



## **Elk Grove High School**

# **Local Control Accountability Plan (LCAP) 2024-2025**

**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: 2024-2025

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### Goal Setting (Icapid: 651)

#### 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 Classroom Instruction and Curriculum

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

##### Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

##### 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.
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#### 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 10/12/23, 12/7/23 and 2/22/24, 4/11/24 and 5/16/24 and made recommendations for the 24/25 LCAP.

The English Language Advisory Committee held meetings on 11/2/23 and reviewed the current LCAP goals and discussed the LCAP needs survey. On 2/22/24 a second ELAC meeting was discussed and the members

present discussed and made recommendations for the 2024-2025 LCAP goals and action steps. And the final meeting was held on 4/25/24, which approved the proposed budget for the 24/25 school year.

The site principal reviewed the LCAP metrics and current goals with the faculty on 1/3/23 and provided the opportunity for faculty feedback. In addition, Departments will create plans on 5/9/24 that aligned with LCAP and WASC goals that laid out how each Department plans to support student learning.

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 24/25 LCAP

## 2. Impact of LCAP and Annual Update

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

The School Site Council asked for clarity and intended outcomes regarding our Advisory program, an increased focus on the instructional development of our staff, as well as improved communication from teachers to parents/guardians about student performance in the classroom.

Staff are developing specific action plans to support student performance which include release time for planning, professional development and sub days for analyzing instructional practices.

## Resource Inequities (ATSI 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.**

The following inequities were identified:

- 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:

All students will receive high quality classroom instruction and curriculum 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

**Site Goal 1.1 (SiteGoalID: 7622) (DTS: 12/13/23)**

All students will have access to courses with high quality instruction in all content areas in an effort to increase college, career, and life readiness by increasing a-g completion from \_\_\_\_\_%, and African American students will increase a-g completion from \_\_\_\_\_% during the 2024-2025 school year.

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

**Action 1.1.1 (SiteGoalID: 7622) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p>	<p><b>Progress Monitoring</b></p>	<p><b>Evaluation</b></p>
<p>Provide professional development opportunities for teachers to improve academic rigor by using instructional strategies that promote student talk to include:</p> <ol style="list-style-type: none"> <li>1. Site release days that are focused on instructional practices, not planning.</li> <li>2. Sub days for teachers to participate in cycles of learning with coaches or administrators.</li> <li>3. Off-site conferences or workshops that include payment</li> </ol>	<p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Quarterly and semester D/F data. Goal of no more than 30% of students receiving a D or F in any content area.</li> <li>• Walk-through data and findings to examine levels of student talk.</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• Quarterly review of grades</li> </ul>	

<p>for travel as well as room and board.</p> <p>4. Workshops aimed at improving instruction for targeted sub-groups</p> <p>5. Implementation of "Blue Elk Days" that promote teachers watching other teachers teach and grow their own instructional practices.</p>	<ul style="list-style-type: none"> <li>• Quarterly review of walk-through data</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administrative team</li> <li>• Counselors</li> <li>• Department chairs for review with their departments</li> </ul>	
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**Action 1.1.2 (SiteGoalID: 7622) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Timesheet teachers outside of the school day:</p> <ol style="list-style-type: none"> <li>1. To align curriculum and plan common assessments within a subject/grade level</li> <li>2. Provide opportunities for students to make up units/assessments to improve a D/F grade at the semester to a passing grade to include:               <ol style="list-style-type: none"> <li>1. After School re-teaching and providing assessments.</li> <li>2. Saturday re-teaching and providing assessments</li> </ol> </li> </ol> <p>Work is to be completed outside the contract day to include after</p>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Curriculum Maps and common assessments will be collected.</li> <li>• Agendas of teachers analyzing student performance in PLCs will indicate successful implementation.</li> <li>• Quarterly and semester D/F data. Goal of no more than 30% of students receiving a D or F in any content area.</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• At the end of every Quarter</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administrative team</li> </ul>	<p><b>Evaluation</b></p>

