Elk Grove High School

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Eugene Christmas III

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, Actions and Services

Elk Grove High School | Focused Work: 2022-2023

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 Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

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 have an equitable opportunity to learn in a 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 involve family and community partners.

Stakeholder Engagement

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 talked with parents, students, and staff during the site council meetings on 11/17/2021, 2/16/2022, 4/26/2022, and 5/18/2022. We also talked with ELAC parents and students on 11/20/2021, 1/12/2022 and 5/4/2022. Site Leadership and teachers multiple times including the 4/20/2022 meeting of site leadership.

Impact of LCAP and Annual Update

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

These meetings were instrumental in confirming that we were using the funds for services that the stakeholders would find valuable to move instructional programs forward. Due to the pandemic, many services were not able to be implemented. All stakeholders are interested in rededicating themselves to all the prior initiatives consistently before making any dramatic changes.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

At this time resource inequities are all tied to translation services for non english speaking families as we try to include them in informational workshops for parents after school. To that end, we intend to move funds to address these needs with both translating services and translating devices.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment

Site Goal 1.1

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 and eliminate the achievement gap for lower performing subgroups as measured by a variety of metrics. Metrics including CAASPP ELA, CAASPP Math, and A-G Completion based on 2020-2021 data moving forward.

CAASPP ELA – Increase the number of students meeting or exceeding standards
All students from 58% to 63%
Hispanic students from 50% to 55%
SED students from 50% to 53%
SWD from 20% to 23%
Two or More Races from 70% to 75%

CAASPP Math – Increase the number of students meeting or exceeding standards

All students from 43% to 48%
Hispanic students from 31% to 36%
SED students from 32% to 35%
SWD students from 9% to 12%
Two or More Races students from 45% to 50%

A-G Completion- increase the number of students that are UC A-G ready
All students from 51% to 56%
African American students from 38% to 43%
Hispanic students from 41% to 46%
Two or More Races students from 36% to 39%
SED students from 40% to 43%
SWD students from 20% to 23%

CTE Completion - increase the number of students that complete the CTE sequence
All students from 26% to 31%
African American students from 12% to 17%
Hispanic students from 24% to 29%
Two or More Races students from 18% to 23%
SED students from 25% to 28%
SWD students from 21% to 24%

Metric: CAASPP	

Actions/Services 1.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
To improve student success in all sub groups and areas of instruction. We will provide:

1. Professional development for the teaching staff, on site release days, conferences, and other enrichment opportunities. Teachers will develop and implement standards-based lessons in all areas that embed Learning Targets and Success Criteria. Teachers will participate in professional development for EL intervention, instruction, and enrichment in both designated and integrated instruction. They may also be provided with supplemental materials and resources to support the academic needs of our students. All professional development will be focused on student engagement and | Supporting Linguistically and Culturally Diverse Learners in English Education (**Posted** 05-Apr-2016)
The National Council of Teachers of English provides teachers with eight principles to create humane classrooms where students and teachers learn to use language and literacy in critical and empowering ways. Detailed discussions provide explanations of what it means to develop literacy classrooms that meet the needs of linguistically and culturally diverse learners.

Evaluation of the Expository Reading and Writing Course: Findings From the Investing in Innovation Development Grant (**Posted** 25-Sep-2015)
This report is an independent evaluation of the Expository | 1. Review of district interim assessments to see an increased proficiency of 5% on both ELA and Math Assessments.

1. Review of walk through data and findings to examine student engagement. With a metric of 80% or more of all students both engaged and able to identify the success criteria. |

improvement of instruction for the purpose of student understanding.	Reading and Writing Course (ERWC). The ERWC was developed by California State University as a full-year grade-12 English course for college-readiness. The ERWC emphasizes an in-depth study of expository, analytical, and argumentative reading and writing. The report reveals a positive impact of the ERWC on student achievement. Educational leaders and teachers will find this document useful. Its extensive description of the ERWC, including curriculum, professional learning, materials, and implementation offers suggestions for improving instruction Final Evaluation Report: Turnaround Arts Initiative (**Posted** 11-Jul-2016) Turnaround Arts initiative helps low performing schools implement arts education program to strategically engineer a school turnaround. The program focuses on improving school climate and culture, deepening instruction, and increasing student and parent engagement to improved academic achievement. This report includes summaries of: 1) the theory of action and program pillars, 2) the evaluation design and research questions, 3) program operation and implementation in the arts, and 4) outcomes and trends in school reform indicators and student achievement data. Advocating for the Visual Arts in the Era of No Child Left Behind, Daniel, Christine; Online 2010; https://eric.ed.gov/contentdelivery /servlet /ERICServlet?accno=ED510632 ; Research has shown that a solid visual arts program provided to students throughout the K-12 years increases academic achievement, increases self-confidence and self-concept and provides opportunities for students to tap all their intelligences. Research shows that art education has significant gains to student achievement and directly links academic success with other core subject areas like		

English and math. In addition, art education has significant gains to an individual's self-confidence and provides an outlet for self expression.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$19500	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	$10000	Certificated- Timesheets	

