Elk Grove Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Jill Jones

County-District-School (CDS) Code: 34673146033047

Elk Grove Unified School District
Elk Grove, California

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Elk Grove Elementary | Focused Work: 2025-2026

Goal Setting (lcapid: 752) | goalsComplete: 0

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 it's impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a

survey to seek input for goal setting for 2025-2026 school year. Our PBIS Team Tier II met biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals.

Our Vice Principal met periodically throughout the year with our English Language Learner Community - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Kirchgater's data related to EGUSD's Strategic Goals and our progress toward these goals. The Council provided input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

    - **Grade Level & AVID Leadership Team Meetings** on September 9, 2024; October 7, 2024; December 2, 2024; January 27, 2025; February 24, 2025; April 7, 2025; May 12, 2025.
    - **School Site Council Meetings** on September 26, 2024; October 24, 2024; December 5, 2024; January 16, 2025; February 6, 2025; April 17, 2025; May 15, 2025.
    - **ELAC Meetings** on October 17, 2024; December 5, 2024; February 27, 2025; April 24, 2025; May 22, 2025.
    - **Staff Meetings** on August 26, 2024; September 16, 2024; October 21, 2024; November 4, 2024; January 6, 2025; February 3, 2025; April 14, 2025; May 19, 2025.
    - **Back to School Night** on August 13, 2024.
    - Continual input sought through ongoing stakeholder and parent communication through zoom meetings, parent nights, awards assemblies, school functions, and surveys.

2. Impact of LCAP and Annual Update

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

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

The following items were discussed and considered for our 2025-2026 LCAP goals :

- During a discussion with the School Site Council on January 11, 2025 we discussed goal setting and how the projected increase in test scores was determined. The team decided to set high expectations of growth for all categories of students.
- During a Leadership Meeting teams discussed the appropriateness of using Illuminate data as pre and post markers for grade level SMART goals. After consulting with CPL the idea of using a different pre-assessment that would more closely align to the summative, trimester assessment data provided by the EGUSD.

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.

NA

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   (SiteGoalID: 8939) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1   (SiteGoalID: 8939) (DTS: 03/11/25)

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?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

Illuminate Assessments:
Classroom teachers will administer Illuminate assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. Illuminate assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL.

ELPAC Assessments:
Under the direction of the Vice Principal, **Initial ELPAC** Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey. Under the direction of the Vice Principal, time-sheeted teachers will administer the **Summative ELPAC** to EL students from February 1 to May 2026. A certificated sub trained in ELPAC testing will be hired to help administer the assessments.

CAASPP Assessments:
Under the direction of the Vice Principal, classroom teachers and Learning Center teachers will administer the CAASPP to 3-6 grade students. Based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.
Certificated Timesheets:
$5000- EL Supplemental

The Principal will pull **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 (for individual completion rate) as well as with the whole staff (for grade level completion rates). The completion rate report: https://lookerstudio.google.com/u/0/reporting/5428b43e-3fda-432c-8179-784a1b953326/page/p_esm9zdo1xc

The Vice Principal will run reports monthly to ensure all students in need of the **Initial** and **Summative ELPAC** Assessments have completed the assessments via the following report: https://app.powerbi.com/groups/me/reports/1cd6944e-32fa-4fc0-862f-0e41530ef8df/ReportSection?experience=power-bi
This information will be shared with staff.

The Vice Principal will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the **CAASPP** or CAA. This information will be shared with staff.
https://www.caaspp-elpac.org/resources/administration/toms-resources

Illuminate Assessments:
Diagnostic: ___**%** of our students have taken all of the Illuminate Benchmark Assessments.
End of Trimester One: ___**%** of our students have taken all of the Illuminate Trimester One Assessments.
End of Trimester Two: ___**%** of our students have taken all of the Illuminate Trimester Two Assessments.

ELPAC Assessments:
Initial: ___% of our student have taken the Initial ELPAC Assessments.
Summative: ___% of our student have taken the Summative ELPAC Assessments.

