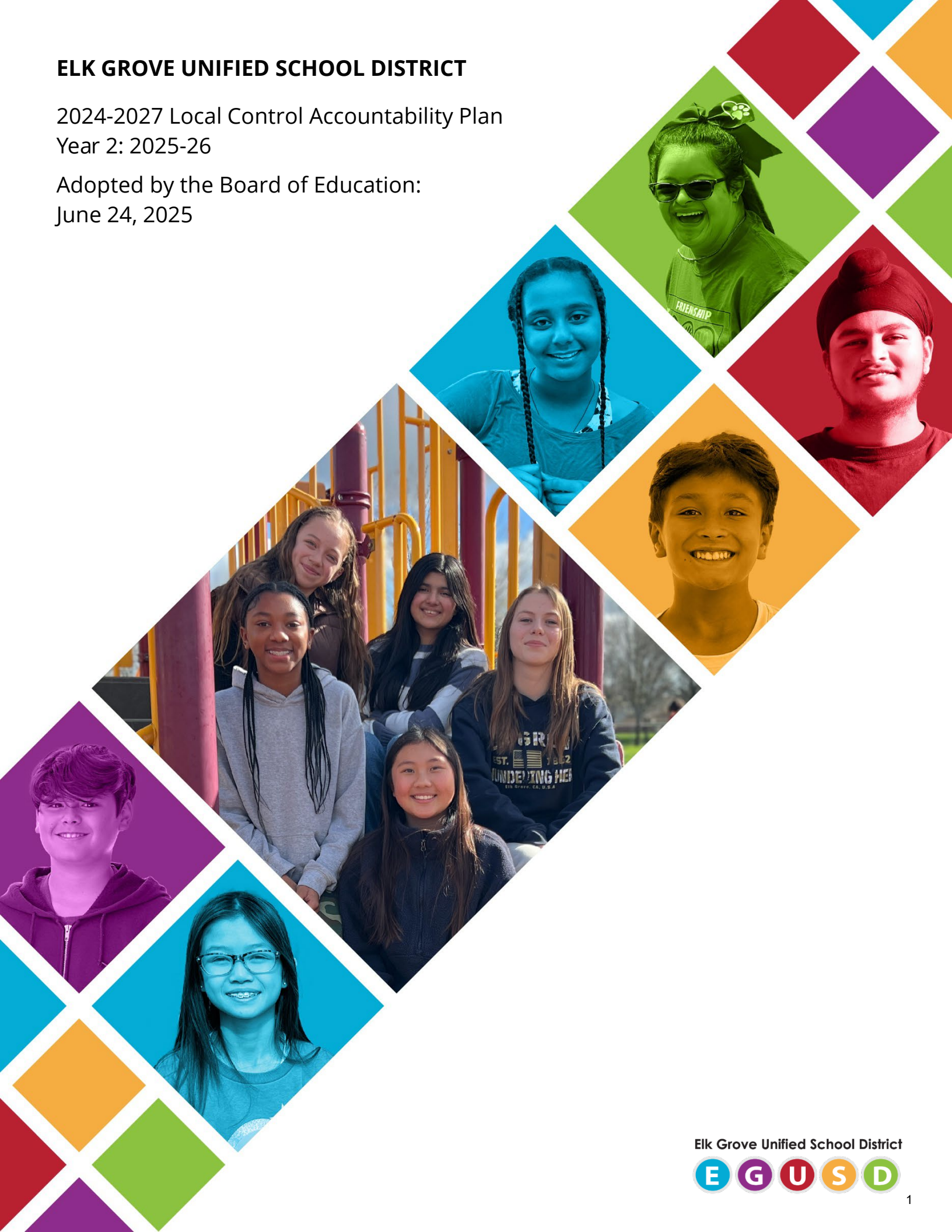
ELK GROVE UNIFIED SCHOOL DISTRICT

2024-2027 Local Control Accountability Plan
Year 2: 2025-26

Adopted by the Board of Education:
June 24, 2025



Elk Grove Unified School District

Following are acronyms to assist you as you read the document.

