Elk Grove High School

Local Control Accountability Plan (LCAP)
2025-2026

Principal: Rudy Ortega Jr

County-District-School (CDS) Code: 34673143432572

Elk Grove Unified School District
Elk Grove, California

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

Goal Setting (lcapid: 753) | 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?

The School Site Council reviewed the data collected about current actions on 10/10/24, 12/12/24 and 2/13/25, 4/10/25 and 5/8/25 and made recommendations for the 25/26 LCAP.

The English Language Advisory Committee held a meeting on 10/17/24 and reviewed the current LCAP goals and discussed the LCAP needs survey. On 2/20/25 a second ELAC meeting was held and the members present discussed and made recommendations for the 2025-2026 LCAP goals and action steps. And the final meeting was held on 4/25/25, which approved the proposed budget for the 25/26 school year.

The site principal reviewed the LCAP metrics and current goals with the faculty during various staff meetings during the fall of 2024 and provided the opportunity for faculty feedback in preparation for our WASC Visit. In addition, Departments created plans in the Spring of 2025 that continue with our LCAP and WASC goals. These plans provide a framework for how each Department plans to support student learning next school year.

The site Leadership reviewed various aspects of the LCAP between November and April. Specifically:
November - reviewed LCAP Metrics
December - Site data
January - Survey results
February - Update on expenditures
April/May - Recommendations for the 25/26 LCAP

2. Impact of LCAP and Annual Update

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

These consultations allowed us to differentiate between the purpose of release days and off contract work. Specifically, release days would be used for cycles of learning, classroom visits and data analysis for district-wide assessments such as ELPAC and Interim Assessments. While work outside of the contract day would be focused on planning and providing interventions to students.

These consultations also revealed we have to improve our use of data in decision making and guiding our actions on campus, which will improve our intentionality of the work we do.

Finally, this work strengthened the belief that while there is a lot of good work going on, there are specific areas for improvement, specifically around academic achievement gaps and attendance rates.

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.

- African American students were suspended and nearly double the rate of all EGHS students and more than double that of their white peers. African American Students will benefit from additional targeted supports regarding identified behaviors, as well as the staff engaging in restorative practices training.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
High-Quality Curriculum, Instruction & Assessment	Students need high quality classroom instruction and curriculum as measured by:
All students will receive high-quality classroom curriculum, instruction, and assessment to	• A-G Completion - Percent of Graduates Completing A-G Requirements

promote college, career, and life readiness and close achievement and opportunity gaps.

- **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: 8940) (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: 8940) (DTS: 03/11/25)

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**
• Department Chairs and Vice Principals create an assessment plan and schedule. • Departments schedule and administer assessments on agreed upon date(s).	Principal will review the plan and give approval during quarterly meetings with Dept Chairs Progress updates during assessment windows until benchmarks are met	

- Use assessment data to inform instruction within Departments and PLCs

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

Site Goal 1.2   (SiteGoalID: 8714) (DTS: 02/13/25)

Increase the percentage of students graduating from Elk Grove High School meeting *a–g* college entrance requirements by 2%, using the Class of 2025 as the baseline.

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

Action 1.2.1   (SiteGoalID: 8714) (DTS: 02/13/25)

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 - **Provide professional learning opportunities for staff** - Use release days, educational conferences, and cycles of learning to build instructional capacity and support ongoing growth. - **Support curriculum alignment within departments**	**Progress Monitoring** **Professional Development** - Log PD attendance (release days, conferences, cycles of learning) – after each session - Collect agendas and sign-ins – after each session - Gather staff reflections/feedback – within 1 week of each session **Curriculum Alignment**	**Evaluation**

