certificated teachers. Class offerings may include but are not limited to STEAM (CREST program), music, art, and robotics. 2. Purchase supplemental materials and curriculum to support student learning and enrichment opportunities. 3. Provide buses for college and career field trips. (Supp/Conc) 4. Provide buses for field trips TK - 6 for core curricula connections/extended learning in the field (Supp/Conc). We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. <u>Funding Ideas</u> \$5,562 -- Certificated Timesheets Sup/Con (VAPA/Science/Math Related Field Trips) \$12,000 -- TK - 6 Field Trip (Sup/Con) Entry Fee/Buses (\$1500 per grade level)	Progress Monitoring 1. Gather feedback from students, parents, and teachers at the end of each enrichment session. 2/3/4: Three times during the year (at the end of each trimester), review classroom assessment data, district common assessments, and CAASPP data in ELA and Math to monitor student progress and achievement, ensuring that students meet or exceed grade level standards.	Evaluation 1. _____ --Art Workshops (GATE Funds): Students had a _____% attendance rate for the art classes. They were able to expand their _____. 2. Students are showing improvement with math facts with the use of _____ and _____ that our teachers implement for CCSS. 3. _____: Herburger "science clubs", VAPA clubs, and GATE students attended _____ field trips so far to explore career opportunities. Feedback for parents, students, and staff is _____ _____ _____ _____

Action 1.3.4

Targeted Student Group(s)

• Asian • EL • Filipino • Hispanic or Latino • Native Hawaiian or Pacific Islander • Two or More • White

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Provide a teacher / site GATE coordinator who: - Provides on-site GATE Testing - Supports teachers, students, and families through the GATE referral process We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. <u>Teacher's Stipend with Benefits</u> \$1275 -- GATE Funds	Progress Monitoring Administrators will review Illuminate Assessment, NNAT, and attendance data (at COOP and PLC time) and maintain and/or increase the percentage of students participating in our GATE program. Student participation data will be reviewed by administrators and teachers twice each year as part of the Co-op/CAST process and additionally after the administration of the yearly NNAT assessments and district GATE referral process. Administrators will share the aforementioned data with SSC, ELAC, staff, and Leadership Team during Trimesters 2 and 3.	Evaluation - Under the coordinator's leadership, G.A.T.E. students have had the opportunity to participate in _____, _____, and _____ classes to enhance their creative abilities. Students remarked that they liked the program. Parents gave feedback that they appreciate the opportunities we offer their children to flourish. _____ 3rd graders were identified as G.A.T.E. in the 2026-2027 school year.

Action 1.3.5

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring Administrators and teachers will gather and share data with with SSC, ELAC, staff, and Leadership Team for the steps below:	Evaluation

1. Provide 90-120 minutes of visual and performing arts (VAPA) education (approximately 1.5-2% of instructional time) per month for grades TK-6. 2. Provide VAPA instruction during spring break and summer sessions 3. Provide scholarships for students to participate in after-school VAPA lessons. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. <u>Supplemental Concentration Funds</u> Contracts and Services - \$49,194	1. Review student attendance data monthly and show an increase in overall student attendance throughout the year. 2. Gather and review formal survey feedback from students, parents, and teachers at the end of the school year and summer program. 3. Review participation data and overall increase in the number of students participating in after-school and summer school music programs.	1. _____: We provide bi-weekly New Songs lessons to all students TK - 6 grades. Students are using patterns and making connections to math. We will analyze their Illuminate Assessments for math in February to determine growth compared to August 2026 BOY assessments. 2. _____ will operate our spring and summer sessions withing the 2026-2027 school year. We will not create New Songs music lessons during summer and spring sessions. Funds will be allocated to New Songs Choir (after school) in Trimester #3. 3. _____We are providing after-school photography/SEL lessons using our vendor, Make It Madu Photography. Parents and students stated that the program helps their children to be connected and engaged with our school community.
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Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 2: Targeted Supports & Interventions Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.	District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by: • African American Disparity • Homeless Student Disparity • Native American Disparity • Students with Disabilities Disparity • Students in Foster Youth Disparity
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Site Goal 2.1
By May of 2027, identification of students experiencing homelessness will increase by 10% as measured by the number of students reported in Synergy.
Metric: Homeless Student Disparity

