



Elk Grove High School

Local Control Accountability Plan (LCAP) 2026-2027

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

IV. Goals, Action Plans and Progress Monitoring

Elk Grove High School | Focused Work: 2026-2027

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

The School Site Council reviewed the data collected about current actions on 10/2/225, 12/4/25 and 2/25/26, 4/9/26 and 5/14/26 and made recommendations for the 26/27 LCAP. The April Meeting was an in-depth analysis of our current actions and suggestions were provided for how to best improve outcomes for students.

The English Language Advisory Committee held a meeting on 10/15/25 and reviewed the current LCAP goals and discussed the LCAP needs survey. On 2/18/26 a second ELAC meeting was held and the members present discussed and made recommendations for the 2026-2027 LCAP goals and action steps. And the final meeting was held on 5/6/26, which approved the proposed budget for the 26/27 school year.

The site principal reviewed the LCAP metrics and current goals with the faculty during various staff meetings during the fall of 2025 and provided the opportunity for faculty feedback during our January Pre-Service Meeting. In addition, our Leadership Team continued to analyze data and identified the a-g metric as our school focus moving forward. Departments continue to edit their Department Plans to ensure alignment with our LCAP and WASC goals. These plans provide a framework for how each Department plans to support student learning next school year.

2. Impact of LCAP and Annual Update

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

As previously stated, these consultations have provided a roadmap for which to focus our work around, specifically with the goal of increasing the number of students prepared for life after high school, which we will use the a-g metric as our north star. While we have identified some very important actions to take such as the need for consistent messaging across campus about what exactly does a-g mean (preparedness for college, career and life), there is still work to do about how exactly we will support more students in meeting that expectation.

In addition, the School Site Council provided various levels of feedback for refining our LCAP from the need to narrow the focus of release days/summer work to include CP classes, modifying our expenses such as turnitin.com or increasing some revenue streams for program like AVID with the expiring of a-g funds.

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.

Discipline data indicates a disproportionate impact on African American students, who are suspended at nearly twice the rate of the overall student population and more than twice the rate of their white peers. A deeper analysis shows that this disparity is largely driven by outcomes for African American students with disabilities, who are suspended at rates three to four times higher than their white peers with disabilities. In contrast, suspension rates for African American students without disabilities are comparable to those of their white peers.

This pattern identifies a resource inequity in the level and effectiveness of behavioral, instructional, and social-emotional supports provided within Special Education, particularly in self-contained classroom settings. These findings highlight the need to strengthen targeted supports, staff training, and intervention systems to better meet the needs of African American students with disabilities and reduce reliance on exclusionary discipline practices.

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

Increase the percentage of students graduating from Elk Grove High School meeting a–g college entrance requirements by 3%, from 50% to 53%.

While the primary focus of these actions is to increase A-G eligibility, the instructional practices, interventions and systems outlined above are

also intended to improve student achievement and increase the number and percentage of students meeting or exceeding standards on the ELA, Math and Science CAASPP assessments.

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

Action 1.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Instructional Improvement • Provide professional learning opportunities for staff through release days, educational conferences, PLCs and cycles of learning to strengthen instructional practices, analyze student data and improve student achievement. • Provide release days and mentorship opportunities for new teachers to support their transition to Elk Grove High School and strengthen instructional effectiveness. • Support curriculum alignment within departments, specifically within CP classes, to ensure consistency in rigor, pacing, assessment practices and alignment to grade-level standards. • Utilize release days, PLCs and department collaboration time for teachers to analyze CAASPP data and question types to align curriculum, instructional practices and interventions to student learning needs in ELA and Math. • Implement common formative and summative assessments across departments to monitor student learning and inform instructional decisions. • Provide supplemental instructional materials and curriculum resources that support differentiated instruction and address the diverse learning needs of students. Multilingual Learner Supports	Progress Monitoring Instructional Improvement • Collect staff feedback and reflection forms following professional learning opportunities, release days and cycles of learning. • Review PLC and department meeting agendas, notes and collaboration artifacts to monitor curriculum alignment, assessment development and instructional planning. • Monitor implementation of common formative and summative assessments across departments. • Review CAASPP, benchmark and classroom assessment data during PLCs and release days to identify instructional shifts and areas of student need. • Monitor the distribution and implementation of supplemental instructional materials through inventory tracking, classroom observations and sample lesson reviews. Multilingual Learner Supports • Monitor Initial, Summative and Alternate ELPAC completion rates to ensure 100% participation for eligible students. • Review multilingual learner progress data, including ELPAC results, grades and reclassification rates, throughout the school year. • Monitor participation in professional development and instructional supports related to multilingual learner strategies. • Review communication logs, family	Evaluation Grade Data January Pre-Service Data Dive LCAP Evaluation