- Ensure consistency in rigor, pacing, and assessment practices across classrooms through collaboration and planning time.
- Set grade-level benchmarks aligned with the core curriculum and use periodic assessments in Illuminate to measure progress toward these benchmarks.
- **Offer supplemental instructional materials and curriculum**
  - Provide additional resources that address the diverse learning needs of students and support differentiated instruction.
- **Ensure compliance with legal and regulatory requirements for our multi-lingual students to include, but not limited to the following:**
  - Attending EL Coordinator meetings, DELAC and progress monitoring done outside contract hours.
  - Administration of initial and alternate/summative ELPAC exams
  - Professional development tailored to meet the needs of our multilingual learners.
- **Assign instructional staff and data teams to analyze the data during PLCs, department meetings, and release days to drive instructional decisions.**
  - Conduct regular progress reviews and adjust instructional strategies as needed to ensure students stay on track for success.?
- **Increase college and career awareness for students**

- Document department meeting agendas/minutes focused on alignment – monthly
- Upload pacing guides or common assessments – quarterly
- Conduct/administer classroom walkthroughs tied to aligned practices – biweekly or monthly

Supplemental Instructional Materials

- Track inventory and distribution of materials – as materials are distributed
- Review sample lesson plans showing materials in use – monthly spot-check

College and Career Awareness

- Maintain updated calendar of field trips and events – monthly
- Record student attendance – after each event
- Collect student reflections or surveys – after each major event

Assessment and Data Use

- Monitor assessment completion logs (district/state tests) – each testing window
- Collect PLC or department data meeting agendas/notes – monthly
- Document instructional shifts based on data – after each data review cycle

Formative Student Data

Course Progress and Grades

- Track quarter and semester grades in *a–g* courses
- Number of students on track with credit accumulation toward *a–g*
- Grade distributions across all departments

Curriculum, Instruction and Assessment Data

○ Organize field trips, invite guest speakers, and provide real-world learning experiences to broaden students' understanding of future pathways. *We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.* **Certificated Timesheets** - $45000 - Supp Con/$16777 EL Supp **Materials/Supplies/Equipment** - $32034 - Supp Con **Contracts/Services/Subscriptions** - $30000 - Supp Con	• Track number of classroom walkthroughs conducted via FONT – **Weekly** • Review and discuss trends in walkthrough data during admin and department meetings – **Monthly**	

Site Goal 1.3 (SiteGoalID: 9151) (DTS: 04/11/25)

Teachers will increase their use of student talk - equitable culture from 36% to 45% as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Student Talk

Action 1.3.1 (SiteGoalID: 9151) (DTS: 04/11/25)

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**

- Teachers will participate in two different cycles of inquiry related to a student talk strategy provided at a staff meeting and delivered by our instructional coaches.

- Teachers will use PLC time and/or release time to develop student talk strategies for future lessons.

- Provide professional development with site instructional coach to improve teacher efficacy in using student talk strategies to improve student outcomes

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

- Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented.

- Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success

Funding Sources for District Goal 1 (DEV - LCAP ID: 753)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	45000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	32034	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	30000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	16777	Certificated- Timesheets

EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	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: 8715) (DTS: 02/13/25)

Increase the number of African American students and Students with Disabilities receiving high quality instruction by implementing research-driven best practices for each content area.

Mark failing/"F" Data

- Decrease the percentage of Black or African American students receiving one or more "F" grades from 42%(2024) to 35%(2025)

CAASPP Data (ELA)

- Increase the percentage of Black or African American students meeting or exceeding standards from 41% (2024) to 45% (2025)
- Increase the percentage of students with disabilities meeting or exceeding standards from 19% (2024) to 25% (2025)

CAASPP Data (Math)

- Increase the percentage of Black or African American students meeting or exceeding standards from 11% (2024) to 20% (2025)
- Increase the percentage of students with disabilities meeting or exceeding standards from 6% (2024) to 10% (2025)

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8715) (DTS: 02/13/25)

Targeted Student Group(s)

• Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• 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**