ACRONYM	DEFINITION
Abl	Always Be Learning
ADA	Average Daily Attendance
AIT	Academic Intervention Teacher
AP	Advanced Placement
ASCA	American School Counselor Association
AVID	Advancement Via Individual Determination
BTATI	Bilingual Teaching Associate Translator Interpreter
CAASPP	California Assessment of Student Performance and Progress
CAC	Community Advisory Committee
CALPADS	California Longitudinal Pupil Achievement Data System
CASEL	Collaborative for Academic, Social, and Emotional Learning
CBEDS	California Basic Educational Data System
CCC	(Department of) College & Career Connections
CCI	Coaching and Certification Instrument
CCI	College/Career Indicator
CDE	California Department of Education
CICO	Check In/Check Out
CISL	Continuous Improvement Support Leader
CPA	California Partnership Academy
CPL	(Department of) Curriculum and Professional Learning
CSI	Comprehensive Support and Improvement
CSTP	California Standards for the Teaching Profession
CTE	Career Technical Education
DAC	District Advisory Committee
DEI	Diversity, Equity, and Inclusion
DELAC	District English Learner Advisory Committee
DFS	Distance From Standard
EGLASS	Elk Grove Local Accountability and Support System
EGUSD	Elk Grove Unified School District
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
ESL	English as a Second Language
FACE	(Department of) Family & Community Engagement
FAFSA	Free Application for Federal Student Aid
FBSU	Families of Black Students United
FIT	Facilitator of Instructional Teams
FIT	Facility Inspection Tool
FONT	Framework Observation and Notetaking Tool
FPM	Federal Program Monitoring
FTAT	Family Teacher Academic Teams
FTE	Full-Time Equivalent
GATE	Gifted and Talented Education
HBCU	Historically Black Colleges and Universities
IB	International Baccalaureate
IEP	Individualized Education Program
IYT	Improve Your Tomorrow
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Education Agency
LETRS	Language Essentials for Teachers of Reading and Spelling
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer +
LTEL	Long Term English Learner

Following are acronyms to assist you as you read the document.

ACRONYM	**DEFINITION**
MHT	Mental Health Therapist
MLE	(Department of) Multilingual Education
MTREC	Monterey Trail Regional Equity Coalition
MTSS	Multi-Tiered System of Supports
MYP	Middle Years Programme
PBIS	Positive Behavioral Interventions and Supports
PD	Professional Development
PE	Physical Education
PIC	Program Implementation Continuum
PLC	Professional Learning Community
PPS	Pupil Personnel Services
PTA/PTO	Parent Teacher Association/Parent Teacher Organization
RCM	Rapid Cycle Measurement/Measures
REACH	Retaining Educators through Assistance, Collaboration, and Hiring
RED	(Department of) Research & Evaluation
REDDIY	Research & Evaluation Department Do-It-Yourself
RENEW	Rehabilitation for Empowerment, Natural Supports, Education, and Work
RFA	Request for Assistance
RFEP	Redesignated - Fluent English Proficient
QPR	Question/Persuade/Response
SAFE Centers	Student and Family Empowerment Centers
SART	Student Attendance Review Team
SBAC	Smarter Balanced Assessment Consortium
SCOE	Sacramento County Office of Education
SCS	State Content Standards