<p>school, on the weekends or over the summer.</p>	<ul style="list-style-type: none"> <li>• Department Chairs</li> <li>• Counselors</li> </ul>	
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**Action 1.1.3 (SiteGoalID: 7622) (DTS: 04/11/24)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Supplemental Instructional Resources may be provided to teachers as requested to enhance their curriculum. Resources may include science lab materials, classroom supplies, technology and software/online subscriptions to support project-based learning activities.</p> <p>Duplication requests for supplemental math workbooks or other bulk copies needed in another subject area.</p> <p>Equipment repair for items utilized by students.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Using FONT data, administrators will evaluate the effectiveness of experiential activities in the classrooms.</li> <li>• Subscription and usage counts will be monitored for online</li> <li>• Department chairs will report out on the use of duplication services.</li> <li>• Admin will collaborate with department chairs on equipment utilized and it's condition.</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• Administrators will review FONT data at weekly admin meetings</li> <li>• Enrollment will be continuously monitored</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administrators</li> </ul>	<p><b>Evaluation</b></p>

	<ul style="list-style-type: none"> <li>• Department Chairs</li> <li>• Counselors</li> </ul>	
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**Action 1.1.4 (SiteGoalID: 7622) (DTS: 04/11/24)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>To support all students having access to VAPA courses, resources will be provided to enhance materials, storage spaces, and update learning environments not being modernized.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Counselor and VAPA teachers will review D/F rates in VAPA sections with the supervising administrator.</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• Quarterly</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• VAPA Teachers</li> <li>• Administrators</li> <li>• Counselors</li> </ul>	<p><b>Evaluation</b></p>

**Action 1.1.5 (SiteGoalID: 7622) (DTS: 04/11/24)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired</li> </ul>
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<p>risk students.</p>	<ul style="list-style-type: none"> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p>outcome?</p> <ul style="list-style-type: none"> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p style="text-align: center;"><b>Action Plan</b></p> <p>Increase student engagement and awareness of college and career possibilities by fostering a school environment that supports academic and personal growth amongst students by:</p> <ol style="list-style-type: none"> <li>1. <b>Field Trips:</b> Organize academic and career-oriented field trips to local colleges, universities, and businesses to expose students to real-world applications of their studies and potential career paths.</li> <li>2. <b>Supplemental Reading Materials:</b> Provide funds to purchase supplemental reading materials that align with curriculum goals and enhance understanding of subjects necessary for A-G completion.</li> <li>3. <b>Diverse Library Books:</b> Expand the school library's collection to include books that reflect a variety of cultural, racial, and gender perspectives, as well as books that explore different college and career paths. This initiative aims to allow students to see themselves and their opportunities in the literature they read.</li> </ol>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Review student participation numbers field trips</li> <li>• Library circulation numbers compared to previous years.</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• Reviewed quarterly</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administration team</li> <li>• Leadership team</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p>

**Action 1.1.6 (SiteGoalID: 7622) (DTS: 04/11/24)**

**Targeted Student Group(s)**

- All



<p style="text-align: center;"><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p style="text-align: center;"><b>Action Plan</b></p> <p>Registration, fees, materials, transportation, and release time for Academic Competitions</p>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>Lists of students participating in competitions to ensure diversity in students participating.</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>After each event</li> <li>Reviewed for approval to ensure equity and access</li> <li>Reviewed at each semester</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>Administrative team</li> <li>Counselors</li> <li>Club advisors</li> <li>Coaches</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p>

**Action 1.1.7 (SiteGoalID: 7622) (DTS: 04/11/24)**

**Targeted Student Group(s)**

- Black or African American
- Hispanic or Latino
- Two or More

<p style="text-align: center;"><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p style="text-align: center;"><b>Action Plan</b></p>	<p style="text-align: center;"><b>Progress Monitoring</b></p>	<p style="text-align: center;"><b>Evaluation</b></p>

<p>Tutoring support for all students including AVID, Peer Tutoring Program and AP classes.</p> <ul style="list-style-type: none"> <li>Classified and certificated hourly compensation</li> <li>Materials and supplies</li> <li>CalSOAP Tutors</li> </ul>	<p>The data to be collected:</p> <ul style="list-style-type: none"> <li>Quarterly and semester D/F data. Goal of no more than 30% of students receiving a D or F in any content area.</li> <li>Percentage of students a-g eligible</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>Grades reviewed quarterly</li> <li>End of the year/summer to plan for next steps</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>Administrative team</li> <li>AVID Team</li> </ul>	
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**Action 1.1.8 (SiteGoalID: 7622) (DTS: 05/13/24)**

