Elk Grove Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Kaila Williams

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

IV. Goals, Action Plans and Progress Monitoring

Elk Grove 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? School Site Council governing members discussed the 2026-2027 LCAP beginning in January during the Winter LCAP regarding the progress of actions and outcomes. Collaborative conversations will be ongoing. The School Site Council and Elk Grove Elementary School were to continue the current LCAP/intervention plan due to observable growth from stakeholders. The school's ELAC was consulted regarding the development of the LCAP on 1/15/2026. SSC met on 12/10/25 and 2/19/26, a meeting was held with Elk Grove Elementary Staff on 2/2/26 for the LCAP Mid-year evaluation and PLC teams the week following, and with Elk Grove Elementary Leadership on 3/2/26. Elk Grove Elementary Leadership Team will meet on 4/23/26 to discuss final revisions to the LCAP for the 4/23/26 SSC meeting. In August 2026, Leadership will discuss revisions. The SSC and ELAC will meet in September 2026 to finalize and vote to approve the plan.

2. Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year? These many consultations provided a clear vision for the stakeholders to provide meaningful input that Elk Grove Elementary will integrate into the LCAP. The current interventions have previously demonstrated growth in all academic areas and outstanding perspective survey results.

Consultations have noted a slight increase in suspensions and a decrease with attendance percentages. The stakeholder groups continued to support targeted students with continued intervention services both during the school day and after school, continued professional development, and a continued focus on parent involvement.

The SSC and ELAC reviewed input from all stakeholders. They synthesized input to include the following goals in the LCAP for the next year:
1. Provide Professional Development and articulation as necessary for continued focus on the Framework for High Quality Education.
2. Increase parent involvement
3. Provide resources to reduce chronic absenteeism and tardies.

Interventions in place are continuing to support growth from Illuminate assessment and CAASPP data. These include professional development for teachers, release time for observation, PLC meetings, professional development, targeted intervention during the school day, and systemic response to intervention for both behavior and academic needs. It is recommended that interventions in place, continue. The 1.0 FTE District paid AIT position will be continued. Time-sheeted certificated intervention support will be implemented for primary grades, as well as an increase in librarian hours, online supplemental subscriptions will continue.   K-1 push-in intervention funding will be provided by the Curriculum/Professional Professional Learning. Supplies to support the maintenance of the above programs were also added.

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.

Elk Grove Elementary School is not an ATSI or CSI designated school. This section does not apply.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

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

District Needs and Metrics 1:

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

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

Site Goal 1.1

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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1

Targeted Student Group(s)

• All

Action Plan • Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan • Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	Data Collection & Evaluation • Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **DISTRICT ASSESSMENTS:** General education teachers will administer Illuminate Assessments to all students. Staff will assist by reminding teachers of assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. **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. **Subs for Interim Assessments** Certificated subs will be hired to assist with K-2 Illuminate assessments. Each teacher will have a two-day sub per trimester to administer Illuminate assessments. Subs will funded to support first grade to administer interim assessments. Each teacher will get 2 subs each trimester. EL Certificated Subs- $2500 Subs- Title 1 $20968	**Progress Monitoring** 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	**Evaluation** **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.

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

Site Goal 1.2

By June 2027, Elk Grove Elementary will increase the percentage of students meeting or exceeding standards on the CAASPP from **61% to 68% in English Language Arts** and from **56% to 63% in Mathematics**, as measured by state assessment results.
Additionally, the school will reduce the percentage of students performing below standard by at least **8 percentage points in ELA** and **7 percentage points in Math**, while increasing outcomes for English Learners, with at least **65% of English Learners progressing one or more levels on the ELPAC** and **20% meeting reclassification criteria**.

- **English Learners (EL):**
  Increase ELA proficiency from **32% to 42%** and Math proficiency from **30% to 40%**.
  At least **65%** of English Learners will increase one or more levels on the ELPAC, and **20%** will meet reclassification criteria.
- **Socioeconomically Disadvantaged (SED) Students:**
  Increase ELA proficiency from **52% to 62%** and Math proficiency from **47% to 57%**, reducing the gap with the overall student population by at least **5 percentage points**.
- **Students with Disabilities (SWD):**
  Increase ELA proficiency from **18% to 28%** and Math proficiency from **15% to 25%**, with a focus on targeted intervention and access to grade-level standards.
- **All Students Performing Below Standard:**
  Reduce the percentage of students in the “Standard Not Met” level by at least **8 percentage points in ELA** and **7 percentage points in Math** schoolwide.

