

Elk Grove Unified School District

LCAP Metrics
for Five Strategic Goals
September 2025



ELK GROVE UNIFIED SCHOOL DISTRICT

EGUSD LEARNING VISION

Every student learning in every classroom, in every subject, every day to prepare college-, career- & life-ready graduates

EGUSD STRATEGIC GOALS



HIGH-QUALITY CURRICULUM, INSTRUCTION & ASSESSMENT

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



TARGETED SUPPORTS & INTERVENTIONS

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



WELLNESS

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



FAMILY & COMMUNITY ENGAGEMENT

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

EGUSD LCAP Metrics

Strategic Goal 1: High-Quality Curriculum & Instruction	Strategic Goal 2: Targeted Supports and Intervention	Strategic Goal 3: Wellness	Strategic Goal 4: Family & Community Engagement
1. Teacher Assignment 2. Instructional Materials 3. Content Standards Implementation 4. Course Access: Elementary Subjects 5. Course Access: MS Honors/AVID 6. Course Access: HS AP/IB 7. CAASPP ELA 8. CAASPP Math 9. CAASPP Science 10. EAP in ELA 11. EAP in Math 12. Progress Toward English Proficiency 13. LTEL Progress Toward English Proficiency 14. Reclassification 15. LTEL Reclassification 16. A-G Completion 17. Career Technical Education 18. A-G Completion and Career Technical Education 19. AP/IB Exams 20. Assessment System	5. Students with Disabilities Disparity 6. African American Disparity 7. Native American Disparity 8. Homeless Student Disparity 9. Foster Student Disparity	1. MS Dropout 2. HS Dropout 3. Graduation 4. Suspension 5. Expulsion 6. Student Climate 7. Parent Climate 8. School Staff Climate 9. Social Emotional Learning 10. Facilities	1. Attendance 2. Chronic Absenteeism 3. Relationships Between School Staff & Families 4. Partnerships for Student Outcomes 5. Input in Decision Making

EGUSD Strategic Goal #1



HIGH-QUALITY CURRICULUM, INSTRUCTION & ASSESSMENT

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

Desired Outcomes for 2026-27

1. Teacher Assignment

- 100% of teachers appropriately assigned and fully credentialed/certified in the subject areas in which they teach

2. Instructional Materials

- 100% of students with access to standards-aligned instructional materials

3. Content Standards Implementation

- 80% of teachers reporting full implementation of State Content Standards (SCS) in ELA, Math, ELD, Science, History/Social Science, Physical Education (PE), Health, School Library, CTE, Visual and Performing Arts (VAPA), and World Language

4. Elementary School Course Access

- 100% of elementary students provided English, Math, Social Science, Science/Health, VAPA, and PE instruction

5. Middle School Course Access

- 65% of middle school students who had taken an Honors/Accelerated or AVID course upon promotion to high school

6. High school Course Access

- 60% of high school students enrolled in Honors and AP/IB courses

7. CAASPP ELA

- 8 Distance From Standard (DFS) in ELA as measured by CAASPP

8. CAASPP Math

- -23 DFS in Math as measured by CAASPP

9. CAASPP Science

- -1 DFS in Science as measured by CAASPP

EGUSD Strategic Goal #1



HIGH-QUALITY CURRICULUM, INSTRUCTION & ASSESSMENT

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

Desired Outcomes for 2026-27, continued

10. EAP in ELA

- 65% of students demonstrating college preparedness (conditional and unconditional) as measured by the EAP in ELA.

11. EAP in Math

- 45% of students demonstrating college preparedness (conditional and unconditional) as measured by the EAP in Math.

12. Progress Toward English Proficiency: English Learners

- 55% of EL students making progress toward English proficiency as measured by ELPI levels.

13. Progress Toward English Proficiency: Long Term English Learners

- 55% of LTEL students making progress toward English proficiency as measured by ELPI levels.

14. Reclassification: English Learners

- Maintain 15% or better reclassification rate for English Learners.

15. Reclassification: Long Term English Learners

- Maintain 15% or better reclassification rate for Long-Term English Learners.

16. A-G Completion

- 62% of students meeting A-G requirements upon graduation.

17. CTE Sequence Completion

- 25% of students completing CTE sequence upon graduation.

18. A-G and CTE Sequence Completion

- 20% of students meeting A-G requirements and completing CTE sequence upon graduation.

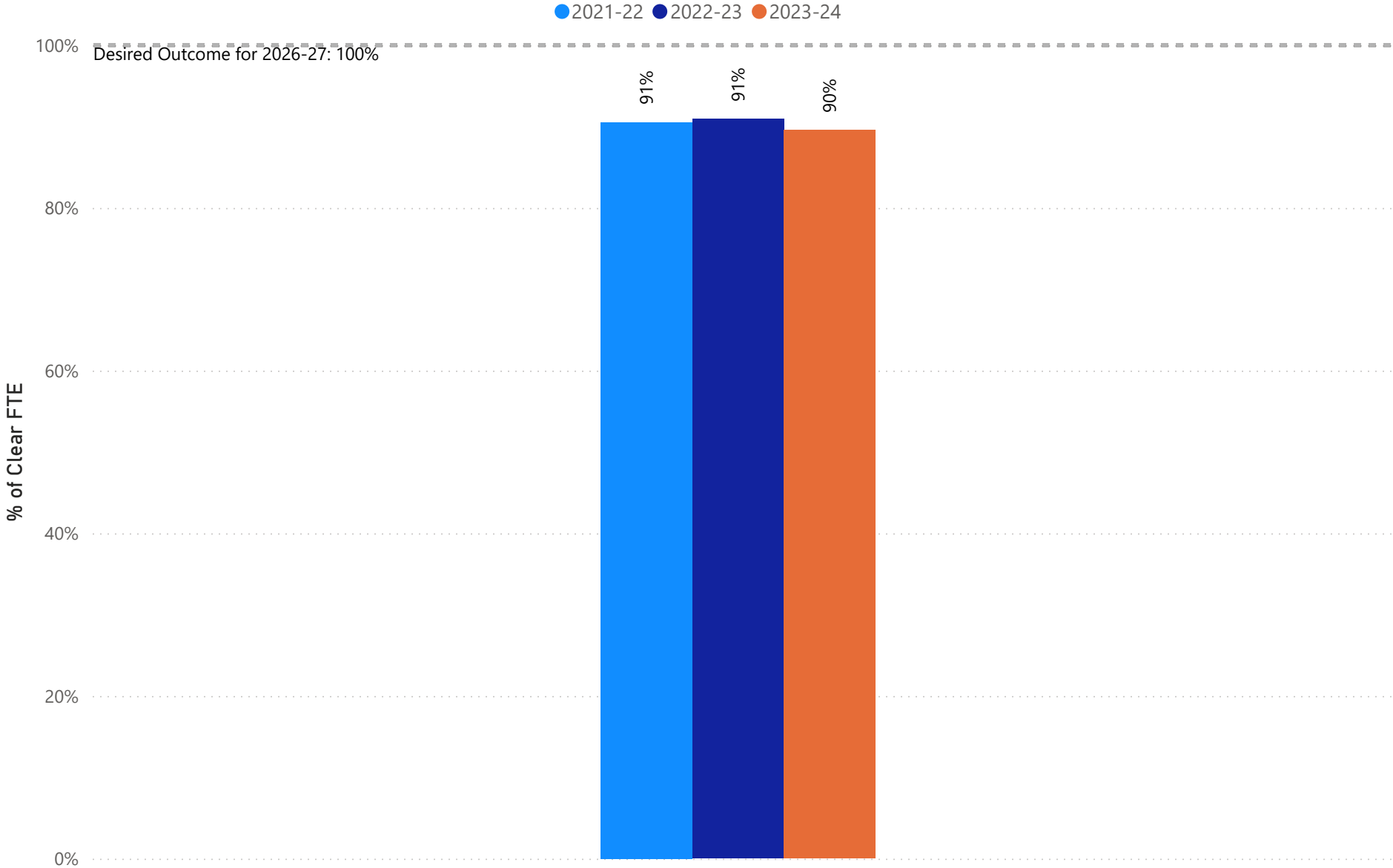
19. AP/IB Exams

- 33% of students passing an AP/IB exam upon graduation.

20. Assessment System

- 95% test participation rate on districtwide assessments.

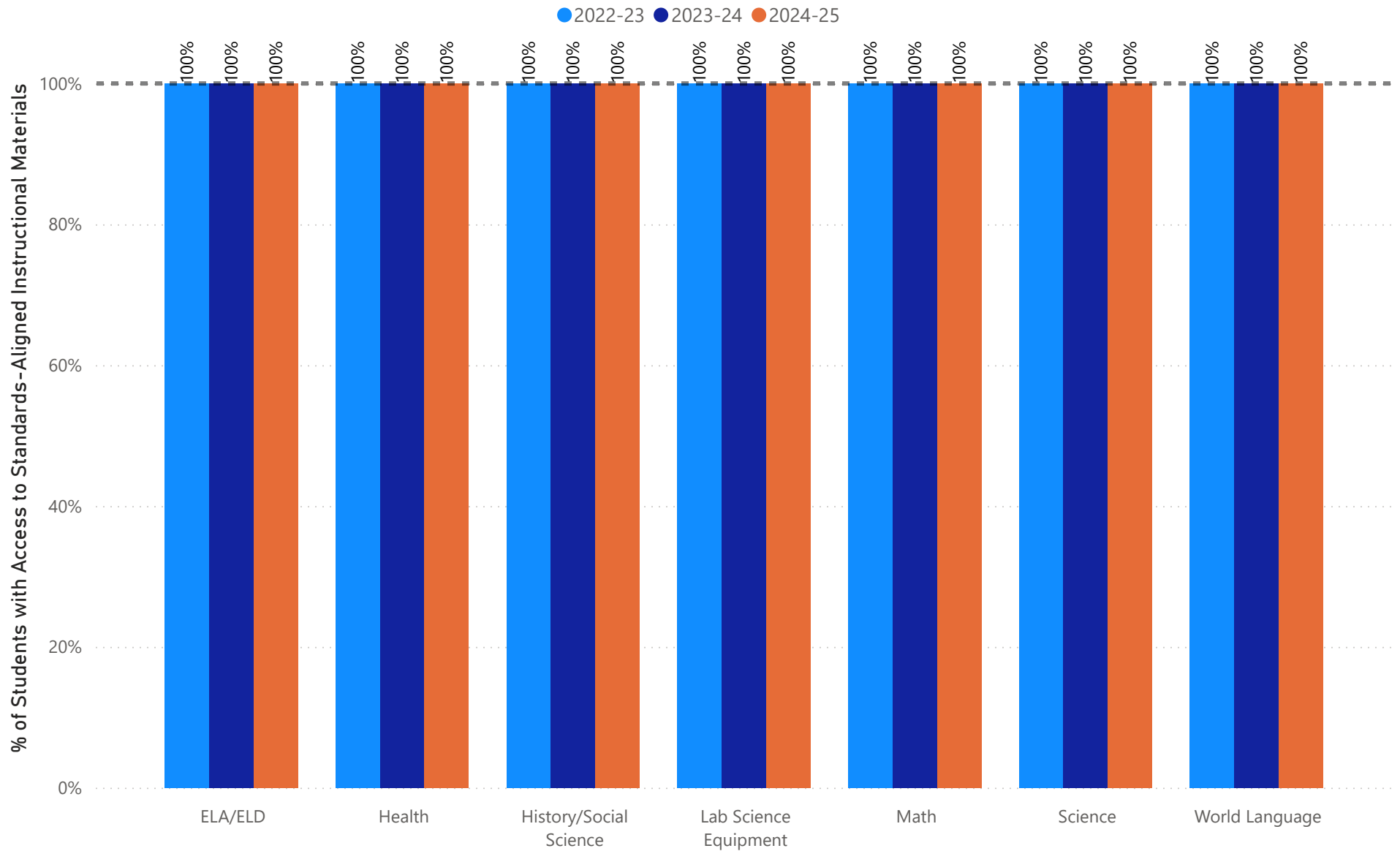
1.1 Teacher Assignment



•Desired Outcome for 2026-27: 100% of teachers appropriately assigned and fully credentialed/certified in the subject areas in which they teach.

•Source/Notes: From CDE via DataQuest's Teaching Assignment and Monitoring Outcomes by Full-Time Equivalent (FTE) report. This report shows the percentage of "clear" teaching FTE, where clear is defined as: "An assignment monitoring outcome of 'clear' indicates that all relevant attributes or dimensions of the assignment were authorized by a clear or preliminary credential or authorized by a local assignment option (LAO) pursuant to Section 80005(b) of the California Code of Regulations [T5 §80005(b)] for specific state course codes where a credential or permit does not exist to authorize the indicated teaching assignment (e.g., student government or study hall)." Data for 2024-25 is currently not available.

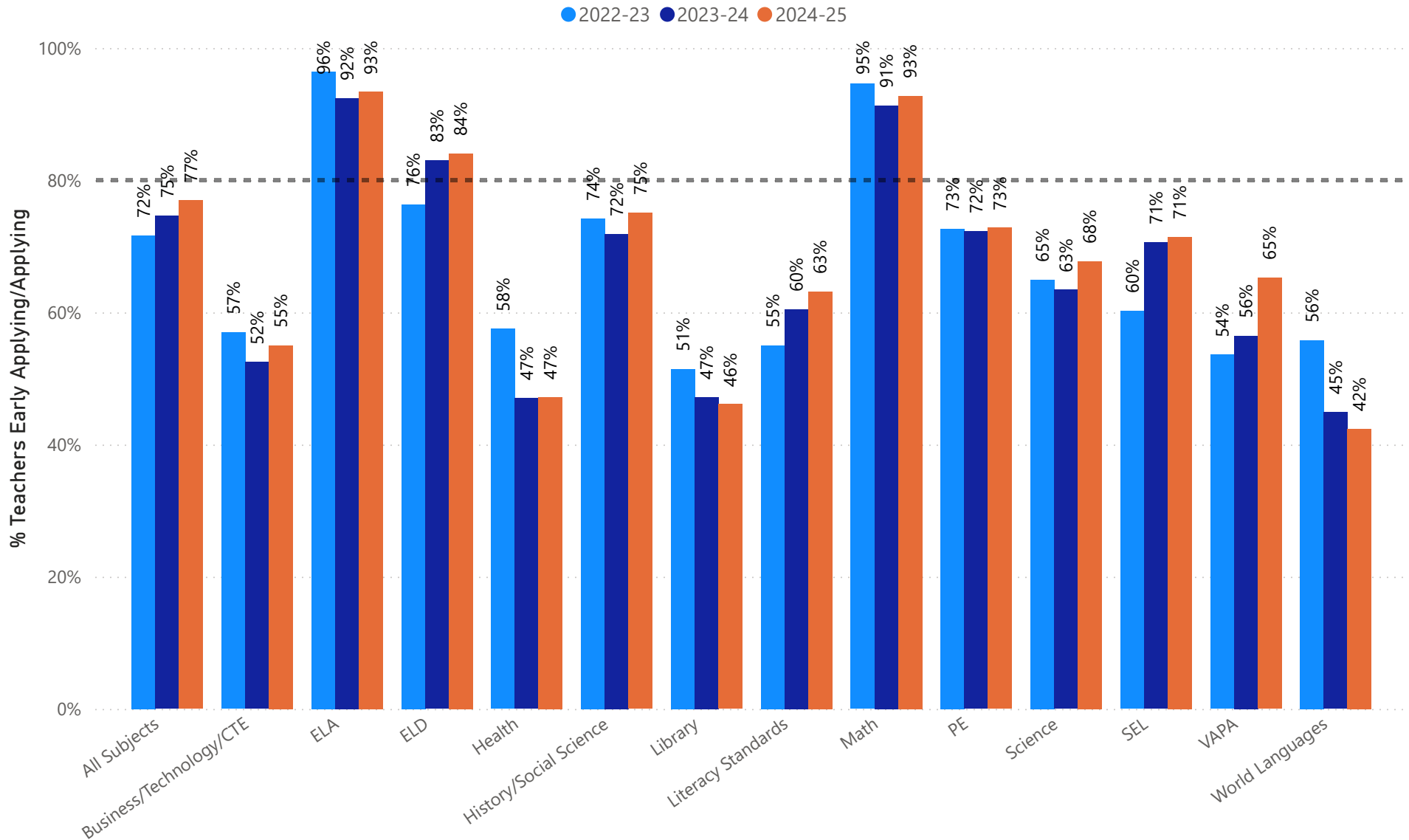
1.2 Instructional Materials



•Desired Outcome for 2026-27: 100% of students with access to standards-aligned instructional materials.

•Source/Notes: From CPL, evidence from annual sufficiency hearings.

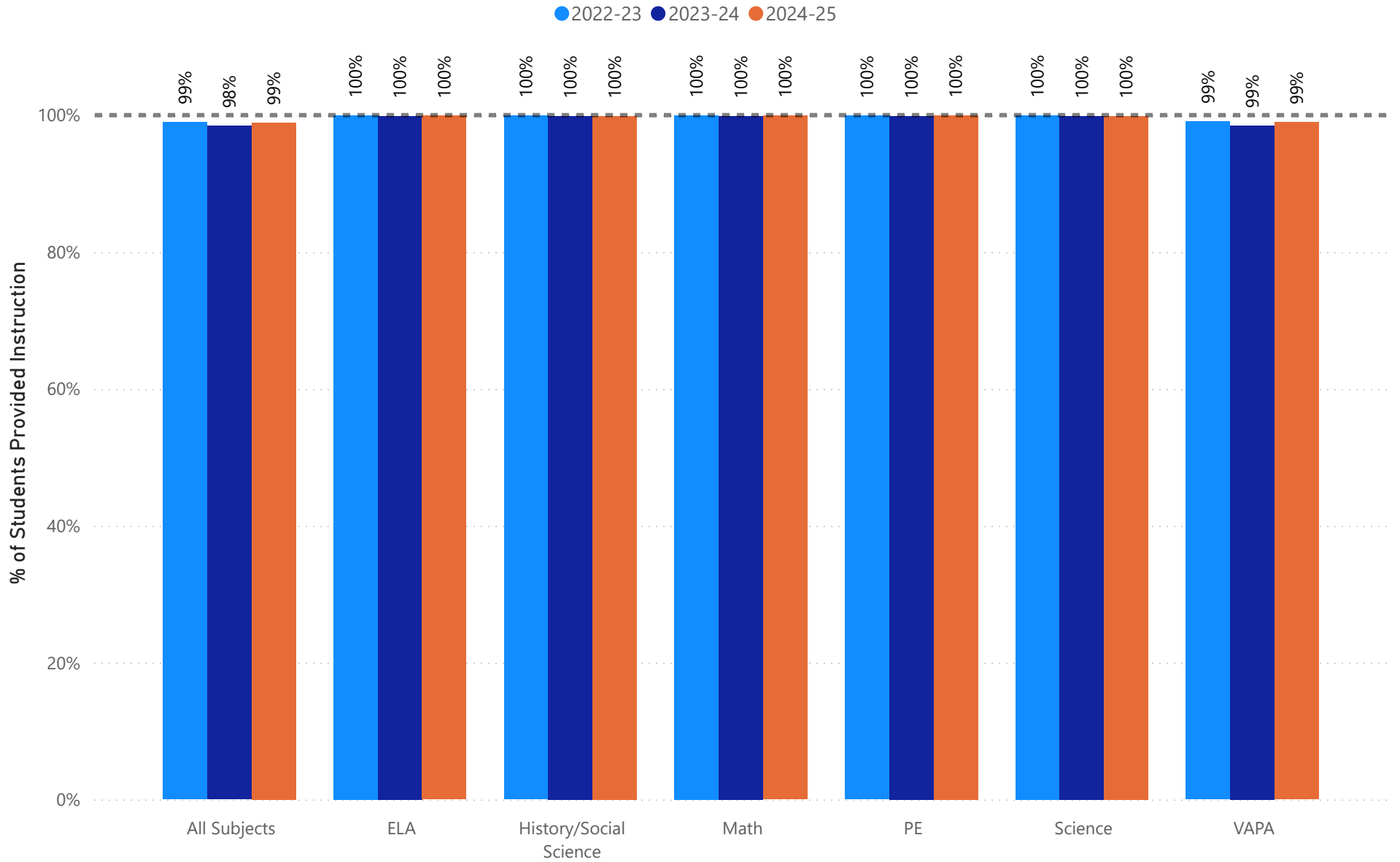
1.3 Content Standards Implementation



•Desired Outcome for 2026-27: 80% of teachers reporting full implementation of State Content Standards.

•Source/Notes: For each subject area, the number of teachers reporting "early applying" or "applying" on the School Staff Perspectives Survey divided by the number of respondent teachers.

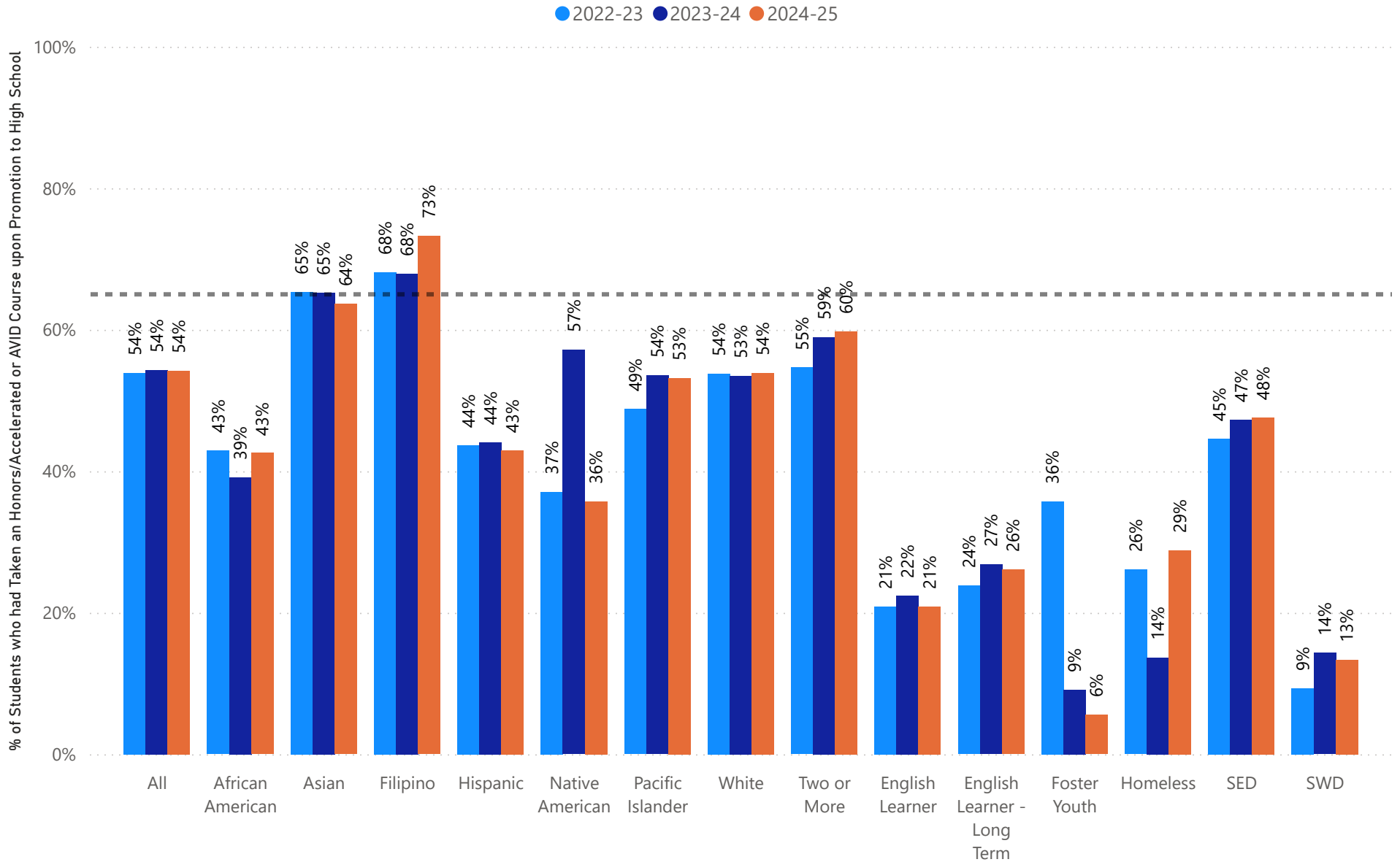
1.4 Course Access - Elementary Subjects



•Desired Outcome for 2026-27: 100% of elementary students provided English, Math, Social Science, Science/Health, VAPA, and PE instruction.