• **AVID Tutor Support**
  ○ Deploy AVID tutors in AVID classrooms and after-school tutoring centers to provide academic support, mentorship, and help students build college- and career-ready skills.
• **Math I Re-Assessment Program**
  ○ Implement a structured re-assessment process to give students multiple opportunities to demonstrate mastery and improve outcomes in foundational math courses.
• **Improved Use of HERD Time / Targeted Support Groups**
  ○ Use academic, behavioral, and attendance data to intentionally place African American students and students with disabilities in the most appropriate support groups.
  ○ Collaborate with teachers and support staff to ensure HERD lessons are inclusive, engaging, and meet diverse learning needs.
	AVID Tutors (AVID classes + tutoring center) Monitoring:
	
	• Track tutor schedules and student participation
	• Attendance in tutoring center (who comes and how often)
	• Student grades in AVID and core academic classes
	
	Math I Re-Assessment Program Monitoring:
	
	• Keep logs of re-assessments offered and taken
	• Pre-/post-assessment scores
	• Number of students improving by unit
	
	Improved Use of HERD Time / Targeted Support Monitoring:
	
	• HERD Time attendance tracking
	• Quantifying how staff is using HERD Time
	
	Streamlined 504/IEP Processes Monitoring:
	
	• % of staff who complete feedback form about how disability is impacting student performance
	• Student feedback on what is or isn't working	

- Build relationships during HERD Time that affirm students' identities and provide mentoring opportunities.
- **Streamlined 504/IEP Processes**
  - Enhance communication, consistency, and follow-through in the implementation of 504 plans and IEPs to ensure accommodations are timely and effective.
- **Family Listening Sessions**
  - Host culturally specific listening sessions with African American families and families of students with disabilities to better understand barriers and experiences.
  - Use feedback to adjust school supports, structures, and communication approaches.
  - Follow up with participants to share outcomes and build ongoing trust and collaboration.

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

Certificated Timesheets - $15000 - Supp Con
Contracts/Services/Subscriptions - $13000 - Supp Con

Family Listening Sessions Monitoring:

- Attendance/participation by subgroup
- Common themes and concerns identified
- Action steps developed after each session

Funding Sources for District Goal 2 (DEV - LCAP ID: 753)		
Funding Source	**Amount**	**Description of Use**

Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	15000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	13000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	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: 8716) (DTS: 02/13/25)

Our school will promote a safe, respectful, and inclusive environment that encourages student engagement. For the 2025-2026 school year, our goal is to reduce suspension rates overall and for targeted sub groups by the following percentages:

- Current Data: All students 7.1%; African American 20.8%; Hispanic 10.1%
- Goal by May 2026: All students 5%; African American 15%; Hispanic 8%

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 8716) (DTS: 02/13/25)

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
 	
• **Provide Professional Development Opportunities**
  ◦ Support staff attendance at relevant conferences focused on student wellness.
  ◦ Offer on-site Restorative Practices training to build skills in relationship-building and conflict resolution.
• **Offer Supplemental Materials and Incentives**
  ◦ Provide materials that support wellness initiatives and social-emotional learning.
  ◦ Use incentives to promote positive behavior and student engagement.
• **Implement and Train Staff on the 5-Star Student System**
  ◦ Supply necessary materials and resources for effective use of the platform.
	Progress Monitoring
	
	Professional Development
	
	• Track attendance and completion of trainings
	• Behavior referrals and suspension trends
	• Student perception surveys on staff relationships and emotional safety
	
	Supplemental Materials and Incentives
	
	• Log distribution of materials and incentives
	
	5-Star Student System
	
	• Analyze participation and event data in 5-Star
	• Review staff usage logs
	• Monitor subgroup participation trends
	
	Advisory Program
	
	• Collect advisory lesson
	• Student reflections and feedback from advisory lessons
		Evaluation

- Offer staff training to ensure consistent tracking and recognition of student participation.
- **Enhance the Advisory Program**
  - Assign teachers to support advisory through adjunct duties.
  - Focus on building connections and addressing student wellness topics during advisory.
- **Create Student-Inspired Murals**
  - Collaborate with students to design murals that reflect their identities, values, and voices.
  - Use mural projects as an opportunity to build school pride and inclusive representation.
- **Establish a Restorative Center with Peer Mentors**
  - Develop a space where students can access support for emotional regulation and conflict resolution.
  - Train peer mentors to assist in facilitating restorative conversations and support their peers.