Actions/Services 1.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
To improve student engagement, increase student access, integration, and understanding in the curriculum, we will purchase: 1. Supplementary electronic devices, and other technology or learning tools to assist students in their application of knowledge and allow them to make larger gains in the instructional environment. This also includes increasing these materials to support English Learner, Special Education, intervention and enrichment instruction.	Science and Language for English Language Learners in Relation to Next Generation Science Standards and with Implications for Common Core State Standards for English Language Arts and Mathematics (PDF; Posted 08-Apr-2016) This article examines intersections between the learning of science and learning of language. The article identifies key features of the language of science classroom as students engage in these language-intensive science and engineering practices. A complimentary article related to this topic is Opportunities and Challenges in Next Generation Standards (PDF). Find additional articles at Stanford University Understanding Language The Technology Matrix (Posted 03-Feb-2015) The matrix is designed to assist schools and districts in assessing the degree to which technology is being integrated in classrooms and to provide teachers with models for using technology to enhance learning for K-12 students in meaningful ways. Short videos illustrate each of the levels for ELA, math, Science and Social Studies,	1. Review a random sampling of student work from the developed lessons using the supplemental devices and technology. Evaluate if the students were able to consistently achieve their success criteria based on the learning target with the use of the materials or technology.

	and short lesson overviews provide ideas for implementation.	

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$8550	Materials/Supplies/Equipment	

Actions/Services 1.1.3

Principally Targeted Student Group

• American Indian or Alaska Native • Black or African American • EL • Hispanic or Latino • Low Income • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
To improve academic achievement and other learning opportunities for students to access diverse resources to inform instruction, we will provide: 1. Supplemental Instructional resources such as supplies, books, equipment repair, duplication requests, field trips, student academic team fees, and extra AVID tutoring services.	Raising the Bar on Instruction (**Posted** 03-Jun-2016) Provides free, high-quality, research-based multimedia resources from nationally recognized content and pedagogy experts, tools for planning and delivering highly effective professional development and consultation to support standards implementation, and opportunities to collaborate, share ideas, and interact with peers and other content and teaching specialists. Quality Standards for Expanded **Learning** - After School Programs ... File Format: PDF/Adobe Acrobat should be student-centered, results-driven, include community partners, and complement but not replicate **learning** activities in the regular school **day**/year."1 ... www.cde.ca.gov/ls/ba/as /documents/qualstandexplearn.pdf	1. Review of district interim assessments to see an increased proficiency of 5% on both ELA and Math Assessments. 1. Review of walk through data and findings to examine student engagement. With a metric of 80% or more of all students both engaged and able to identify the success criteria. 1. Review of the sign in sheets, requests, and other artifacts to evaluate total student use data, number of students affected, and their effectiveness with student access.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$1200	Materials/Supplies/Equipment	
Student Fees (2312/0000)	$10000	Materials/Supplies/Equipment	
Student Fees (2312/0000)	$5000	Contracts/Services/Subscriptions	

Actions/Services 1.1.4

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
In order to support the implementation and engagement with the curriculum and learning in the classroom, we will provide: 1. Software, databases, online subscriptions, instructional materials, software and hardware to support student learning. Subscriptions to: Scholastic Update magazine Noodle Tools WebPath Express EdPuzzle Soundtrap Flinn Inquiry Labs for AP Biology Turnitin	Using Technology to Support At-Risk Students' Learning https://edpolicy.stanford.edu/sites/default/files/scope-pub-using-technology-report.pdf by L Darling-Hammond - 2014 - Cited by 70 - Related articles USING TECHNOLOGY TO SUPPORT AT-RISK STUDENTS' LEARNING. 1. For many years, educators and policymakers looking for strategies to close the achievement gap and improve student learning have sought solutions involving new uses of technology, especially for students placed at-risk. ?	1. Review the use of the items and determine their amount of use/effectiveness with regard to student engagement in the classroom.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$8500	Contracts/Services/Subscriptions	

Site Goal 1.2

Provide access to courses and high quality instruction which prepare students for college, career, other post-secondary opportunities, and life readiness.

In 2019 the A-G rate was at 50%. This rate will increase by 5% in the 2021-2022 school year.

Metric: A-G Completion	

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
To improve engagement, access, academic success, and the participation of under-represented student groups such as EL, RFEP, low-income, Foster Youth and homeless in successful completion of college level coursework. We are going to support AVID, Honors, and Advanced Placement programs by providing: 1. Funding for field trips, professional development, supplemental reading materials, diverse optional library books, tutoring, registrations, coordination, release time, and materials, supplies, services and required training.	Broadening the Benefits of Dual Enrollment: Reaching Underachieving and Underrepresented Students with Career-Focused Programs (**Posted** 19-Sep-2016) The authors provide recommendations for effective dual enrollment practices and public policies. The authors provide tools, processes and procedures to improve educational outcomes for a broader range of students including at-risk, low-income pupils and those who are historically underrepresented in higher education. The authors collected and evaluated data from 8 sites including 10 colleges and 21 high schools which generated a quality resource. K-12 and college teachers and administrators may use these concepts, strategies and findings in dual enrollment classrooms, programs, schools and districts. Initiatives Crosswalk for Recommendation 10 - Professional Learning ... the California Standards for the Teaching Profession, and **best practices** as the ... Collaboration, including structured **AVID** tutorials (as opposed to one-on-one ... pubs.cde.ca.gov/tcsii /initiativcrosswalk /crosswalkrec10.aspx Secondary School Courses Designed to Address the Language Needs and Academic Gaps of Long Term English Learners (PDF; **Updated** 25-Sep-2015) This report provides four specific case studies of innovative courses provided to Long Term English	1. Review a random sampling of student work from the developed lessons regarding learning targets and success criteria. Evaluate if the students were able to consistently achieve their success criteria based on the learning target. 1. Review student participation information for tutoring and field trips. Examine sign in sheets and determine the level of participation by students.