•Source/Notes: From Synergy. For each subject, the number of grades 1-6 students receiving a grade in at least one trimester, divided by the number of students who enrolled for the full school year or received grades for all subjects. All subjects is the number of grades 1-6 students receiving instruction in all 6 subjects, divided by the number of students who enrolled for the full school year or received grades for all subjects. Students who enrolled for less than the full school year and did not receive instruction in all subjects are not included in the denominator.

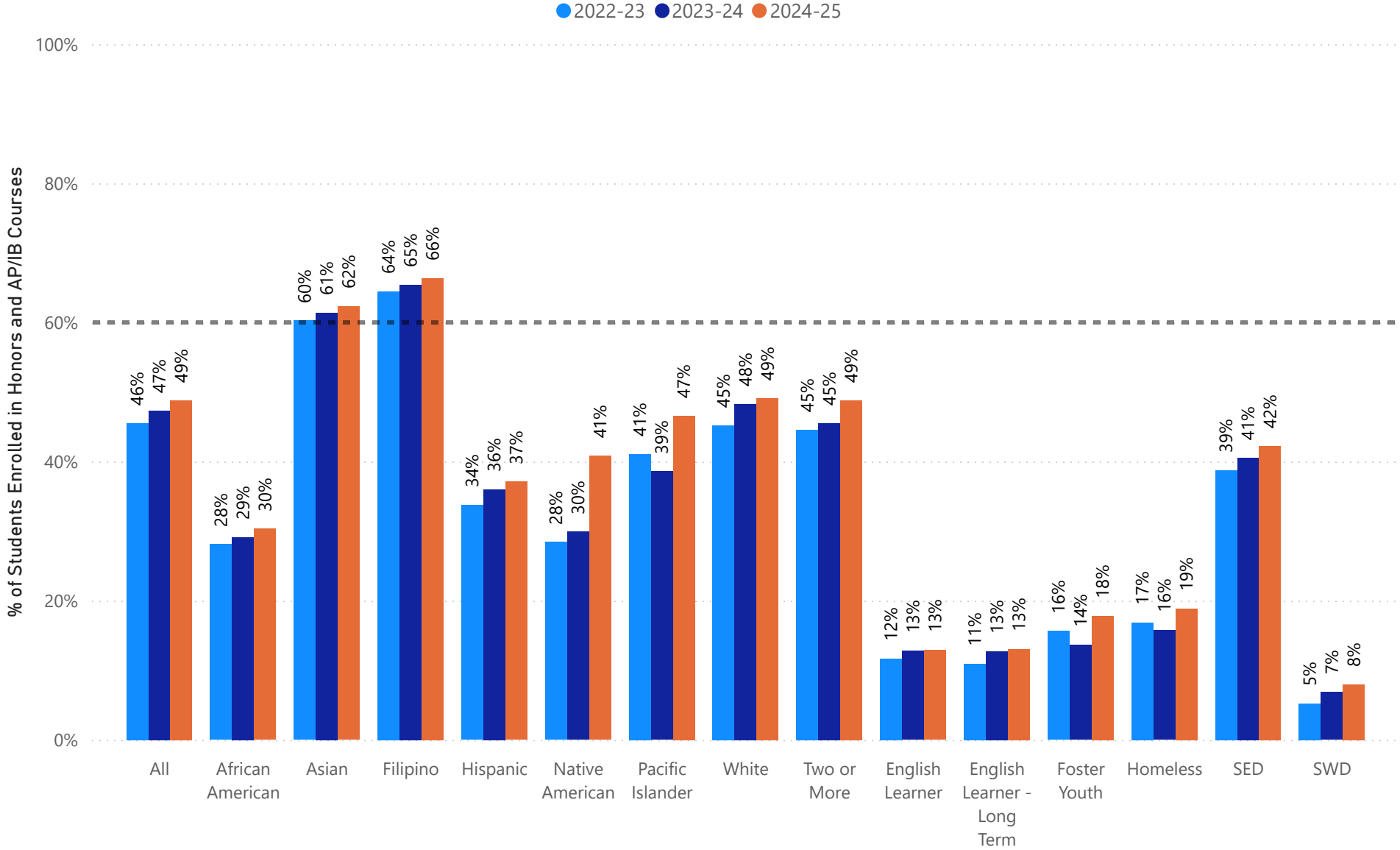
1.5 Course Access - Middle School Honors or AVID



•Desired Outcome for 2026-27: 65% of middle school students who had taken an Honors/Accelerated or AVID course upon promotion to high school.

•Source/Notes: From Synergy. Includes accelerated math courses. The number of students enrolled in at least one Honors or AVID class before promoting to high school, divided by number of middle school students who promoted. Honors courses are identified as those have an Academic Type of "College Honors," "Honors," or "MS Weighted." AVID courses are those with a State Category Code of 6023, denoting "AVID." Students taking Math 1 in middle school are considered accelerated. Only students enrolled in the course for at least 60 days count as "enrolled."

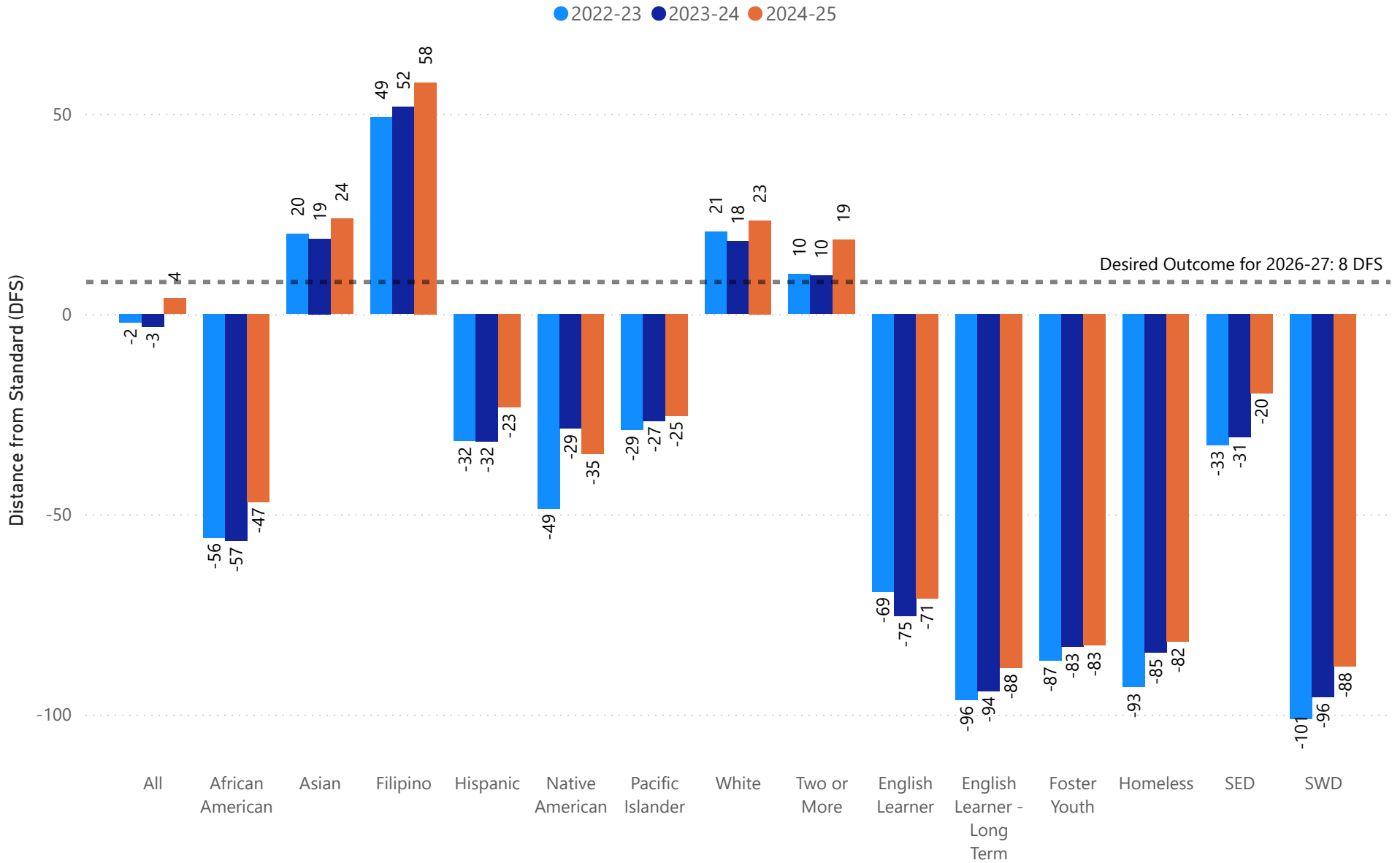
1.6 Course Access - High School Honors and AP/IB



•Desired Outcome for 2026-27: 60% of high school students enrolled in Honors and AP/IB courses.

•Source/Notes: From Synergy. The number of students enrolled in one or more AP/IB or Honors courses, divided by the student population. If one student is enrolled in multiple AP/IB or Honors courses, this student would be counted only once. Population is enrollment on CBEDS information day, the first Wednesday in October. Honors courses are identified as those have an Academic Type of “College Honors” or “Honors.” AP courses have an Academic Type of “AP,” and IB courses have an Academic Type of “IB.” Only students enrolled in the course for at least 60 days count as “enrolled.”

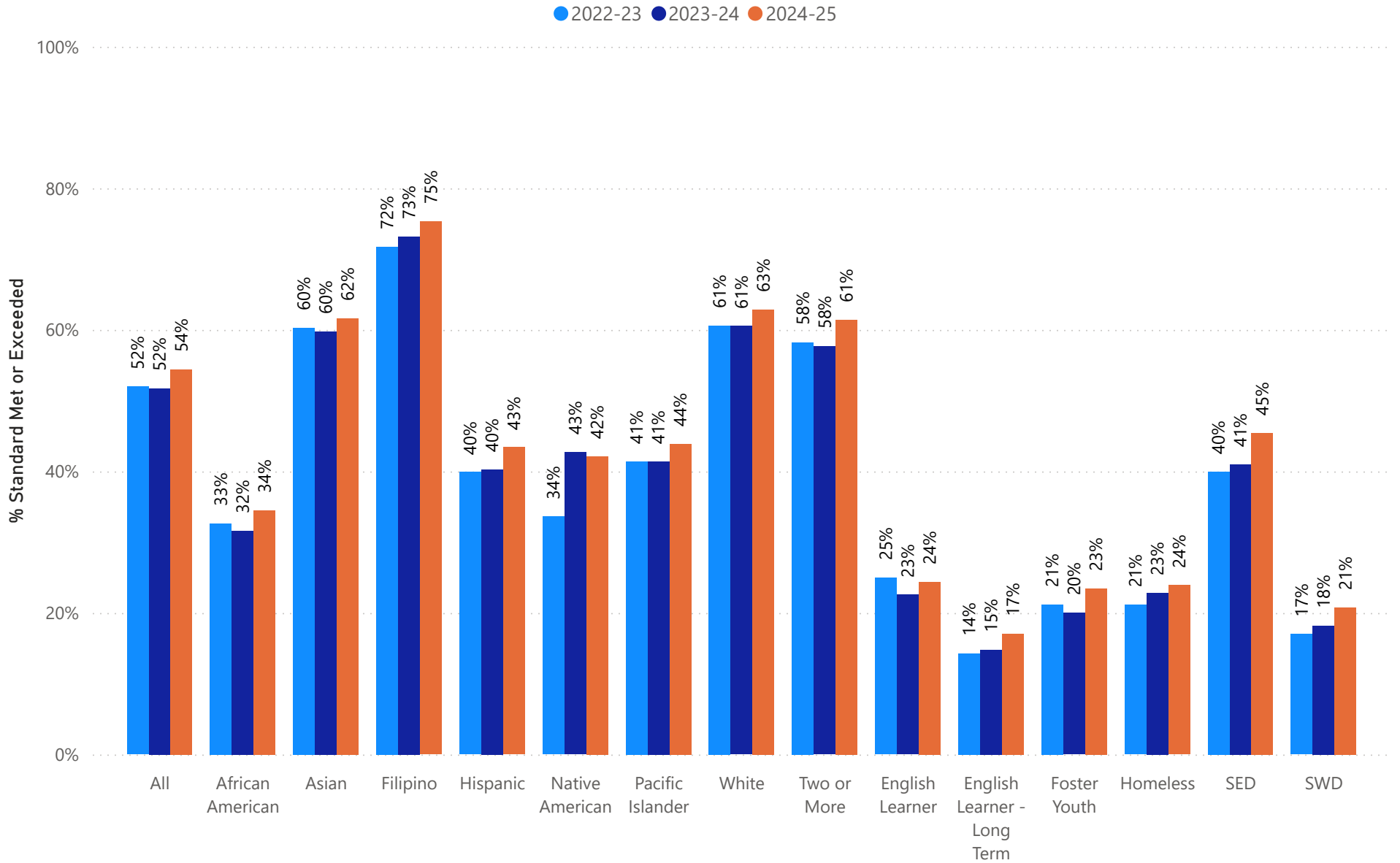
1.7 CAASPP English Language Arts (ELA)



•Desired Outcome for 2026-27: 8 Distance From Standard (DFS) in ELA as measured by CAASPP.

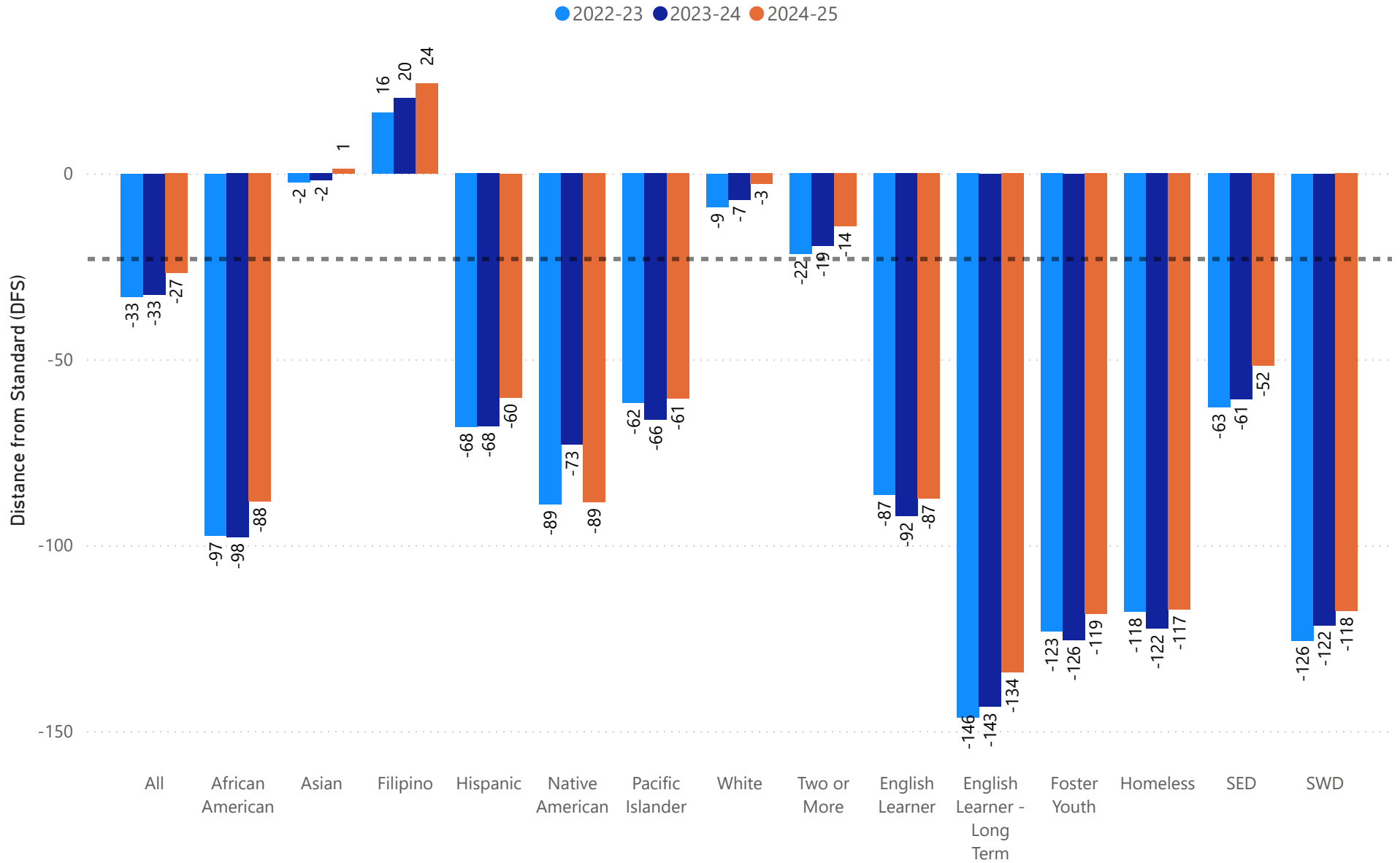
•Source/Notes: Annual CAASPP results, grades 3-8, 11. Distance From Standard (DFS) is calculated for each student by subtracting the minimum scale score for standard met from their scale score--negative numbers indicate the student is below standard, 0 indicates the students is at standard, and positive numbers indicate the student is above standard. Average DFS show here is calculated as the sum of all student DFS scores divided by the number of scores.

1.7 CAASPP English Language Arts (ELA)



•Source/Notes: Annual CAASPP results, grades 3-8, 11. The number of students scoring Standard Met or Standard Exceeded on the Smarter Balanced Assessment Consortium (SBAC) assessment, divided by the number of students receiving a score.

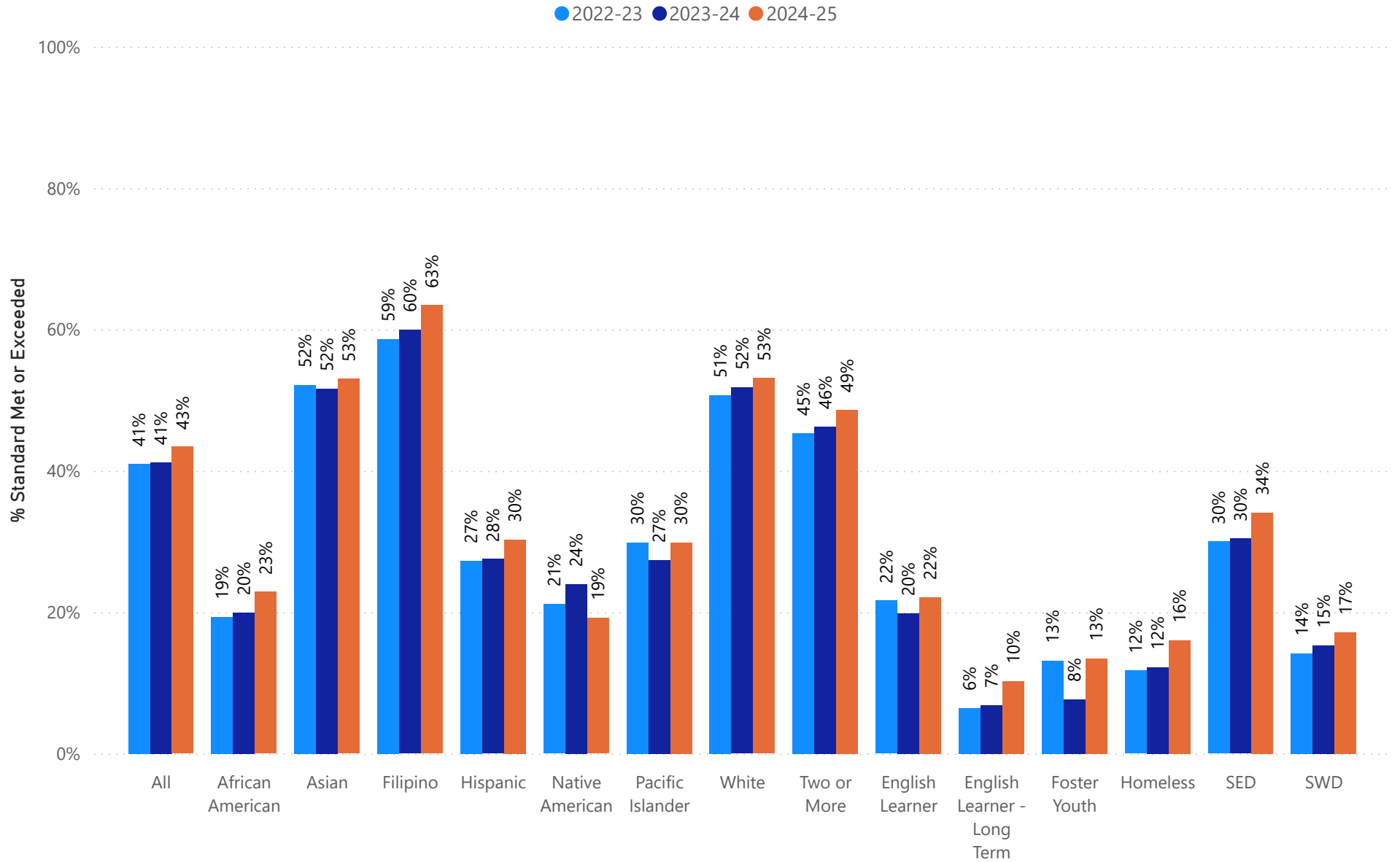
1.8 CAASPP Math



•Desired Outcome for 2026-27: -23 Distance From Standard (DFS) in Mathematics as measured by CAASPP.