- Ensure compliance with legal and regulatory requirements related to multilingual learners, including administration of Initial ELPAC, Summative ELPAC and Alternate ELPAC assessments.
- Support MST and ELPAC coordination duties related to assessment organization, training, monitoring completion rates and ensuring appropriate accommodations for students.
- Utilize ELPAC results, grades and other student data to monitor multilingual student progress, identify students nearing reclassification criteria and adjust supports as needed.
- Provide professional development and instructional support focused on strategies that support English language development and increase reclassification rates.
- Increase communication with students and families regarding reclassification criteria, student progress and available supports for multilingual learners.

Student Achievement and Intervention

- Utilize common assessment, benchmark and CAASPP data through PLCs, department meetings and intervention teams to identify student learning gaps and adjust instructional supports based on student needs in ELA and Math.
- Increase collaboration among teachers, counselors, administrators and support staff to ensure students receive coordinated academic and behavioral support.

College and Career Readiness

- Counselors to conduct annual transcript reviews and monitor student progress toward graduation and A-G completion requirements.
- Provide counseling support and six-year planning meetings to ensure students have equitable access to rigorous coursework, AP and Honors classes and postsecondary opportunities.
- Identify and support students who are off track for A-G completion through targeted interventions, schedule adjustments and academic support systems.
- Increase student participation in AP and Honors coursework while supporting AP exam participation through communication, tutoring opportunities and academic supports.
- Monitor AP enrollment and AP exam registration data to identify participation

outreach efforts and student support plans related to multilingual learner progress and reclassification.

Student Achievement and Intervention

- Review common assessment, benchmark and CAASPP data during PLCs, department meetings and intervention team discussions to identify student learning gaps and monitor academic progress.
- Monitor intervention participation, student progress and instructional adjustments throughout the school year.
- Review grade distributions, course performance data and student support referrals to identify trends and areas needing additional support.
- Monitor collaboration efforts between teachers, counselors, administrators and support staff to ensure coordinated academic and behavioral supports for students.

College and Career Readiness

- Counselors to track quarter and semester grades in A-G courses and monitor student progress toward graduation and A-G completion.
- Counselors to meet with every student on their caseload to review transcript, six-year plans and intervention supports for students identified as off track for graduation or A-G eligibility.
- Review AP and Honors enrollment, AP exam registration and AP exam participation data to identify participation trends and support needs.
- Maintain calendars and participation records for college visits, career exploration opportunities, guest speakers and AVID postsecondary experiences.
- Collect student participation data, reflections and feedback following college and career awareness activities.

gaps and increase student participation in AP testing. Organize college visits, guest speakers, career exploration opportunities and real-world learning experiences to increase college and career awareness for students, including college visits and postsecondary exploration opportunities for AVID students. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i> Certificated Timesheets - \$53000 - Supp Con/\$16777 EL Supp Materials/Supplies/Equipment - \$6300 - Supp Con Contracts/Services/Subscriptions - \$39400 - Supp Con		
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Site Goal 1.2

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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan - Department Chairs and Vice Principals create an assessment plan and schedule. - Departments schedule and administer assessments on agreed upon date(s). - Use assessment data to inform instruction within Departments and PLCs We will purchase allowable, reasonable, and	Progress Monitoring Principal will review the plan and give approval during quarterly meetings with Dept Chairs Progress updates during assessment windows until benchmarks are met	Evaluation Grade Data January Pre-Service Data Dive LCAP Evaluation

necessary supplies to complete the Action Plan for this goal.