**Targeted Student Group(s)**

- Black or African American
- Hispanic or Latino
- SWD

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>To enhance academic outcomes for African American, Hispanic, and students with disabilities by providing specialized academic counseling tailored to their needs, with a target of increasing A-G completion by 5% over the next year to include:</p> <ul style="list-style-type: none"> <li>Mentor group established in HERD Time.</li> <li>Dedicated counselor to help overcome barriers.</li> </ul>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>Quarterly and semester D/F data</li> <li>Percentage of students a-g eligible at the end of each year.</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>Grades reviewed quarterly</li> <li>End of the year/summer to plan for next steps</li> </ul>	<p><b>Evaluation</b></p>

<ul style="list-style-type: none"> <li>• Regular check ins to monitor and discuss progress</li> <li>• Personalized Academic Planning</li> </ul>	<p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administrative team</li> <li>• Counseling Team</li> </ul>	
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**Site Goal 1.2 (SiteGoalID: 7898) (DTS: 05/13/24)**

Implementation of effective teaching strategies of active student participation will increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC)

- From the student survey data, when your teacher asks questions, do you have enough time to come up with answers, our data will increase from \_\_\_\_\_% to \_\_\_\_\_%
- From the teacher survey data regarding current level of implementation of active participation our data will increase from 57.1% to 62% implementation
- From our Font implementation for Active Participation our data will increase from \_\_\_\_\_% to \_\_\_\_\_% implementation

**Metric:** Other

**Action 1.2.1 (SiteGoalID: 7898) (DTS: 05/13/24)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Provide Professional development that will deepen the implementation of the Instructional Framework:</p>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Survey data collected from the student climate survey</li> <li>• Staff perspective survey</li> </ul>	<p><b>Evaluation</b></p>

<ul style="list-style-type: none"> <li>• Work with AVID coaches to plan, schedule and implement Professional development for teachers on Active student participation strategies</li> <li>• Increase Administrator FONT walkthroughs</li> <li>• Increase teacher feedback centered on active student participation</li> </ul>	<ul style="list-style-type: none"> <li>• Walk-through data and findings to examine levels of student talk.</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• Quarterly review of walk-through data</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administrative team</li> <li>• Department chairs for review with their departments</li> </ul>	
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**Site Goal 1.3 (SiteGoalID: 7899) (DTS: 05/13/24)**

Increase English Language proficiency among EL Students by improving their performance on the ELPAC from 32% to 42% for English Learners and from 36% to 46% for Long Term English Learners.

**Metric:** Progress toward English Proficiency - Percent Increasing ELPI Level

**Action 1.3.1 (SiteGoalID: 7899) (DTS: 05/13/24)**

**Targeted Student Group(s)**

- EL

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>1. Provide release days for EL Teachers to calibrate:</p> <ul style="list-style-type: none"> <li>• Effective strategies for teaching English Learners, including the use of</li> </ul>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Quarterly English D/F grade data.</li> <li>• Agendas of teachers analyzing student performance in PLCs will</li> </ul>	<p><b>Evaluation</b></p>

<p>technology, to enhance language learning.</p> <ul style="list-style-type: none"> <li>Peer tutoring system that pairs advanced English Learners with newer learners.</li> </ul>	<p>indicate successful implementation.</p> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>At the end of every Quarter</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>Administrative team</li> <li>Department Chairs</li> </ul>	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 651)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	35000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	55990	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	5000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	8700	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	1000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

**District Strategic Goal 2:**

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

**District Needs and Metrics 2:**

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

- Test Participation Rate on Districtwide Assessments

**Site Goal 2.1 (SiteGoalID: 7628) (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 2.1.1 (SiteGoalID: 7628) (DTS: 12/13/23)****Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Administration and department chairs will collaborate on the testing schedule for interim assessments through Illuminate and all stakeholder surveys to ensure maximum participation.</p>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Instructional calendars</li> <li>• Testing schedules</li> <li>• Testing participation rates</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• During each instructional period</li> <li>• Quarterly</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administration team</li> <li>• Department chairs</li> </ul>	<p><b>Evaluation</b></p>