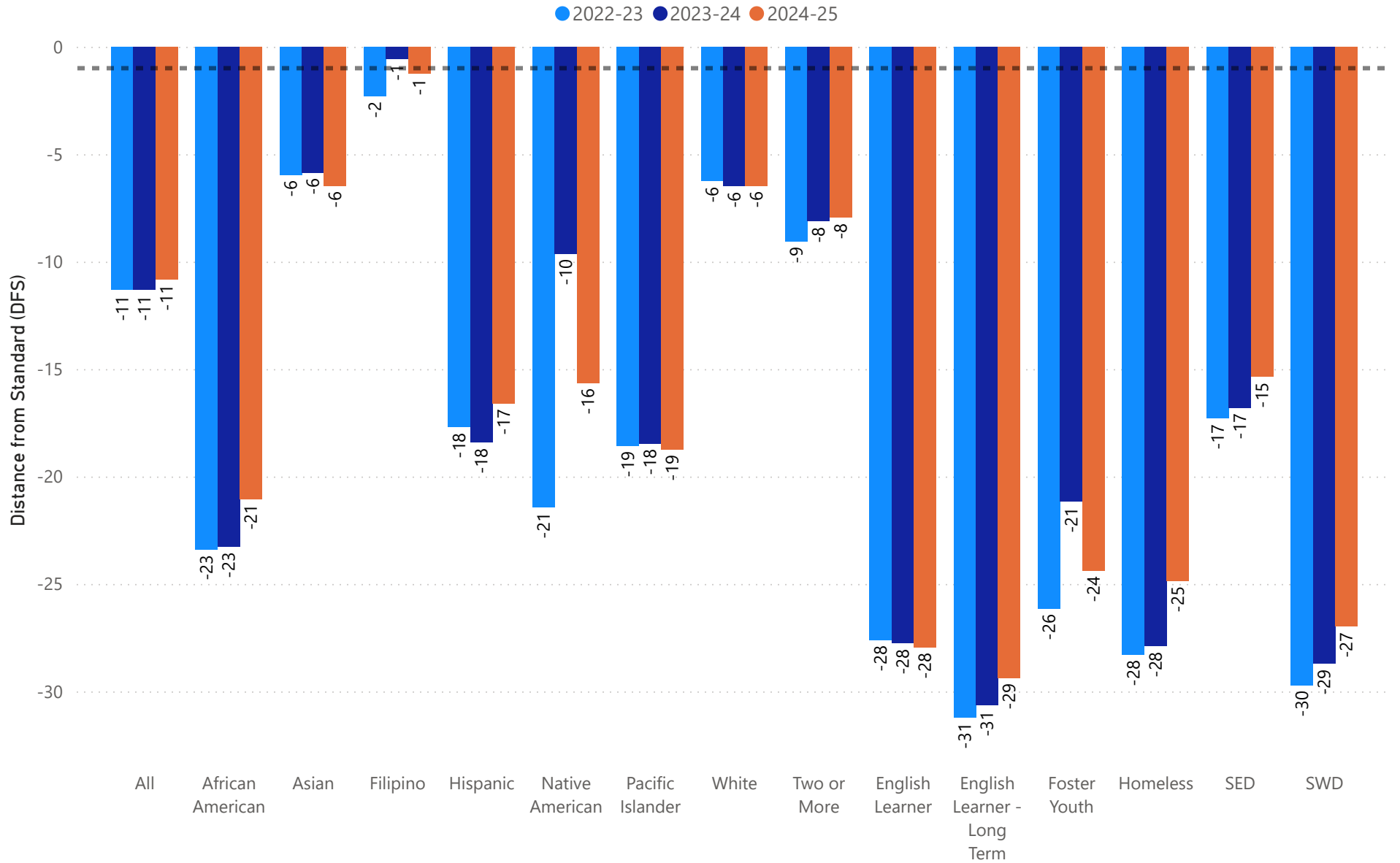
•Source/Notes: Annual CAASPP results, grades 3-8, 11. Distance From Standard (DFS) is calculated for each student by subtracting the minimum scale score for standard met from their scale score--negative numbers indicate the student is below standard, 0 indicates the students is at standard, and positive numbers indicate the student is above standard. Average DFS show here is calculated as the sum of all student DFS scores divided by the number of scores.

1.8 CAASPP Math



Source/Notes: Annual CAASPP results, grades 3-8, 11. The number of students scoring Standard Met or Standard Exceeded on the Smarter Balanced Assessment Consortium (SBAC) assessment, divided by the number of students receiving a score.

1.9 CAASPP Science

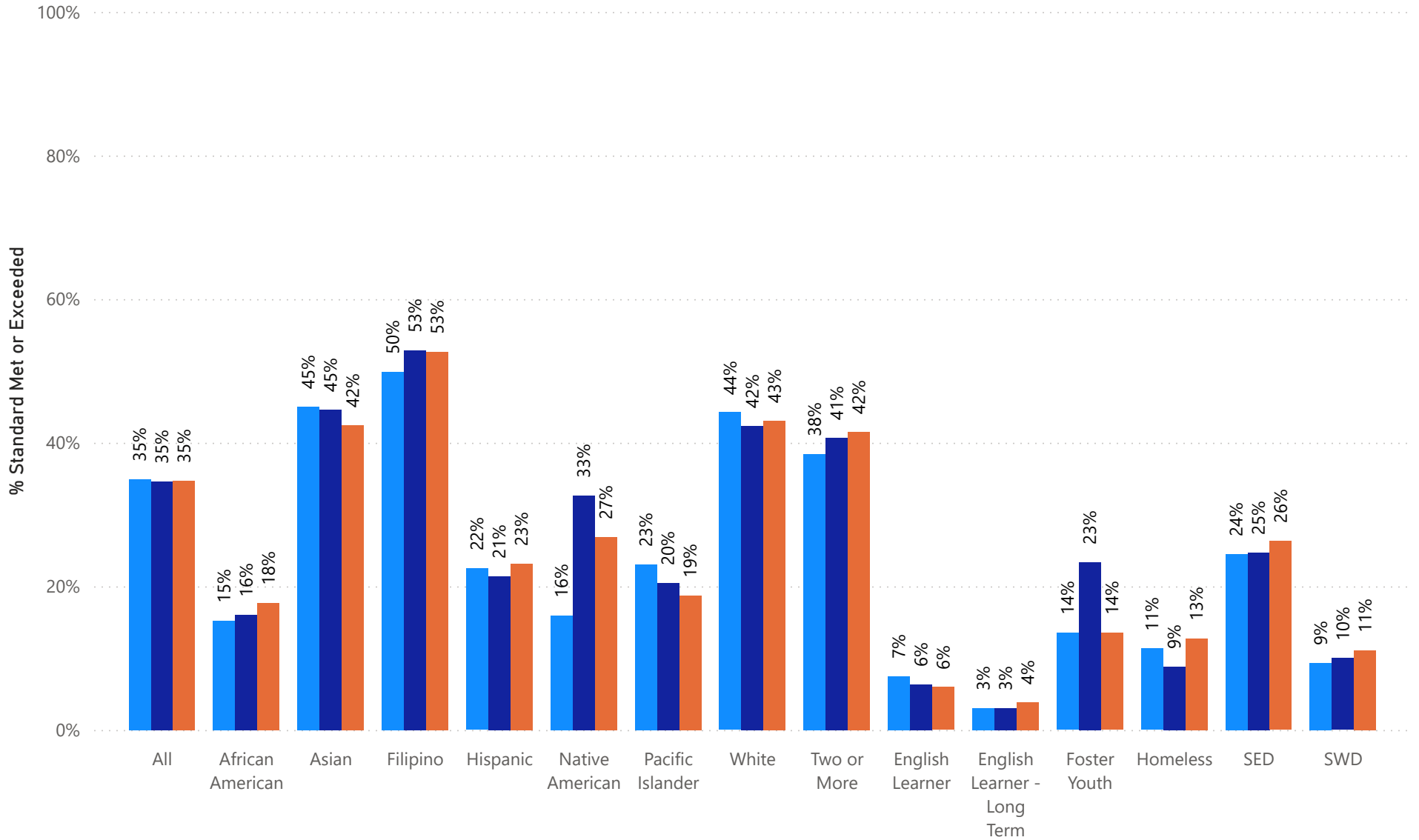


•Desired Outcome for 2026-27: -1 Distance From Standard (DFS) in Science as measured by CAASPP.

•Source/Notes: Annual CAASPP results, grades 5, 8, and High School. Distance From Standard (DFS) is calculated for each student by subtracting the minimum scale score for standard met from their scale score--negative numbers indicate the student is below standard, 0 indicates the students is at standard, and positive numbers indicate the student is above standard. Average DFS show here is calculated as the sum of all student DFS scores divided by the number of scores.

1.9 CAASPP Science

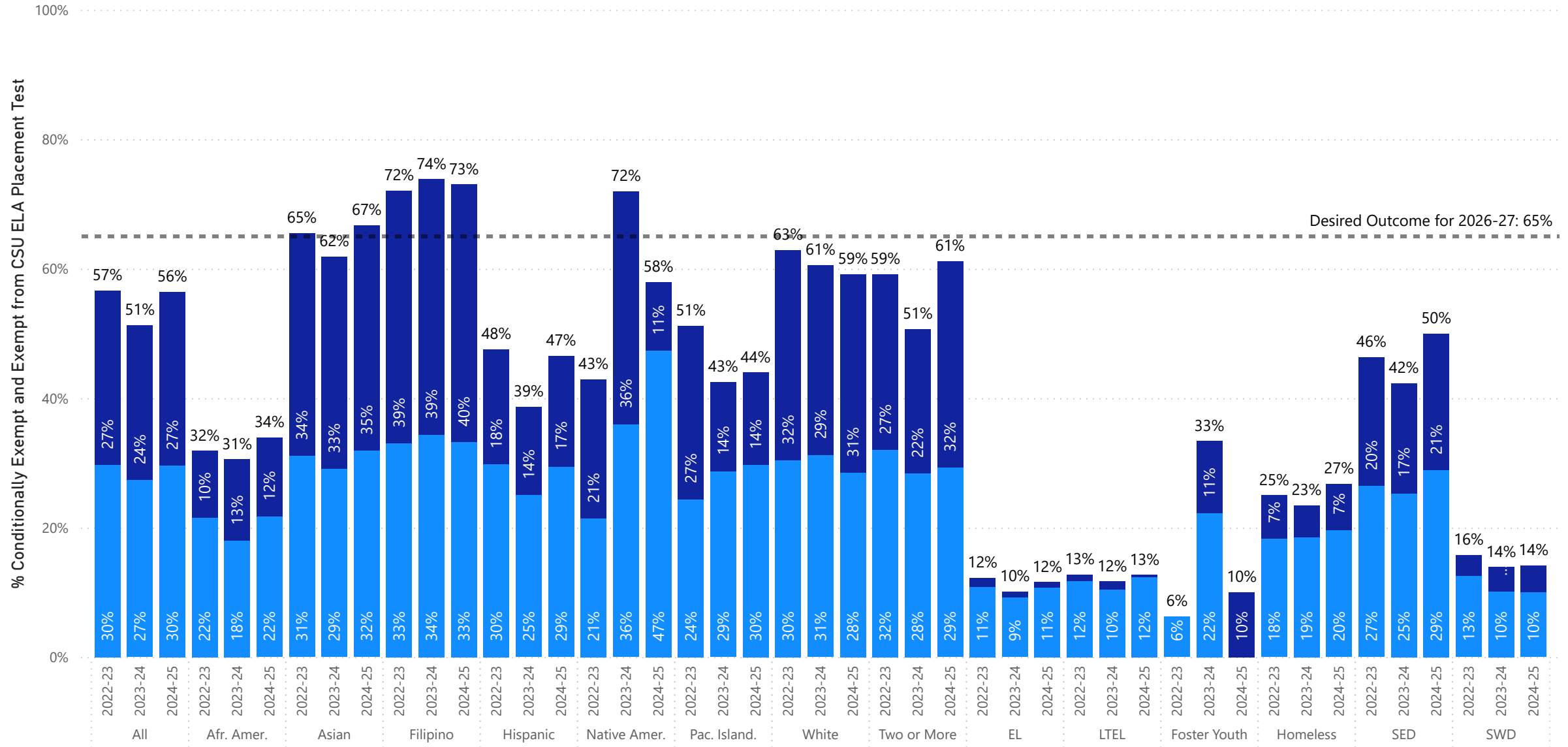
● 2022-23 ● 2023-24 ● 2024-25



•Source/Notes: Annual CAASPP results, grades 5, 8, and High School. The number of students scoring Standard Met or Standard Exceeded on the Smarter Balanced Assessment Consortium (SBAC) assessment, divided by the number of students receiving a score.

1.10 EAP - English Language Arts

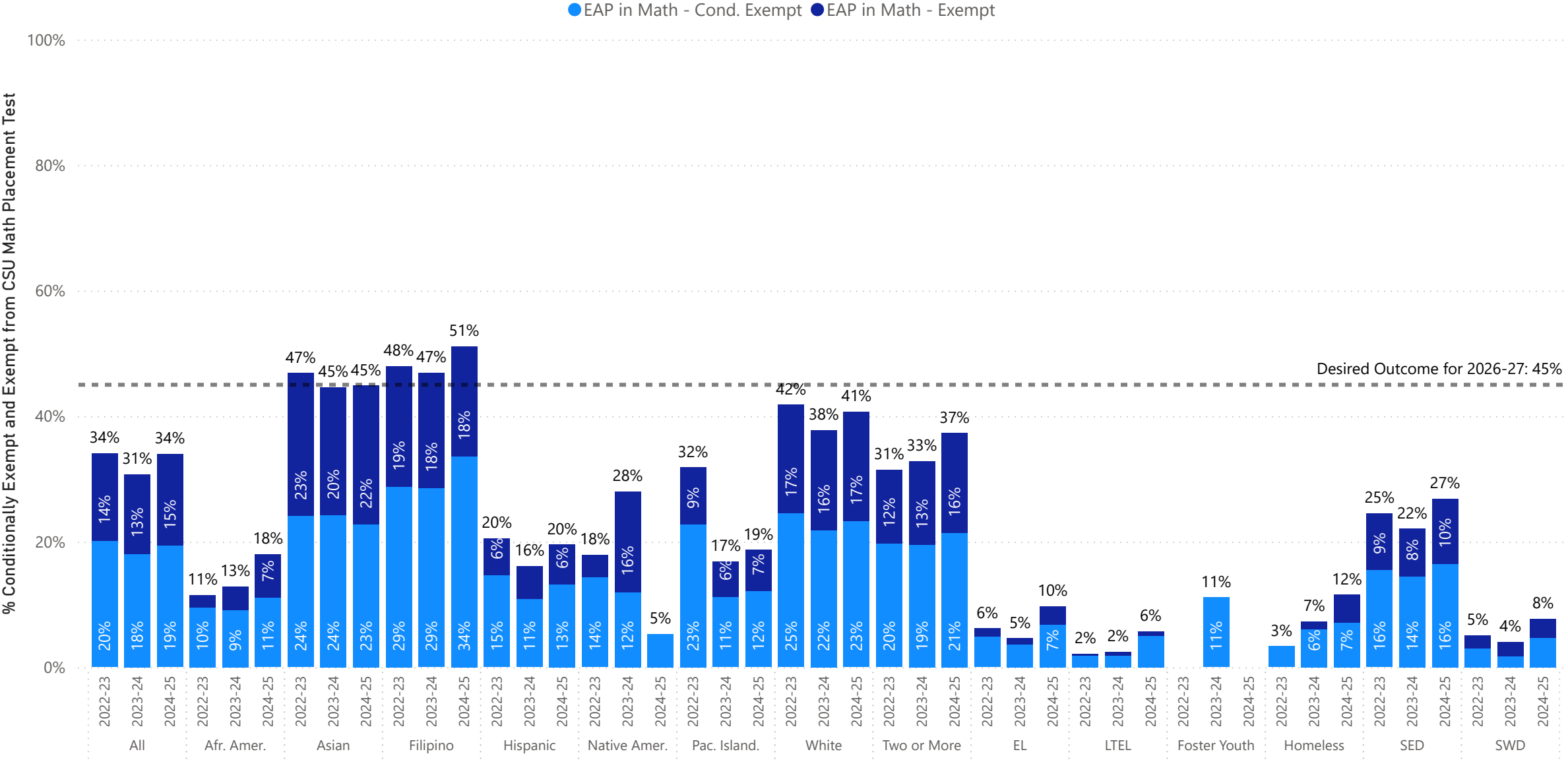
● EAP in ELA - Cond. Exempt ● EAP in ELA - Exempt



Desired Outcome for 2026-27: 65% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 ELA CAASPP.

Source/Notes: CSU's Early Assessment Program (EAP) exemptions determined by annual CAASPP results, grade 11. The number of students scoring Standard Met/ Standard Exceeded on the Smarter Balanced Assessment Consortium (SBAC) assessment, divided by the number of students receiving a score. Standard Exceeded=Exempt and Standard Met=Conditionally Exempt.

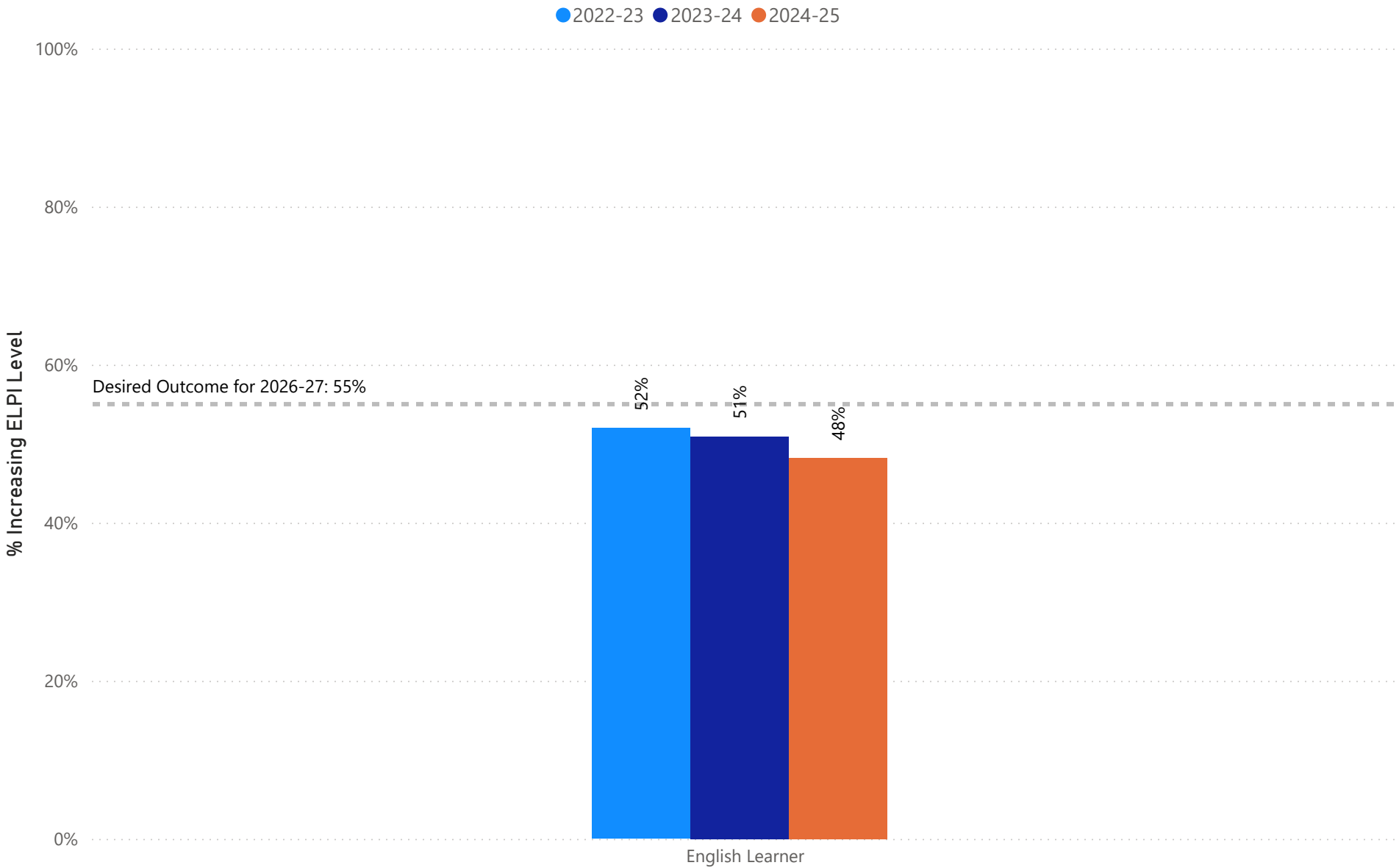
1.11 EAP - Mathematics



Desired Outcome for 2026-27: 45% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 Mathematics CAASPP.

Source/Notes: CSU's Early Assessment Program (EAP) exemptions determined by annual CAASPP results, grade 11. The number of students scoring Standard Met/ Standard Exceeded on the Smarter Balanced Assessment Consortium (SBAC) assessment, divided by the number of students receiving a score. Standard Exceeded=Exempt and Standard Met=Conditionally Exempt.