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

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Action 1.2.1

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?	• 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>Framework for High Quality Instruction PD</u> Professional development will be provided at monthly meetings by admin and CLP coaches that go over all aspects of the framework. **<u>Tier 1- Classroom Management and Tier 1 Instruction PD:</u>** Teachers will receive PD from admin and district CPL coaches, and PBIS coach to build a more robust system of tier 1 practices that focus on tier 1 classroom strategies and behavior management. **<u>Data Days/Planning Release Days:</u>** Data and planning days will be scheduled for a minimum of three times throughout the year to allow time for teacher collaboration to determine next steps with instruction. **<u>Tier 1/Tier II:</u>** Roving sub for teachers attendance at IEPs, 504s, and SSTs. Certificated Subs- 70,000 Title 1 *Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources to carry out this goal.*	Admin will conduct 5 FONT walkthroughs per week and provide teachers with timely feedback. FONT data will be collected and shared with staff at each staff meeting. Illuminate data, ELPAC data, and AIT data will be collected, analyzed and shared at staff meetings. In addition, grade level teams will meet once a trimester (data days) to analyze Illuminate data and plan for targeted instruction based on the data. PBIS Tier 1 team will analyze the effectiveness of our PBIS Tier 1 practices by reviewing monthly discipline data and share with staff monthly. The data will determine which action steps are needed. The MTSS team will collect data on the number of MTSS referrals. The team will look specific ways the classroom Tier 1 intervention strategies can be boosted.	____ number of fonts by year end. Illuminate Data Trimester 1: ELA/Math 1st: 2nd: 3rd: 4th: 5th: 6th: Trimester 2: ELA/Math 1st: 2nd: 3rd: 4th: 5th: 6th: Trimester 3: ELA/Math 1st: 2nd: 3rd: 4th: 5th: 6th: AIT data: ___% of students in AIT by May ___% of students who progressed out of AIT ____ MTSS referrals were made by May 1st.

Site Goal 1.3

For the 2026-2027 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 51.1% to 55% 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 13.5% English Learners currently maintaining a level 1-3 on the Summative ELPAC will increase by one level.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

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Action 1.3.1

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***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 **ELPAC:** A certificated sub will be utilized 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). **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.*	**Progress Monitoring** **ELPAC COMPLETION RATE** Our site ELPAC completion rate will be monitored to assure that all designated students will take the ELPAC assessment twice per year- initial and summative. **EL Intervention**: The EL Coordinator will collect site 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. **ML 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 data from Synergy Report USTU1410. 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 Site administrators will monitor the adherence to these schedules by completing walkthrough observations on a regular basis and entering these into FONT each trimester and will share adherence percentage at monthly staff meetings. 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). Progress will be shared with teachers each trimester at PLC meetings.	**Evaluation** ____ of PD sessions completed by May 1. ____% of teachers who participated in site PD. ____% of students completing ELPAC testing. ____% of ML's that made progress- ELPI ____% of classrooms with observed designated ELD time.

Site Goal 1.4

FONT Goal
100% of our teachers will have a FONT observation by September 30,2026
100% of our teachers will have at least 3 FONT observations in the 2nd trimester
100% of our teachers will have at least 3 FONT observations in the 3rd trimester
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Metric: Student Talk

Action 1.4.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***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 STUDENT TALK Teachers will increase their effective use of student talk from 60% to 75% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC). *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.*	**Progress Monitoring** School administration will collect FONT data monthly and analyze it. FONT data will be shared with the school leadership team and in staff meetings.	**Evaluation** ____ FONT observations were done. ____% of FONT observations that showed teachers observed using Student Talk . ___% of FONT observations that showed teachers observed using Active Participation.

Site Goal 1.5

Students participating in AVID will demonstrate increased levels of college and career readiness. Progress will be measured by an increase from Level 2 to Level 3 on all indicators of the CCI for AVID Schoolwide Instruction, AVID Schoolwide Systems, AVID Schoolwide Leadership, and AVID Schoolwide Culture. AVID team collects data twice a year and shares the information with the staff at AVID and staff meetings.

Metric: Coaching and Certification Instrument (CCI)

Metric: Other

Action 1.5.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***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 **AVID Action Plan** 1. Targeted students will be provided AVID support during Tier I and Tier II instruction. • Materials to support AVID, such as binders, dividers, agendas, folders, and highlighters, etc. • AVID training for teachers Supp/Con AVID Supplies, $10,000 *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.*	**Progress Monitoring** **Progress Monitoring** 1. Effectiveness will be measured by the fidelity of use of AVID practices as evidenced during classroom observations as well as through analysis of teacher survey data. AVID team collects data twice a year and shares the information with the staff at AVID and staff meetings.	**Evaluation** ____% of classes using AVID strategies based on AVID walk throughs. ___ of teachers have been through AVID training.