Site Goal 1.3

Teachers will increase the effective use of student talk and academic discourse from 42% to 50% by the end of the school year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Student Talk

Action 1.3.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Provide professional learning focused on student talk, academic discourse and collaborative learning structures. - Utilize PLCs, department meetings and release days for teachers to plan and reflect on instructional strategies that increase student engagement and discourse. - Conduct classroom walkthroughs and provide feedback aligned to the instructional framework and PIC indicators. - Utilize collaboration time for teachers to analyze implementation data and share effective instructional practices. - Provide instructional coaching and support focused on increasing student participation and academic discussion across content areas. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>	Progress Monitoring - Conduct classroom walkthroughs using the PIC instructional framework tool to monitor implementation of student talk and academic discourse strategies. - Review PIC data throughout the school year to measure growth in the effective use of student talk across classrooms. - Utilize PLCs, department meetings and release days for teachers to reflect on instructional practices, share strategies and analyze implementation progress related to student talk. - Collect walkthrough trends, teacher reflections and collaboration artifacts to identify areas of strength and needed support. - Provide ongoing feedback and instructional support to teachers based on walkthrough observations and PIC data.	Evaluation Grade Data January Pre-Service Data Dive LCAP Evaluation

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:	District Needs and Metrics 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.	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

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%(2026) to 35%(2027)

A-G Completion Rate

- A-G Completion Rate - Increase the percentage of Black or African American students earning a-g eligibility from 39.3% to 50%
- A-G Completion Rate - Increase the percentage of Students with Disabilities earning a-g eligibility from 4.7% to 10%

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

- Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Action Plan Academic Supports and Intervention • Create a Peer Tutoring Program by training 11th and 12th grade students as AVID tutors and enrolling them in a Peer Tutoring course to support students in AVID and Math I classes. • Implement structured reassessment opportunities in Math I to provide students multiple opportunities to demonstrate mastery and improve outcomes in foundational math courses. • Implement co-taught Math I classes to provide targeted instructional support for students with disabilities and students needing additional academic intervention. • Utilize assessment, grade and placement data to accurately place students in English and Math courses aligned to their current skill levels and learning needs. Counseling and Monitoring Supports • Counselors will individually meet with each student on their caseload at least one time per year to review academic progress, graduation status, A-G completion and available supports. • Conduct regular academic monitoring of targeted student groups through grade checks, D/F reviews, attendance monitoring and individual student conferences. • Utilize counselors, administrators and	Progress Monitoring Academic Supports and Intervention • Monitor peer tutor schedules, student participation and attendance in AVID and Math I support classes. • Review D/F rates, common assessment results and course performance data in Math I throughout the school year. • Track reassessment opportunities, student participation in reassessments and evidence of student growth following reassessment opportunities. • Monitor co-taught Math I class performance, student progress and intervention effectiveness. Counseling and Monitoring Supports • Counselors will individually meet with each student on their caseload at least one time per year to review academic progress, graduation status, A-G completion and available supports. • Conduct regular academic monitoring of targeted student groups through grade checks, D/F reviews, attendance monitoring and individual student conferences. • Utilize counselors, administrators and support staff to identify students needing additional academic, behavioral or social-emotional support and connect them with interventions and support programs. • Develop and monitor six-year plans, A-G progress and credit accumulation for targeted student groups to ensure	Evaluation Grade Data January Pre-Service Data Dive LCAP Evaluation

support staff to identify students needing additional academic, behavioral or social-emotional support and connect them with interventions and support programs.