Learning (LTELs) in four school districts. The publication includes a course design and planning checklist

Top 10 Instructional Strategies for Struggling Students (**Posted** 20-Aug-2014)
This accessible article presents ten strategies teachers may be familiar with, succinctly explains how each strategy works with different kinds of learners, and offers suggestions to implement them sustainably school- or district-wide. These suggestions highlight some key information in the guidebook, "Teaching English Learners and Students with Learning Difficulties in an Inclusive Classroom: A Guidebook for Teachers" (WestEd, 2012).

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$17650	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	$15000	Contracts/Services /Subscriptions	

Actions/Services 1.2.2

Principally Targeted Student Group

• SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
To support the academic success of students with disabilities, EGHS will provide: 1. Professional learning activities, release time, and stipends to staff.	ONE SYSTEM: Reforming Education to Serve All Students (PDF; **Posted** 09-Jul-2015) This is a report produced by the California Statewide Task Force for Special Education in March 2015. It provides a blueprint for general and special education educators to work together seamlessly to address the needs of all students—as soon as those needs are apparent. Recommendations are made on how students with disabilities (SWD) receive effective services, learn in classrooms that	1. Review a random sampling of student work from the developed lessons regarding learning targets and success criteria. Evaluate if the students were able to consistently achieve their success criteria based on the learning target.

are guided by one set of academic standards, expectations and accountability standards alongside their general education peers when appropriate, and are equipped with knowledge and skills to make their own way as adults. Within the system, services for SWD are provided from the time they are born through preschool, and until they graduate with a high school diploma or reach the age of 22; services are devised and implemented by well-prepared general and special education educators who work collaboratively to ensure the success of each student.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$500	Materials/Supplies/Equipment	

Actions/Services 1.2.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
To increase access for students and support student connections to Elk Grove High School by providing: 1. Registration, fees, materials, transportation, and release time for Academic Competitions.	**Academic Competitions** - Taking Center Stage - Act II (TCSII) (CA ... Middle grades schools can use **academic competitions** to develop social, emotional and academic skills and teamwork in young adolescent students. pubs.cde.ca.gov/tcsii /ch5/adcmicmptition.aspx **Competitions** - Taking Center Stage - Act II (TCSII) (CA Dept of ... However, carefully planned events can build school spirit, student confidence, and individual **academic** and social skills. In planning **competitions**, school staff ... pubs.cde.ca.gov/tcsii /ch5/**competitions**.aspx	1. Review the competitions and evaluate the effectiveness of the support provided to the students for the extra-curricular competitions.

Funding Source	Amount	Description of Use	
Academic Competitions (7206/0000)	$500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$1500	Contracts/Services /Subscriptions	

Actions/Services 1.2.4

Principally Targeted Student Group

• All • EL • Foster Youth • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
To support the implementation of CA Partnership Academies and Career Technical Education pathways to expand work-based learning activities, opportunities to receive college credit, increase student participation and establish effective student leadership teams by providing: 1. Professional learning, release time, materials, supplies, and services. 2. Resources for continuous meetings, supervision, and assistance to direct activities during meetings.	The Building Blocks of Project-Based Learning (**Posted** 19-Aug-2014) This video describes what project-based learning is and how this process supports 21st Century Skills. This practical overview also offers implementation guidelines and tools, including a template contract for collaborative work. The video offers a strong beginning to a suite of related videos set in a high school, which illustrate how project-based learning increases student engagement in all content areas. See SAGE: A Framework for Project-Based Learning and Group Contracts for Collaborative Work Recognizing College and Career Readiness in the California School Accountability System (PDF; **Posted** 11-Feb-2015) From the executive summary: "This paper proposes a set of strategies for identifying and supporting career as well as college readiness within the Local Control and Accountability Plans (LCAPs) that will shape accountability reporting for schools and districts. In addition, the paper proposes ways that student accomplishments illustrating career readiness can be included in graduation standards and conveyed to postsecondary audiences."	1. Measure the percent increase in the number of students that move from the introduction course to the concentrator course in each CPA academy. Growth of at least 5% from 2021-2022 school year. 1. All academies and pathways will have or establish student leadership teams as indicated by agendas, minutes, and sign in sheets. 2. Review and evaluate student leadership meeting sign in sheets and minutes.

Standards & Framework - Career Technical Education (CA Dept of ... The California Career Technical Education (**CTE**) Model Curriculum Standards ... a rigorous and relevant **CTE** curriculum that increases **student achievement**. www.cde.ca.gov/ci/ct/sf/

CTE Model Curriculum Standards - Standards & Framework (CA ... The newly revised **CTE** Model Curriculum Standards designed to prepare **students** to be both Career and College ready were adopted by the SBE on January ...www.cde.ca.gov/ci/ct/sf/**cte**mcstandards.asp

Item #4 from the 11 Elements of High Quality CTE - Student Support and Student Leadership Development. Specifically addressing Leadership Activities Embedded Curriculum and All Students Participate (elements C and D).

