



Stone Lake Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Mark Beard

County-District-School (CDS) Code: 34673146118053

**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

Stone Lake 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 process and planning of the 26-27 site LCAP starts during the 25-26 school year as you look at the goals that were set, the actions that were underway to meet those goals, and the analysis of what is working, what is not working, what needs to continue, what needs to be adjusted, and what might even need to change.

Staff Meetings-February 4, 2026; March 6, 2026; April 3, 2026; May 4, 2026

Leadership Meetings-January 28, 2026; February 25, 2026; March 25, 2026; April 29, 2026; May 27, 2026

SSC Meetings: October 22, 2025; January 8, 2026; February 5, 2026; April 20, 2026;

Parent Meetings- January 5, 2026; Feb 2, 2026; March 2, 2026; April 6, 2026

ELAC Meetings- September, 18, 2025; January 15, 2026; April 22, 2026

Parent Stone Lake LCAP Survey-Month of April

Site-based Staff Survey-Month of April

2. Impact of LCAP and Annual Update

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

For the 26-27 school year, data from both our parent community and teachers brings consensus on supports that we feel benefit ALL students, but definitely benefit our students that need extra support. The use of two supplemental technology programs that connect school to home (e.g., Lexia, and IXL) continue to be strongly supported by teachers and parents. Data also continues to show that our students EASILY meet targeted answered question goals set by both programs that are proven to support student advancement. In addition, our monthly spirit assemblies that highlight Lexia usage for grade spans is always a highlight. Teachers also expressed interest in adding science and ELA to the IXL package, and we did that for the 26-27 school year. Lastly, EdPuzzle is already in the portal for teachers, but it is limited in what it provides. Many teachers wanted additional science access, so we were able to add that for the 26-27 school year.

Stone Lake has now become an AVID school, and we are working to make each grade level AVID certified, and this year the teachers of our younger Hawks will be AVID trained. We will continue to allocate resources around AVID training and the supplies needed for it.

Grade level teams (1st, 2nd, 3rd, 4th, and 5th) explicitly requested Scholastic News for their kids, and 6th grade also asked for inclusion. This is an extremely high interest magazine both print and digital that supplements our school's passion for reading and helps students build fluency and expands students' world knowledge.

Consultations with K-2 teachers have brought about a request for support with Illuminate assessments and with the Reading Difficulties Screener. For 24-25, we provided 1/2 days subs for Illuminate assessments and the reading screener. We will continue the 1/2 subs for Illuminate, but teachers asked for a full day sub to administer the reading screener assessment in K-2.

In addition, Accelerated Read continues to be a high usage program at our school. While it has been a slow transition between Reading Counts and Accelerated Reader, this program will continue to supplement our school's reading program, and is another program that we have that helps our students in building their literacy skills.

We will continue our work and focus on the Framework and Restorative Practices.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

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

District Needs and Metrics 1:

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

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

Site Goal 1.1

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

Action 1.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What 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 ACTION 1-2: Aug-June Admin will monitor Illuminate data and communicate data with teachers, and admin will share reminders via the weekly staff bulletin. 1. Weekly: Early Out Wednesday meetings are periods of time set aside for teachers to specifically create, maintain, and examine student data from assessments. It is considered our PLC time. In addition, K-2 push-in support is also done to help teachers administer assessments, and I will attempt to secure this resource for 26-27 - We will allocate money to pay for a half day sub to support K-2 teachers to administer and score the Beginning of the Year Assessment battery. There will be nine teachers, and they will each receive two 1/2 sub days $9 \times \\$105 = \\1890 Certificated-Timesheets(7101/0000) 2. April - June: Based on teacher feedback, we will provide release days at the end of the year to help teachers review the year and plan for the next year. 24 teachers $\times \\$210 = \\5040 Certificated-Timesheets (7101/0000) 3 teachers timesheeted for 7.5 hours $\times \\$50 = \\1125.00 Certificated-Timesheets(7101/0000) ACTION 3:	Progress Monitoring - After the assessment timeline has passed, Admin will identify that tracks and grade levels have met the 95% mark. Administration will also notify teachers who have not given and added scores to illuminate. - Grade level release will occur and agendas will be created and turned in. - All dyslexia screeners will be done for ALL students by district provided deadline.	Evaluation

K-2 Teachers will be responsible for administering the dyslexia screener for ALL K-2 students. Based on 25-26 teacher feedback, we will provide a full day sub. 9 K-2 teachers x \$210 for each day sub. \$1890 Certificated-Timesheets(7101/0000)		
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Site Goal 1.2

100% of our 1st, 2nd and 3rd grade students will be reading at grade level by the end of the year based on minimum standards in the areas of fluency and accuracy as measured by Illuminate data on end of 3rd trimester assessment (students in Green).