CAASPP Assessments:
___% of our Grade 3-6 students have taken the CAASPP Assessments in May/June 2026.

Teachers will attend targeted professional development with a focus on evidence-based strategies, differentiated instruction, and student engagement that will increase student achievement. The focus will include:

LEARNING TARGETS
Teachers will increase their effective use of learning targets from 40.9% to 60% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

SUCCESS CRITERIA
Teachers will increase their effective use of communicating success criteria from 39.2% to 50% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

STUDENT TALK
Teachers will increase their effective use of student talk from 40.3 % to 60% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

ACTIVE PARTICIPATION
Teachers will increase their effective use of active participation from 46.3% to 55% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

FORMATIVE ASSESSMENT
Teachers will increase their effective use of effective formative assessment from 40.5% to 55% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

FEEDBACK
Teachers will increase their effective use of effective feedback from 51.9% to 70% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Other

Action 1.2.1   (SiteGoalID: 8710) (DTS: 02/13/25)

Targeted Student Group(s)

• EL • Low Income • Two or More

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?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Framework for High Quality Instruction PD Professional development will be provided at monthly staff meetings by admin and CLP coaches that go over all aspects of the framework. **ELD/ML PD** Teachers will receive PD from ML coaches on best practices to help	Admin will conduct FONT walkthrough and provide teachers with timely feedback. FONT data will be collected and shared with staff. Admin, teachers and support teams will continue to analyze student data: Illuminate, ELPAC, CAASPP, site common assessments.	

our MLs increase academic achievement. **AVID Professional Development:** School-wide Implementation of AVID. Support through the purchasing of supplies and materials as well as through the opportunity of professional development through SCOE and AVID Summer Institutes.	Illuminate data, ELPAC data, and AIT data will be collected, analyzed and shared at staff meetings. Admin to observe classroom practices to assess the effectiveness of the PLC's strategies and how they impact student learning. Track Illuminate test scores, in-class assessments, and other measures of student achievement to see if the PLC is positively impacting learning.	

Site Goal 1.3   (SiteGoalID: 9394) (DTS: 04/23/25)

ELA
Overall English Language Arts (ELA) CAASPP scores will increase from 50% to 60% of our students meeting or exceeding standards.

- African American students will increase from 34% met or exceeded standards to 42%
- English Learners students will increase from 19% met or exceeded standards to 30%
- Students with Disabilities will increase from 26% met or exceeded standards to 32%
- American Indian students will increase from 0% met or exceeded standards to 20%

These subgroups will be targeted for academic intervention and tutoring services.

Writing
Students will move from 34.8% scoring a 0/10 or a 1/10 on the CAASPP to less than 10% earning a zero or a one.

MATH
Overall, MATH CAASPP scores will increase from 52% to 63% of our students meeting or exceeding standards.

- African American students will increase from 34% met or exceeded standards to 42%
- Students with Disabilities will increase from 33% met or exceeded standards to 41%

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

Action 1.3.1   (SiteGoalID: 9394) (DTS: 04/23/25)

Targeted Student Group(s)

• EL • Hispanic or Latino • Low Income • Two or More

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?	- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

K-2 Academic Intervention:
AITs will utilize small group instruction, LETRS Training and High-Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA.

Roving Sub for Small Group Instruction
A roving sub will be hired 4 days per month to assist with classroom assessments and small group instruction. This will allow for the classroom teacher administer common assessments and provide an additional certificated teacher to help with small group instruction.

Subs for Interim Assessments
Certificated subs will be hired to assist with K-2 Illuminate assessments. Each teacher will have a one-day sub per trimester to administer Illuminate assessments.

Library:
Our library tech will be paid extra hours to provide more services for students and teachers. She will be paid for the extra time through our PTSA.
Library Books
Purchase additional library books that increase student engagement.

Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources to

Admin will conduct FONT walkthrough and provide teachers with timely feedback.
FONT data will be collected and shared with staff.
Admin, teachers and support teams will continue to analyze student data: Illuminate, ELPAC, CAASPP, site common assessments.