	<ul style="list-style-type: none"> <li>• Curriculum teams</li> </ul>	
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**Action 2.1.2 (SiteGoalID: 7628) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
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<p><b>Action Plan</b></p> <p>CAASPP Testing Administration will include the following:</p> <ul style="list-style-type: none"> <li>• Increased communication with stakeholders about the importance and impact of testing.</li> <li>• Junior students will be provided an incentive program for participation goals met.</li> <li>• Opt out options will require meetings with parents, in-person and completed form.</li> </ul>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Participation rates from prior years</li> <li>• Type and frequency of communication with parents and students</li> <li>• Number of opt outs</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• Participation rates</li> <li>• Demographics of those not testing</li> <li>• Demographics of those opting out</li> <li>• Feedback from junior class participants</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Leadership</li> <li>• Counseling</li> <li>• Teachers</li> <li>• Classified staff</li> <li>• Parents</li> <li>• Students</li> </ul>	<p><b>Evaluation</b></p>
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**Action 2.1.3 (SiteGoalID: 7628) (DTS: 05/13/24)**

**Targeted Student Group(s)**

- EL

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Resources allocated to administer both the initial, alternate and summative ELPAC.</p>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• % of students who take the ELPAC test</li> <li>• Testing schedules</li> <li>• Testing participation rates</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• Annually</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administration team</li> <li>• EL Coordinator</li> </ul>	<p><b>Evaluation</b></p>

**Action 2.1.4 (SiteGoalID: 7628) (DTS: 05/13/24)**

**Targeted Student Group(s)**

- EL

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>



Action Plan	Progress Monitoring	Evaluation
<p>EL Coordination duties and responsibilities will be funded out of ESSER Funds and are responsible for:</p> <ol style="list-style-type: none"> <li>1. Identification/placement of EL students</li> <li>2. Reclassification</li> <li>3. EL/RFEP Monitoring</li> <li>4. Parent Communication</li> <li>5. Support for ELAC Meetings (training materials and light refreshments provided)</li> </ol>	<p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Student schedules</li> <li>• Reclassification Rates</li> <li>• Attendance at ELAC meetings</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• Annually</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administration team</li> <li>• EL Coordinator</li> </ul>	

**Funding Sources for District Goal 2 (DEV - LCAP ID: 651)**

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	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	8559	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets

EL Supplemental (7250/0000)	<input type="text" value="1500"/>	Contracts/Services/Subscriptions
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EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
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**District Strategic Goal 3:**  
 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: 7623) (DTS: 12/13/23)**

In 2023-24 \_\_\_\_\_% of students reported a feeling of connectedness in the School Climate Survey. By the end of the 2024-2025 school year, \_\_\_\_\_ of students will report feeling connected.

**Metric:** Cohort Graduation Rate

**Action 3.1.1 (SiteGoalID: 7623) (DTS: 12/13/23)**

**Targeted Student Group(s)**  
 • Black or African American • EL • Foster Youth • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
<p>To improve the campus culture, student connectedness and engagement at Elk Grove High</p>	<p>The data to be collected:</p>	

School, we will provide:

1. Professional development release days, send staff to conferences, provide support for after school culture events, and stipends for Campus Culture Committee/PBIS team to meet with district coach to revise site action plans and provide professional learning to staff.

2. To support the PBIS/Campus Culture program with outside speakers, programs, coordination, activities, materials, supplies, communication, instructional items for students to be used as incentives/recognitions (such as notebooks, pencils, etc.) to advance the full implementation of PBIS. Augment student activities and field trips with funds to provide opportunities for all under-represented groups of students to promote and enhance connection to school and student achievement.

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

- Random sample of artifacts from the professional development and evaluation meetings to evaluate effectiveness.
- Attendance sign-in sheets from PD
- Field trip rosters

The data will be reviewed:

- At each semester

The data will be shared with:

- Administration team
- PBIS Coordinator
- Leadership
- Teachers
- ASB

**Action 3.1.2 (SiteGoalID: 7623) (DTS: 12/13/23)**

**Targeted Student Group(s)**

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p>In an effort to create a culturally</p>	<p>The data to be collected:</p>	

responsive, supportive and engaging environment for all students, Elk Grove High School will:

1. Acquire equipment to monitor student participation in clubs and at events (ie. 5 Star Equipment), as well as provide professional development on how to use the equipment.

2. Provide training for staff in the form of conferences, release days, airfare so we can maximize the use of the program.