For letter sounds, 100% of kindergarten students will score proficient at each of the three trimester benchmark assessments.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

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 <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 <u>ACTION 1:</u> Sept-June- Illuminate data will be monitored and all year IXL and Lexia will be used. <u>ACTION 2:</u> July-Oct- Our library will be allocated \$2340 for book additions. Our TK-6 grades will be allocated \$500 per grade level to purchase books (including \$500 for the LC). Book orders must be approved by admin. \$6000 for library Materials Supplies. New and relevant book titles (culturally relevant titles). Equipment (7101/0000) - We will timesheet our library tech an	Progress Monitoring - After each of the four assessment windows, data will be pulled with the support of our Instructional Coach, and this data will be shared with the staff. - Library/book orders order must be submitted by October 30th. - A more complete tracking of students who receive push-in support, and tracking of students who recieve AIT support. - Utilize a new point goal based on the 2024-2025 ending point total.	Evaluation

additional 4.75 hours per week to provide additional time for the library to be open for students before and after school. \$20/hr x 4.75 hours= \$95 per week x46 weeks=\$4,370 Classified Timesheet (7101/0000). 1st, 2nd, 3rd, 5th and 6th grades have requested Scholastic News to supplement their reading and the focus of having kids reading at grade level. Four grade level subscriptions plus adding Science Spin is \$3893.00 Contracts/Services/Subscriptions (7101/0000) <u>ACTION 3:</u> July-June- AIT will meet the needs of students needing Tier 2 support based on identification via the MTSS process and Co-Op process. The main focus of this work will be with primary students. <u>ACTION 4:</u> July-June- Utilize AR to enhance our students' exposure to reading. \$10,410 Contracts/Services/Subscriptions (7101/0000) \$1000 for AR tags. Supplies Equipment (7101/0000)		
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Site Goal 1.3

5% increase in ALL students meeting or exceeding standards in ELA
3% increase in ALL students meeting or exceeding standards in Math.
5% increase in ALL students meeting or exceeding standards in Science
The **All Student** group will make a +10 point growth in DFS in ELA, Math, and Science

24-25

70% of students met or exceeded standards in ELA
64% of students met or exceeded standards in Math
55% of students met or exceeded standards in Science

24-25

All student group was +47 points from DFS in ELA
All student group was +20 points from DFS in Math
All student group was +1 point from DFS in Science

Action 1.3.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan ACTION 1: June-July- We will use Lexia and IXL as supplemental programs that stakeholders have agreed are worth continuing. We will monitor and celebrate usage of Lexia and IXL for ALL students. Based on teacher feedback, we will add the full IXL bundle for 26-27. • Site license for Lexia is \$11050 Contracts/Services/Subscriptions (7101/0000) • Site license for IXL is \$19,070 Contracts/Services/Subscriptions (7101/0000) • Site license to expand EdPuzzle to include science for \$829 Contracts/Services/Subscriptions (7101/0000) Each week, provide teachers with opportunities to collaborate through PLC's focusing on the four PLC questions and utilize Illuminate as one way to monitor the process of progress monitoring. ACTION 2: • Continue the focus on the use of Learning Targets, Success Criteria, Student Talk, Active Participation, Feedback and Formative Assessment. • We will continue to specifically calendar vertical articulation dates during Early Out Wed. to create 1-6 collaboration with the grade level above and below. • FONT data will be shared with staff and there will be a continuation of PD around Success Criteria	Progress Monitoring 1. We will monitor usage rates for IXL and Lexia and also monitor impact on 3rd-6th grade students in the area of math on the CAASPP. We will continue to celebrate top Lexia classes during assemblies and share usage information with families via the Hawker's Herald. • All students that have been identified as reading below grade level heading into 1st grade will meet identified usage rates in IXL and Lexia. This will be monitored by our computer lab teacher, VP, and classroom teacher. • Monitor Ed Puzzle usage 2. Work with the staff via staff meetings to make sure that they are aware of the Framework and exactly what it looks for. This will be done via preservice and staff meetings.	Evaluation

Site Goal 1.4

Based on the California Dashboard, 70% of our EL students will demonstrate progress by moving one proficiency level as measured by the ELPAC or at least maintain English Level Proficiency Indicator (ELPI) 4.