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**

Site Goal 2.1

By the end of the 2026-2027 school year the following students will:
ELA CAASPP

- African American student scores will improve from 15.4 points below standard to standard met.
- Hispanic students scores will continue to perform above the standard by at least 5 points.
- Socioeconomically Disadvantaged students will maintain scoring about the standard by at least 10 points.
- English Learners will continue to perform above the standard by at least 10 points.
- Students with disabilities will improve from 13.6 points below standard to standard met.
- Native American, Homeless, and Foster students will be monitored by each student as there are fewer than 11 students in either category which means there is no data on CA Dashboard for these student groups. The goal for these groups is to improve ELA scores by 10%.

MATH CAASPP

- African American student scores will improve from 39.9 points below standard to standard met.
- Students with disabilities scores will improve from 33 points below standard to standard met.
- English Language Learners will improve from 8.9 points below standard to standard met.
- Socioeconomically Disadvantaged student scores will improve from 14.8 points below standard to standard met.
- Hispanic students will improve scores from 15 points below standard to standard met.
- Native American, Homeless, and Foster students will be monitored by each student as there are fewer than 11 students in either category which means there is no data on CA Dashboard for these student groups. The goal for these groups is to improve ELA scores by 10%.

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

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

	collect and how often?	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>After School Tutoring</u> - 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. **<u>Roving Sub for Small Group Instruction</u>** A roving sub will be hired 2 days per week for first grade 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. **<u>After School Tutoring for our ML Students</u>** After school supplemental language instruction programs to increase English language proficiency. **<u>Grades K/2 Push-in Tutoring</u>**: Provide targeted small-group and/or individualized tutoring in reading and math for students in grades 1-2 who are performing below grade-level standards. **<u>Supplemental Online and paper Subscriptions</u>** **<u>Necessary Materials/Supplies</u>** Provide Duplo maintenance agreements, parts, services, supplies, copying, and replacement of supplemental resources and machines. In addition, provide research-based technology, software, equipment, headphones, instructional books, supplemental instructional materials and reading incentives for Accelerated Reader (Renaissance). • Extra Math • Reflex Math • DBQ- Online • IXL • Renaissance (AR) • Moby Max • Brain POP • Duplo Maintenance • Instructional materials, headphones, equipment **<u>Library:</u>** A sub library tech will be paid to run and manage our library. Our library tech will be paid extra hours to provide more services for students and teachers. She will be paid for	Teachers will use pre and post assessment to determine growth of the tutoring session. Illuminate data and other common assessments will be monitored. Teachers will use pre and post assessment to determine growth of ML tutoring session. Illuminate data and other common assessments will be monitored. Illuminate completion rates will be closely monitored to ensure 100% completion. In addition, grade levels and admin will look at Illuminate data each trimester to track progress. Teachers will monitor student progress from online subscriptions. Admin will pull usage data and student data to share with leadership. AR will be monitored and student progress will be celebrated. Admin and library tech will monitor the amount of books checked out and analyze how that data may effect AR use and student achievement.	___% of students in tutoring that showed growth. ____% completion rate of Illuminate data. ___% using AR ___ books have been checked out. ____% of teacher who have seen an improvement in reading comprehension since adding AR.

the extra time through our PTSA. Her time will not exceed 19.5 hours per week. Once allowed, we will hire a permanent library tech to perform all duites. Site funds to timesheet library tech before school starts to provide time for her to check out curriculum to staff and students. **Library Books** Purchase additional library books that increase student engagement. *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.*		

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:	**District Needs and Metrics 3:**
Wellness **All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.**	**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

By May of 2027, all minor and major incidences will decrease by 5%.

- Student suspensions will decrease by 30%

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan ACTION 1: August 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. Funds will be allocated for classified timesheets for training and or extra supervision time. ACTION 2: August, December, March PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 4: August-May Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.	**Progress Monitoring** August-May Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. August-May PBIS Tier I to monitor incident data and share with staff monthly. August-May Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. 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.	**Evaluation** ___ incident referrals logged in Synergy. • _____ incidents at recess • _____ incidents in classrooms Number of staff meetings where PBIS data was shared: ___. ____ yard staff meetings were held.

ACTION 5: August-May 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 3 day a week contract with ASSIST to supplement the 2 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 2027 school year. training of classified staff (i.e. campus safety staff, cafeteria staff, paraeducators, front office staff, etc.) in the foundational elements of Restorative Practices that most closely aligns to their job duties. Reasonable and Necessary equipment will be purchased for this goal. Supp/Conn		

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

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

District Strategic Goal 4:

Family & Community Engagement

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

District Needs and Metrics 4:

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

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

Site Goal 4.1

Increase parent involvement in our school.

According to our 2024-2025 with 246 parents responded to the Parent Perspective Survey, 95% of our parents indicate they feel welcomed to participate at our school. Our goal is to increase this to 97%.