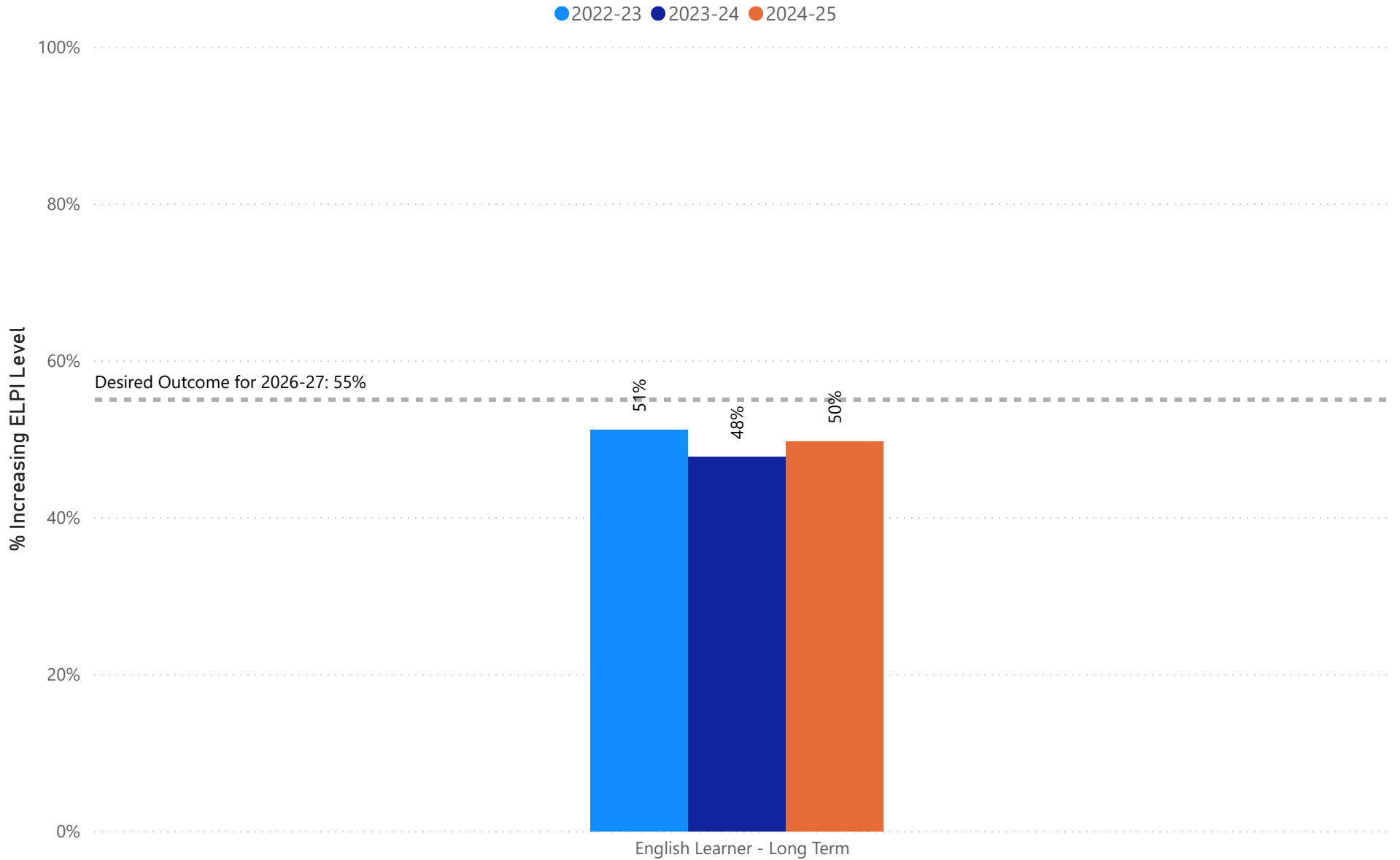
1.12 Progress Toward English Proficiency: English Learner



Desired Outcome for 2026-27: 55% of EL students making progress toward English proficiency as measured by ELPI levels.

Source/Notes: Percentage of EL students that increased one or more English Language Progress Indicator, or ELPI, levels or maintained proficiency (overall score of “Well Developed”), divided by the number of EL students with 2 years of ELPAC scores.

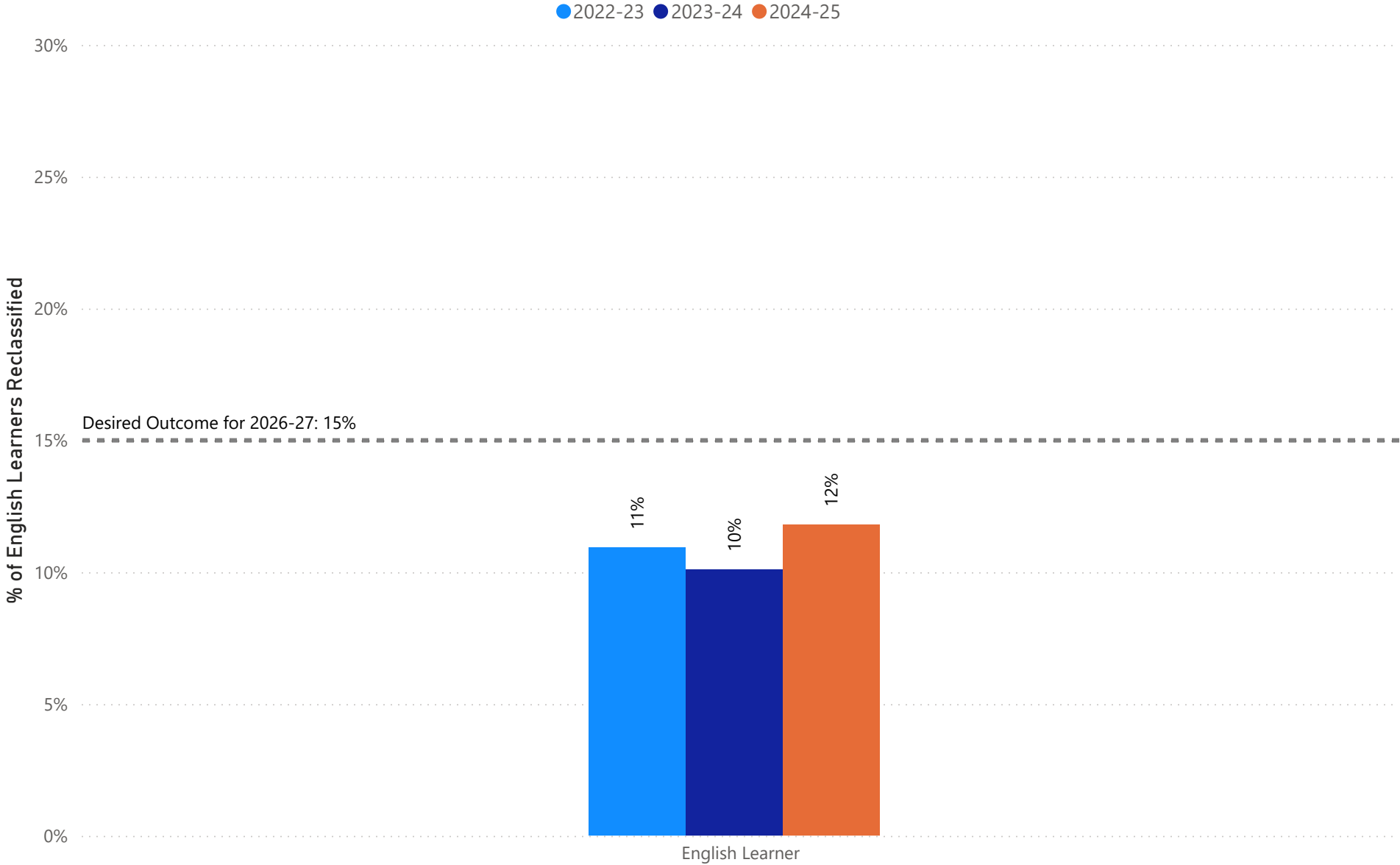
1.13 Progress Toward English Proficiency: English Learner - Long Term



Desired Outcome for 2026-27: 55% of LTEL students making progress toward English proficiency as measured by ELPI levels.

Source/Notes: Percentage of LTEL students that increased one or more English Language Progress Indicator, or ELPI, levels or maintained proficiency (overall score of "Well Developed"), divided by the number of LTEL students with 2 years of ELPAC scores.

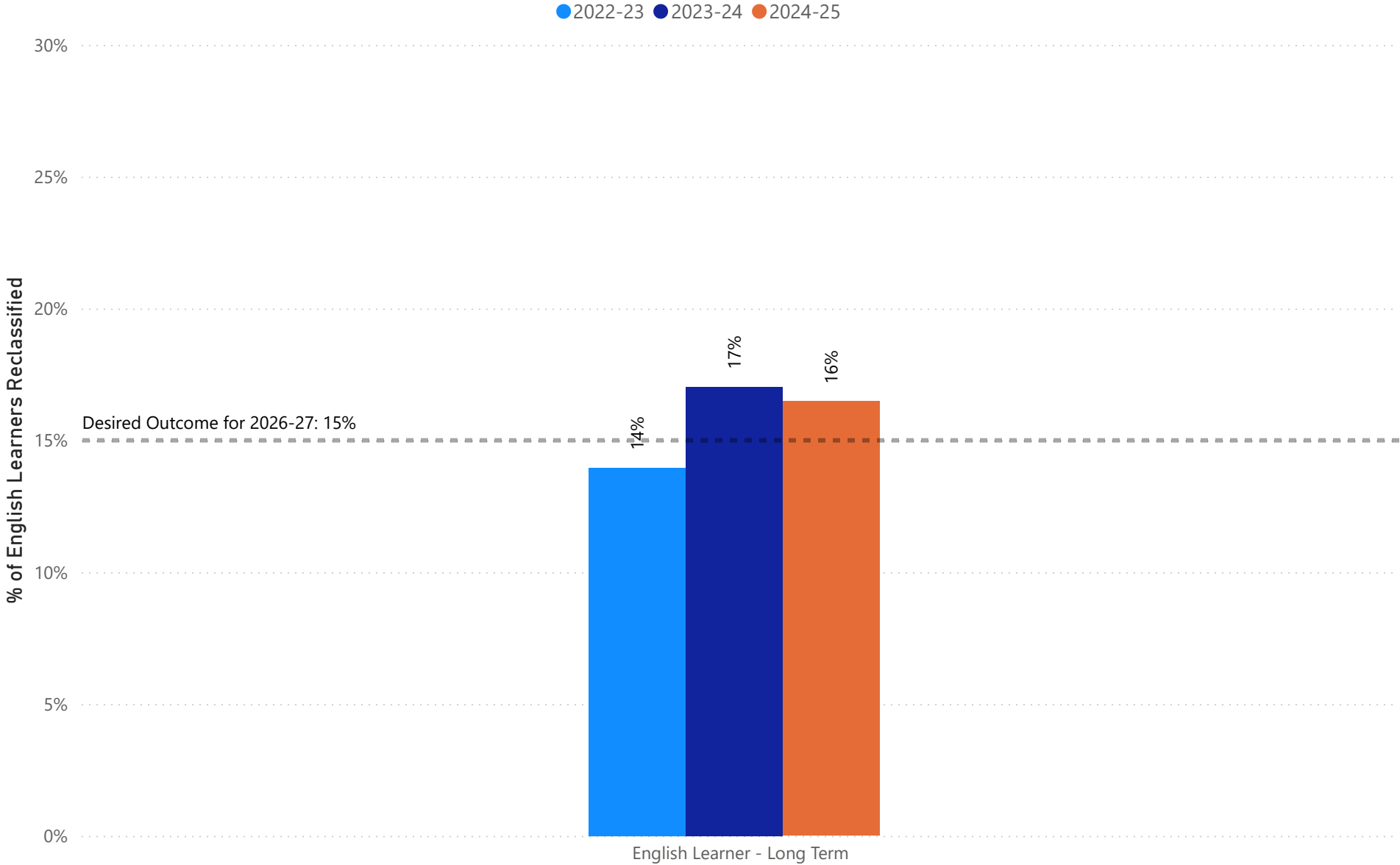
1.14 Reclassification: English Learner



•Desired Outcome for 2026-27: 15% or better reclassification rate for English Learners.

•Source/Notes: The percent of EL students reclassified from EL to RFEP status from July 1st to June 30th. The percent is calculated by dividing the number reclassified students, by the sum of the EL count on CBEDS day, and the additional EL students who move in during the year and are reclassified, then multiplying by 100.

1.15 Reclassification: English Learner - Long Term

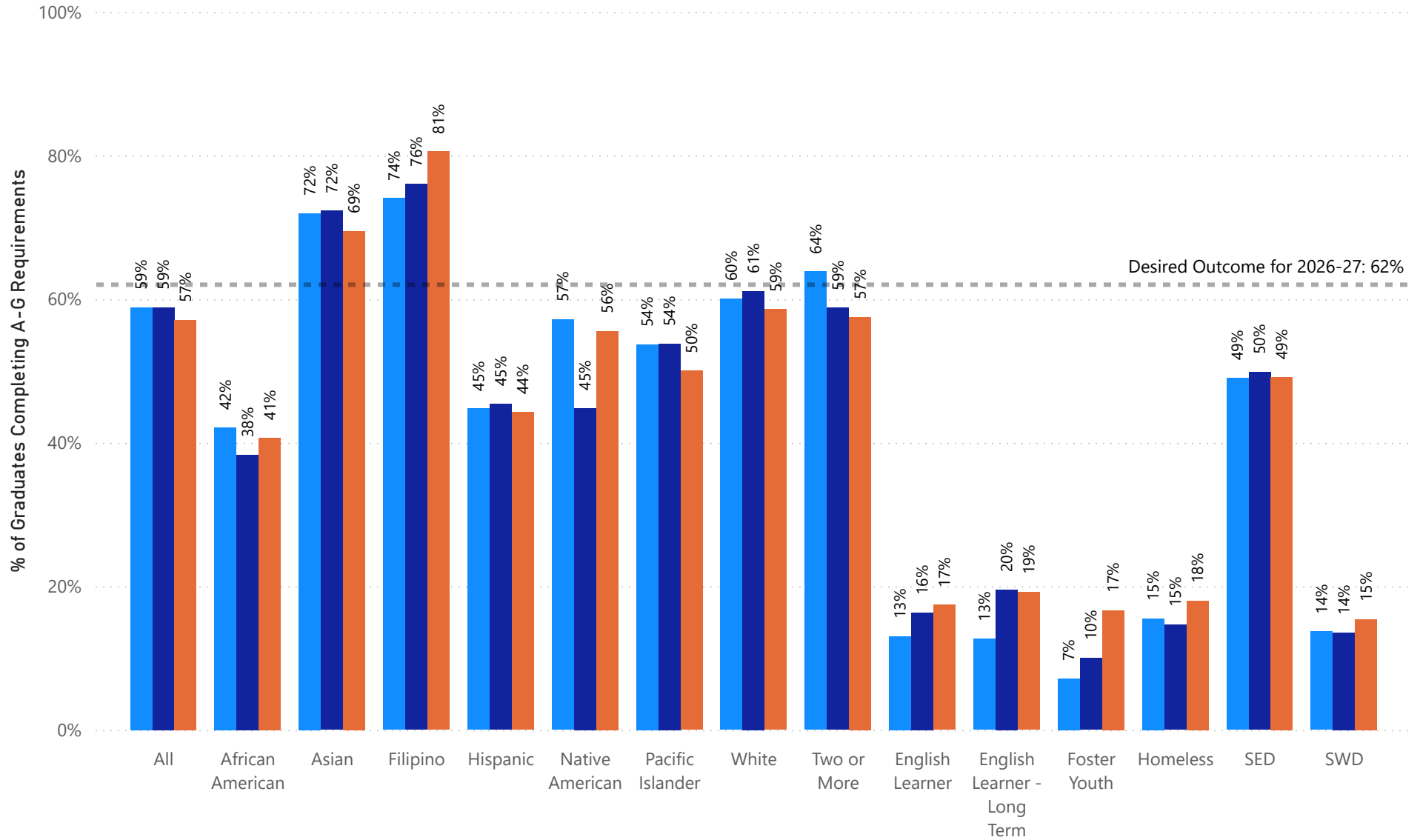


•Desired Outcome for 2026-27: 15% or better reclassification rate for Long Term English Learners.

•Source/Notes: The percent of LTEL students reclassified from EL to RFEP status from July 1st to June 30th. The percent is calculated by dividing the number reclassified students, by the sum of the LTEL count on CBEDS day, and the additional LTEL students who move in during the year and are reclassified, then multiplying by 100.

1.16 A-G Completion

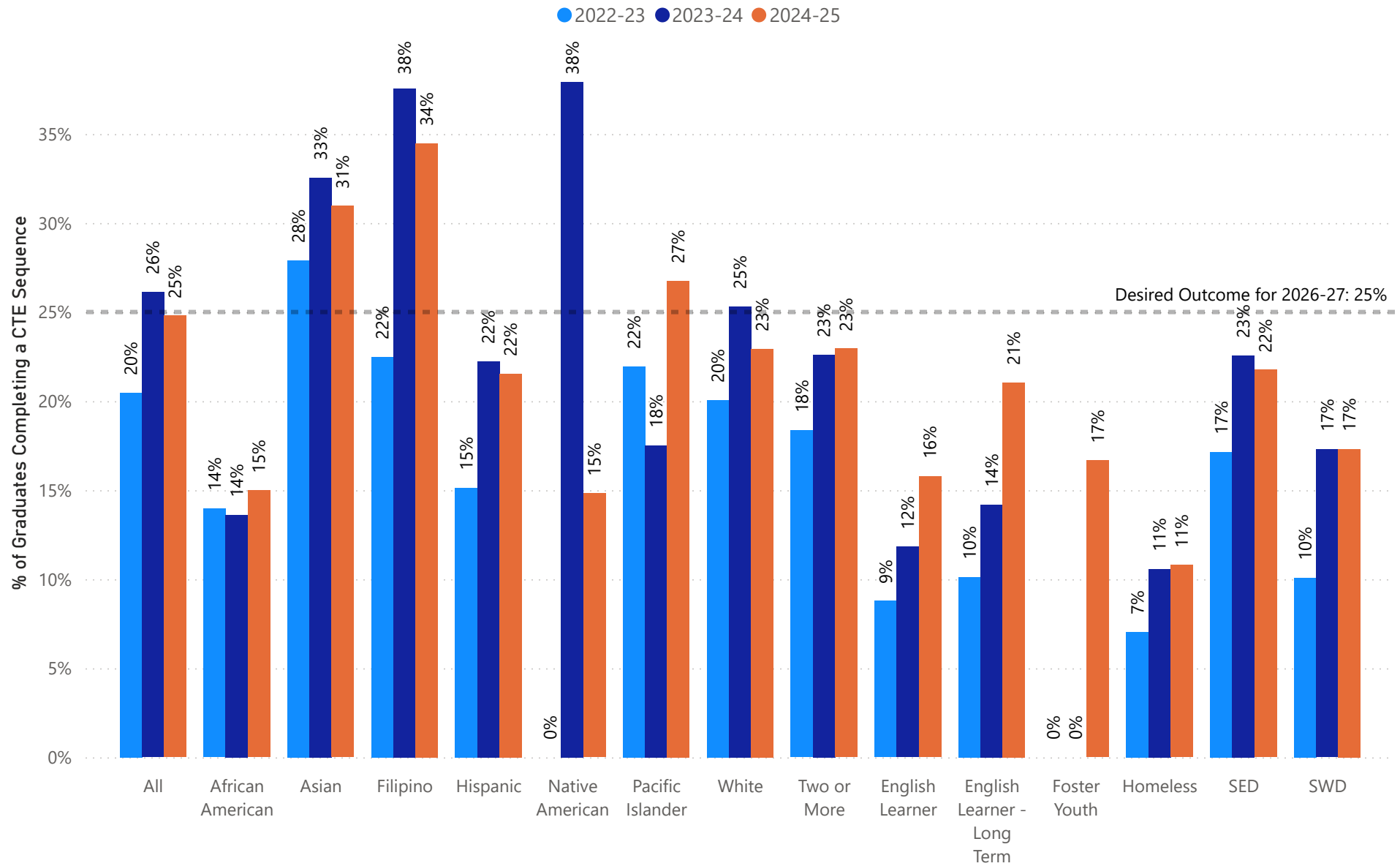
● 2022-23 ● 2023-24 ● 2024-25



•Desired Outcome for 2026-27: 62% of students meeting A-G requirements upon graduation.

•Source/Notes: From CALPADS. The number of graduates meeting UC/CSU entrance requirements, divided by the number of graduates in that class.

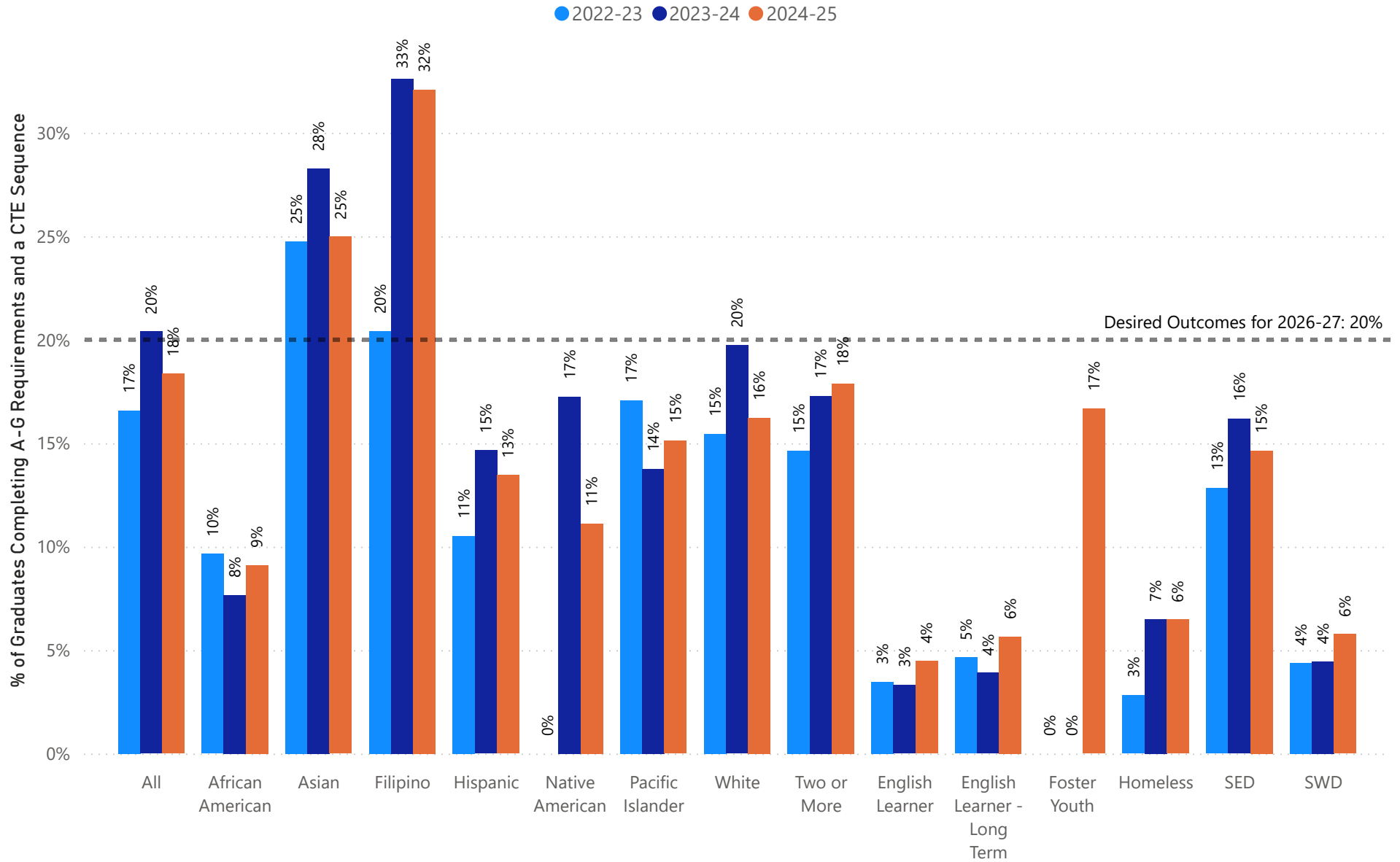
1.17 Career Technical Education (CTE)



•Desired Outcome for 2026-27: 25% of students completing a CTE Sequence upon graduation.