Funding Source	Amount	Description of Use	
CTE (7235/0000)	$0	Materials/Supplies/Equipment	

Actions/Services 1.2.5

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
To support ongoing development of EL Programs and Interventions to support students by providing: 1. Professional development, release time, materials, supplies, and services (including administration of Initial and Summative ELPAC).	Improving Adolescent Literacy: Effective Classroom and Intervention Practices (PDF; **Updated** 27-Sep-2016) This guide presents specific strategies that classroom teachers and specialists can use to increase the reading ability of adolescent students. These recommendations have been validated by What Works Clearinghouse as effective approaches to help students gain more from their reading tasks,	1. Review artifacts, lessons, and student work to evaluate if professional development was in helping students complete the success criteria for the learning targets.

improve their motivation for and engagement in the learning process, and assist struggling readers who may need intensive and individualized attention.
Small Learning Communities - Taking Center Stage - Act II (TCSII ...
Generally, a **small learning community** (SLC) is any individualized learning unit within a larger school setting. Schedules allow students and teachers to meet ...
pubs.cde.ca.gov/tcsii /ch5/smllrngcmunities.asp

Professional **Learning**- Recommendation 5-Assess - Taking Center ...
Interdisciplinary **small learning communities**: There is regular collaboration in **small learning communities** (grade-level and department teams) that foster ...
pubs.cde.ca.gov/tcsii /pro**learning**toolkit /.../r5pla2asses201010c.aspx

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$1500	Certificated- Timesheets	

Actions/Services 1.2.6

Principally Targeted Student Group

• Foster Youth

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
To provide academic, emotional, and behavioral support, staff will: 1. Meet with Foster Youth students twice a week during Herd Time to provide timely individualized intervention, resources, and address student needs.	Fostering Educational Success: An Analysis of Investments in School Climate and Foster Youth Through the Local Control Accountability Plan (PDF; **Posted** 08-Apr-2015) Fostering Educational Success is the first statewide report that investigates how school districts have responded to the school climate and attendance LCFF requirements for foster youth in their LCAPs for the 2014–2015	1. An increase in the attendance rate of Foster Youth of 3% from 92.8% to 95.8%. 1. A decrease of 10% in the rate of suspensions and referrals for foster youth students as indicated by the dashboard from 28.6% to 20.0%.

school year. The districts that are the subject of this report serve approximately 55% of the foster youth enrolled in California schools. The enlightening findings are a call for all school districts in the state to take a critical look at the unique school climate needs of foster youth and revise their baseline data, goals, actions, and expenditures to address those needs. And the recommendations are, in the authors' words, "concrete, simple and aligned with the letter and intent of the law."
Foster **Youth** Services Program Resources
Jul 27, 2017 **...** Resources related to foster **youth** service coordinating programs. ... and **best practices** regarding school stability for foster **youth** as outlined in the .... Information on the interconnection of PBIS and school **mental health** systems ... www.cde.ca.gov/ls/pf/fy/resources.asp

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$500	Materials/Supplies/Equipment	

Actions/Services 1.2.7

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
To provide funding for .5 Program Administrator to: 1. To provide academic, instructional, social-emotional and behavioral support to all students with an emphasis on supporting principally targeted student groups such as African American, Hispanic, SWD, Two or more races, low-income, EL/RFEP, Foster Youth and homeless students.	VISIBLE LEARNING - Information About What Works Best For Learning https://visible-learning.org. Hattie: Effects of Principals and school leaders	1. Review a random sampling of student work from the developed lessons regarding learning targets and success criteria. Evaluate if the students were able to consistently achieve their success criteria based on the learning target. 2. A decrease of 3% in the rate of suspensions and referrals for all students and sub group of students as indicated by the dashboard.

2. To provide supervision and program coordination for PBIS and MTSS to support all principally targeted student groups such as African American, Hispanic, low-income, SWD, Two or more races, EL/RFEP, Foster Youth and homeless students.		

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$74000	Certificated- Salaries	

Site Goal 1.3

English Learner (EL) students will increase the rate at which they meet the A-G requirements.

In the 2019-2020 school year, the A-G rate was at 0% for EL students. This rate will increase by 10% in the 2021-2022 school year.

Metric: A-G Completion	

Actions/Services 1.3.1

Principally Targeted Student Group

• EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
To prepare instruction for EL students of all levels and to ensure they have access to curriculum. Elk Grove High School will provide: 1. Provide professional learning, release time, EL coordination, services, stipends to staff to implement and evaluate EL research-based strategies in all areas of curriculum. (ie. EDGE, CCSS, NGSS, and SBAC curriculum.	Effective Instruction for English Learners (PDF; **Posted** 19-Sep-2016) Educational leaders may read this article about a comprehensive model of implementing high-quality instruction for English Learners. Based on research, the authors provide detailed components that can be used in school reform, instructional planning, professional development, parent outreach, and monitoring outcomes. The Language of Reform: English Learners in California's Changing Landscape (PDF; **Posted** 27-May-2015) This report highlights eleven California districts that have successfully implemented practices	1. Review a random sampling of student work from the developed lessons regarding learning targets and success criteria. Evaluate if the students were able to consistently achieve their success criteria based on the learning target.

and strategies that have contributed to positive results for English learners, including low-income English Learners. These succinctly described approaches have resulted in improved proficiency on state standards, a decrease in retention rates, and increased enrollment in college-preparatory coursework in high school.