Metric: Attendance Rate

Action 4.1.1

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 Increase school-wide Family and Community Engagement programs and communication such as: • Parent/Teacher conferences • Back to School Night	**Progress Monitoring** • Track the percentage of communications translated into Spanish (goal: 100%) • Monitor Talking Points engagement data (messages sent, read rates, responses) • Track use of translators at meetings and	**Evaluation** Parent participation of parent surveys from events ____%. _____**%** of communications translated into Spanish ___% of teachers using Talking Points.

• Music & Art Night • Family Writing and/or Math Night Family Science/STEM Night; • Ensure home/school communications/flyers are translated into Spanish. • 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... • 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. • 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...) *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.*	number of families supported.	____ messages were sent through talking points from office. ______ translators were utilized.

Site Goal 4.2

By the end of May 2027, attendance rates for all students will show an increase by 3% school wide.
In addition, by the end of May 2027, the categories below will show:

- Chronic Absenteeism will decrease from 16.2% to 15%
- Those in the very low (Red) category, Socioeconomically Disadvantaged and Students with Disabilities will decrease chronic absenteeism by 5%.
    - Socioeconomically Disadvantaged Students chronic absenteeism will decrease from 21.7% to 16.7%
    - Students with Disabilities chronic absenteeism will decrease from 21.1% to 16.1%
- Those in the low (Orange) category, African American, Asian, English Learners, and Filipino will decrease chronic absenteeism by 5%.
    - African American students chronic absenteeism will decrease from 19% to 14%
    - Asian students chronic absenteeism will decrease from 12%-7%
    - English Learner chronic absenteeism will decrease from 11.6% to 6.6%
    - Filipino chronic absenteeism will decrease from 18.8% to 13.8%
- Those in the medium (Yellow) category, Hispanic, Two or More Races, and White, will decrease absenteeism by 5%.
    - Hispanic chronic absenteeism will decrease from 19.1% to 14.1%
    - Two or more races will decrease chronic absenteeism from 18.2% to 13.2%
    - White chronic absenteeism will decrease from 15.2% to 10.2%

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 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
 	
In the summer, establish a site 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.
 	
Daily attendance rates, tardies, and early dismissals will be displayed in front of the office each day and by the Colliston gate where students enter and exit.
 	
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.
	Progress Monitoring
	
	Teachers, SOAs, and 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 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.
		Evaluation
		
		• Chronic Absenteeism went from 16.2% to ___%
		• Those in the very low (Red) category, Socioeconomically Disadvantaged and Students with Disabilities will decreased chronic absenteeism by ___%.
		    ◦ Socioeconomically Disadvantaged Students chronic absenteeism went from 21.7% to ___%
		    ◦ Students with Disabilities chronic absenteeism went from 21.1% to ___%
		• Those in the low (Orange) category, African American, Asian, English Learners, and Filipino decreased chronic absenteeism by _____%.
		    ◦ African American students chronic absenteeism went from 19% to ___%
		    ◦ Asian students chronic absenteeism went from 12% to ____%
		    ◦ English Learner chronic absenteeism will decreased from 11.6% to ____%
		    ◦ Filipino chronic absenteeism will decrease from 18.8% to 13.8%
		• Those in the medium (Yellow) category, Hispanic, Two or More Races, and White, will decrease absenteeism by 5%.
		    ◦ Hispanic chronic absenteeism will went from 19.1% to ___%
		    ◦ Two or more races went decrease chronic absenteeism from 18.2% to ___%
		    ◦ White chronic absenteeism went from 15.2% to ___%

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

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	$70,000	$10,720	$0	$0	$80,720
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$880	$0	$880
Materials/Supplies/Equipment	$0	$0	$0	$1,000	$1,000
Contracts/Services/Subscriptions	$0	$0	$60,000	$2,335	$62,335
				Title I Basic (4900/3010) Total:	**$144,935**

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	$20,968	$18,000	$0	$0	$38,968
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$2,000	$4,000	$0	$6,000
Materials/Supplies/Equipment	$10,000	$1,000	$2,000	$5,000	$18,000
Contracts/Services/Subscriptions	$0	$50,000	$0	$10,000	$60,000
				Supplemental/Concentration (7101/0000) Total:	**$122,968**

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	$2,500	$2,500	$0	$2,000	$7,000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$2,062	$2,062
Materials/Supplies/Equipment	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
				EL Supplemental (7150/0000) Total:	**$9,062**

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) | 2026-2027

Fund Source ***Mgmt. Code / Description*** ***Resc. Code / Description***	**Allocation**	**EGUSD Strategic Goals** **1. Curriculum and Instruction**	**2. Targeted Supports & Interventions**	**3. Wellness**	**4. Family Engagement**	**Balance**
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$145,935	$70,000	$11,720	$60,880	$3,335	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$121,968	$30,968	$50,000	$6,000	$35,000	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$9,062	$2,500	$2,500	$0	$4,062	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$276,965	$103,468	$64,220	$66,880	$42,397	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$145,935
Subtotal of state or local funds included for this school	$131,030