•Source/Notes: From CALPADS. The number of graduates completing a CTE sequence any time during high school, divided by the number of graduates in that class.

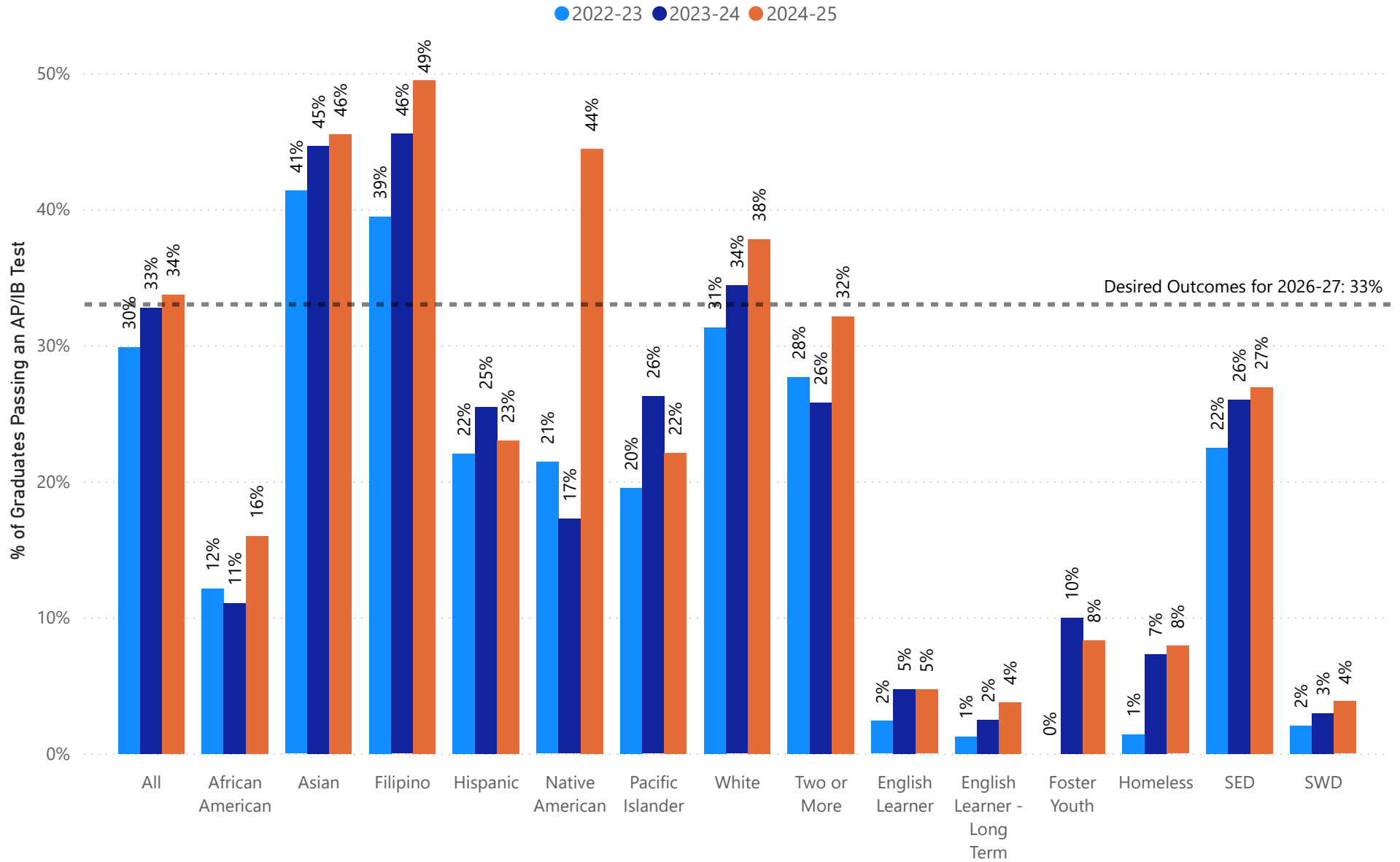
1.18 A-G and CTE Sequence Completion



•Desired Outcome for 2026-27: 20% of students completing a A-G requirements and CTE Sequence upon graduation.

•Source/Notes: From CALPADS. The number of graduates completing A-G requirements and a CTE sequence any time during high school, divided by the number of graduates in that class.

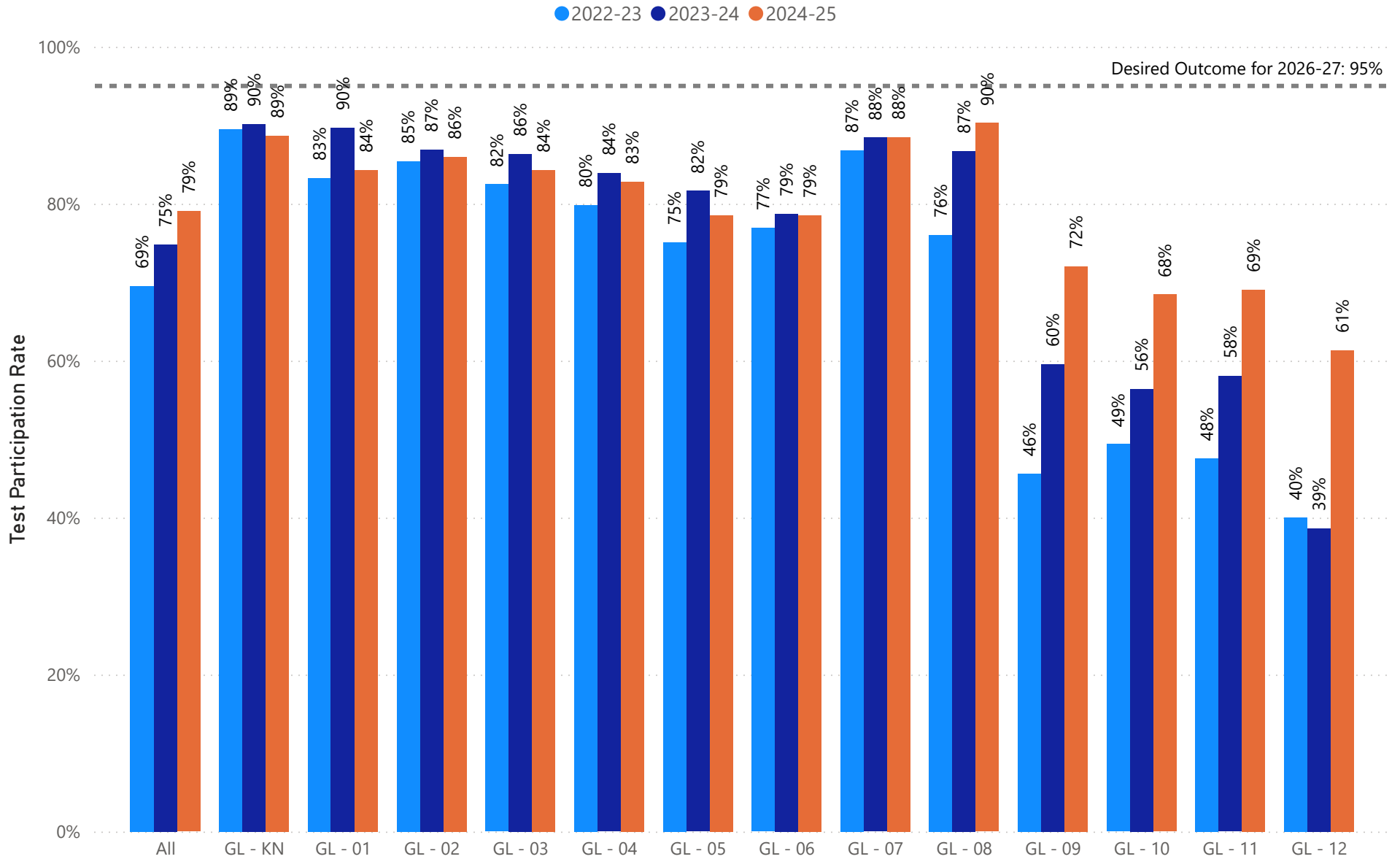
1.19 AP/IB Exams



•Desired Outcome for 2026-27: 33% of graduates passing an AP/IB exam upon graduation.

•Source/Notes: From CALPADS. The number of graduates passing an AP/IB exam any time during high school, divided by the number of graduates in that class. Students who pass multiple exams count only once.

1.20 Test Participation Rate on Districtwide Assessments



•Desired Outcomes for 2026-27: 95% or better test participation rate across all grades.

•Source/Notes: From Illuminate/Synergy. Average student participation rate on required district assessments

EGUSD Strategic Goal #2



TARGETED SUPPORTS & INTERVENTIONS

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

Desired Outcomes for 2026-27

5. **Students with Disabilities Disparity**

- 0.60 Disparity – 40% less likely to occur as favorably as non-students with disabilities.

6. **African American Disparity**

- 0.85 Disparity – 15% less likely to occur as favorably as non-African American students.

7. **Native American Disparity**

- 0.85 Disparity – 15% less likely to occur as favorably as non-Native American students.

8. **Homeless Disparity**

- 0.60 Disparity – 40% less likely to occur as favorably as non-Homeless students.

9. **Foster Disparity**

- 0.60 Disparity – 40% less likely to occur as favorably as non-Foster youth students.

2.5 Students with Disabilities Disparity

LCAP Metric	Students with Disabilities	Students without Disabilities	Disparity	Interpretation
A-G Completion	15.4%	61.1%	25.2%	74.8% less likely to occur as favorably
AP/IB Exams	3.8%	36.6%	10.5%	89.5% less likely to occur as favorably
Attendance	89.7%	93.3%	96.1%	3.9% less likely to occur as favorably
CAASPP ELA - Std. Met/Exceeded	20.8%	59.7%	34.8%	65.2% less likely to occur as favorably
CAASPP Math - Std. Met/Exceeded	17.2%	47.5%	36.2%	63.8% less likely to occur as favorably
CAASPP Science - Std. Met/Exceeded	11.1%	38.1%	29.1%	70.9% less likely to occur as favorably
Chronic Absenteeism	29.7%	18.1%	61.1%	38.9% less likely to occur as favorably
Graduation	68.4%	93.9%	72.9%	27.1% less likely to occur as favorably
Social Emotional Learning	67.4%	76.9%	87.6%	12.4% less likely to occur as favorably
Student Climate	68.5%	74.9%	91.5%	8.5% less likely to occur as favorably
Suspension	6.3%	2.7%	43.5%	56.5% less likely to occur as favorably

Students with Disabilities are:

46.5% less likely, on average, to have a favorable outcome on LCAP metrics, compared with students not in the student group.

•Desired Outcome for 2026-27: 0.60 disparity, 40% or lower less likely to happen favorably

•Source/Notes: For favorable outcomes (such as graduation rates) disparity is calculated as group performance divided by the non-group performance; for unfavorable outcomes (such as suspension rate) disparity is calculated as non-group performance divided by the group performance. Disparity is interpreted as follows: disparity > 100% means the students are more likely to have a favorable outcome, disparity = 100% means they are as likely to have a favorable outcome, and disparity < 100% means they are less likely to have a favorable outcome. N/A is used in cases where the group size is smaller than 11 or when no data is available.

2.6 African American Disparity

LCAP Metric	African American	Non-African American	Disparity	Interpretation
A-G Completion	40.7%	59.0%	69%	31% less likely to occur as favorably
AP/IB Exams	16.0%	35.8%	44.7%	55.3% less likely to occur as favorably
Attendance	89.9%	93.1%	96.6%	3.4% less likely to occur as favorably
CAASPP ELA - Std. Met/Exceeded	34.5%	56.5%	61%	39% less likely to occur as favorably
CAASPP Math - Std. Met/Exceeded	22.9%	45.6%	50.2%	49.8% less likely to occur as favorably
CAASPP Science - Std. Met/Exceeded	17.7%	36.6%	48.2%	51.8% less likely to occur as favorably
Chronic Absenteeism	30.3%	19.0%	62.5%	37.5% less likely to occur as favorably
Graduation	85.1%	91.5%	93%	7% less likely to occur as favorably
Social Emotional Learning	71.6%	76.2%	93.9%	6.1% less likely to occur as favorably
Student Climate	69.3%	74.6%	92.9%	7.1% less likely to occur as favorably
Suspension	9.2%	2.6%	28.6%	71.4% less likely to occur as favorably

African American Students are:
 32.7% less likely, on average, to have a favorable outcome on
 LCAP metrics, compared with students not in the student group.

•Desired Outcome for 2026-27: 0.85 disparity, 15% or lower less likely to happen favorably

•Source/Notes: For favorable outcomes (such as graduation rates) disparity is calculated as group performance divided by the non-group performance; for unfavorable outcomes (such as suspension rate) disparity is calculated as non-group performance divided by the group performance. Disparity is interpreted as follows: disparity > 100% means the students are more likely to have a favorable outcome, disparity = 100% means they are as likely to have a favorable outcome, and disparity < 100% means they are less likely to have a favorable outcome. N/A is used in cases where the group size is smaller than 11 or when no data is available.

2.7 Native American Disparity

LCAP Metric	Native-American	Non-Native American	Disparity	Interpretation
A-G Completion	55.6%	57.1%	97.3%	2.7% less likely to occur as favorably
AP/IB Exams	44.4%	33.7%	132.1%	32.1% more likely to occur as favorably
Attendance	89.6%	92.7%	96.7%	3.3% less likely to occur as favorably
CAASPP ELA - Std. Met/Exceeded	42.1%	54.4%	77.4%	22.6% less likely to occur as favorably
CAASPP Math - Std. Met/Exceeded	19.2%	43.5%	44.1%	55.9% less likely to occur as favorably
CAASPP Science - Std. Met/Exceeded	26.8%	34.7%	77.2%	22.8% less likely to occur as favorably
Chronic Absenteeism	38.6%	20.0%	51.9%	48.1% less likely to occur as favorably
Graduation	90.0%	90.8%	99.1%	0.9% less likely to occur as favorably
Social Emotional Learning	74.5%	75.8%	98.3%	1.7% less likely to occur as favorably
Student Climate	70.8%	74.1%	95.6%	4.4% less likely to occur as favorably
Suspension	4.6%	3.3%	71.3%	28.7% less likely to occur as favorably

Native American Students are:
14.5% less likely, on average, to have a favorable outcome on LCAP metrics, compared with students not in the student group.

•Desired Outcome for 2026-27: 0.85 disparity, 15% or lower less likely to happen favorably

•Source/Notes: For favorable outcomes (such as graduation rates) disparity is calculated as group performance divided by the non-group performance; for unfavorable outcomes (such as suspension rate) disparity is calculated as non-group performance divided by the group performance. Disparity is interpreted as follows: disparity > 100% means the students are more likely to have a favorable outcome, disparity = 100% means they are as likely to have a favorable outcome, and disparity < 100% means they are less likely to have a favorable outcome. N/A is used in cases where the group size is smaller than 11 or when no data is available.

2.8 Homeless Student Disparity

LCAP Metric	Homeless	Non-Homeless	Disparity	Interpretation
A-G Completion	18.0%	58.3%	30.9%	69.1% less likely to occur as favorably
AP/IB Exams	7.9%	34.5%	22.9%	77.1% less likely to occur as favorably
Attendance	83.0%	93.0%	89.3%	10.7% less likely to occur as favorably
CAASPP ELA - Std. Met/Exceeded	23.9%	55.0%	43.5%	56.5% less likely to occur as favorably
CAASPP Math - Std. Met/Exceeded	16.0%	44.0%	36.5%	63.5% less likely to occur as favorably
CAASPP Science - Std. Met/Exceeded	12.7%	35.3%	36.1%	63.9% less likely to occur as favorably
Chronic Absenteeism	50.7%	19.4%	38.2%	61.8% less likely to occur as favorably
Graduation	73.6%	91.5%	80.4%	19.6% less likely to occur as favorably
Social Emotional Learning	67.2%	76.0%	88.5%	11.5% less likely to occur as favorably
Student Climate	68.5%	74.2%	92.3%	7.7% less likely to occur as favorably
Suspension	9.3%	3.1%	33.9%	66.1% less likely to occur as favorably

Homeless Students are:
46.1% less likely, on average, to have a favorable outcome on LCAP metrics, compared with students not in the student group.

•Desired Outcome for 2026-27: 0.60 disparity, 40% or lower less likely to happen favorably

•Source/Notes: For favorable outcomes (such as graduation rates) disparity is calculated as group performance divided by the non-group performance; for unfavorable outcomes (such as suspension rate) disparity is calculated as non-group performance divided by the group performance. Disparity is interpreted as follows: disparity > 100% means the students are more likely to have a favorable outcome, disparity = 100% means they are as likely to have a favorable outcome, and disparity < 100% means they are less likely to have a favorable outcome. N/A is used in cases where the group size is smaller than 11 or when no data is available.

2.9 Foster Student Disparity

▲ LCAP Metric	Foster	Non-Foster	Disparity	Interpretation
A-G Completion	16.7%	57.2%	29.2%	70.8% less likely to occur as favorably
AP/IB Exams	8.3%	33.8%	24.7%	75.3% less likely to occur as favorably
Attendance	85.0%	92.7%	91.7%	8.3% less likely to occur as favorably
CAASPP ELA - Std. Met/Exceeded	23.5%	54.5%	43.1%	56.9% less likely to occur as favorably
CAASPP Math - Std. Met/Exceeded	13.4%	43.5%	30.9%	69.1% less likely to occur as favorably
CAASPP Science - Std. Met/Exceeded	13.5%	34.8%	38.9%	61.1% less likely to occur as favorably
Chronic Absenteeism	34.6%	20.0%	57.9%	42.1% less likely to occur as favorably
Graduation	92.9%	90.8%	102.3%	2.3% more likely to occur as favorably
Social Emotional Learning	69.5%	75.8%	91.7%	8.3% less likely to occur as favorably
Student Climate	73.2%	74.1%	98.7%	1.3% less likely to occur as favorably
Suspension	14.8%	3.3%	22%	78% less likely to occur as favorably

Foster students are:

42.7% less likely, on average, to have a favorable outcome on LCAP metrics, compared with students not in the student group.

•Desired Outcome for 2023-24: 0.600 disparity, 40.0% or lower less likely to happen favorably

•Source/Notes: for favorable outcomes (such as graduation rates) disparity is calculated as group performance divided by the non-group performance; for unfavorable outcomes (such as suspension rate) disparity is calculated as non-group performance divided by the group performance. Disparity is interpreted as follows: disparity > 100% means the students are more likely to have a favorable outcome, disparity = 100% means they are as likely to have a favorable outcome, and disparity < 100% means they are less likely to have a favorable outcome.

EGUSD Strategic Goal #3



WELLNESS

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

Desired Outcomes for 2026-27

1. Middle School Dropout

- 0.5% or lower middle school dropout rate.

2. High School Dropout

- 2.5% high school dropout rate.

3. Graduation

- 95% combined cohort graduation rate for comprehensives and 1-year graduation rate for alternative/continuation.

4. Suspension

- 3% suspension rate.

5. Expulsion

- 0.02% or fewer expelled students.

6. Student Climate

- Overall Climate: 80% average favorability; Connectedness: 75% average favorability; Safety: 72% average favorability

7. Parent Climate

- Overall Climate: 95% average favorability; Connectedness: 95% average favorability; Safety: 95% average favorability

8. Staff Climate

- Overall Climate: 85% average favorability; Connectedness: 85% average favorability; Safety: 73% average favorability

9. Social Emotional Learning (SEL)

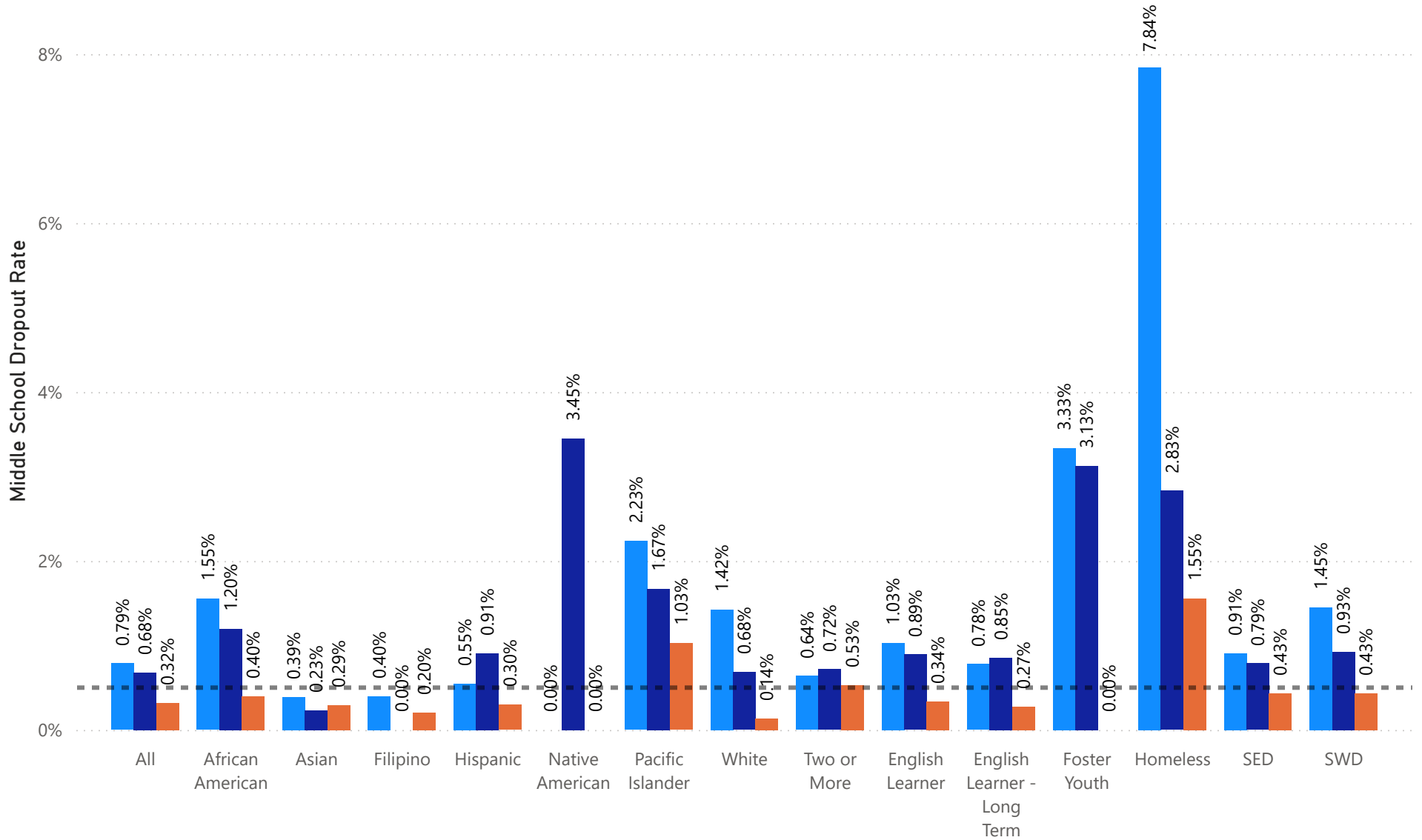
- 85% average favorability rating as measured by EGUSD's SEL survey.