Action 2.1.1

Targeted Student Group(s) • American Indian or Alaska Native • Black or African American • Foster Youth • Homeless
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Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. Working in collaboration with SAFE Program staff and other relevant District departments, identify and provide targeted support to students experiencing homelessness including: • Academic intervention, tutoring and homework assistance	Progress Monitoring 1. Administration will run UPGM-1412 Special Services Student List report (or request from SAFE Program) to identify enrolled students experiencing homelessness. 1. Administration and relevant staff (Counselors, Teachers, Social Workers, Psych,	Evaluation 1. Community partners connected with us at Herburger to provide _____ families with Christmas holiday gifts for their entire families. Parents demonstrated much gratitude. • We worked with SAFE to assist families in gaining shelter. These students'

• Access to Expanded Learning activities (extended library hours, tutoring, homework assistance, etc) • Supplies and other basic educational needs (backpacks, school supplies, PE clothing, etc) • Expanded Summer School opportunities 2. By January, administrators will coordinate with SAFE Program Specialist to host Homeless Education in-service for all staff. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Allocation No cost associated: Paid by salaried positions from district level general fund.	Nurses, etc) will monitor student data for students experiencing homelessness and develop intervention plans. 2. Administrators will work with AITs, classroom teachers, FACE, and the SAFE Department to monitor students' attendance and academic progress on Illuminate Assessments and other formative assessments each trimester to modify action plans to meet the assessed needs of all students. If students receive AIT support, the Wellness Team will review the MTSS Plan multiple times each month to shape our actions to meet the assessed needs of our students.	attendance rates improved. • We enrolled ____homeless students into ExL. Their overall school attendance has improved [increased consistency in daily attendance (fewer early dismissals)]. • We distribute backpacks weekly to students in need. • Our connection with another community partner allowed us to distribute ____ coats, ____ sets of hats with gloves, ____ scarves, and ____ pairs of gloves (standing alone) to our students in grades TK - 6 on December _____. Students smiled and showed appreciation.
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Site Goal 2.2

Herburger Elementary will reduce the disproportionality rates in suspension and office referrals for African Americans to under 5% as measured by district suspension data provided by Research and Evaluation Department February 2026 and Synergy Incident Referral Reports.

Metric: African American Disparity

Action 2.2.1

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 formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
1. Staff will participate in on-going professional development for restorative	1 & 2. We will review Synergy office referral data and suspension rates. We will use a sign-	• _____ In Trimester #1, our PBIS Tier 1 team attended district-wide

practices and inclusive community workshops [using the Educational Equity Department, FACE, and outside vendors (i.e., MENTOR California (CA).] (Note: Substitutes will be provided for trainings that occur between 7:30 am - 3:00 pm.)	in sheet to monitor who attends each "on-going training session". We will review at least one "restorative practice" at each staff meeting so educators will have a menu and model of how to help our students reset and re-engage with the school community. Our PBIS Tier I team will create surveys to distribute to staff to ask about "cool down corners", movement breaks, flexible seating, and counting backwards to assist students with de-escalating to return to class.	professional learning with SSHS Department. We have not yet completed the trainings with Educational Equity Department. Our Ed. Equity coach continues to model strategies with us at preservice, in-service, and other staff meetings.
2. Partner with MT Region Principals and Innvoation Bridge to hold MTREC Listening Sessions and Action Planning Time for teachers. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Allocations: **\$27,299 - Certificated Timesheets (Supplemental Concentration) **\$5675 - Cert. Timesheets (Title I) \$22,000 -- Contracts and Services (Sup/Con)	1 & 2. We will also review CAASPP data results to determine the decrease in academic disparity.	_____ Three Herburger staff attended two MTREC listening and action planning sessions for the school year. There is another opportunity for restorative practices / building connections training with MTREC on _____. The meeting will be held in our MP room. _____ Staff members attended the MTREC Mentor CA professional development night to renew their understanding of how to maintain connections with all students. The survey feedback illustrated that staff feel they benefited from the action/service.