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$4233	Certificated- Timesheets	

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:

- **Assessment System**
- **Data and Program Evaluation**
- **Other (Site-based/local assessment)**

Site Goal 2.1

All students will benefit from instruction guided by PLC work on assessment results and continuous programmatic evaluation based on data as measured by an increase in the A-G completion rate. In 2020-2021 school year the A-G rate was at 51%. We will increase the number of students that are UC A-G ready.

A-G Completion - Increase the number of students that are UC A-G ready
All students from 51% to 56%
African American students from 38% to 43%
Hispanic students from 41% to 46%
Two or More Races students from 36% to 41%
SED students from 40% to 45%
SWD students from 20% to 25%

Metric: Assessment System	

Actions/Services 2.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Improve instruction and student understanding of concepts based on assessment data, Elk Grove High School will provide: 1. Professional development and release time to support ongoing efforts of Professional Learning Communities (PLCs) to develop and monitor student learning via the use of illuminate and common assessments. These meetings will include the evaluation and discussion of student data from the assessments administered to students and the development of academic plans to address student needs.	Conclusion - Taking Center Stage-Act II (TCSII) (CA Dept of Education) Professional Learning Community (**PLC**) members not only convey the ... serve as a catalyst for schoolwide improvement by continually sharing **best practices**. pubs.cde.ca.gov/tcsii /ch10/conclusion.aspx The Importance of Data Comparability (PDF; **Posted** 19-Aug-2014) This is the second in a series of three articles on interim assessment. This article emphasizes the importance of making sure the assessments used are comparable when comparing data horizontally (across classes, schools, or districts), vertically (comparing the school level to the district, state or federal averages), or longitudinally (looking at individual student growth or student cohort achievement over time). Balanced Assessment Combining Multiple Measures to Drive Learning (PDF; **Posted** 19-Aug-2014) This is the third in a series of three articles on interim assessment. This article emphasizes the importance of a balanced approach to assessment, using formative and interim assessment to inform day-to-day practice and summative assessment to capture what has been learned at the end of the school year. Examples are given of multiple measures and of how administrators and teachers use data to inform their practice. Teaching Solutions: Many Ways Up, No Reason to Move Out (PDF; **Updated** 27-Jan-2017) Teachers do not need to move out of the classroom to develop their expertise to solve our schools' most pressing problems, suggests this new model that encourages effective teachers. California teachers provide examples of new professional teaching tracks that align with Greatness by	1. Review a random sampling of student work and assessments from the developed lessons regarding learning targets and success criteria. Evaluate if the students were able to consistently achieve their success criteria based on the learning target. Create a plan to address any needs that arise from the data.

	Design (PDF). Center on Great Teachers and Leaders (MET) Measures of Effective Teaching Project (**Posted** 02-Jun-2016) Is it possible to identify and measure effective teaching? Can educators and researchers pinpoint what works in the classroom? At the end of three years of research, 3,000 teacher volunteers' overwhelming response was, "Yes!" Learn why multiple measures of effective teaching are so important and find resources and tools to support this approach. Is it possible to identify and measure effective teaching? Can educators and researchers pinpoint what works in the classroom? At the end of three years of research, 3,000 teacher volunteers' overwhelming response was, "Yes!" Learn why multiple measures of effective teaching are so important and find resources and tools to support this approach. Why Interim Assessment Matters (PDF; **Posted** 19-Aug-2014) This is the first in a series of three articles on interim assessment. This article distinguishes the purposes of formative, interim and summative assessments, and describes the purpose of fixed form and computer adaptive assessments. The authors describe the instructional, predictive and evaluative uses of interim assessment and stress the importance of interim assessment in measuring growth.		

Funding Source	Amount	Description of Use	

Actions/Services 2.1.2

Principally Targeted Student Group

• All • Black or African American • EL • Hispanic or Latino • Low Income

What Specific Actions/Services will you Provide to this Student	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each

Group?	Practice?	Action/Service?
To improve all aspects of the AVID program EGHS will provide: 1. Professional development and release time for the coordination, evaluation and articulation of the AVID program.	Targeted Resources for Recommendation 2 related to Instruction ... Just for the Kids Best Practice Studies and Institutes: Findings from 20 States, (Outside ... The Magnificent Eight: **AVID Best Practices** Study, (Outside Source) ... pubs.cde.ca.gov/tcsii /targetedresources /targetresourcesrec2a.aspx	1. Review a random sample of summaries and artifacts from the meetings. Evaluate the suggested changes and recommended efforts, effectively made a positive change in the AVID program.

Funding Source	Amount	Description of Use	
AVID (7233/0000)	$7300	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	$3000	Contracts/Services /Subscriptions	

Actions/Services 2.1.3

Principally Targeted Student Group

• All • American Indian or Alaska Native • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • Two or More

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
In an effort to increase access to Honors and AP courses/program, Elk Grove HIgh School will provide and facilitate: 1. Professional development and evaluation of the programs, data, articulation and outreach. 2. Resources and materials to support the staff in improving access to honors and AP courses.	California's 2015 State Plan to Ensure Equitable Access to Excellent Educators (PDF; **Posted** 02-Jun-2016) This plan details a theory of action and progress toward achieving equitable access to excellent teachers and leaders for all students.	1. Review a random sample of artifacts from the professional development and evaluation meetings to evaluate their effectiveness. 2. Review and evaluate random summaries/artifacts describing the use of resources and materials to achieve the overall objectives.