10. Facilities

- 100% of students will have clean, safe, and well-maintained facilities as measured by the FIT Healthy School Survey and Williams Reviews.

3.1 Middle School Dropout

● 2021-22 ● 2022-23 ● 2023-24



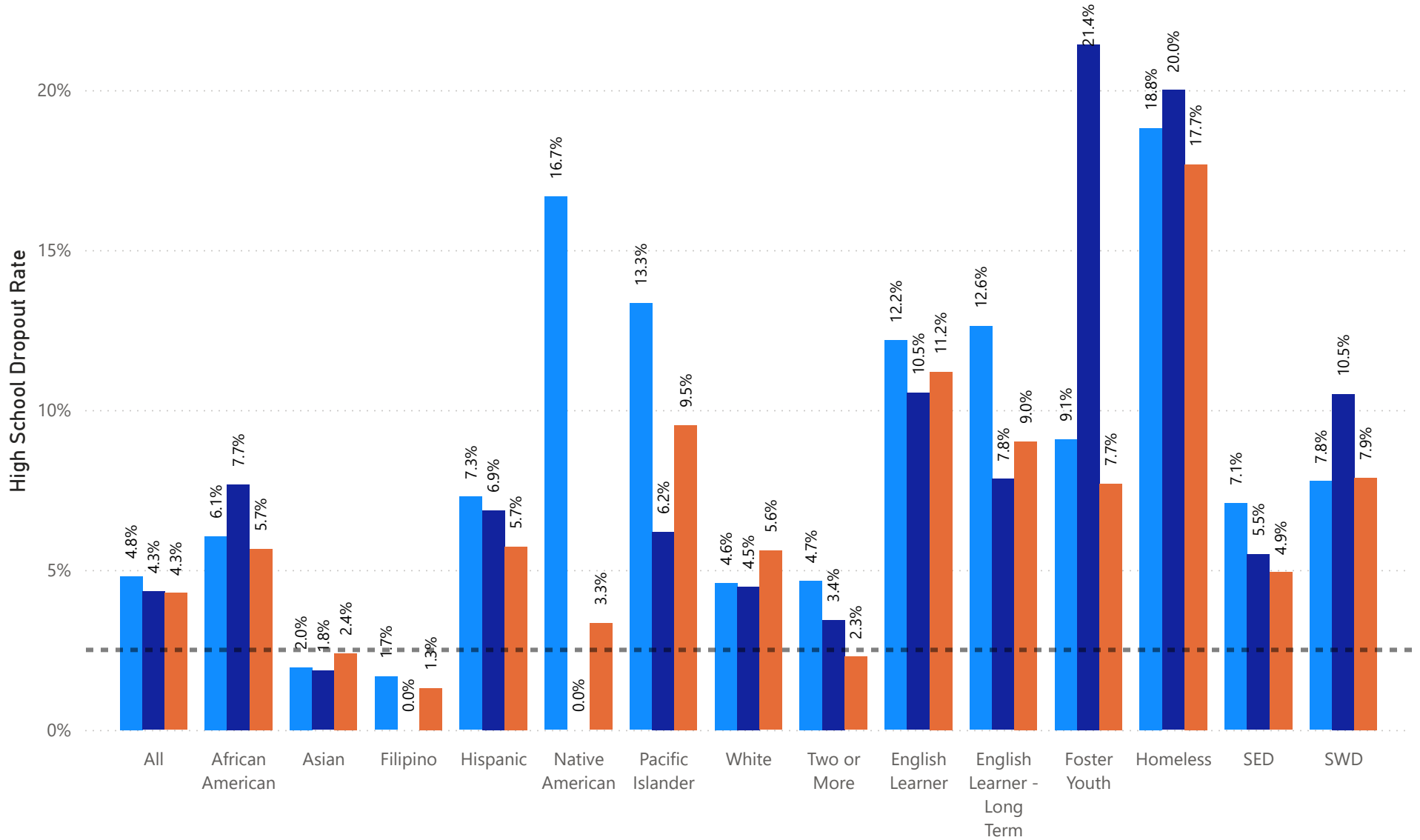
•Desired Outcomes for 2026-27: 0.5% or lower middle school dropout rate.

•State Priority #5

•Source/Notes: From CALPADS. The number of dropouts, divided by number of students enrolled in grades 7 & 8 on CBEDS day.

3.2 High School Dropout

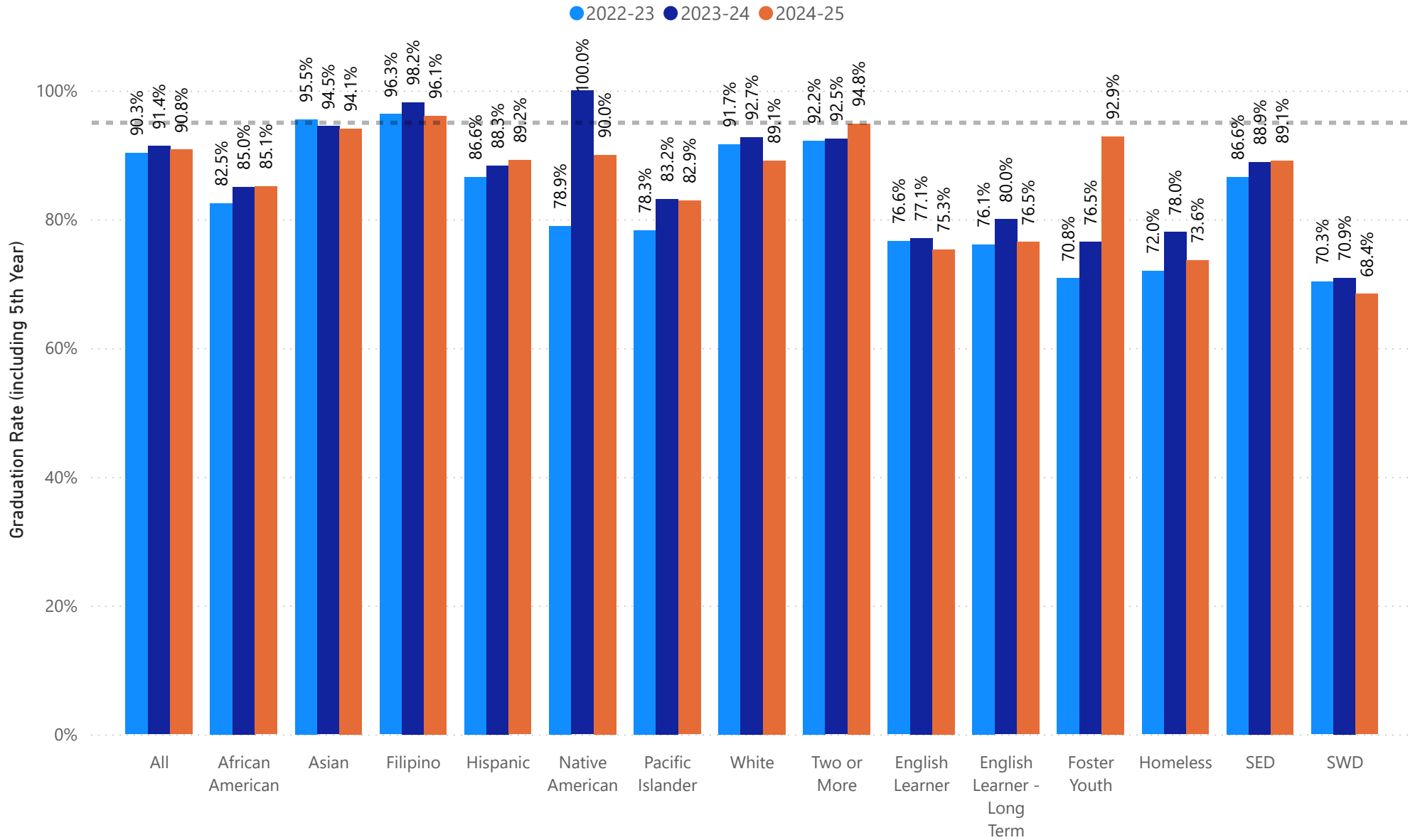
● 2022-23 ● 2023-24 ● 2024-25



•Desired Outcomes for 2026-27: 2.5% or lower high school dropout rate.

•Source/Notes: From CALPADS. The number of high school dropouts divided by the number of students in the four year cohort. A dropout is any student in grades 7-12 who left school before graduation or attainment of the legal equivalent and did not return to a school or an educational program by the first Wednesday in October (i.e., Census Day) of the following school year.

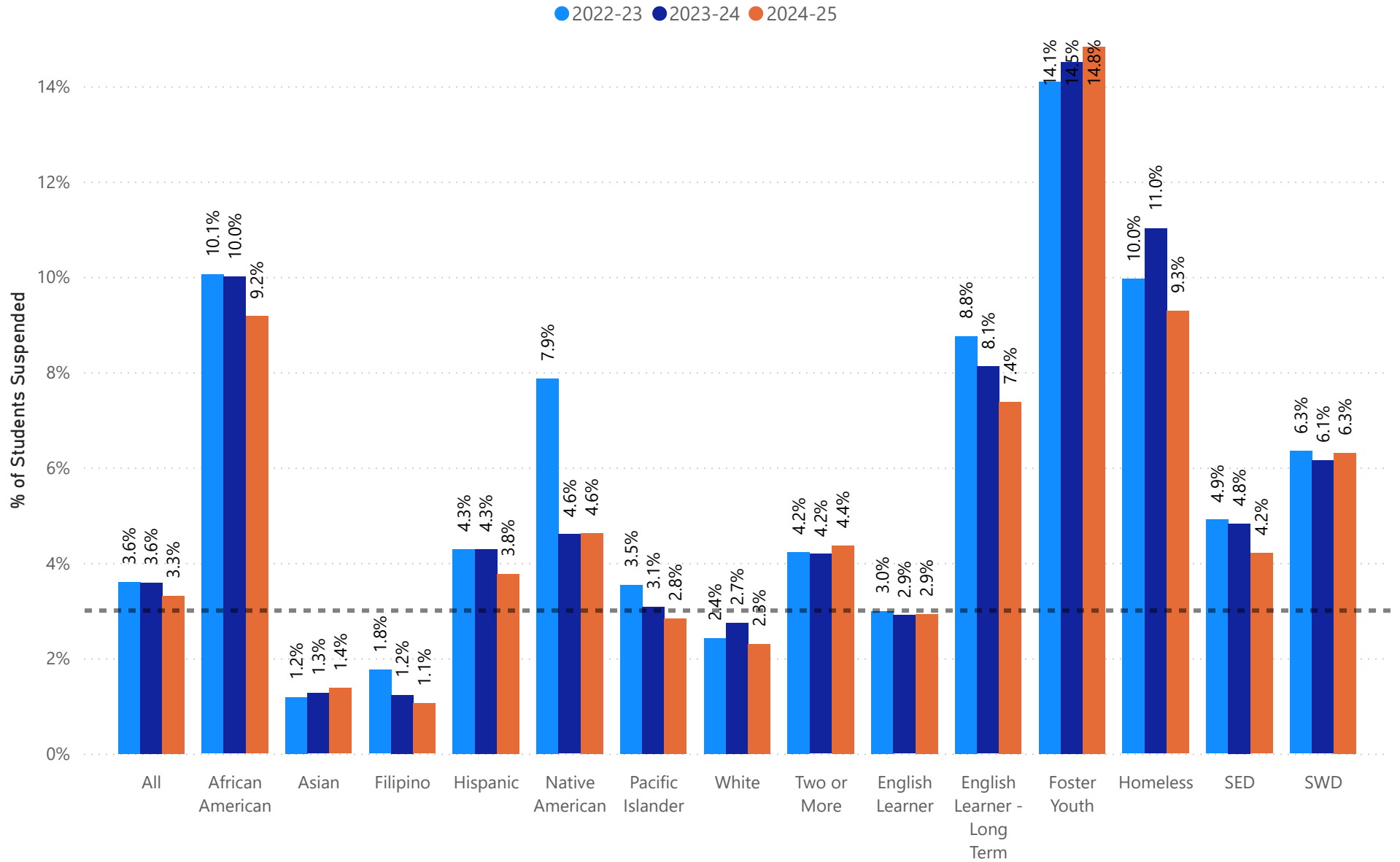
3.3 Graduation



•Desired Outcome for 2026-27: 95% combined cohort graduation rate for comprehensives and 1-year graduation rate for alternative/continuation.

•Source/Notes: From CALPADS/Synergy. Combined cohort graduation rate for comprehensives and 1-year graduation rate for alternative/continuation. For comprehensive schools, the number of 4th and 5th year regular high school graduates, divided by the sum of the four-year graduation cohort and the additional five-year graduates from the previous year's cohort.

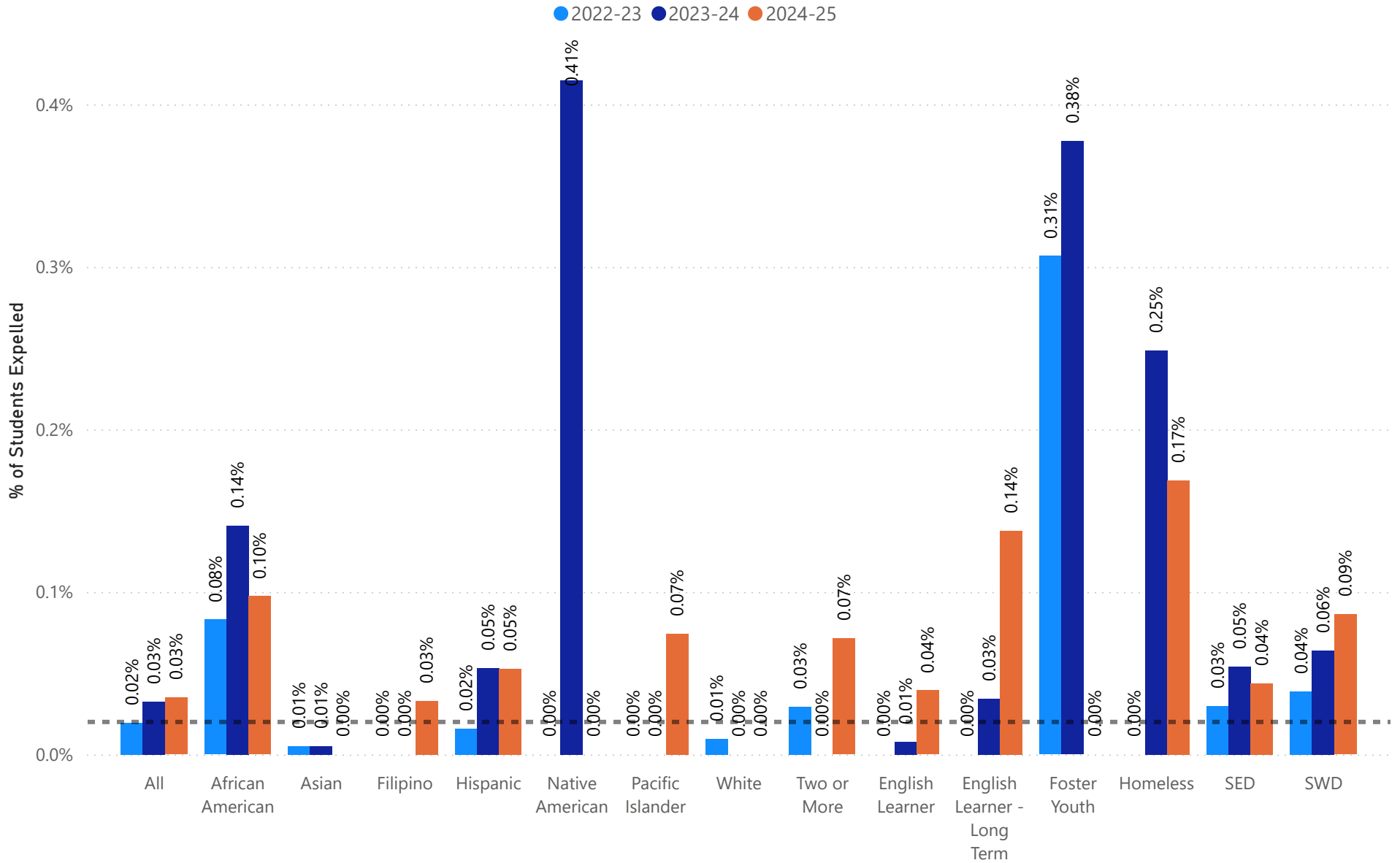
3.4 Suspension



•Desired Outcome for 2026-27: 3% of students suspended or fewer.

•Source/Notes: From Synergy. The unduplicated number of students who received an in-school or out-of-school suspension divided by the cumulative enrollment. Cumulative enrollment consists of the total number of enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school. Students are only included in the suspension rate if they have an aggregated suspension of at least one full day.

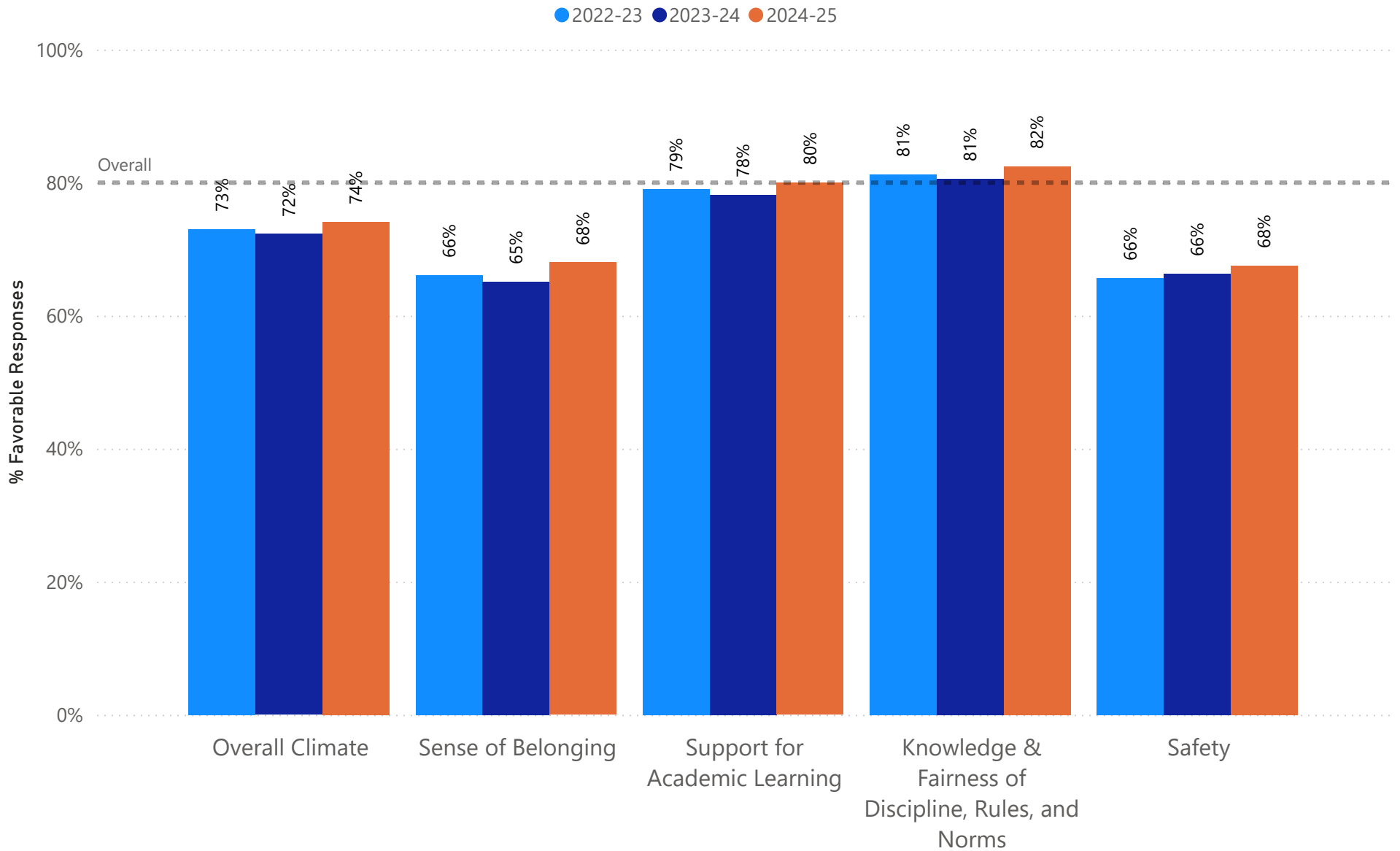
3.5 Expulsion



•Desired Outcome for 2026-27: Maintain 0.02% or lower expulsion rate.

•Source/Notes: From Synergy. The unduplicated number of students who received an expulsion, divided by the cumulative enrollment. Cumulative enrollment consists of the total number of enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school. 2019-20 data only available through March 8th.