LCFF Budget Overview for Parents

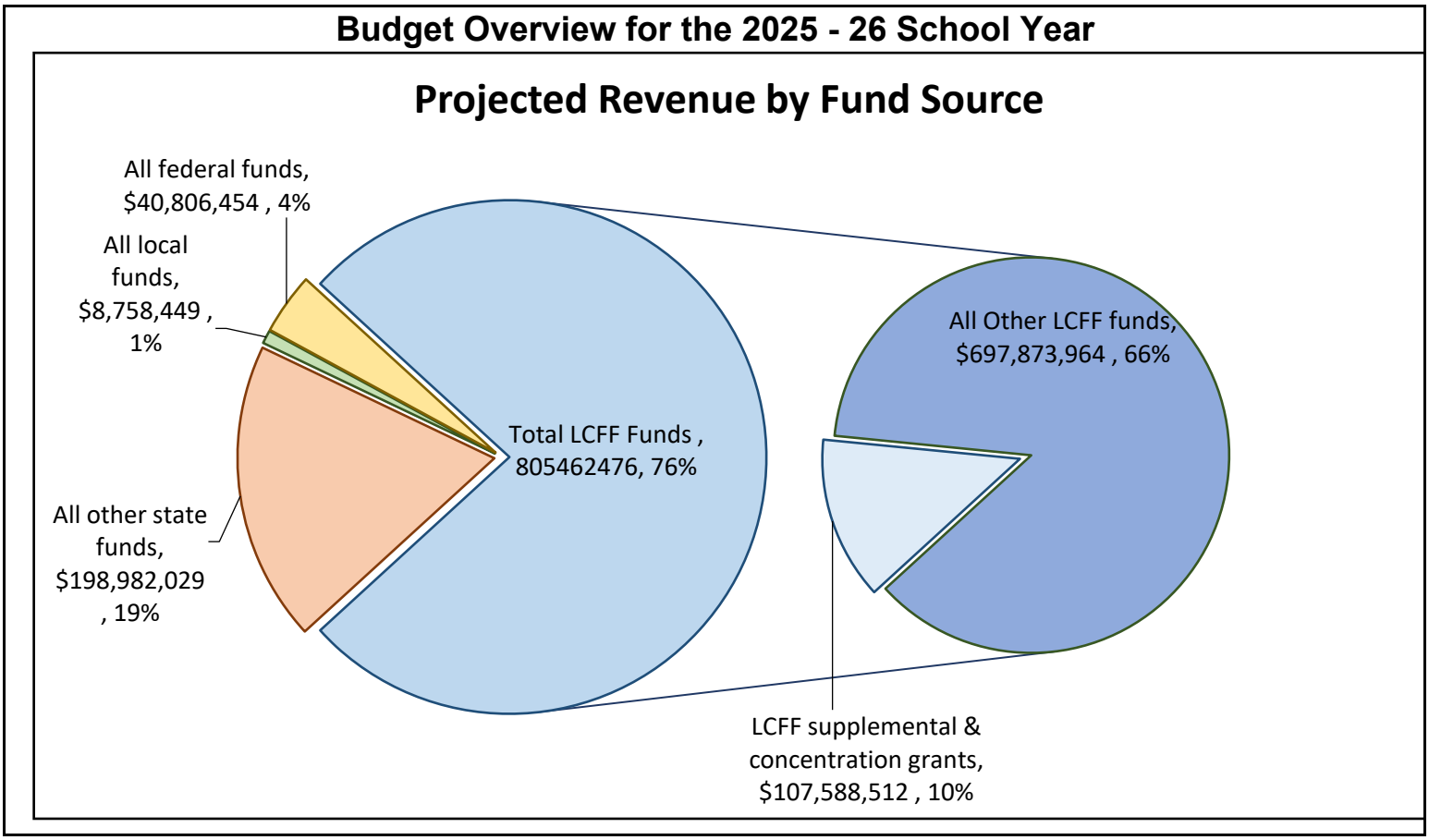
Local Educational Agency (LEA) Name: Elk Grove Unified School District

CDS Code: 34-673140000000

School Year: 2025 - 26

LEA contact information: Mark Cerutti, Deputy Superintendent of Education Services & Schools, (916) 686-77