Illuminate data, ELPAC data, and AIT data will be collected, analyzed and shared at staff meetings.

Admin to observe classroom practices to assess the effectiveness of the PLC's strategies and how they impact student learning.
Track Illuminate test scores, in-class assessments, and other measures of student achievement to see if the PLC is positively impacting learning.

carry out this goal.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.
Certificated timesheets: Title 1 $40,000.00
Library Books: $3592 Supp/Con

Site Goal 1.4   (SiteGoalID: 9497) (DTS: 05/07/25)

For the 2025-2026 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 46.3% to 52% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

- English Learners (EL) making progress by one level on the Summative ELPAC will increase by 5%.
- Long Term English Learners (LTEL) or students At-Risk of becoming an LTEL who declined by one level on the Summative ELPAC will decrease by 5%.
- 5% of our 36.7% English Learners currently maintaining a level 1-3 on the Summative ELPAC will increase by one level.
- 16.8% of our English Learners not progressing on the Summative Alternate ELPAC will decrease by 5%.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.4.1   (SiteGoalID: 9497) (DTS: 05/07/25)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
ELPAC: A certificated sub will be utilized	**EL Intervention:** The EL Coordinator will collect site	

to help administer ELPAC tests to all identified ML students.

EL Intervention:
Small group instruction will be utilized to assist our struggling English Learners (ELPAC 1's & 2's as well as our Long-Term EL students) by providing EL students with additional opportunities to develop fluency in English (speaking, reading and writing) through supplemental small group instruction.

ML Coordination:
MLE coordination will be managed by the certificated staff and will include such duties as: identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings.

Designated ELD instruction: Grade 1-6 classroom teachers will provide designated ELD instruction to MLE students 30 minutes per day, 5 days per week (Kindergarten = 15 minutes), as required (no funding).

Designated ELD instruction will occur during the first or the last 30 minutes of the school day for all classrooms.

Professional Development:
Utilize ML Coach to provide professional development (e.g., Newcomer, LTEL, Designated ELD instructional best practices).

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

based assessment data every 4 weeks to evaluate student progress and will use this data to progress monitor EL students receiving Tier II intervention services.

MLE Coordination:
The certificated ML coordinator will use state dashboard data in order to determine the percentage of our English Learners that are making adequate progress towards English language proficiency, as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard. Our data will reflect an increase from 46.3% to 52% by June 2026.
https://www.caschooldashboard.org/

Teachers will submit their ELD schedule for designated ELD instruction via the following link:
  https://drive.google.com/drive/folders/1q84xun6qVHSoTdGvucxKiIQpvhOVw_Bd?usp=drive_link
Submissions will be acknowledged the Vice Principal by the second day of school. All administrators will monitor the adherence to these schedules by completing walkthrough observations on a regular basis and entering these into FONT each trimester.

The Vice Principal will monitor student progress of language proficiency utilizing a variety of data points (Wonders ELD assessments, ELPAC practice tasks, Interim Benchmark Assessments).

FONT walkthroughs will be utilized to identify implementation of research-based best practices for multilingual learners during Integrated and Designated ELD.

Professional Development:
Utilize ML instructional coach to provide individual classroom follow-up support for site-specific EL professional development.

Funding Sources for District Goal 1 (DEV - LCAP ID: 752)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	40000	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)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	3592	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	5000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

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

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

Site Goal 2.1   (SiteGoalID: 8711) (DTS: 02/13/25)

By the end of the 2025-2026 school year the following students will:
ELA CAASPP

- African American student scores will improve from 29.7 points below standard to 5 points above standard.
- Hispanic students scores will improve from 6.8 points below standard to 10 points above standard.
- Socioeconomically Disadvantaged students will improve from 24.6 points below standard to 5 points at or above standard

MATH CAASPP

- African American student scores will improve from 65.9 points below standard to 5 points above standard
- Students with disabilities scores will improve from 53.3 points below standard to 5 points above standard
- English Language Learners will improve from 11.2 points below standard to 10 points above standard
- Socioeconomically Disadvantaged student scores will improve from 34.7 points below standard to standard met.