3.6 Student Climate



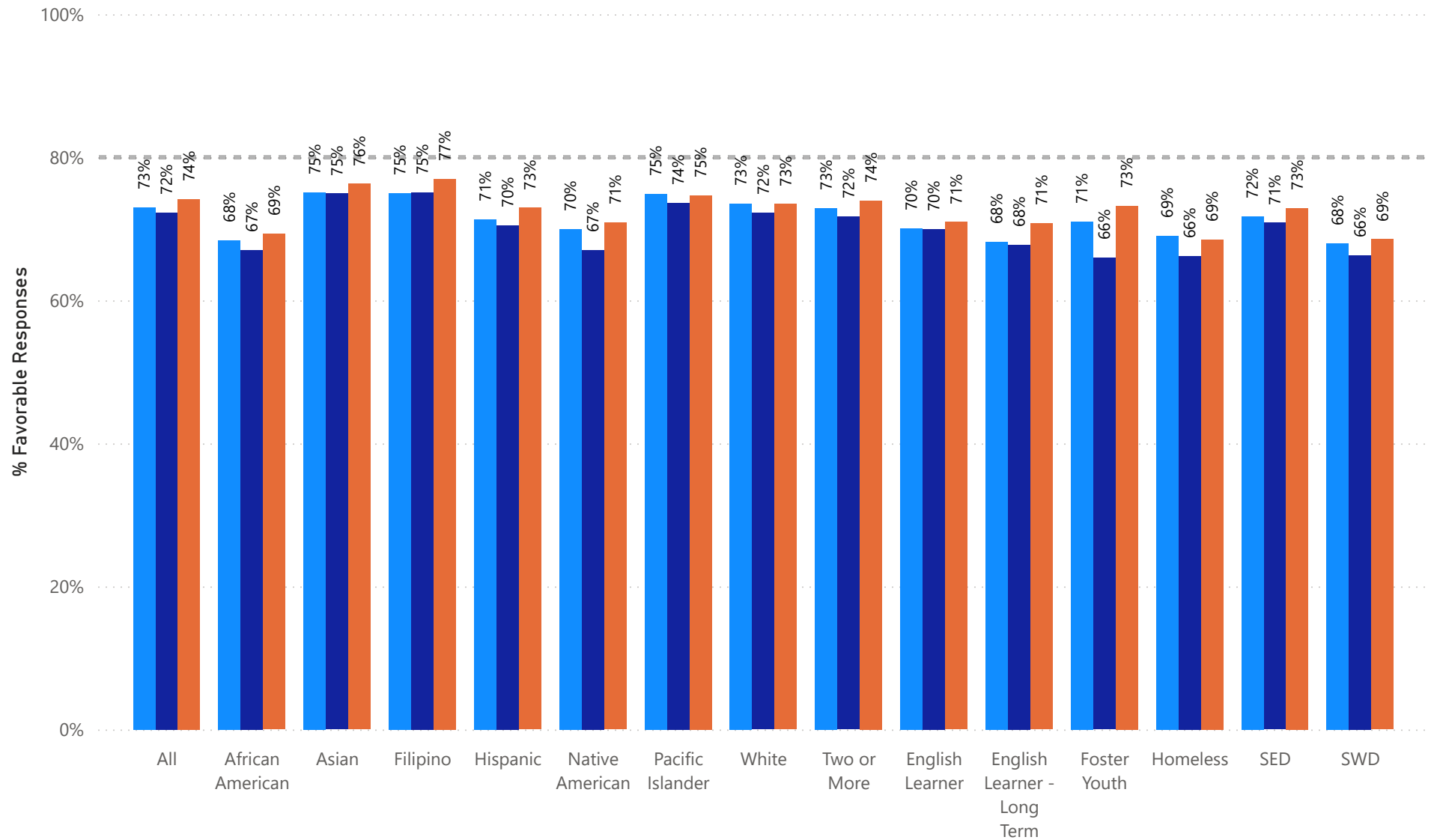
•Desired outcome for 2026-27:

- Overall Climate: 80% average favorability rating.
- Connectedness: 75% average favorability rating.
- Safety: 72% average favorability rating.

•Source/Notes: CORE-adapted school climate survey for students.

3.6 Student Climate by Group

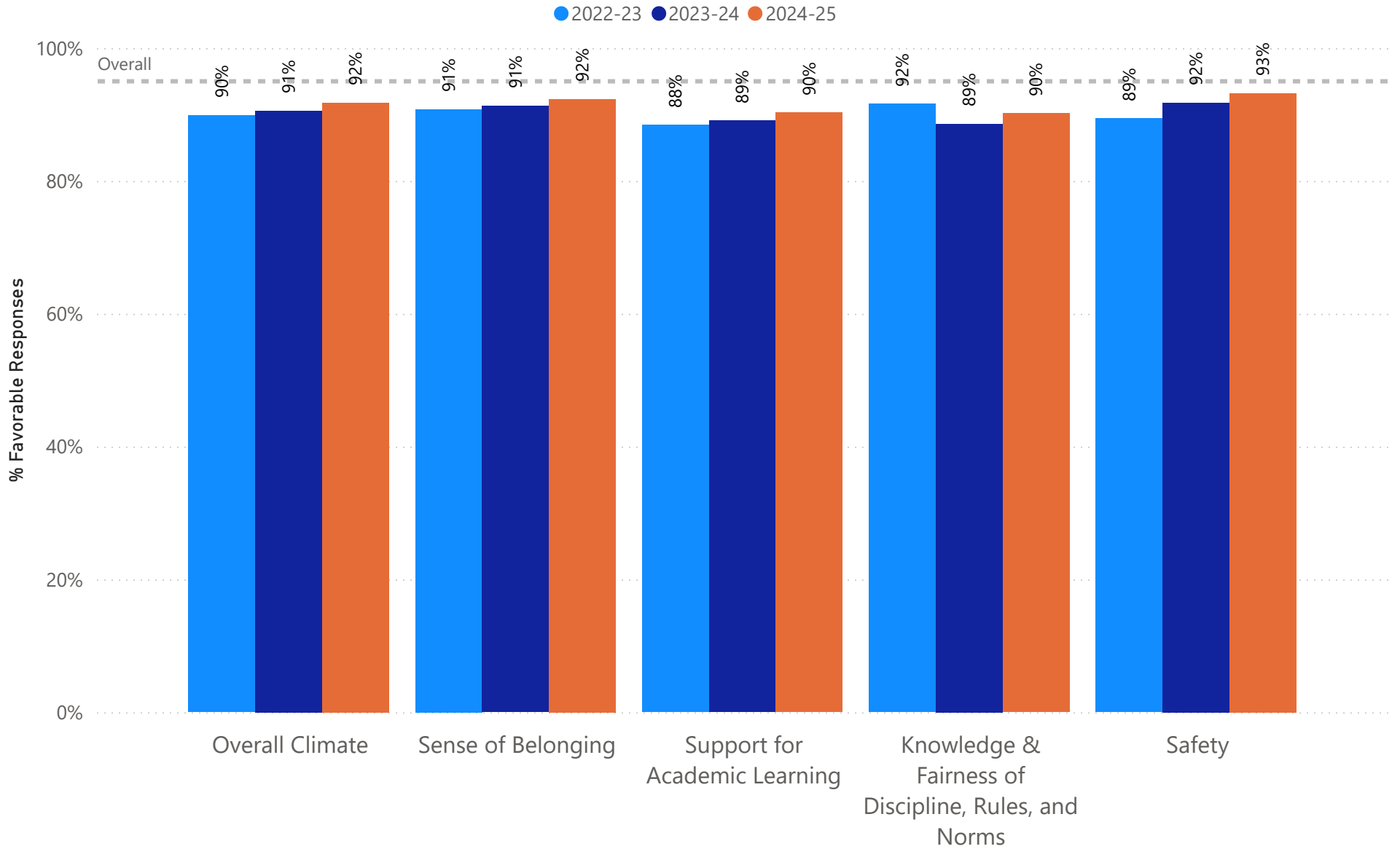
2022-23 2023-24 2024-25



•Desired Outcome for 2026-27: 80% average favorability rating.

•Source/Notes: CORE-adapted school climate survey for students. For each student group, the average favorable response percentage for all CORE school climate constructs.

3.7 Parent Climate

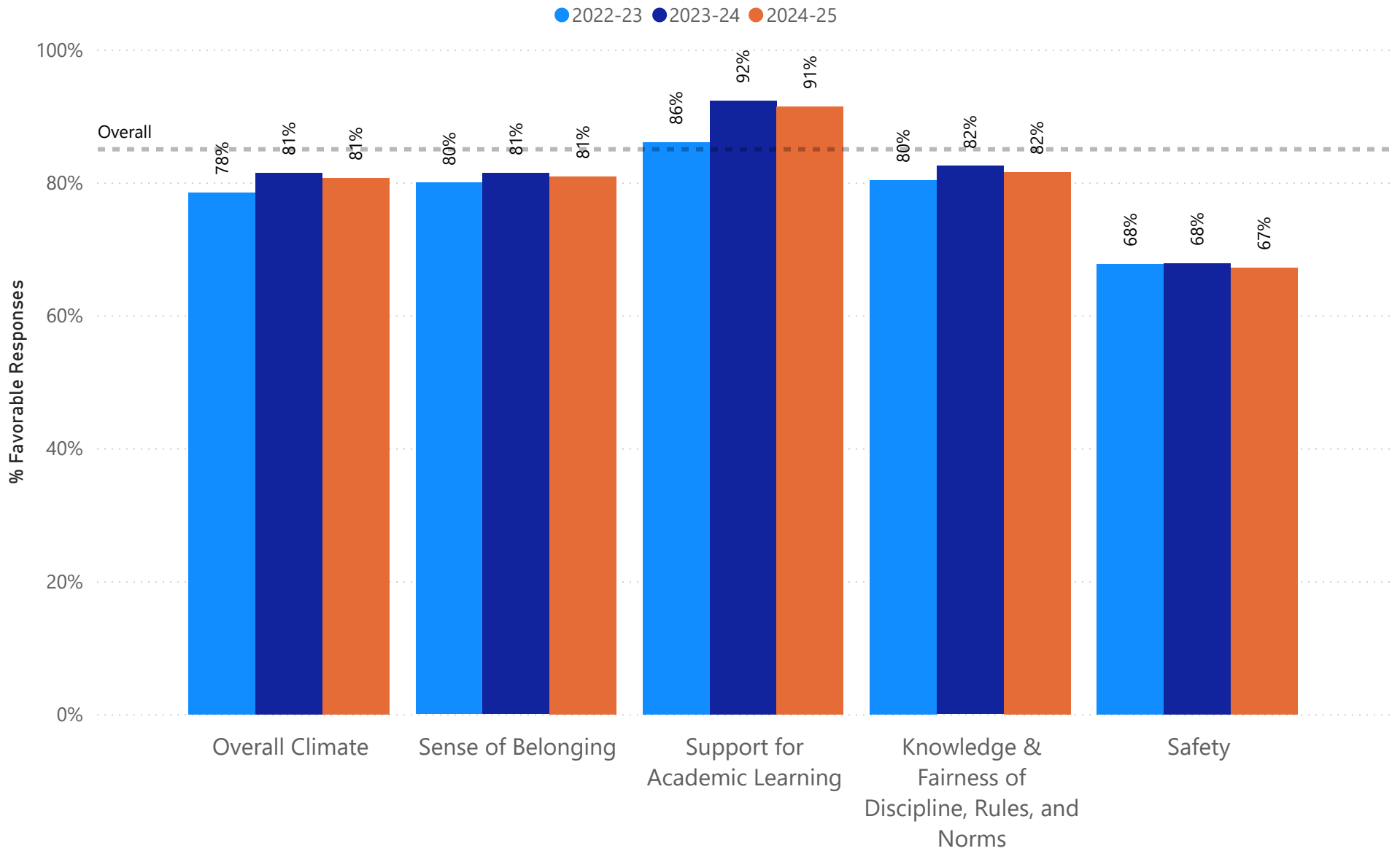


•Desired outcome for 2026-27:

- Overall Climate: 95% average favorability rating.
- Connectedness: 95% average favorability rating.
- Safety: 95% average favorability rating.

•Source/Notes: CORE-adapted school climate survey for parents.

3.6 Staff Climate

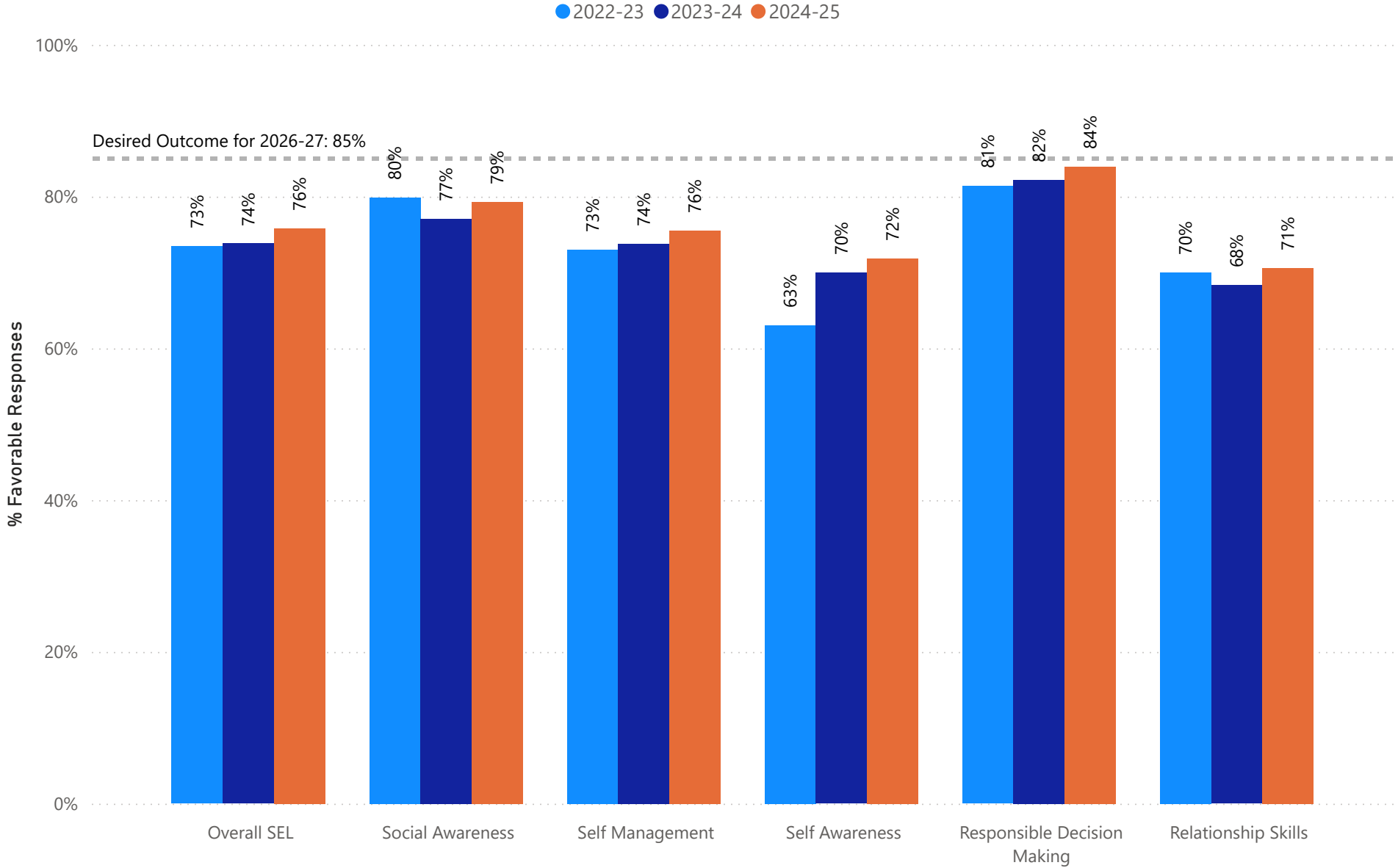


•Desired outcome for 2026-27:

- Overall Climate: 85% average favorability rating.
- Connectedness: 85% average favorability rating.
- Safety: 73% average favorability rating.

•Source/Notes: CORE-adapted school climate survey for staff.

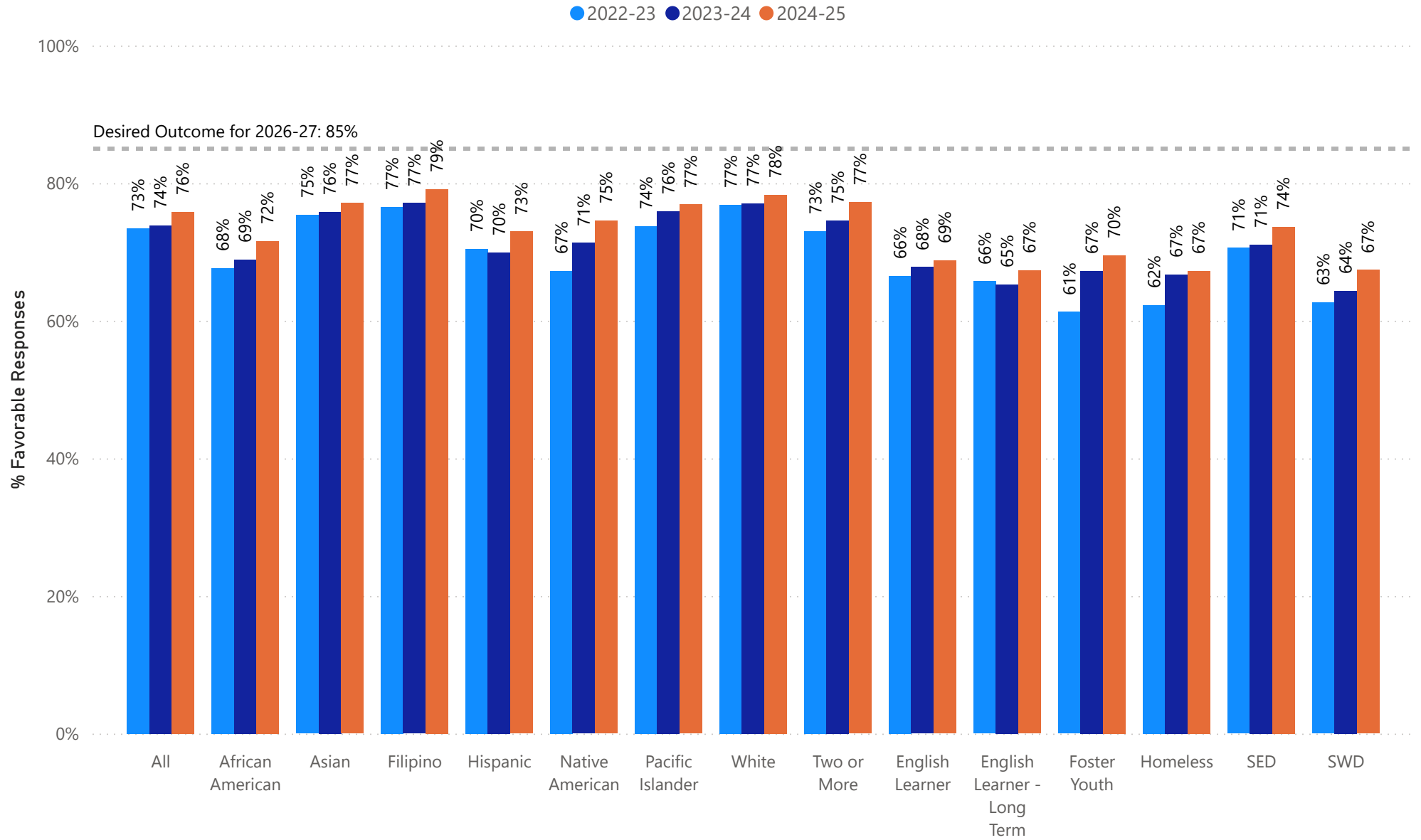
3.9 Social Emotional Learning



•Desired Outcome for 2026-27: 85% average favorability rating for overall SEL.

•Source/Notes: CORE-adapted social emotional learning survey for students, edited by EGUSD to incorporate CASEL constructs. For each student group, the average favorable response percentage. The SEL Survey was modified in 2023-24 to include additional items.

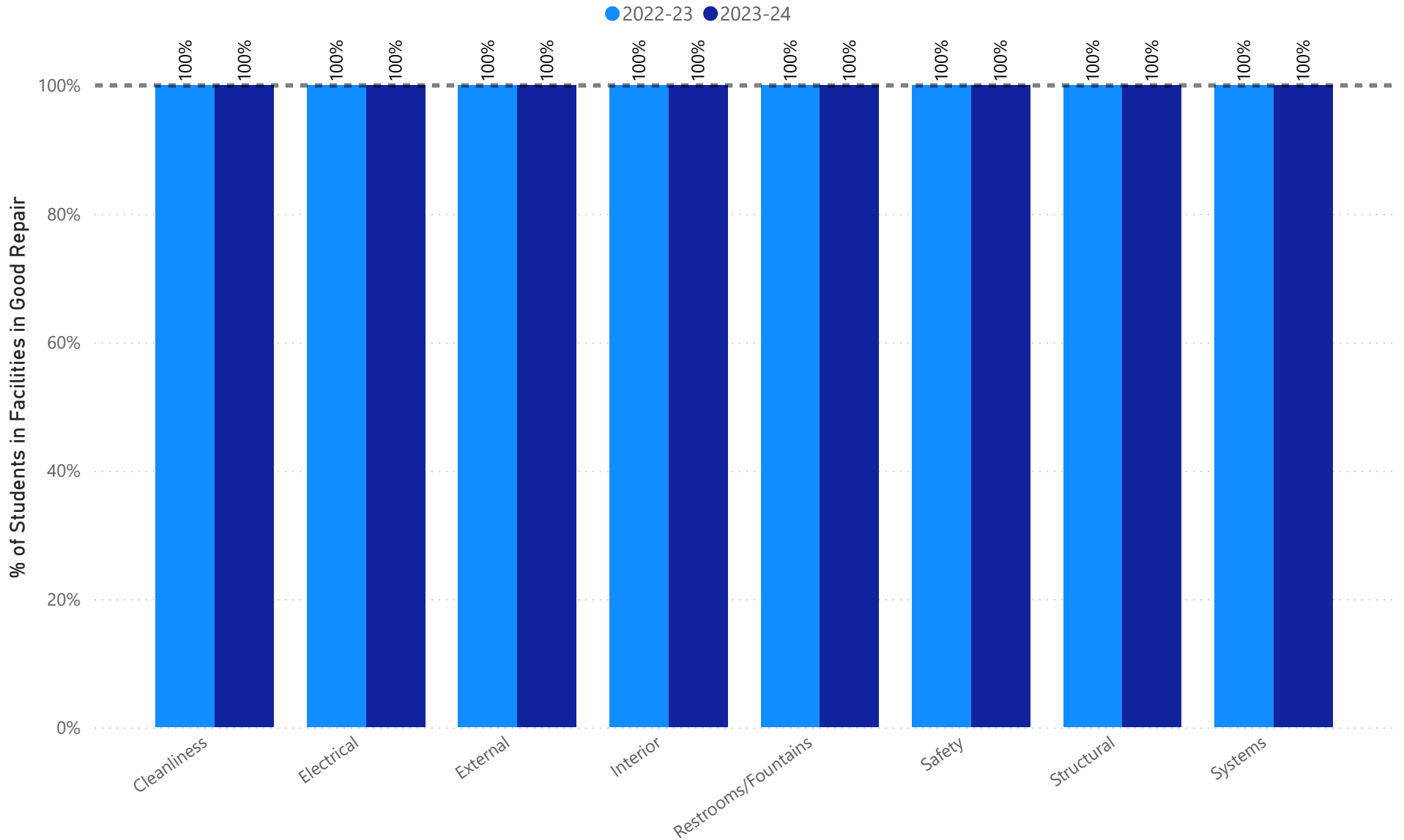
3.9 Social Emotional Learning by Student Group



•Desired Outcome for 2026-27: 85% average favorability rating.