23-24 72%

24-25 40%

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.4.1

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <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 <u>ACTION 1:</u> July-June- A certificated teacher will work in conjunction with the VP to help coordinate and administer initial and summative ELPAC based on mandated timelines. <u>Action 2:</u> August-May A certificated teacher will work during non-core instructional time with EL students that have been identified by the VP (e.g., newcomers Level 1 and 2). 3.75 hours per week \$700 per month. \$8170 EL Certificated-Timesheets(7101/0000) <u>ACTION 3:</u> Aug-June- Admin will continue the process of talking about the ELPAC during staff meetings:	Progress Monitoring 1. Students will be tested and timelines will be met for initial and summatives with all completion rates met. VP and principal will be responsible for monitoring. (Action 1&2) 2. Students will be measured based on their progress on the ELPAC. (Action 1&2) 3. Students will also be monitored by admin based on the information presented in the California Dashboard, and this information will be shared with staff and SSC. (Action 1&2) 3. We will utilize staff surveys on the usefulness of the information they have received from the PD.	Evaluation

• EL instructional strategies • ELPAC test knowledge and what our EL students are being asked to perform • ELPAC level knowledge, and what do students need to be able to do in order to be moved from one ELPI (English Learner Progress Indicator) to the next.		
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Site Goal 1.5

100% of redesignated students will be proficient in ELA as measured by CAASPP scores that meet or exceed standards.

23-24 Data

86.7% of students met or exceeded ELA standards

24-25 Data

91.6% of students met or exceeded ELA standards

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

Action 1.5.1

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 ACTION 1: Aug-June- Redesignated students will be monitored throughout the year and continue to receive high quality instruction. *NO FUNDING REQUIRED	Progress Monitoring 1. Student progress on the CAASPP in the area of ELA. • Ongoing progress in the classroom in all academic subject areas.	Evaluation

Site Goal 1.6

Students in grades 3–6 will increase reading comprehension mastery by 10 percent by the end of the school year, as measured by performance on standards RL.3.3, RL.4.3, RL.5.3, and RL.6.3. Progress will be measured using Illuminate assessment data (Trimester 2) and CAASPP results.

Baseline Data (2025–2026 Illuminate):

- Grade 3: 45% mastery
- Grade 4: 51% mastery
- Grade 5: 66% mastery
- Grade 6: 46% mastery

Baseline Data (2024–2025 CAASPP; Percentage of students the met or exceeded standards in ELA):

- Grade 3: 60% met or exceeded standards
- Grade 4: 75% met or exceeded standards
- Grade 5: 74% met or exceeded standards
- Grade 6: 71% met or exceeded standards

Metric: Formative Assessment

Action 1.6.1

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 Action 1 (September–March): Illuminate assessment data will be monitored on an ongoing basis to track student progress toward mastery of targeted standards and to inform instructional adjustments. Action 2 (July): Grade-level teams will engage in standards deconstruction to ensure alignment of instruction and assessment. This will include: • Identification of key words and phrases within each standard • Identification of required concepts and skills students will need to be able to do at mastery • Development of aligned learning targets and success criteria • Determination of aligned formative and summative assessment methods for each trimester	Progress Monitoring 1. Assessment data will be collected and shared with staff following each assessment window 2. Grade-level teams will submit completed standards deconstruction graphic organizers (Action 2) 3. Grade-level teams will submit documented year-long instructional sequences (Action 3) 4. Grade-level teams will submit collaboration notes demonstrating data analysis, instructional planning, and progress monitoring (Action 4)	Evaluation

Action 3 (July):

Grade-level teams will develop and document a year-long instructional sequence aligned to the targeted standards to ensure coherent and standards-based instruction.