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

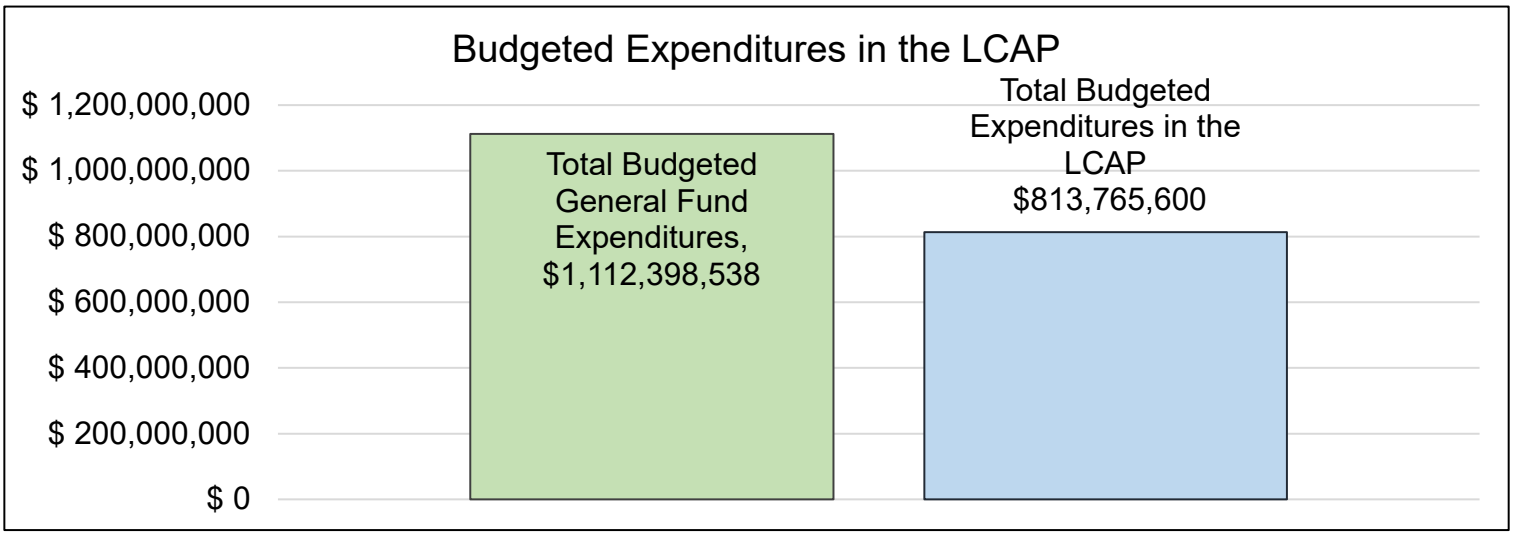


This chart shows the total general purpose revenue Elk Grove Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Elk Grove Unified School District is $1,054,009,408.00, of which $805,462,476.00 is Local Control Funding Formula (LCFF), $198,982,029.00 is other state funds, $8,758,449.00 is local funds, and $40,806,454.00 is federal funds. Of the $805,462,476.00 in LCFF Funds, $107,588,512.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Elk Grove Unified School District plans to spend for 2025 - 26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Elk Grove Unified School District plans to spend $1,112,398,538.00 for the 2025 - 26 school year. Of that amount, $813,765,599.50 is tied to actions/services in the LCAP and $298,632,938.50 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