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8711) (DTS: 04/15/25)

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?	- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you

Action Plan	Progress Monitoring	Evaluation
		adapt/adopt/abandon?
After School Tutoring - teachers will provide small group instruction before or after school and employ Highly Effective Teaching Strategies to teach targeted Kindergarten through Grade 6 students not meeting grade level standards in ELA and math.	Teachers will use pre and post assessment to determine growth of the tutoring session. Illuminate data and other common assessments will be monitored.	

After School Tutoring for our ML Students
After school supplemental language instruction programs to increase English language proficiency.

Supplemental Online Subscriptions
Supplemental online subscriptions will be purchased to supplement instruction for core subjects.
Supplemental/Concentration-$10,000.

Data Days:
Certificated subs will be hired to allow for teachers to meet with admin, CPL coach and AIT, to review assessment data and develop smart goals.

Release Time
Teams will:

- use the data and smart goals to develop an action plan to target those students not meeting grade level standards. This includes plans for small group instruction, formative assessments, and progress monitoring for these targeted students.

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

Certificated Timesheets: Title 1

$90,000
Certificated Timesheets:
Supp/Con $60,000
Title 1 Supplies: $5000.00
Certificated Timesheets for ML
Tutoring: $2057.00
Supplemental Online
Subscriptions: $10,000.00

Funding Sources for District Goal 2 (DEV - LCAP ID: 752)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	90000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	5000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	60000	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)	10000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	2057	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries

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

District Strategic Goal 3:

Wellness

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

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- **Cohort Graduation Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 9254) (DTS: 01/01/10)

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

Metric: Other

Action 3.1.1   (SiteGoalID: 9254) (DTS: 04/16/25)

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?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the	July-June Administration to monitor and review synergy incident /referral	

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.

ASSIST Recess Mentors:
ASSIST Recess Mentors will work with students daily during recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner. Structured recess provides opportunities for children to interact with their peers in a structured environment, fostering social skills like communication, cooperation, and conflict resolution. We will purchase 1 day a week contract with ASSIST to supplement the 4 days purchased by the district. We will also extend the contract when it ends and purchase the remaining 5 days per week through the end of the 2026 school year.
Supplemental Concentration-19000 for 1 day per week
Supplemental Concentration-17000 for 5 days per week once the first contract expires (usually in April).

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.

Admin will report all recess discipline data to look at trends in behavior during recess.
Leadership will analyze discipline and referral data monthly and report at monthly staff meetings. PBIS Tier 1 team will also look a discipline referral at each meeting.

Reasonable and Necessary equipment will be purchased for this goal. Supp/Conn		

Funding Sources for District Goal 3 (DEV - LCAP ID: 752)

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)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	5000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	36000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets

EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- **Attendance Rate**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 8713) (DTS: 02/13/25)

Increase parent involvement in our school.

According to our 2024-2025 Parent Perspective Survey, 92.62% of our parents indicate they feel welcomed to participate at our school. Our goal is to increase this to 95%.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1   (SiteGoalID: 8713) (DTS: 02/13/25)

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?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

Increase school-wide Family and Community Engagement programs and communication such as:

- Parent/Teacher conferences
- Back to School Night
- Music & Art Night
- ***Parent Engagement activities such as***: Family Writing and/or Math Night with support from FACE; Family Science/STEM Night; FTAT family engagement activities; AVID Education Night; Dia De Los Muertos - Day of the Dead Family Workshop; Cultural Winter Decorations Workshop, etc..
- Ensure home/school communications/flyers are translated into Spanish.
- Utilize our FACE Family Liaison to make phone calls to personally invite families to events.
- Establish & communicate current events in print, website, social media, Talking Points.
- Hold Family Picnics in the Quad regularly throughout the school year.
- Support home-to-school communication and organization through communication folders, student agendas, AVID supplies, etc...
- Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy.
- Provide multiple opportunities for parents to chaperone educational field trips.
- Certificated timesheet for EL Coordinator to attend various after hour family activities listed above to our ML coordinator, make phone calls to families to encourage participation at the events.