Action 4 (August–May):

During scheduled collaboration time, grade-level teams will analyze student work and assessment data to:

- Identify trends in student performance, including strengths and error patterns
- Determine student proficiency levels to inform differentiated instruction
- Evaluate the effectiveness of instructional practices, pacing, and assessment design, and make necessary adjustments

Site Goal 1.7

Teachers will increase their use of Learning Targets from 40% to 50% as measured by FONT Data at the end of Trimester 2 in 2026-2027 looking at the FONT report "Derived Implementation Levels" and specifically the band of "Learning Targets - Explicit".

Metric: Learning Targets

Action 1.7.1**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 <u>ACTION 1</u> (Aug-June) • Continue the focus on the use of Learning Targets, Success Criteria, Student Talk, Active Participation, and Formative Assessment with reminders in the WAG. • We will continue to specifically calendar	Progress Monitoring 1. Work around the Instructional Framework will continue to happen and this will be measured by the progress we see with our FONT visits each.	Evaluation

vertical articulation dates during Early Out Wed. to create 1-6 alignment of expectations around learning targets and success indicators from one grade level to the next. • FONT data will be shared with staff		
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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

Based on CAASPP scores, the following subgroups will improve their Distance from Standard(DFS) by the following amounts:

	ELA	Math
African American subgroup:	3	9
Hispanic subgroup:	3	9
EL subgroup:	3	9
Foster Youth:	3	9

23-24 Progress

Scores ELA: (AA -54; H +39; EL -30; FY -136)
Math:(AA -69; H +17; EL -47; FY -204)

24-25 Progress

Scores ELA: (AA -31; H+37; EL -31; FY -108)
Math: (AA -66; H +17; EL -42; FY -176)

****BOLDED NUMBERS SHOW PREVIOUS YEAR'S GOAL WAS MET****

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	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 ACTION 1: June-July- Stone Lake is an AVID elementary school, and our teams will continue AVID training and continue implementing AVID strategies in their classrooms. In order for AVID to be implemented, trainings, PD, and supplies are needed. \$4400 for AVID support (trainings and supplies) \$2200 for trainings (timesheets) \$2200 for supplies ACTION 2: July-June- RTI focus on supporting and intervening with students that are struggling with grade level concepts. Provide teachers the opportunity to report via a Co-Op process struggling	Progress Monitoring 1. Fidelity of implementation of AVID in 1st-6th grade for the 26-27 school year based on classroom visitations, and district/AVID created fidelity measurement tools. 2. We will measure the overall effectiveness of our actions in this area based on the California Dashboard presented to the public each year or the general release of CAASPP scores. - We will monitor 3rd-6th grade level teams via Illuminate data. - Co-Op scheduled and completed 3. The tier 2 team will review the progress monitoring form to help determine what tier 2 interventions would best support the student. This will be documented in the meeting minutes and intervention tracker document.	Evaluation

students and progress being made. Round one starts in Aug-Oct and round two starts in Jan-Feb. Our instructional coach is always part of this process. 2 Sessions of 4 Track Co-ops x 1 roving substitute for each Co-Op=\$210x8=\$1,680 Certificated-Timesheets (7101/0000) ACTION 3: July - June - Before filling out an RFA teachers will use the district Intervention Progress Monitoring form to record students receiving intervention, areas of concern, and progress with targeted skill(s). Teachers will attach the form to the completed RFA. Action 4: July-June- Lexia and IXL are researched based programs designed to support learners that need academic support, as both programs meet student needs where they are.	4. Lexia and IXL usage rates will continue to be monitored and meet suggested usage rates.	
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Site Goal 2.2

Based on CAASPP results, we will increase by 5% the percentage of students with disabilities meeting or exceeding standards on the CAASPP in the following subject areas:

2024

ELA	30%
Math	33%

Metric: Students with Disabilities 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	Progress Monitoring	Evaluation
ACTION 1: July-June-	1. Fidelity of implementation of AVID in K-6th grade for the 26-27 school year based on	