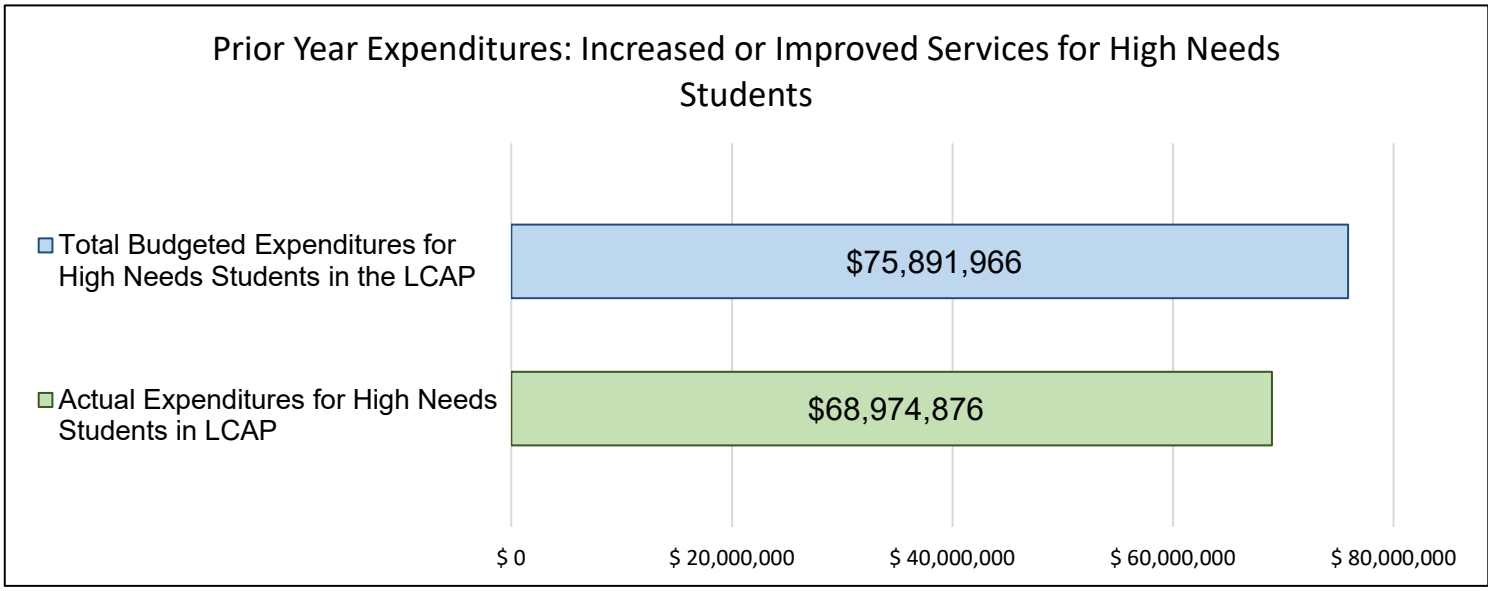
Currently the District's LCAP outlines approximately 72% of its expenditures, specifically identifying the initiatives and corresponding expenditures that demonstrate a direct correlation to the State's eight priorities. Some of the District's expenditures have an indirect impact to the learning environment and are not included: Instructional Administration which is staff and other resources that support instructional staff in planning, developing, and evaluating the learning process and experiences for students; Guidance and Counseling Services, Health Services, and Transportation ; General Administration which includes District oversight by the Superintendent and administration of business operations as well as items such as rents and facilities; The District's portion of the State's CalSTRS retirement liability.

Increased or Improved Services for High Needs Students in the LCAP for the 2025 - 26 School Year

In 2025 - 26, Elk Grove Unified School District is projecting it will receive $107,588,512.00 based on the enrollment of foster youth, English learner, and low-income students. Elk Grove Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Elk Grove Unified School District plans to spend $125,150,007.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024 - 25



This chart compares what Elk Grove Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Elk Grove Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024 - 25, Elk Grove Unified School District's LCAP budgeted $75,891,966.00 for planned actions to increase or improve services for high needs students. Elk Grove Unified School District actually spent $68,974,876.00 for actions to increase or improve services for high needs students in 2024 - 25. The difference between the budgeted and actual expenditures of $6,917,090.00 had the following impact on Elk Grove Unified School District's ability to increase or improve services for high needs students:

In 2024–25, the actual expenditures for actions and services aimed at enhancing support for high-needs students fell short of the budgeted projections. This variance was primarily due to staffing vacancies across several key roles, including teachers, instructional associates, interpreters, and professionals supporting

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Elk Grove Unified School District	Mark Cerutti Deputy Superintendent, Education Services & Schools	mcerutti@egusd.net (916) 686-7784

Plan Summary

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Elk Grove Unified School District (EGUSD), located in one of the most diverse areas of California, is an award-winning district known for its commitment to academic excellence and learning for all students. The District is the fifth largest school district in California and the largest in Northern California, serving approximately 63,000 students with approximately 120 different languages spoken. It has 68 schools (43 elementary schools, nine middle schools, nine high schools, four alternative schools including one virtual online K-8 program, one charter school, one special education school, one adult education school, and offers preschool programs at 19 elementary and one high school). The District spans 320 square miles within the cities of Elk Grove, Sacramento, and Rancho Cordova, and the unincorporated area of Sacramento County. Offering a multitude of educational programs, including 67 career-themed academies, pathways, and programs within 14 industry sectors, EGUSD integrates career-based learning and real-world workplace experiences with rigorous academics to prepare its students for college, career, and life, supporting them with the means to be creative problem solvers, self-aware, self-reliant, and self-disciplined; technically literate; effective communicators and collaborators; and engaged in the community as individuals with integrity.

Per the Local Control Accountability Plan (LCAP) directions of the California Department of Education (CDE), Equity Multiplier school information must be provided. An equity multiplier school is one that receives additional funding under the Local Control Funding Formula (LCFF) Equity Multiplier program. This program provides extra funding to schools with high rates of socioeconomically disadvantaged students and/or high rates of non-stability, meaning students are not consistently at the same school from year to year. The goal is to help these schools address achievement and opportunity gaps, aligning with the broader equity goals of LCFF.

William Daylor (Daylor) and Rio Cazadero high schools were identified as Equity Multiplier schools for the 2024-25 school year. Calvine and Las Flores high schools were identified as Equity Multiplier schools for the 2025-26 school year and will also receive Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The District identified multiple student groups at one or more schools with needs specific to English Language Arts (ELA) (i.e., African American, Asian, Hispanic, White, Two or More, English learner/long-term English learner (LTEL), low-income, and students with disabilities) and mathematics (i.e., African American, Asian, Hispanic, White, Two or More, English learner/LTEL, homeless, low-income, and students with disabilities). To address the identified needs among these student groups in particular, and all students generally, the District is focused on deepening implementation of two foundational educational programs that are in place at all schools: 1) the Instructional Framework, and 2) multi-tiered system of supports (MTSS). The Instructional Framework is the District's primary vehicle for improving high-quality first instruction, which supports Tier 1 student needs related to academic performance. Impact evaluations of the Instructional Framework have historically shown that fidelity of implementation is associated with increased student growth in summative ELA achievement. To address Tier 2 and 3 academic concerns related to ELA performance, the District continues to provide academic intervention teacher (AIT) services under the umbrella of its MTSS. For English learner/LTEL students, the District continues to implement, monitor, and evaluate a comprehensive English learner program that has been shown to be effective at improving academic achievement and language development for all typologies of English learners (including, but not limited to, LTEL, newcomers/immigrant children and youth, students with limited or interrupted formal education (SIFE/SLIFE) and dually identified students). While these programs are designed and implemented in all grade levels, in all elementary, middle, and high schools, the District recognizes the importance of effective instruction at the early primary level in the formation of the critical skills that students need to demonstrate academic achievement in the higher grade levels measured via the California Assessment of Student Performance and Progress (CAASPP). Accordingly, another key District initiative aimed at addressing achievement gaps among these student groups is fostering early student literacy by increasing teacher capacity specific to the science of student reading skill acquisition using the Language Essentials for Teachers of Reading and Spelling (LETRS) suite of trainings and curriculum, which has been shown to be effective in improving summative measures of student reading.