- Attendance sign in sheets.
- 5 Star reports
- Evaluation of programs and events with regard to student engagement, value, and effectiveness

The data will be reviewed:

- At each semester

The data will be shared with:

- Administration team
- Counselors
- Club advisors

**Action 3.1.3 (SiteGoalID: 7623) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide • SWD

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Elk Grove High School will continue with a grade level advisory program, which will require staff to develop plans for resource implementation, materials and strategies to support students in crisis, mental health services and the implementation of PBIS Tier I practices, Elk Grove High School will provide:</p> <p>1. Release days for professional development on opportunities to improve advisory lessons.</p>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Random sample of artifacts from the professional development and evaluation meetings to evaluate their effectiveness.</li> <li>• Attendance sign-in sheets to evaluate the increase in usage of MTSS, PBIS, and Restorative Practices.</li> <li>• Results of the 23/24 Perspective Survey.</li> <li>• Results of the 24/25 TFI</li> </ul> <p>The data will be reviewed:</p>	<p><b>Evaluation</b></p>

<p>2. Compensation to develop grade level advisory plans that are inspired from programs like Character Strong.</p> <p>3. Follow the action plan created after the 23-24 TFI to improve our culture on campus.</p> <p>4. Create at-risk incoming freshman cohorts in HERD Time to provide SEL Supports and get students on track to graduate after their freshmen year.</p>	<ul style="list-style-type: none"> <li>• At the semester</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• PBIS Coordinator</li> <li>• Counselors</li> <li>• Administration team</li> </ul>	
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**Action 3.1.4 (SiteGoalID: 7623) (DTS: 04/11/24)**

**Targeted Student Group(s)**

- Black or African American

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Elk Grove Staff, both classified and certificated, will engage in a two 1.5 hour training sessions next year with the goal of implementing a restorative mindset and language framework that builds, maintains and repairs community. The training will take place during the contract day and created/implemented by our District's Equity Department.</p>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Defiance referrals</li> <li>• Suspension data for targeted subgroups to assess efficacy of support groups.</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• Quarterly</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administration team</li> <li>• Leadership team</li> </ul>	<p><b>Evaluation</b></p>

**Action 3.1.5 (SiteGoalID: 7623) (DTS: 04/11/24)**

**Targeted Student Group(s)**

- Black or African American • Hispanic or Latino

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Provide support to students experiencing peer relation issues by developing a series of social groups.</p> <ol style="list-style-type: none"> <li>1. Provide hourly compensation to staff to develop and plan curriculum lessons that are inspired by programs like Character Strong.</li> <li>2. Provide resources including supplemental materials, curriculum, and incentives for students.</li> <li>3. Provide funding for outside speakers and presenters.</li> </ol>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Wellness team members will provide a qualitative report to the Leadership team regarding support group progress.</li> <li>• Suspension data for targeted subgroups to assess efficacy of support groups.</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• Quarterly</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administration team</li> <li>• Leadership team</li> <li>• Counselors</li> </ul>	<p><b>Evaluation</b></p>

**Action 3.1.6 (SiteGoalID: 7623) (DTS: 04/11/24)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired</li> </ul>
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risk students.	<ul style="list-style-type: none"> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p>outcome?</p> <ul style="list-style-type: none"> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p style="text-align: center;"><b>Action Plan</b></p> <p>Create student inspired murals around campus that resemble the backgrounds and cultures of our students and staff</p>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Survey results asking student input about the effect of murals have on campus.</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• Semesterly</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administration team</li> <li>• Leadership team</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p>

**Action 3.1.7 (SiteGoalID: 7623) (DTS: 05/13/24)**

**Targeted Student Group(s)**

- Black or African American • Hispanic or Latino

<p style="text-align: center;"><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p style="text-align: center;"><b>Action Plan</b></p> <p>Enhance campus connectedness through the establishment of a Restorative Practices (RP) Center.</p> <p><b>1. Establishment of Restorative Practices Center:</b></p> <ul style="list-style-type: none"> <li>◦ Set up a dedicated space for the RP</li> </ul>	<p style="text-align: center;"><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Number of defiance/disrespect referral data as well as suspension data</li> <li>• Number of teacher referrals for students who should access the center</li> </ul> <p>The data will be reviewed:</p>	<p style="text-align: center;"><b>Evaluation</b></p>

Center that is accessible and welcoming to all students.