Stone Lake is an AVID elementary school, and our teams will continue AVID training and continue implementing AVID strategies in their classrooms. In order for AVID to be implemented, trainings, PD, and supplies are needed. - AVID support (trainings) ACTION 2: July-June- RTI focus on supporting and intervening with students that are struggling with grade level concepts. Provide teachers the opportunity to report via a Co-Op process struggling students and progress being made. Round one starts in Aug-Oct and round two starts in Jan-Feb. Our instructional coach is always part of this process. 2 Sessions of 4 Track Co-ops ACTION 3: July-June- Lexia and IXL are researched based programs designed to support learners that need academic support, as both programs meet student needs where they are.	classroom visitations, and district/AVID created fidelity measurement tools, and continue to meet criteria to be an AVID elementary school. 2. We will measure the overall effectiveness of our actions in this area based on the California Dashboard presented to the public each year or the general release of CAASPP scores. - We will monitor 3rd-6th grade level teams via Illuminate data. - Co-Op scheduled and completed 3. Lexia and IXL usage rates will continue to be monitored and meet suggested usage rates.	
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Funding Sources for District Goal 2		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries

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

District Strategic Goal 3: Wellness All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.	District Needs and Metrics 3: Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: • Cohort Graduation Rate • School Climate - Average Favorability Rating • Social Emotional Learning - Average Favorability Rating • Suspension Rate: Percent of Students Suspended
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Site Goal 3.1

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

Metric: Other

Action 3.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <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 <u>ACTION 1:</u> 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. <u>ACTION 2:</u> 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).	Progress Monitoring 1. Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. 2. PBIS Tier I to monitor incident data and share with staff monthly. 3. Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.	Evaluation

<u>ACTION 3:</u> July-June Designated areas for specific games on the playground with adequate supervision. <u>ACTION 4:</u> July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.	4. 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.	
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Site Goal 3.2

Based on end of year teacher survey, 100% of teachers will implement restorative practices during the 26-27 school year.

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 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
<u>ACTION 1:</u> July 2026- During preservice, administration will review expectations with staff regarding when to enter incidents into Synergy and provide guidance on entering interventions. <u>Action 2:</u> July 2026 – June 2027 - Data will be collected every trimester through a survey sent to teacher and shared with staff to monitor implementation and inform practice. <u>Action 3:</u> July 2026 – June 2027 - Restorative practices will be revisited	1: Presentation and information will be created and given to teachers at preservice 2: Survey data will be monitored and shared through email or staff meeting 3: Admin or the equity department will lead checkins and collaboration of strategies. A school wide shared document will document strategies teachers are implementing	

regularly during staff meetings to support ongoing implementation, including check-ins and opportunities for staff to collaborate and share effective strategies.

Site Goal 3.3

Stone Lake will address disproportionality by having the percentage of referrals and suspensions for our African American subgroup equal or less than the percentage of African American students enrolled.

Stone Lake will decrease referrals for ALL students by 5%.

23-24 Referral Total-248
23-24 Suspensions-12
AA 9.4% total AA population 3 suspensions 37.5% of total suspensions

24-25 Referral Total-271
24-25 Suspensions-8
AA 8.1% total AA population, 4 suspensions

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 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 ACTION 1: July-June- We will continue to utilize our PBIS and HAWKS Honor to identify and celebrate the accomplishments of Stone Lake students, and continue to help make students feel connected to their school. We identify students all year and each week. ACTION 2: Aug-June- Starting in August, we will utilize an RTI model with our Tiered Support Team leading the way in supporting students that might need additional support and rise to Tier 2 and 3 support.	Progress Monitoring - The number of HAWKS tickets that we collect each week. TFI will also be used to monitor PBIS, referral and suspension data will also be used. Stone Lake will continue to meet criteria to be recognized as a Gold PBIS school. - TST effectiveness will be measured based on site data on referrals for all students and specifically our African American subgroup. This behavior data as well as academic data will be monitored twice a month in PBIS meetings as well as during our RTI meetings. - The Ca. Dashboard data will be used to monitor effectiveness of suspension data	Evaluation

ACTION 3: July-June Throughout the year the VP and principal will monitor subgroups and look at alternatives to suspension for every subgroup. We will continue to utilize Restorative Practices (RP) and techniques with students and look for alternatives to suspensions. Administrative team will embark on PD around RP.	via the public. Our SIS will be used to also measure suspension data (SDMR) and referrals. 4. School connectedness data via Student Perspective survey and referrals on the playground	
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Site Goal 3.4

Stone Lake wants students to feel safe and connected to their school and with their classroom teacher and ALL adults. Based on the EGUSD Student Perspective Survey given to students, Stone Lake students will yield an 80% or higher average favorability rating for ALL students.