The District identified multiple student groups at one or more schools with needs specific to chronic absenteeism (i.e., African American, Asian, Filipino, Hispanic, Pacific Islander, Two or More, White, English learner/LTEL, students experiencing homelessness, low-income, and students with disabilities). To address these identified needs among these student groups in particular, and all students generally, the District is focused on deepening implementation of the attendance improvement program at all schools. The attendance improvement program is focused on:

1. Identifying students and families at risk for chronic absenteeism
2. Intervening in a timely manner
3. Providing supportive messaging and resources to address the circumstances for each student and family

Impact evaluations of the attendance improvement program have shown a historical association between the timeliness of Tier 2 and 3 attendance interventions and lower rates of chronic absenteeism. To address chronic absenteeism for students experiencing homelessness, the District continues to provide transportation support including bus passes for city transit systems and home-to-school mileage reimbursement to parents and guardians. The homeless education program continues their partnership with the attendance improvement program to address other barriers to school attendance that may include housing, food, clothing, school supplies, health/dental/vision

referrals, and other obstacles to access community-based resources. Homeless education program staff participate in attendance-related meetings with students and families to identify and address educational barriers.

The District identified multiple student groups at one or more schools with needs specific to suspension rate (i.e., African American, Asian, Hispanic, Two or More, White, English learner/LTEL, students experiencing homelessness, low-income, and students with disabilities). To address the needs among these student groups in particular, and all students generally, the District is focused on increasing implementation of: 1) the Teaching & Learning program, 2) MTSS, and 3) positive behavior interventions and supports (PBIS). The Teaching & Learning program encompasses implementation of the Instructional Framework and the provision of classroom conditions that support student learning; the District's theory of action is that effective instruction and classrooms result in improved student learning, and successful learning reduces the rates of behavioral incidents, resulting in lower rates of exclusionary discipline. Impact evaluations of the Teaching and Learning program have shown a historical association between higher implementation and lower suspension rates. Positive behavior interventions and supports is a proactive districtwide program aimed at developing the necessary processes and procedures at schools to encourage and reinforce positive student behavior, thus promoting a positive school climate as a vital antecedent in service of reducing student behavioral incidents. Successful implementation of PBIS makes school disciplinary processes more consistent, fair, and effective. Positive behavior interventions and supports is the primary Tier 1 mechanism for supporting student needs related to behavior; impact evaluations over a number of years have shown that this program is significantly associated with more favorable school climate and lower rates of exclusionary discipline. School level implementation of PBIS is augmented and enhanced through the use of restorative practices such as community building circles, empathic listening skills, and other techniques. The District continues to roll out professional development (PD) related to restorative practices to all schools in order to improve school climate and deepen the effectiveness of Tier 1 PBIS. Multi-tiered system of supports addresses Tier 2 and 3 student behavioral needs using strategies to accurately identify the primary causes of specific concerning behaviors, followed by the delivery of targeted and effective interventions. An impact evaluation of Tier 2 and 3 interventions targeting behavioral concerns shows they have been significantly associated with reductions in the rates of disciplinary incidents.

The District identified multiple student groups at one or more schools with needs specific to graduation rate (i.e., African American, Hispanic, low-income, and students with disabilities) and college/career (i.e., African American, Hispanic, low-income, and students with disabilities). To address needs among these student groups in particular, and all students generally, the District is focused on increasing implementation of the following programs and initiatives: Advancement Via Individual Determination (AVID) and Improve Your Tomorrow (IYT). EGUSD delivers the AVID program by offering teachers targeted professional development and coaching, equipping them with strategies that immerse students in rigorous learning and foster strong academic habits. IYT's College Academy delivers comprehensive wraparound support for young men of color, with the goal of enhancing their readiness for college and increasing matriculation. Secondary Education partnered with Always Be Learning (Abl) to conduct data analysis of current systems and practices and identify districtwide equity, access and opportunity gaps at the nine comprehensive high schools and nine middle schools. After the examination and analysis of data, Abl will continue to provide district and school leadership with significant professional development, coaching, and technical support throughout the master schedule process to close achievement gaps, reduce systemic access barriers, and increase college and career readiness with early identification of students in need of additional support.