- Develop and monitor four-year plans, A-G progress and credit accumulation for targeted student groups to ensure students remain on track for graduation and postsecondary opportunities.
- Increase communication and collaboration with families regarding student progress, available supports and intervention opportunities.
- Develop and implement a standardized follow-up process after SST and 504 meetings to monitor student progress, review intervention effectiveness and ensure consistent implementation of supports and accommodations.

Relationship-Centered Supports

- Utilize HERD Time to intentionally place students in support groups that provide academic support, mentoring opportunities and relationship-building experiences.
- Collaborate with teachers and support staff to ensure HERD lessons are inclusive, engaging and responsive to the needs of targeted student groups.
- Build positive relationships with students through mentoring, restorative conversations and identity-affirming support systems that promote student connectedness and belonging.

MTSS and Behavioral Supports

- Implement Multi-Tiered System of Supports (Tier 2 and Tier 3) processes to provide targeted academic, behavioral and social-emotional interventions for students needing additional support.
- Utilize behavioral, attendance and discipline data to identify disproportionalities among targeted student groups and implement restorative and preventative interventions to reduce suspensions and increase student connectedness.
- Increase collaboration between counselors, administrators, teachers and support staff to monitor student progress and coordinate interventions and support services.

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

Certificated Timesheets - \$12000 - Supp
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students remain on track for graduation and postsecondary opportunities.

- Increase communication and collaboration with families regarding student progress, available supports and intervention opportunities.
- Develop and implement a standardized follow-up process after SST and 504 meetings to monitor student progress, review intervention effectiveness and ensure consistent implementation of supports and accommodations.

Relationship-Centered Supports

- Monitor HERD Time attendance, participation and placement in targeted support groups.
- Review HERD lesson implementation and staff utilization of HERD Time through walkthroughs, collaboration discussions and feedback opportunities.
- Collect student feedback and participation data related to mentoring, relationship-building and support opportunities.
- Monitor student connectedness, behavioral trends and attendance patterns for targeted student groups.

MTSS and Behavioral Supports

- Monitor Tier 1 and Tier 2 implementation through the Tiered Fidelity Inventory (TFI) and targeted MTSS progress monitoring tools.
- Review suspension rates and behavioral referral trends among targeted student groups to monitor progress toward reducing disproportionality.
- Monitor intervention referrals, participation and progress for students receiving Tier 2 and Tier 3 supports.
- Review CAASPP performance, course completion and grade data for targeted student groups to monitor academic growth and intervention effectiveness.

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Funding Sources for District Goal 2		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

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

Our school will promote a safe, respectful, and inclusive environment that encourages student engagement.
For the 2026-2027 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 2027: All students 5%; African American 15%; Hispanic 8%

Metric: Active Participation

Action 3.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Social-Emotional Learning and School Connectedness • Utilize advisory and HERD Time structures to build relationships, strengthen school connectedness and address student wellness and social-emotional learning topics through schoolwide and targeted supports. • Implement programs such as Breaking Down the Walls, Unity Days and facilitated advisory reflections to strengthen empathy, student voice, belonging and peer connections. • Strengthen 9th grade transition and orientation programs through collaboration between teachers, counselors and support staff to increase student connectedness and successful transition to high school. • Provide supplemental materials, wellness resources and student incentives that support social-emotional learning, positive behavior and student engagement. Restorative Practices and Behavioral Supports • Establish and maintain a Restorative Center that provides restorative interventions, conflict resolution opportunities and relationship-centered supports for students. • Train student peer mentors and leaders to support at-risk freshmen, facilitate peer connections and assist with lower-	Social-Emotional Learning and School Connectedness • Monitor HERD Time attendance, participation and implementation of advisory lessons focused on student wellness and connectedness. • Collect student reflections, participation data and feedback related to advisory lessons, Breaking Down the Walls, Unity Days and other connectedness activities. • Analyze student perception survey results related to school connectedness, emotional safety, belonging and relationships with staff. • Monitor participation data for 9th grade orientation, transition activities and student engagement events through platforms such as 5-Star. • Review ELA and Math D/F rates, attendance patterns and student engagement data for targeted student groups throughout the school year. • Utilize pre- and post-assessments for Tier 2 HERD Time groups to monitor student growth and effectiveness of targeted social-emotional and behavioral supports. Restorative Practices and Behavioral Supports • Monitor behavioral referrals, suspension rates and attendance trends to identify patterns and disproportionalities among student groups. • Review Restorative Center utilization data, intervention logs and student participation in restorative supports and	Grade Data January Pre-Service Data Dive LCAP Evaluation