- Our African American subgroup will be equal to or greater than the 80% favorability rating.
- 90% of our students will answer they feel respected at this school most of the time or almost all of the time
 - Our African American subgroup will be equal to or more than the % of all students
- 90% of our students will answer they feel physically safe on campus most of the time or almost all of the time
 - Our African American subgroup will be equal to or more than the % of all students.

23-24 Progress
All Students: 76% AA: 72%
Respected: 76% AA: 78%
Safe: 86% AA: 91%

24-25 Progress
All Students: 79% AA: 79%
Respected: 79% AA: 80%
Safe: **93%** **AA: 93%**

****BOLDED NUMBERS SHOW GOAL WAS MET**

Metric: Active Participation

Action 3.4.1

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	Progress Monitoring	Evaluation
ACTION 1: Aug-June Starting in August, our Tiered Support Team will meet every other week to discuss students that have been referred via our MTSS system. Utilize our MHT and school psychologist to run student support groups. ACTION 2: July-June Utilize district SEL curriculum to support students. Continue and expand further our Community Circles. ACTION 3: Aug-June Conduct student focus groups to elicit students thoughts and perspectives (e.g., Pizza with Principal, student groups, BSU).	- EGUSD SEL Survey and the outcomes of our TST meetings. This will be monitored by administration and results will be shared with staff and parents in multiple forums and formants. - Fidelity of implementation of Second Steps monitored by administration. - Ensure that the focus groups indeed happen and information is gathered.	

Site Goal 3.5

Based on the EGUSD Student Perspective Survey given to 5th and 6th grade students, Stone Lake students will have an **overall** SEL score of 85% or higher based on the average of the following areas: Social Awareness, Self Management, Self Awareness, Responsible Decision Making, and Relationship Skills.

Overall
23-24 77%
24-25 79%

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.5.1		
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 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: Aug-July Starting in August, our Tiered Support Team will meet every other week to discuss students that have been referred via our MTSS system. Utilize our MHT and school psychologist to run student support groups. ACTION 2: July-June Utilize district SEL curriculum to support students. Continue and expand further our Community Circles.	1. EGUSD SEL Survey and the outcomes of our TST meetings. This will be monitored by administration and results will be shared with staff and parents in multiple forums and formants. 2. Fidelity of implementation of Second Steps monitored by administration.	
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Funding Sources for District Goal 3		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 4:	District Needs and Metrics 4:
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Family & Community Engagement

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

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

Stone Lake will have a 95% attendance rate or better.

Stone Lake's chronic absenteeism rate, as measured by students missing more than 10% of their enrolled school days will meet the district goal being 8% or lower.

Our African American subgroup will decrease its chronic absenteeism by 5%.

23-24 Attendance Rate-93.9%

CA-14.8%

AA CA-21.9%

24-25 Attendance Rate-94.7%

CA-11.9%

AA-15.8%

Metric: Attendance Rate

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 ACTION 1: July - June: A team that includes a member from Family and Community Engagement, administration, and our SOA's will monitor the progress of students with attendance concerns, and our office will be proactive in working with and notifying families with attendance problems or	Progress Monitoring 1. We will utilize the goals set in our LCAP as the basis of the measurement of effectiveness and utilize district data on attendance (each month). This data will continue to be monitored by the office and admin teams continuously. Utilizing the California Dashboard will also serve as a	Evaluation

potential attendance issues based on the 10% of the enrolled days formula. Our regional attendance support person will continue with her bi-weekly visits to our school to support attendance concerns as well. We will closely monitor our African American subgroup as this subgroup had high chronic absenteeism, and they will be a part of the above plan and specific students will be monitored. ACTION 2: July-June: We will continue identifying students with perfect attendance and outstanding attendance during our awards assemblies. In addition, we will continue to identify monthly perfect attendance students, and with the support of PTO, these students will receive a reward (during the 25-26 school year it was gift cards purchased by PTO). *NO FUNDING REQUIRED	data point and Power BI. 2. Awards assemblies each trimester that identify and celebrate students with perfect and excellent attendance. Monthly celebration of students Progress on goal will be shared with staff and parents via staff meetings, Coffee Klatches, PTO meetings, and monthly newsletters.	
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Site Goal 4.2

Based on the EGUSD Parent Survey, Stone Lake families will have a 95% average favorability rating in all areas of the survey: Overall Climate, Sense of Belonging, Support of Academic Learning, Knowledge & Fairness of Discipline, Rules, and Norms, and Safety.