Funding Source	Amount	Description of Use	
PreAP Training (7218/0000)	$5000	Certificated- Salaries	
AP Recruitment (7225/0000)	$1000	Certificated- Salaries	

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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**
- **Expulsion**
- **HS Dropout**
- **MS Dropout**
- **Other (Site-based/local assessment)**
- **School Climate**
- **Social Emotional Learning**
- **Suspension**

Site Goal 3.1

Increase Positive Behavioral Interventions, an increased positive climate, and Support for students and staff as indicated by an increased sense of belonging and connectedness by students and staff on district surveys. Due to the pandemic, we have no in person data from the 2020-2021 school year because students were in distance learning, hybrid learning, or both.

In 2019-2020, the LCAP Needs Student Survey indicated that 68% of students were satisfied that in Classrooms they were felt welcome to ask questions. In the 2021-2022 school year, EGHS would like those levels to increase by 12%. In the 2022-2023 school year, EGHS would like those levels to increase by another 6% to a total of 86%.

Metric: Other (Site-based/local assessment)	

Actions/Services 3.1.1

Principally Targeted Student Group

• All • EL • Foster Youth • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
To improve the campus culture, student connectedness and engagement at Elk Grove High 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	How to Create a Positive School Climate (**Posted** 08-Apr-2015) This brief article from the Greater Good Science Center at the University of California, Berkeley, contains three strategies for creating a positive school climate. It references the work and resources the National School Climate Council and the Safe and Supportive Schools website as well as principles from psychology and organizational leadership experts such as Peter Senge. Though the	1. Review a random sample of artifacts from the professional development and evaluation meetings to evaluate their effectiveness. 2. Review random summaries and attendance sign in sheets. Evaluate programs and events with regard to student engagement, value, and effectiveness.

learning to staff.

2. To support the PBIS/Campus Culture program with speakers, 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.

straightforward overviews are brief, the article includes links to other resources that more fully describe ways to implement the strategies.

California's 2016 State Plan to Ensure Equitable Access to Excellent ...
File Format: PDF/Adobe Acrobat access to an excellent education for **students** from historically **underserved** communities, in ..... California Alliance of **African American**Educators. • California ... **best practices**, including practices that are culturally relevant and responsive)".
www.cde.ca.gov/nclb/sr/tq/documents/caeeplanrevised.pdf

Foundations for Young Adult Success: A Development Framework (**Posted** 11-Jul-2016) Educational leaders will find this seminal work relevant for assisting in the school improvement process by bringing elements such as school culture, instructional strategies, and discipline policies and practices into alignment with healthy child and youth development research and practice. This resource provides a framework for developing social/emotional learning strategies that is becoming increasingly a priority in California.

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	$1000	Contracts/Services /Subscriptions	

Actions/Services 3.1.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

| In an effort to create a culturally responsive, supportive and engaging environment for all students, Elk Grove High School will provide:

1. Equipment and services to monitor student participation in clubs and at events. As well as resources primarily focused on supporting low-income, EL/RFEP, Foster Youth and homeless students. | Child Welfare & Attendance - Attendance Improvement (CA Dept of ...
These changes in attendance supervision **practices** help promote a culture of ...
and **extracurricular activities** that increase
pupil **connectedness** to **school**, such ...
www.cde.ca.gov/ls/ai/cw

California Learning Communities for **School** Success
File Format: Microsoft Word
Apr 7, 2017 **...** These programs and **practices** must complement and enhance the ...
and **extracurricular activities** that increase
pupil **connectedness** to **school**, ...
www.cde.ca.gov/fg/fo/r8 /documents/prop47rfa.doc | 1. Review random summaries and attendance sign in sheets. Evaluate programs and events with regard to student engagement, value, and effectiveness |

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$1500	Contracts/Services /Subscriptions	

Actions/Services 3.1.3

Principally Targeted Student Group

• All • Foster Youth • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
In an effort to develop materials and strategies for the staff to support students in crisis, mental health services and the implementation of Restorative Practices, Elk Grove High School will provide: 1. Release days, compensation, professional development.	Model **Youth** Suicide Prevention Policy - **Mental Health** (CA Dept of ... File Format: Microsoft Word May 9, 2017 **...** This policy is based on research and **best practices** in suicide prevention, and has been adopted with the understanding that suicide prevention ... www.cde.ca.gov/ls/cg/mh /documents/modelpolicy.doc What Works Brief #7: Harassment and Bullying (PDF; **Updated** 08-Apr-2015) This is one of 10 What Works	1. Review a random sample of artifacts from the professional development and evaluation meetings to evaluate their effectiveness. 2. Review random summaries and attendance sign in sheets to evaluate the increase in usage of MTSS, PBIS, and Restorative Practices.