level student conflict resolution. - Utilize restorative practices, mentoring and intervention supports to reduce suspension rates and disproportionalities among targeted student groups. - Review behavioral, attendance and suspension data regularly to identify trends, monitor disproportionalities and adjust interventions and supports accordingly. Staff Capacity and Professional Learning - Provide professional learning opportunities focused on restorative practices, student wellness, social-emotional learning and relationship-centered supports. - Support staff attendance at conferences and training opportunities related to student wellness, restorative practices and student engagement. - Provide restorative practices training for classified staff, including campus supervisors, paraeducators, office staff and other support staff, aligned to their roles and responsibilities on campus. - Utilize collaboration opportunities between teachers, counselors, administrators and support staff to strengthen coordinated responses to student behavioral and wellness needs. Campus Environment and Student Voice - Maintain and expand student-inspired murals and campus projects that promote student voice, representation, identity and school pride. - Increase opportunities for student leadership, engagement and participation in wellness-centered activities and schoolwide events that promote inclusion and connectedness. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> Certificated Timesheets - \$16350 - Supp Con Materials/Supplies/Equipment - \$3161 - Supp Con Contracts/Services/Subscriptions - \$40000 - Supp Con	mentoring programs. - Track peer mentor training completion, mentoring activities and student participation in peer support opportunities. - Collect student feedback, mentor reflections and intervention documentation to monitor effectiveness of restorative and relationship-centered supports. - Monitor changes in discipline referrals, suspension rates and repeat behavioral incidents following restorative interventions. Staff Capacity and Professional Learning - Track attendance and participation in professional development opportunities related to restorative practices, social-emotional learning and student wellness. - Monitor implementation of restorative and relationship-centered practices through walkthroughs, staff feedback and collaboration discussions. - Review classified staff participation in restorative practices training and implementation of strategies aligned to their campus roles and responsibilities. - Collect staff feedback regarding the effectiveness of advisory, restorative practices and wellness supports throughout the school year. Campus Environment and Student Voice - Monitor student participation in leadership opportunities, wellness activities and schoolwide engagement events. - Collect student feedback regarding campus murals, representation, inclusion and overall school climate. - Review student perception survey results related to school pride, belonging and campus connectedness.	
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Funding Sources for District Goal 3		
Funding Source	Amount	Description of Use

Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 4: Family & Community Engagement All students will benefit from programs and services designed to inform and engage family and community partners.	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: • Attendance Rate • Parents indicating a respectful and welcoming school environment • Parents indicating opportunities for parent input in making decisions • Parents indicating opportunities for parent involvement • Percent Chronically Absent
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Site Goal 4.1

Improve 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%

While the primary focus of these actions is to improve attendance and reduce chronic absenteeism, the systems and supports outlined above are also intended to strengthen family partnerships, increase parent and community engagement and improve students' and families' sense of