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

Materials/Supplies/Equipment - $10000 - Supp Con
Contracts/Services/Subscriptions - $20000 - Supp Con

- Survey staff on advisory effectiveness

Student-Inspired Murals

- Track student participation in mural projects
- Climate survey items about cultural representation

Restorative Center with Peer Mentors

- Track mentor training and support logs
- Review peer mentor reflections and case notes
- Student feedback on support received

Funding Sources for District Goal 3 (DEV - LCAP ID: 753)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	10000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	20000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	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: 8717) (DTS: 02/13/25)

Improve overall attendance and decrease truancy and chronic absenteeism.

Metric:

- Increase attendance rates for all students from 92.7 % to 95%
- Increase African American attendance rates from 90.3% to 93%
- Increase Hispanic attendance rates from 92.4% to 95%
- Decrease chronic absenteeism for all students from 19.8% to 15%

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 8717) (DTS: 04/11/25)

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 1. In the summer, establish a site Attendance Team to include an SOA, Admin, Teacher, Counselor, RAIT. This team will monitor attendance and determine action steps for students who are chronically absent, including those in the targeted groups. 2. Before school starts, Admin will communicate (electronically, in person, and via mail) to families the absence policy and why it's important to attend school. Continue communications throughout the year. 3. Admin will utilize pre-service, along with staff meetings, to train about district policies and positive messaging about attendance. 4. The Attendance Team will plan and implement interventions, which aim to increase attendance	**Progress Monitoring** • Attendance Tech to run the U-ATD1402 Chronically Absent Notification report bi-weekly and will share with the Attendance Team. • Administration will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team. • The Attendance Team will share data with staff at staff meetings and report to the community.	**Evaluation**

rates.

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

Site Goal 4.2   (SiteGoalID: 9503) (DTS: 05/09/25)

Increase community/parent participation and engagement at school events to build a positive school community.

- EGUSD Parent Survey results on Relationship Between School Staff and Families: Effective Provision of a Respectful and Welcoming Environment, will increase from 86% (2024) to 95% (2025).

Metric: Parents indicating a respectful and welcoming school environment

Action 4.2.1   (SiteGoalID: 9503) (DTS: 05/09/25)

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
 	
- **Provide programs and opportunities to educate our community on:**
  - A-G requirements
  - Financial aid
  - The 504 process and student rights
- **Provide light refreshments for ELAC meetings from EL Supplemental Funds.**
	Progress Monitoring
	
	Track attendance at family education events (A-G, financial aid, 504 process) and collect feedback through short exit surveys
		Evaluation

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

Materials/Supplies/Equipment - $500 - EL Supplemental
Contracts/Services/Subscriptions - $2000 - Supp Con

Funding Sources for District Goal 4 (DEV - LCAP ID: 753)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	2000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	500	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Supplemental/Concentration (7201/0000)

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	$45000	$15000	$0	$0	$60000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$32034	$0	$10000	$0	$42034
Contracts/Services/Subscriptions	$30000	$13000	$20000	$2000	$65000

Supplemental/Concentration (7201/0000) Total: **$167,034**

EL Supplemental (7250/0000)

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	$16777	$0	$0	$0	$16777
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$500	$500
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7250/0000) Total: **$17,277**

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 High School (463) | 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	$0	$0	$0	$0	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$167,034	$107,034	$28,000	$30,000	$2,000	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$17,277	$16,777	$0	$0	$500	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$184,311	$123,811	$28,000	$30,000	$2,500	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$184,311

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