	Briefs that provide state-of-the-art strategies, practices, and programs that are proven by research to improve school climate. Each brief is about 4-5 pages and includes practical strategies for use by school staff, parents, and community members. All What Works Briefs are organized into three sections: Quick Wins--What Teachers & Adults Can Do Right Now; Universal Supports —Schoolwide Policies, Practices, & Programs; and Targeted Supports —Intensive Supports for At-Risk Youth.	

Funding Source	Amount	Description of Use	

Site Goal 3.2

Increase Positive Behavioral Interventions, an increased positive climate, and Support for students and staff as indicated by an increased sense of belonging and connectedness by students and staff on district surveys. Due to the pandemic, we have no in person data from the 2020-2021 school year because students were in distance learning, hybrid learning, or both.

In 2019-2020, the LCAP Needs Student Survey indicated that 68% of students were satisfied that in Classrooms they were felt welcome to ask questions. In the 2021-2022 school year, EGHS would like those levels to increase by 12%. In the 2022-2023 school year, EGHS would like those levels to increase by another 6% to a total of 86%..

Metric: School Climate	

Actions/Services 3.2.1

Principally Targeted Student Group

• All • Black or African American • Foster Youth • Low Income • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
In order to implement, plan, and improve culturally responsive practices, Elk Grove High School will provide: 1. Professional development opportunities, release time, speakers, instruction, and/or presentations, to facilitate	Guiding Principles: A Resource Guide for Improving School Climate and Discipline (**Posted** 20-Aug-2014) The goal of this report is to create safe schools where effective teaching and learning can take place. The Department of Education identifies three guiding	1. Review a random sample of artifacts from the speakers, assemblies and meetings. Discuss the artifacts in leadership to evaluate their effectiveness. 1. A decrease of 3% in the rate of suspensions and referrals for all students as indicated by the

| conversations regarding equity. | principles for policymakers, district officials, school leaders, and stakeholders to consider in improving school climate and discipline. They are to: create positive climates and focus on prevention; develop clear, appropriate, and consistent expectations and consequences; and to ensure fairness, equity, and continuous improvement. The appendices include a directory of "Federal School Climate and Discipline Resources", an online "Compendium of School Discipline Laws and Regulations" and an "Overview of the Supportive School Discipline Initiative"

Core Component 2: High Expectations - Multi-Tiered System of ...
Jul 19, 2017 **...** Provides technical assistance and professional development to improve **culturally responsive practices**, early intervention, literacy instruction, ... www.cde.ca.gov/ci/cr/ri /corecomp2.asp | dashboard. | |

Funding Source	Amount	Description of Use	

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
In an effort to facilitate student centered activities which promote a positive, inclusive climate, Elk Grove High School will provide: 1. Release time, after hours compensation, services, transportation, materials and supplies for targeted groups including EL/RFEP, low-income, Foster Youth, and homeless students.	Guiding Principles: A Resource Guide for Improving School Climate and Discipline (PDF; **Posted** 27-May-2015) This resource draws from emerging research and best practices to create guiding principles to assist policymakers, district officials, school leaders, and stakeholders in developing safe and productive learning	1. Evaluate student survey results in the campus culture meetings to monitor increase in student connectedness questions on the survey, as compared to prior years. 1. D/F rate will decrease in all areas by 2%.

environments for all students. The U.S. Department of Education has identified three guiding principles to improve school climate and discipline for all students: climate and prevention; clear, appropriate, and consistent expectations and consequences; and equity and continuous improvement. There are action steps listed for each of the guiding principles which may be considered when creating a positive climate, including evidence-based strategies, professional development, collaborative partnerships, policy development, family engagement, and data analysis.

The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System (**Updated** 28-Oct-2015) This report of over 400 pages includes an executive summary that explains the focus of the report and findings over the current practice where millions of students are being removed from their mainly middle and high school classrooms for overwhelmingly minor misconduct. A disproportionately large number of disciplined students are youths of color, students with disabilities, and youth who identify as lesbian, gay, bisexual, or transgender. This is a comprehensive report, consensus-based from many professional groups, and a practical guide with real-world approaches.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$3000	Contracts/Services /Subscriptions	

District Strategic Goal 4:	District Needs and Metrics 4:
All students will benefit from programs and services designed to inform and involve family and community partners.	Students need parent, family and community stakeholders as direct partners in their education as measured by:

- **Attendance Rate**
- **Chronic Absentee Rate**
- **Family and Community Engagement**
- **Input in Decision Making**
- **Other (Site-based/local assessment)**
- **Partnerships for Student Outcome**
- **Relationships Between Staff and Families**

Site Goal 4.1

Increase communication, interaction, meetings, events, and parental involvement opportunities to increase parental connectedness and involvement in Elk Grove High School. Due to the pandemic, we have no in person data from the 2020-2021 school year because we were in distance learning for most of the school year. Parents and other non students were not allowed on the school site until March of 2022.

In 2018 - 2019 school year, the Parent Survey indicated that 43% of parents felt they had opportunities for parental input in making decisions and 57% indicated that they had effective provision of opportunities for parental involvement. In the 2022-2023 school year EGHS would like that level to increase by 10% in each category.