Increase in participation of Parent Surveys and increase in participation of Family and Community Engagement activities via the sign-in sheets from these events. Increase in the parental attendance at scheduled parent meetings such as Student Study Meetings. Increased usage of our school website, Instagram, and Facebook posts. Teachers will log positive communications within a central location.

Increased daily usage of teacher-student-parent communication through the use of student planners.

Increased parent participation in our parent education opportunities.

The number of home visits will be logged throughout the school year.

- Light refreshments will be provided for families that attend our ELCA meetings.

TRANSLATIONS:
Translators will be provided to allow parents to best access parent meetings (SST Meetings, Parent Conferences, etc...)
Money will be allocated to support translation services.

Site Goal 4.2   (SiteGoalID: 9403) (DTS: 04/24/25)

By May of 2026, Chronic absenteeism will reduce from 16.8% to 15% for ALL students as measured by the California Dashboard.

Low (Orange) Designation:

- Two or More 20.7% to 15%

Medium (Yellow) Designation:

- African American 16.7% to 15%
- Asian 10.1% to 7%
- ML 20.1 to 15%

Metric: Attendance Rate

Action 4.2.1   (SiteGoalID: 9403) (DTS: 04/24/25)

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?	- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
In the summer, establish a site	Teachers, SOAs, and	

Attendance Team to include an SOA, Administrator, and RAIT. This team will monitor attendance and determine action steps for students who are chronically absent, including those in the targeted groups.

Before school starts, Administration will communicate (electronically & in person) to families the absence policy and why it's important to attend school. Continue communications throughout the year.

The Attendance Review Team will meet bimonthly to monitor students with chronic attendance.

Administration will utilize pre-service, along with staff meetings, to train about district policies and positive messaging about attendance.

The office staff will make daily phone calls home or use Talking Points to contact families whose children have been absent. Responses will be collected and recorded in Synergy on a daily basis by the SOAs.

The Attendance Team will plan welcoming traditions for our various students groups who are experiencing high absence rates: African American, Two or More, White & Students with Disabilities.

Attendance recognition will be given to classes on a monthly basis.

A MTSS referral will be made for students who are not attending school regularly.

FSTs/SSTs/SARTs/SARBs will be held, as needed. We will follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.

We will purchase allowable,

Administrators will document parent communication in Synergy daily.

The Attendance Team will 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.

Targeted student groups (African American and White) will increase one color band on the CA Dashboard from red to orange. Students with Disabilities and students who identify as "Two or more" will increase one color band on the CA Dashboard from orange to yellow.

reasonable, and necessary supplies to complete the Action Plan for this goal.

Funding Sources for District Goal 4 (DEV - LCAP ID: 752)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	10634	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	3939	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	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)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	3000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets

| EL Supplemental (7150/0000) | 616 | 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	$40000	$90000	$0	$10634	$140634
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$5000	$0	$3939	$8939
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

Title I – Basic (4900/3010) Total: **$149,573**

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	$0	$60000	$0	$0	$60000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$5000	$0	$5000
Materials/Supplies/Equipment	$3592	$0	$5000	$0	$8592
Contracts/Services/Subscriptions	$0	$10000	$36000	$0	$46000

Supplemental/Concentration (7101/0000) Total: **$119,592**

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	$5000	$2057	$0	$3000	$10057
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$616	$616
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7150/0000) Total: **$10,673**

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

Elk Grove Elementary (252) | 2025-2026

Fund Source *Mgmt. Code /* *Description* *Resc. Code /* *Description*	Allocation	EGUSD Strategic Goals				Balance
		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	$149,573	$40,000	$95,000	$0	$14,573	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$119,592	$3,592	$70,000	$46,000	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$10,673	$5,000	$2,057	$0	$3,616	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$279,838	$48,592	$167,057	$46,000	$18,189	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$149,573
Subtotal of state or local funds included for this school	$130,265

Title I Centralized Services			
Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0