- Equip the center with necessary resources and materials to facilitate restorative sessions and training.

## **2. Staffing and Training:**

- Appoint a Certificated Staff member to lead the RP Center.
- This staff member will train Peer Mentors, who reflect the diverse demographics of our student body, in restorative techniques aimed at repairing and restoring relationships among students.

## **3. Peer Mentor Program:**

- Recruit and train a diverse group of Peer Mentors in restorative justice principles and conflict resolution skills.
- Assign each Peer Mentor a caseload of students with whom they will conduct bi-weekly one-on-one mentoring sessions to provide support and facilitate relationship building.

## **4. Educational Outreach:**

- The lead teacher will develop and deliver presentations to both classrooms and staff meetings to educate all stakeholders about the RP Center.
- Presentations will include information on how to access support from the RP Center and the benefits of restorative practices in building a positive school culture.

- Quarterly

The data will be shared with:

- Administration team
- Leadership team
- Staff Meetings



**Funding Sources for District Goal 3 (DEV - LCAP ID: 651)**

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	5000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	6500	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	5000	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

**District Strategic Goal 4:**

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: 7624) (DTS: 12/13/23)**

Increase the number of parents who feel Elk Grove High provides a respectful and welcoming environment from \_\_\_\_\_ for all parents and from \_\_\_\_\_ for African American parents.

**Metric:** Attendance Rate

**Action 4.1.1 (SiteGoalID: 7624) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- Black or African American • EL • Foster Youth • Hispanic or Latino • R-FEP

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Elk Grove High School will support programs to inform and involve parents/guardians, family and community members in targeted and school wide programs (i.e. Latino Family Literacy Project, English Learner Advisory Committee, School Site Council, Freshman Experience, Parent Night, AP / Honors outreach, Bring Your Parent to Lunch and etc.). In an effort to meet with parents to discuss college and career options, high school graduation requirements (a-g), attendance improvement, discipline issues, transition to high school and academic programs. Also, to provide outreach to families/community and support to underperforming students by facilitating porch visits and other services, Elk Grove High School will provide:</p> <p>1. Release days, release</p>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Parent/guardian survey</li> <li>• Sign-in sheets for parent/guardian events</li> <li>• Attendance rates for all groups</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• Monthly</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• School Site Council</li> <li>• Parents</li> <li>• Teachers</li> <li>• Classified Staff</li> </ul>	<p><b>Evaluation</b></p>

time, timesheets, materials, services, food for families, and compensation to staff.

**Action 4.1.2 (SiteGoalID: 7624) (DTS: 12/13/23)**

**Targeted Student Group(s)**

• All • EL • Low Income • R-FEP

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>In an effort to increase parent/guardian involvement, engagement, and provide information to families and the community, Elk Grove High School will provide:</p> <ol style="list-style-type: none"> <li>Meetings with parents to provide information on financial aid resources (i.e. Cash for College, FASFA, and Parent Financial Aid Night etc.), and information regarding courses and programs.</li> <li>Fund speakers and presenters for both staff and/or parents to increase parent engagement.</li> <li>Provide resources for communication platforms such and social media, the website, and newsletters, such as Smore.</li> <li>Provide updated signage and literature to inform the community of the modernization of Elk Grove High.</li> </ol>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>Parent/guardian survey data</li> <li>Sign-in sheets for parent/guardian events</li> <li>Data about parent use of Synergy</li> <li>Views recorded of electronic communication/use of website</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>At each semester</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>School site council</li> <li>Administration</li> <li>Leadership</li> </ul>	<p><b>Evaluation</b></p>

**Site Goal 4.2 (SiteGoalID: 7630) (DTS: 12/13/23)**

Increase attendance for all students from 93.3% to 95% by the end of the 24-25 school year, and decrease chronic absenteeism for African American Students by 10% from 25.1% to 15%.