•Source/Notes: CORE-adapted social emotional learning survey for students, edited by EGUSD to incorporate CASEL constructs. For each student group, the average favorable response percentage. The SEL Survey was modified in 2023-24 to include additional items.

3.10 Facilities



•Desired Outcome for 2026-27: 100% of students will have clean, safe, and well-maintained facilities as measured by the FIT Healthy School Survey and Williams Reviews.

•Source/Notes: Williams Review for Title1 schools receiving a site visit, and Facility Inspection Tool (FIT) Healthy School survey for the remainder of school sites. A passing rating represents a minimum or basic level. Data for 2024-25 is not currently available

EGUSD Strategic Goal #4



FAMILY & COMMUNITY ENGAGEMENT

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

Desired Outcomes for 2026-27

1. Attendance

- 93% or better attendance rate.

2. Chronic Absenteeism

- 15.0% chronic absentee rate.

3. Relationships Between School Staff and Families

- 95% of parents indicating a respectful and welcoming school environment.

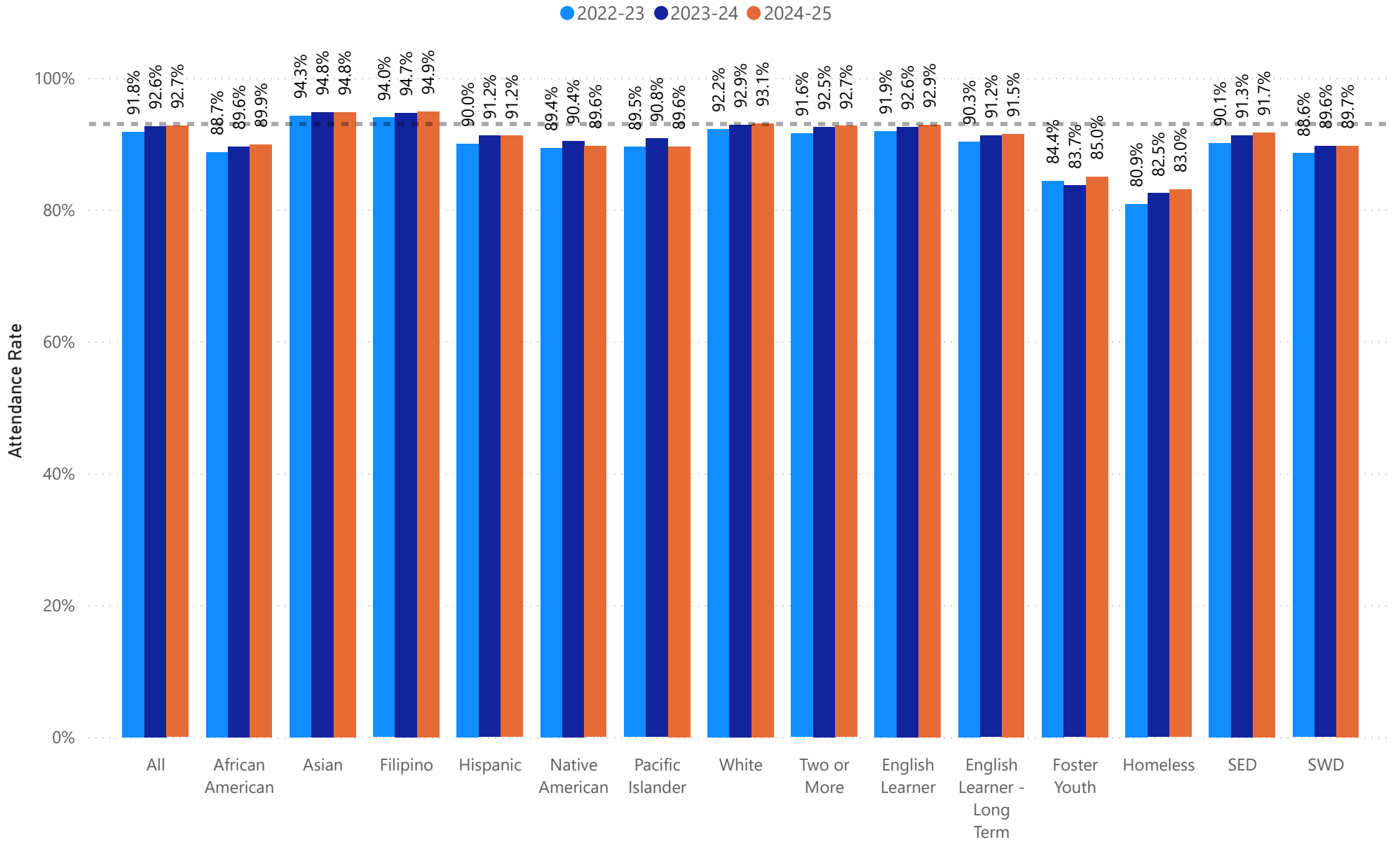
4. Partnerships for Student Outcomes

- 95% of parents indicating effective opportunities for parent involvement or parent education.

5. Input in Decision Making

- 90% of parents indicating effective opportunities for parent input in making decisions for schools or the district.

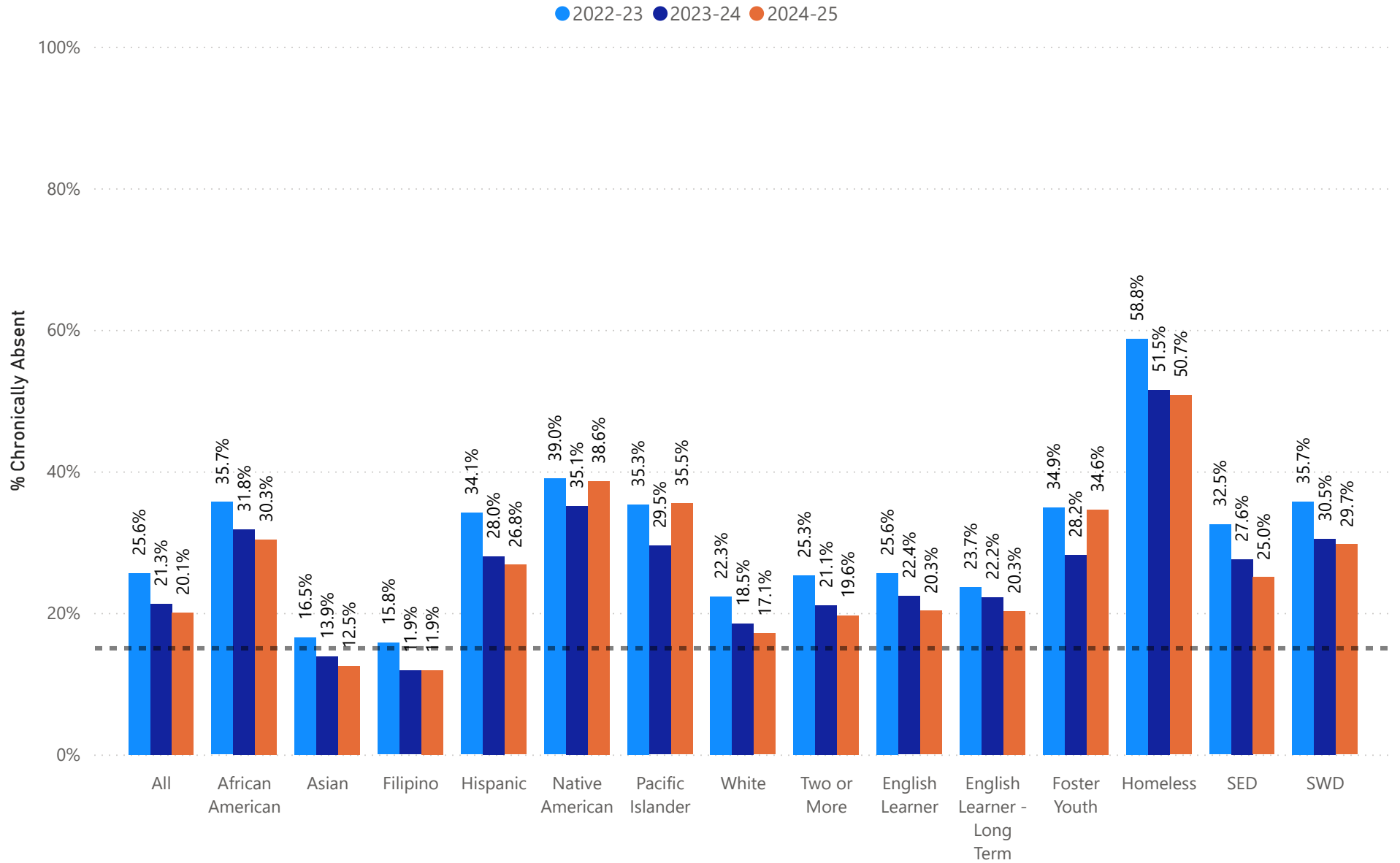
4.1 Attendance



•Desired Outcome for 2026-27: 93% or better attendance rate.

•Source/Notes: From Synergy. The number of days attended, divided by the number of days scheduled. If a student has 1 or more periods scheduled for the day, it is counted as a *scheduled* day. If a student attended 1 or more periods, for the day, it is counted as an *attended* day.

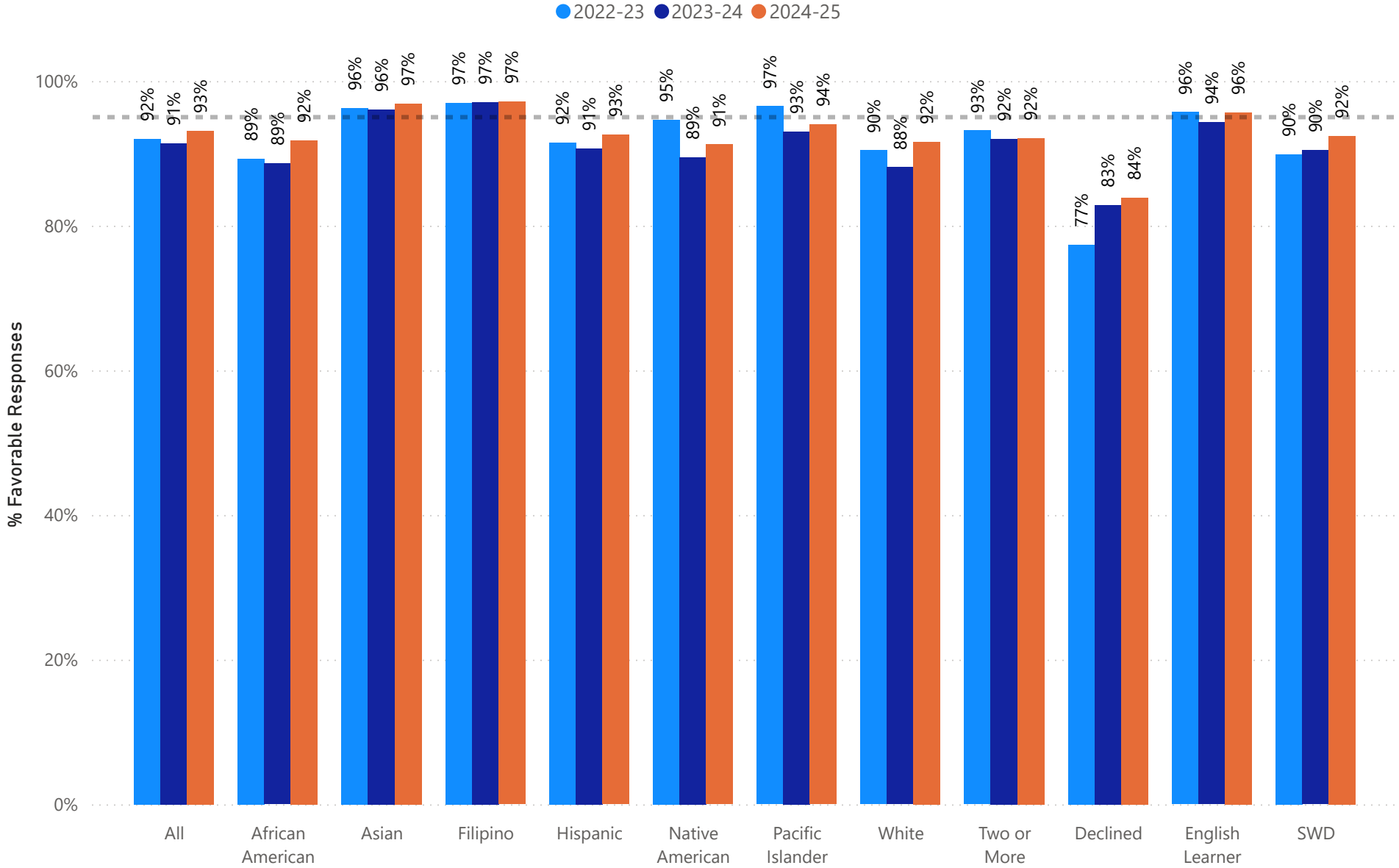
4.2 Chronic Absenteeism



•Desired Outcome for 2026-27: 15.0% or better chronic absentee rate.

•Source/Notes: From Synergy. A student is considered chronically absent if they were absent 10% or more of the total days scheduled.

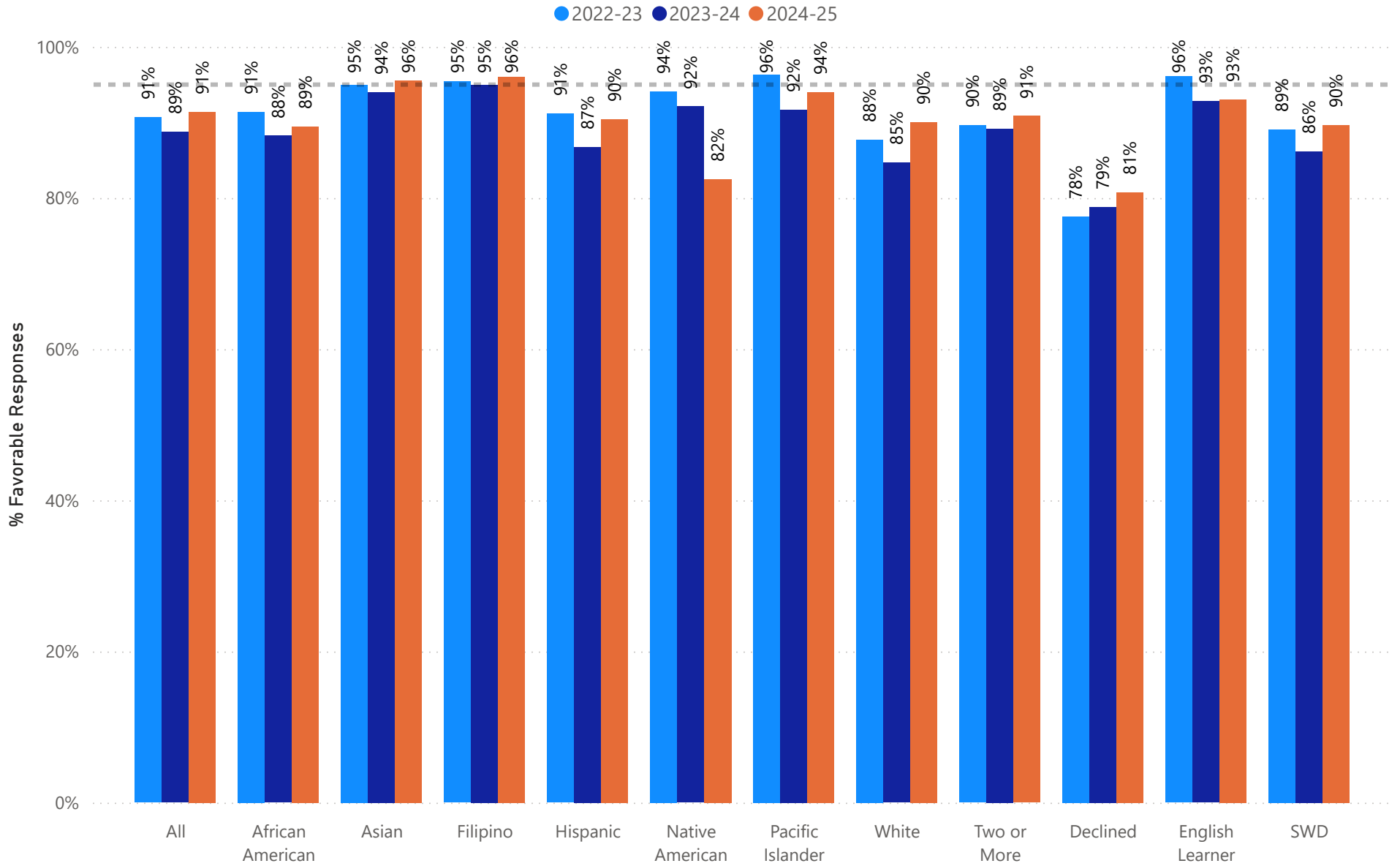
4.3 Relationships Between School Staff & Families: Effective Provision of a Respectful and Welcoming Environment



•Desired Outcome for 2026-27: 95% or better favorability.

•Source/Notes: from EGUSD Parent Perspective Survey. Parent survey score is the percentage of respondents (parents/guardians) who agreed or strongly agreed to the following statement "This school has been effective in: Providing a respectful and welcoming environment."

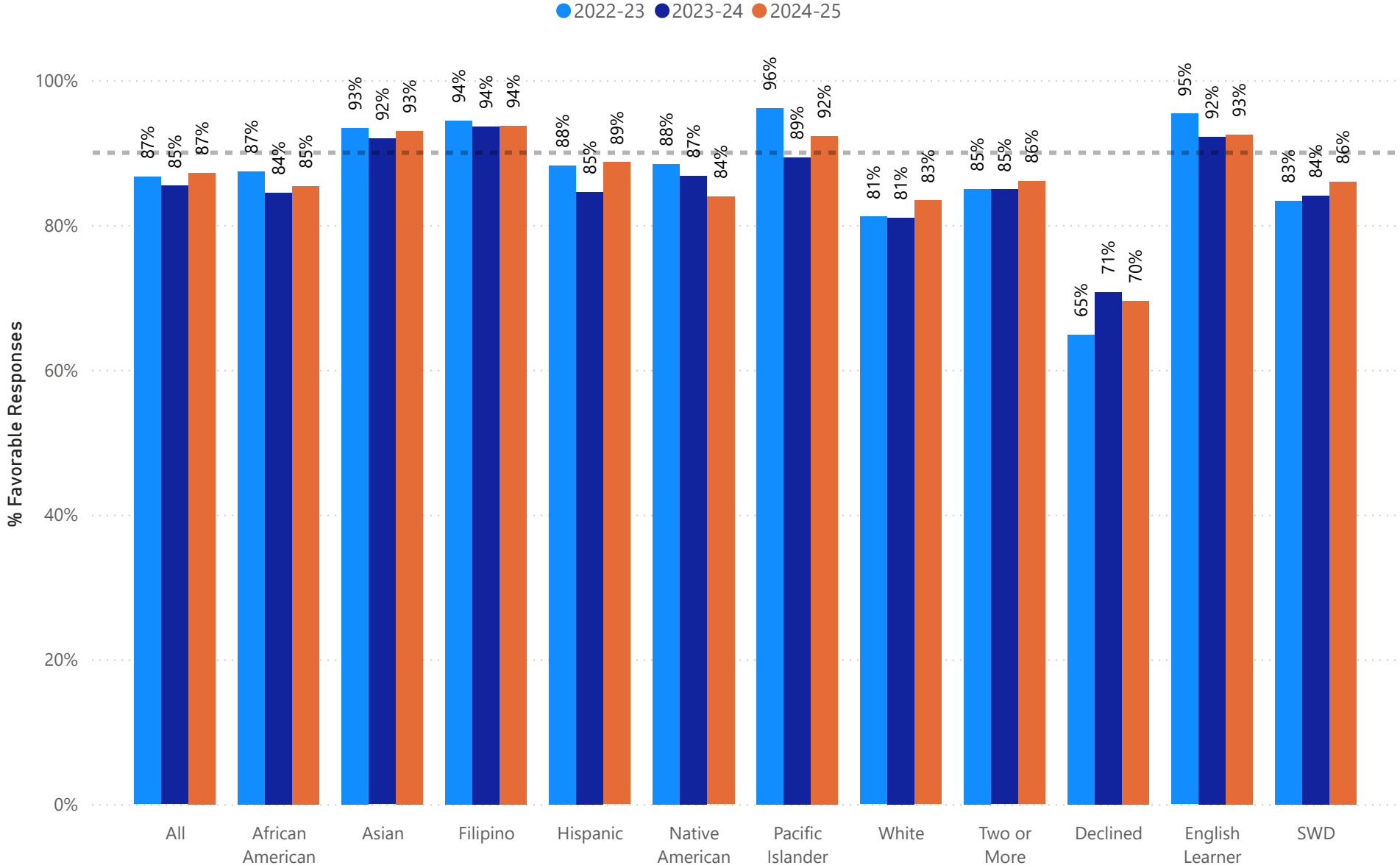
4.4 Partnerships for Student Outcomes: Effective Provision of Opportunities for Parent Involvement



•Desired Outcome for 2026-27: 95% or better favorability.

•Source/Notes: from EGUSD Parent Perspective Survey. Parent survey score is the percentage of respondents (parents/guardians) who agreed or strongly agreed to the following statement "This school has been effective in: Providing parent involvement or parent education opportunities."

4.5 Input in Decision Making: Effective Provision of Opportunities for Parent Input



•Desired Outcome for 2026-27: 90% or better favorability.

•Source/Notes: from EGUSD Parent Perspective Survey. Parent survey score is the percentage of respondents (parents/guardians) who agreed or strongly agreed to the following statement "This school has been effective in: Providing opportunities for parent input in making decisions for the school or district."