Site Goal 2.3

By May 2027, students identified as Foster Youth and Students with Disabilities (SWD) will receive academic and lifestyle intervention/supports to assist them with thriving in school as measured by the California Dashboard.

Metric: Foster Youth Disparity

Action 2.3.1

Targeted Student Group(s)

- Foster Youth • SWD

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

		based on the data collected.
Action Plan	Progress Monitoring	Evaluation
1. By May, administrators will coordinate "the integrated classroom on-going training" for SWD and Foster Youth to assist educators in building/maintaining inclusive communities for students. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. <u>Certificated Timesheets:</u> \$3000 (Supplemental Concentration)	1. Administration and relevant staff (Counselors, Teachers, Social Workers, Psych, Nurses, etc.) will monitor student data for students identified as SWD and Foster Youth to develop intervention plans. 1. Administrators will work with AITs, classroom teachers, SPED, FACE, and the SAFE Department to monitor students' attendance and academic progress on Illuminate Assessments and other formative assessments each trimester to modify action plans to meet the assessed needs of all students. If students receive AIT support, the Wellness Team will review the MTSS Plan multiple times each month to shape our actions to meet the assessed needs of our students.	_____Our staff participated in building and maintaining connections (student-to-student, staff-to-student, and staff-to-staff) to increase inclusivity. This is an on-going professional development feature that we will continue for the upcoming school year.

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

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

Students will increase time-on-task learning and academic performance in ELA and Math as measured by a 7% increase in Positive Behavioral Intervention and Support (PBIS) Tiered Fidelity Inventory (TFI) score [from 94% in 2023-2024 to 100% in 2024-2025 (on Tier 1 TFI)], 5% increase on CAASPP, Illuminate, and other formative assessments, a 10% reduction rate in home suspensions (from 22 home suspensions in 2019-2020, 5 home suspensions in 2021-2022, 4 home suspensions in 2022-2023, 6 home suspensions in 2023-2024, 6 home suspensions in 2024-2025, and 21.5 home suspensions in 2025-2026) to 3 or fewer home suspensions, and a reduction in PBIS discipline referrals. There were 318 discipline referrals in 2024-2025 and 239 in 2025-2026.

Based on feedback from SSC, ELAC, Student Leadership, the Site Leadership Team, LCAP Leadership Team, and Staff (surveys/staff meetings), the proposed goals were developed. The educational partners say that our students will be able to learn in a safe environment and increase academic achievement when the environment is safe and students feel connected to the school community. Data results and research were presented to educational partners.

Metric: Active Participation

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 1. Provide proactive supervision training, meeting compensation, and professional development opportunities for yard supervisors and certificated staff. [Some of this training will occur at the Monterey Trail Regional Coalition (MTREC) meetings.]	Progress Monitoring 1/2/3. Synergy discipline data (specifically office referrals and suspensions) will be collected by administrators and shared monthly with staff and students.	Evaluation 1. _____ Dr. Moore and our PBIS Coach / Behaviorist, Ms. Jefferson, trained our yard supervisors on restorative practices, building connections, and how to lead/supervise recess and lunch areas with our students. We have _____ referrals assigned this school year compared to _____ at