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Attendance and Engagement Supports • Establish and maintain a site Attendance Team consisting of administrators, counselors, teachers, SOAs, RAIT staff and support personnel to monitor attendance trends, identify students needing intervention and coordinate attendance supports. • Utilize attendance, truancy and chronic absenteeism data to identify students and student groups needing targeted attendance interventions and supports. • Implement tiered attendance interventions, including attendance monitoring, student conferences, family outreach, mentoring and Check and Connect supports for students needing additional attendance support. • Conduct home visits for students experiencing chronic absenteeism to strengthen family partnerships, identify barriers to attendance and connect students and families with appropriate supports. • Develop and implement consistent attendance communication systems that educate students and families about attendance expectations, the importance of school attendance and available supports. • Provide professional learning and staff communication related to attendance policies, positive attendance messaging and effective attendance intervention strategies. • Increase collaboration between counselors, administrators, teachers and support staff to address barriers to	Attendance and Engagement Supports • Review attendance, truancy and chronic absenteeism data throughout the school year to identify trends and monitor progress for all students and targeted student groups. • Monitor attendance intervention participation, including student conferences, mentoring supports, Check and Connect participation and attendance improvement plans. • Track family outreach efforts, attendance communication logs and follow-up supports related to attendance interventions. • Monitor home visit participation, identified barriers to attendance and follow-up supports provided to students and families. • Review attendance trends following targeted interventions to evaluate effectiveness of attendance supports and intervention strategies. • Monitor Attendance Team meeting notes, intervention referrals and implementation of attendance support plans. • Collect staff feedback regarding attendance communication systems, intervention processes and attendance support practices. Family and Community Partnerships • Track participation and attendance at family engagement events, workshops, ELAC meetings and listening sessions. • Collect family feedback and survey results related to school connectedness,	Grade Data January Pre-Service Data Dive LCAP Evaluation

attendance and improve student connectedness and engagement. • Purchase allowable, reasonable and necessary materials and supplies to support attendance improvement efforts, student engagement and family outreach activities. Family and Community Partnerships • Provide programs, workshops and informational opportunities for families related to A-G requirements, financial aid, the 504 process, student supports and college and career readiness. • Support ELAC meetings and family engagement opportunities that increase participation and strengthen communication between school and families. • Conduct family listening sessions facilitated by administrators and school staff to gather feedback, identify areas for growth and strengthen relationships with families and community members. • Utilize feedback from students, families and community members to adjust school supports, communication systems and engagement practices. • Follow up with families and listening session participants regarding outcomes, next steps and ongoing opportunities for collaboration and involvement. • Increase opportunities for family participation and engagement in school events, activities and programs that promote school connectedness and a positive school culture. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> <u>Materials/Supplies/Equipment</u> - \$500 - EL Supplemental <u>Contracts/Services/Subscriptions</u> - \$2000 - EL Supplemental <u>Contracts/Services/Subscriptions</u> - \$8650 - Supp Con	communication, welcoming environments and relationships with school staff. • Monitor participation rates and engagement trends among families from targeted student groups. • Review communication logs, follow-up outreach efforts and family participation in school support programs and events. • Collect participant feedback following family workshops, listening sessions and engagement activities to identify areas of strength and growth. • Review annual parent survey data related to school climate, communication and family engagement to monitor progress toward site goals.	
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Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use

Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

Title I Basic (4900/3010) Total: \$0

Supplemental/Concentration (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	\$54,883	\$12,000	\$16,350	\$0	\$83,233
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$6,300	\$0	\$3,161	\$0	\$9,461
Contracts/Services/Subscriptions	\$39,400	\$0	\$40,000	\$8,650	\$88,050

Supplemental/Concentration (7201/0000) Total: \$180,744

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	\$17,939	\$0	\$0	\$0	\$17,939
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	\$2,000	\$2,000

EL Supplemental (7250/0000) Total: \$20,439

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) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$180,744	\$100,583	\$12,000	\$59,511	\$8,650	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$20,439	\$17,939	\$0	\$0	\$2,500	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$201,183	\$118,522	\$12,000	\$59,511	\$11,150	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$201,183