23-24

Overall Climate: 96%
Sense of Belonging: 96%
Support of Academic Learning, Knowledge & Fairness of Discipline, Rules, and Norms: 94%
Safety: 98%

24-25

Overall Climate: 93%
Sense of Belonging: 94%
Support of Academic Learning-92%
Knowledge & Fairness of Discipline, Rules and Norms: 90%

Metric: Attendance Rate

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

related to your goal.	What <i>formative student data</i> will you collect and how often?	- Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>ACTION 1:</u> August-June Provide parents with the opportunities to provide input via multiple platforms. The main one being the monthly Coffee Klatches via Zoom. Surveys will also be utilized. Based on parent feedback, parents are interested in Math and Science nights, and we will utilize in house and outside resources to conduct one math night and once science night. \$1900 for Mad Science Night Contracts/Services/Subscriptions (7101/0000) \$1500 for two teachers per grade level to conduct a Math Night Certificated-Timesheets (7101/0000) <u>ACTION 2:</u> July - June: Utilize Talking Points as one of the primary communication tools with parents. <u>ACTION 3:</u> Aug-June Collaborate with our EL population via our ELAC and DELAC meetings and continue to receive feedback from this stakeholder group at our school regarding programs and services for our EL students. <u>ACTION 4:</u> July - June: Once a month we will hold a day to have our Tiered Support Team meet and collaborate with our families in order to review present levels and make adjustments accordingly for identified struggling students (academically and behaviorally). A roving sub will be provided for teacher to provide input. 10 days x \$210 = \$2,100 Certificated Timesheets(7101/0000)	Progress Monitoring - Utilize the 25-26/26-27 Admin. Effectiveness survey given at the end of the year via Google Forms and also utilize the EGUSD Parent Survey - Survey parent feedback on use of Talking Points and its effectiveness. - We will measure with attendance documents, but we will also measure parent nights with specific short surveys. - Monitor progress of identified students each month, as well measure the fact that the meetings occur. Progress on goal will be shared with staff and parents via staff meetings, Coffee Klatches, PTO meetings, and monthly newsletters. The ultimate progress on this goal will be measured by the EGUSD Parent Perspective Survey	Evaluation

The attendance rate for students in Transitional Kindergarten (TK), Kindergarten, and Grade 1 will increase by 3 percentage points by the end of the school year

Baseline Data:

- TK: 88% → Target: 91%
- Kindergarten: 94% → Target: 97%
- Grade 1: 93% → Target: 96%

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 Action 1: (July–August): Administration will communicate attendance expectations and the importance of consistent school attendance to families during Back-to-School (BTS) presentations. Action 2: (July–June) Administration will provide grade levels TK–1 with monthly attendance data and standardized messaging to include in classroom newsletters to promote awareness and reinforce attendance expectations. Action 3: July–June Administration will implement a site-based incentive system by distributing recognition (e.g., “HAWK tickets”) to TK–1 students who demonstrate weekly perfect attendance, to be included in a regular raffle to reinforce positive attendance behaviors. Action 4: July–June Administration will monitor attendance data on an ongoing basis and conduct outreach, including phone calls and other communication, to families of students	Progress Monitoring Attendance reports will be generated and reviewed on a biweekly basis by administration, office staff, and the district Student Attendance Office (SAO) Data dashboards (e.g., Power BI) will be utilized to track attendance trends and inform decision-making Attendance data and trends will be shared regularly with staff and families Documentation of family outreach and intervention efforts for chronically absent students will be maintained	Evaluation

identified as chronically absent in order to address barriers to attendance and improve student outcomes.		
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Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$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	\$10,950	\$3,880	\$0	\$3,600	\$18,430
Classified- Salaries	\$4,370	\$0	\$0	\$0	\$4,370
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$7,840	\$2,200	\$0	\$0	\$10,040
Contracts/Services/Subscriptions	\$45,252	\$0	\$0	\$1,900	\$47,152

Supplemental/Concentration (7101/0000) Total: \$79,992

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	\$8,170	\$0	\$0	\$0	\$8,170
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$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

Stone Lake Elementary (377) | 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	\$79,992	\$68,412	\$6,080	\$0	\$5,500	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$8,170	\$8,170	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$88,162	\$76,582	\$6,080	\$0	\$5,500	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$88,162