2. Educators will implement and monitor SEL curriculum to support the PBIS program on campus. K - 6 grade level teams will purchase SEL items for "cool down/de-escalation" corners (\$3000 Title I Funds). (TK--\$300 Sup/Con) 3. Provide structured recess support to aid our students in prosocial behaviors at recess to help them safely return to the classroom for learning. Structured recess support team will also remind students of the school-wide expectations: Be safe, responsible, kind, and hard-working. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. <u>Allocations</u> \$1,000 - Contracts & Services (Title I) \$1,000 - Classified Staff (Title I) \$3000 - Materials and Supplies (Title I) **TK - \$300 Sup/Con	1/2/3 We will review the Perspectives Survey data and other survey results to measure the efficacy of our SEL curriculum and PBIS program. (Administrators will conduct informal walk-throughs to monitor and give feedback on SEL lessons.) Administrators, the PBIS Tier I team, and entire staff will monitor progress through the following: • Student discipline data and referrals monthly reviews • PBIS Tiered Fidelity Inventory annual reviews and trimesterly action plan development • Teacher and student survey feedback twice a year on effectiveness of ASSIST The PBIS Team will show data at all staff meetings.	this time last school year. (Training for yard supervisors is proving beneficial.) 2 & 3. _____ Dr. Moore and the PBIS Tier I team gave beginning of the year PBIS expectations assemblies and _____ PBIS Refresher assemblies. It seems based on data reviews that the majority of our students are _____. We have _____ students who are not following school rules consistently daily. Extra supports are being developed, implemented, and revised to help them to have success at school. Overall suspension rate at this time in the school year is _____ home suspensions, _____ admin in-school suspension, and _____ teacher-assigned suspensions.
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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. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Allocations: \$1,000 Materials/Supplies - PBIS	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.	_____: Our PBIS Coach / Behaviorist, Ms. Jefferson, trained our yard supervisors on restorative practices, building connections, and how to lead/supervise recess and lunch areas with our students. We have _____ referrals assigned this school year compared to _____ at this time last school year. (Training for yard supervisors is proving beneficial.) _____ Administrators and the PBIS Tier I team gave beginning of the year PBIS expectations assemblies and _____ PBIS Refresher assemblies. It seems based on data reviews that the majority of our students are following school-wide expectations. We have _____ students who are not following school rules consistently daily. Extra supports are being developed, implemented, and revised to help them to have success at school. Overall suspension rate at this time in the school year is _____ home suspensions, _____ admin in-school suspension, and _____ teacher-assigned suspensions.

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

Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 4: Family & Community Engagement All students will benefit from programs and services designed to inform and engage family and community partners.	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: • Attendance Rate • Parents indicating a respectful and welcoming school environment • Parents indicating opportunities for parent input in making decisions • Parents indicating opportunities for parent involvement • Percent Chronically Absent
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Site Goal 4.1 Improve/increase the home-school connection by providing increased opportunities for parents to engage in instructionally focused activities as measured by sign-in sheets, attendance at all upcoming events, and student attendance records. [Based on feedback from SSC, ELAC, Student Leadership, the Leadership Team, and Staff (surveys/staff meetings), the proposed goals were developed. The educational partners say that our students will want to attend school when they feel connected to the school community. Data results and research were presented to stakeholders throughout the school year.] Metric: Parents indicating opportunities for parent input in making decisions

Action 4.1.1

Targeted Student Group(s)

• Low Income • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <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. Provide compensation for teachers to meet with families throughout the school year (August 2026 - May 2027) to improve attendance rates. Teachers can use this time to conduct a parent university and/or to provide training in a variety of areas, including but not limited to information about assessment tools, curriculum, ways to support "at home learning", Synergy, and report cards. 2. Teachers can also be compensated (August 2026 - May 2027) for participating in the Monterey Trail Equity Coalition (MTREC) family events to strategize ways EGUSD and the Monterey Trail Region can eliminate microaggressions within our district. 3. Teachers will be trained to conduct Parent-Teacher Home Visits throughout the school year (August 2026 - May 2027). (Provide compensation via hourly timesheets for certificated and classified staff.) 4. Host Family Engagement Nights (including Parent University) August 2026 - May 2027 using vendors and certificated staff. Allocations \$1,238 - Contracts \$200 - Materials/Supplies (Title I) \$2040 -- Certificated Timesheets (Title I)	1 and 2: The administrators and SOA will collect and share data on number of learning opportunities offered, parent/family attendance, and teacher and parent surveys at SSC, ELAC, leadership, and staff meetings during Trimesters 1, 2, and 3. 3. Administrators and the leadership team will measure the efficacy of the actions/services by reviewing Parent-Teacher Home Visit data and attendance records for all students during Trimesters 1, 2, and 3. They will then share it at SSC, ELAC, PFO, and Title I meetings. 4. The administrators will review and share attendance data and parent surveys with all stakeholders (parents, students, staff, community partners) during Trimesters 1, 2, and 3.	1. _____ Teachers took advantage of being compensated to meet with families outside of their contract hours for report card conferences, academic action meetings, and intervention updates. 2. _____ Three Herburger staff attended two MTREC listening and action planning sessions for the school year. There is another opportunity for restorative practices / building connections training with MTREC on 1-26-26. The meeting will be held in our MP room. 3. In 2026-2027, _____ staff participated in the home visits training. 4. _____ Parent Engagement Nights • We had _____ Title I funded parent engagement nights: (Back to School Night/Title I Parent Meeting; _____ nights with Educating Early). • For Back to School events, over _____ families attended. • For Parent University with Educating early, a total of _____ families attended across three nights. • (We are looking for ways to increase parents' interest. They expressed that they loved the _____ play. The families who attended the Title I funded nights expressed that the meetings were meaningful.)