Metric: Family and Community Engagement	

Actions/Services 4.1.1

Principally Targeted Student Group

• All • EL • Foster Youth • Hispanic or Latino • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Elk Grove High School will sustain and enhance current programs to inform and involve parents/guardians, family and community members in school wide programs (i.e. Latino Family Literacy Project, English Learner Advisory Committee, ELAC Meetings, School Site Council, and Transitions etc.). In an effort to meet with parents to discuss college and career options, high school graduation requirements (a-g), attendance improvement, discipline issues, and academic programs. Also, to provide outreach to families and support to underperforming students by facilitating home visits and other services (including low-income, ELAC Meetings, EL/RFEP, Foster Youth, and homeless students), Elk Grove High School will provide:	Handbook on Family and Community Engagement (PDF; **Posted** 29-Aug-2014) This Handbook is intended to provide educators, community leaders, and parents with a succinct survey of the best research and practice in family engagement accumulated over the years. Every Student Succeeds Act Stakeholder **Engagement** File Format: Microsoft Word Aug 16, 2016 **...** **PARENT** AND COMMUNITY **ENGAGEMENT** (42 comments) .... **Best practices** should then be shared through an online resource that includes .... with a process to ensure that **EL** students have access to A-G and AP courses and ... Finally, stakeholders expressed a strong interest	1. Increase percentage on the LCAP parental survey by 10% on "Ideas/tips on how to support academics at home." 1. Increase percentage on the LCAP parental survey by 5% on "information about participating in school activities." 1. Sign in Sheets 1. Increase the attendance rate for all groups to 98% or better as indicated by attendance reports each month.

1. Release days, release time, stipend, materials, services, food, and compensation to staff	in **increasing** instructional ... www.cde.ca.gov/be/pn/im/.../memo-exec-essa-aug16item02.doc Family Engagement Framework - **Parent**/Family (CA Dept of ... File Format: PDF/Adobe Acrobat comprehensive approach to **improving** developmental, academic, and behavioral outcomes for all children and youth. ..... effective and promising **practices** in **parent involvement**. ...... intervention, combining the use of the **Good** Behavior Game with ... Low-Income Youths and **English Language Learners** from Middle School. www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf Strategies for Community Engagement in School Turnaround (PDF; **Posted** 18-Aug-2014) This report examined the role of community engagement strategies in the effectiveness of the school turnaround strategy in improving the performance of low achieving schools. Initiatives in eleven states are reviewed, and five primary recommendations (or takeaways) were identified. A description of each of the eleven initiatives is included in the report. School Attendance Improvement Strategies - Child Welfare ... Aug 23, 2017 **...** Make **home visits** concerning student absences if parents, guardians, and caregivers cannot be reached by e-mail, text, or telephone. Refer to ... www.cde.ca.gov/ls/ai/cw/attendstrategy.asp	

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	

Actions/Services 4.1.2

Principally Targeted Student Group

• All • EL • Low Income • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
In an effort to increase parental involvement, engagement, and provide information to parents, Elk Grove High School will provide: 1. Meetings with parents to provide information on financial aid resources (i.e. Cash for College, FASFA, and Parent Financial Aid Night etc.), information on courses and programs. 2. Fund speakers and presenters for both staff and/or parents to increase parental engagement.	The Power of Parents: Research Underscores the Impact of Parent Involvement in Schools (PDF; **Posted** 03-Feb-2015) This report presents a review of the vast research on the value and impact of parent engagement on their child's academic performance, especially as it relates to the California experience. The report offers highlights of research findings, information on LCFF's priority for parent involvement, and numerous resources to support schools with implementing best practices to increase parent engagement.	1. Increase percentage on the LCAP parental survey by 10% on "Ideas/tips on how to support academics at home." 1. Increase percentage on the LCAP parental survey by 5% on "information about participating in school activities." 1. & 2. Parent evaluations and Surveys 1. & 2. Sign in Sheets

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$250	Classified- Timesheets	
Supplemental/Concentration (7201/0000)	$5000	Certificated-Stipends	
Supplemental/Concentration (7201/0000)	$5000	Certificated- Timesheets	

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, Transitions, 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) | 2022 - 2023

Fund Source *Mgmt. Code/Description Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2200 Regular Education (9-12) **0000** Unrestricted	0.0000	$0	$104,640	$104,640	$104,640	$0	$0	$0	$0
2270 Extended Day (9-12) **0000** Unrestricted	0.0000	$0	$27,167	$27,167	$27,167	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0.0000	$0	$15,000	$15,000	$15,000	$0	$0	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0.0000	$0	$163,500	$163,500	$140,750	$3,000	$4,500	$15,250	$0
7206 Academic Competitions **0000** Unrestricted	0.0000	$0	$500	$500	$500	$0	$0	$0	$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training **0000** Unrestricted	0.0000	$0	$5,000	$5,000	$0	$5,000	$0	$0	$0
7220 Honors/Advanced Placement Coordination **0000** Unrestricted	0.0000	$0	$4,000	$4,000	$4,000	$0	$0	$0	$0
7225 Honors/Advanced Placement Outreach (OCR) **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$1,000	$0	$0	$0
7233 AVID Support **0000** Unrestricted	0.0000	$0	$7,300	$7,300	$0	$7,300	$0	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0.0000	$0	$21,883	$21,883	$21,883	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$350,990	$350,990	$313,940	$16,300	$5,500	$15,250	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$350,990

Signatures: (Must sign in   **Date**

blue ink)

Principal | Eugene Christmas

School Site Council Chairperson | Jasjeet Kaur

EL Advisory Chairperson | Tania Oliva