**Metric:** Attendance Rate

**Action 4.2.1 (SiteGoalID: 7630) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- Black or African American • School-wide

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>Work with AIO to identify students who are identified with potential attendance concerns.</p> <ol style="list-style-type: none"> <li>1. Calls home by Admin and counselors</li> <li>2. Porch Visits Quarterly for targeted sub groups that may be compensated with a timesheet if it occurs outside the contract day.</li> <li>3. Build Attendance Incentives into PBIS recognitions</li> </ol>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• ADA reports.</li> <li>• Attendance reports of specific targeted students</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• Monthly</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• AIO staff</li> <li>• Administration team</li> <li>• Counselors</li> <li>• Parents</li> </ul>	<p><b>Evaluation</b></p>

**Action 4.2.2 (SiteGoalID: 7630) (DTS: 04/11/24)**

## Targeted Student Group(s)

- All

<b>Action Plan</b>	<b>Progress Monitoring</b>	<b>Evaluation</b>
<p>• Describe your step by step plan for intervention for at-risk students.</p>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p>Elk Grove High School will create time within their contracted day one time per month that ensures staff have the time and means to communicate with families about student progress.</p>	<p><b>Progress Monitoring</b></p> <p>The data to be collected:</p> <ul style="list-style-type: none"><li>• Random sampling of Student Contact logs.</li><li>• Survey data from parents regarding increased communication</li></ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"><li>• Quarterly</li></ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"><li>• Administration team</li><li>• Leadership team</li><li>• Staff Meetings</li></ul>	<p><b>Evaluation</b></p>

### Action 4.2.3 (SiteGoalID: 7630) (DTS: 05/13/24)

## Targeted Student Group(s)

- Black or African American

<b>Action Plan</b>	<b>Progress Monitoring</b>	<b>Evaluation</b>
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>• How will you measure implementation?</li><li>• How will you measure student improvement using formative data?</li><li>• Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>• Are you making progress towards your desired outcome?</li><li>• What is working or what is not working?</li><li>• How will you modify your plan if you are not making progress?</li></ul>

Action Plan	Progress Monitoring	Evaluation
<p>Strengthen engagement with our African American families to better understand their specific needs and perspectives, fostering a more inclusive and supportive school environment to include:</p> <ol style="list-style-type: none"> <li>1. Collaborate with Family and Community Engagement Department to plan and coordinate listening sessions.</li> <li>2. Develop communication strategy to ensure families are aware of listening sessions.</li> <li>3. Conduct listening sessions.</li> <li>4. Data collection and analysis.</li> <li>5. Develop Action Plan.</li> </ol>	<p>The data to be collected:</p> <ul style="list-style-type: none"> <li>• Listening session feedback</li> <li>• Action Plan development</li> </ul> <p>The data will be reviewed:</p> <ul style="list-style-type: none"> <li>• After the event initially</li> <li>• Quarterly once action plan is developed</li> </ul> <p>The data will be shared with:</p> <ul style="list-style-type: none"> <li>• Administration team</li> <li>• Leadership Team</li> <li>• Staff Meetings</li> </ul>	

Funding Sources for District Goal 4 (DEV - LCAP ID: 651)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	10000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	5000	Materials/Supplies/Equipment
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)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment



## 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	\$35000	\$0	\$5000	\$10000	\$50000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$55990	\$0	\$6500	\$10000	\$72490
Materials/Supplies/Equipment	\$5000	\$0	\$5000	\$5000	\$15000

### 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	\$8700	\$8559	\$0	\$0	\$17259
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$1000	\$1500	\$0	\$0	\$2500
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0



## 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.

Elk Grove High School has below 40% of enrollment of unduplicated students. The best use of funds is to serve students in specialized courses and programs that currently exists. Students select their courses or programs such as AVID, music, academies, AP based on their interest. LCAP funds are then targeted to provide supports and interventions for students and professional learning for staff.

## V. Funding

### Elk Grove High School (463) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
<b>4900</b> School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	\$137,490	\$95,990	\$0	\$16,500	\$25,000	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	\$19,759	\$9,700	\$10,059	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$157,249	\$105,690	\$10,059	\$16,500	\$25,000	

Fund Subtotals	Title I Centralized Services				
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth	\$0	Title I Homeless	\$0
Subtotal of state or local funds included for this school	\$157,249	Title I Centralized Services	\$0	Title I Preschool	\$0

		Signatures: (Must sign in blue ink)	Date
<b>Principal</b>	Rudy Ortega		
<b>School Site Council Chairperson</b>	Shayla Do		
<b>EL Advisory Chairperson</b>	Adriana Aguilar		