Site Goal 4.2

Our goal is to **decrease our chronic absenteeism from 18.1% (2025-2026) school year - CA Dashboard Metrics) to 10% (2026-2027 school year).**

Metric: Attendance Rate

Action 4.2.1

Targeted Student Group(s)

• Low Income • Two or More • White

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 1. ATTENDANCE IMPROVEMENT: Communicate to families in multiple ways regarding our absence policy and WHY it is important to attend school. - Make personal phone calls home and text messages from our office staff within 2 days of absences. All contacts will be logged into Synergy. Recruit our BTAs and Parent Liaison (PL) to make calls to our families and have them reach out to offer support. - The school will provide the PL with the list of families. The PL will keep a log of contacts in Synergy. PL will follow up on parent needs to assist getting their child to school each day on time and help to determine barriers to attendance. - Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process. 2. Establish a CICO for chronically absent students. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Allocation (No site funds are required.)	Progress Monitoring 1. Teachers, SOAs, Administrators and Parent Liaison will document parent communication in Synergy daily. 1 & 2. Administrative team will gather and analyze attendance data monthly. In addition, they will log and monitor early dismissals and tardy frequencies for our students. The Administrative team will analyze data to see if there is an improvement in attendance and share this information with staff members via email and through Talking Point messages to parents. 1 & 2. Administration to review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with the PBIS Tier II Committee and monthly at staff meetings. Individual teachers of these students will be notified of the steps that have been taken to improve student attendance bi-weekly.	Evaluation _____ SOAs make calls within _____ days to clear attendance. In _____, we dropped to _____% for positive attendance. In January, we rose to _____% for positive attendance. _____: Our Parent Liaison was able to support our school September 2026 - January 2027, and _____. _____ and the SART Office (FACE) conduct CICO for chronically absent students.

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	\$132,359	\$0	\$0	\$0	\$132,359
Certificated- Timesheets	\$44,597	\$5,675	\$0	\$2,040	\$52,312
Classified- Salaries	\$15,825	\$0	\$0	\$0	\$15,825
Classified- Timesheets	\$0	\$0	\$1,000	\$0	\$1,000
Materials/Supplies/Equipment	\$5,500	\$0	\$3,000	\$200	\$8,700
Contracts/Services/Subscriptions	\$33,266	\$0	\$1,000	\$1,238	\$35,504

Title I Basic (4900/3010) Total: \$245,700

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	\$35,311	\$30,299	\$0	\$0	\$65,610
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$800	\$0	\$0	\$0	\$800
Materials/Supplies/Equipment	\$1,104	\$0	\$300	\$0	\$1,404
Contracts/Services/Subscriptions	\$61,194	\$22,000	\$0	\$0	\$83,194

Supplemental/Concentration (7101/0000) Total: \$151,008

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	\$16,271	\$0	\$0	\$0	\$16,271
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1,000	\$0	\$0	\$0	\$1,000
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$17,271

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

Roy Herburger Elementary (285) | 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	\$245,700	\$231,547	\$5,675	\$5,000	\$3,478	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$151,008	\$98,409	\$52,299	\$300	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$17,271	\$17,271	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$413,979	\$347,227	\$57,974	\$5,300	\$3,478	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$245,700
Subtotal of state or local funds included for this school	\$168,279