The District annually evaluates the impact of key districtwide programs and has generated a body of evidence across multiple years to have confidence that fidelity of implementation results in improved outcomes for our students. The District considers this a long-term area of focus that involves assessing the level of implementation at each school, conducting root cause analysis on implementation deficits, and devising school-based corrective actions to improve schoolwide implementation in service of driving student outcomes. This general strategy of improvement is increasingly drawing attention to how fidelity of implementation varies in service delivery and perception among student groups. One such examination assessed how students from identified groups that could benefit from targeted supports perceived implementation of the District's Instructional Framework and found that African American students, students experiencing homelessness, and students with disabilities all reported significantly lower levels of implementation than their peers in 2023-24. Moreover, subsequent analyses find compelling evidence that suggests disparities of outcome (e.g., ELA achievement, school climate, social-emotional learning (SEL) competencies) for these three groups are explained in part by disparities of program delivery. These findings affirm the District's belief that gaps in educational outcomes (e.g., performance on California School Dashboard state indicators) are driven by gaps in educational opportunities experienced by student groups. The District's theory of action is that by attending to gaps in fidelity of implementation, there will be a mitigation or elimination of opportunity gaps, which will result in more equitable and consistent student outcomes across groups.

A detailed analysis of challenges and successes encompassing outcomes from both the California School Dashboard and local measures is provided below.

Chronic Absenteeism

Per the California School Dashboard, the District's performance in 2023-24 was Very High (21.2% chronically absent), and Declined Significantly (-4.1%) from 2022-23, resulting in Yellow overall performance. Among student groups, 12 received Yellow and 2 received Orange. The District received the same performance level (i.e., Yellow) as the State. Among the top 100 largest unified school districts in California, EGUSD's performance on Chronic Absenteeism ranked #84 (where #1 is the most favorable).

Suspension Rate

Per the California School Dashboard, the District's performance in 2023-24 was Medium (3.9% suspended at least one day), and Maintained (+0.2%) from 2022-23, resulting in Yellow overall performance. Among student groups, 3 received Green, 2 received Yellow, and 9 received Orange/Red performance. The District received a lower performance level of Yellow for Suspension compared to the State's Green. Among the top 100 largest unified school districts in California, EGUSD's performance on Suspension Rate ranked #88 (where #1 is the most favorable). To address the needs of our student groups in Red (i.e., African American, Long-term English Learners, Foster Youth, students experiencing homelessness) for Suspension Rate, the District will continue to monitor and deepen implementation of programs that are effective in mitigating student behavioral concerns and reducing the use of exclusionary discipline: the Instructional Framework (Action 1.2 Professional Learning and Action 1.3 Curriculum/Program Specialists and Instructional Coaches), Positive Behavior Interventions and Supports (Action 1.2 Professional Learning, Action 3.1 State-Funded Mental Health Services and Action 3.2 PBIS), and Multi-Tiered System of Support (Action 1.2 Professional Learning, Action 1.3 Curriculum/Program Specialists and Instructional Coaches, Action 3.1 State-Funded Mental Health Services, and Action 3.3 Mental Health/SEL Support and Training).

English Learner Progress

Per the California School Dashboard, the District's performance in 2023-24 was Medium (49.7% making progress), and Maintained (-1.5%) from 2022-23, resulting in Yellow overall performance. The District received a higher performance level than the State's Orange. Among student groups 1 received Yellow and 1 was Orange. Among the top 100 largest unified school districts in California, EGUSD's performance on English Learner Progress ranked #30 (where #1 is the most favorable).

Graduation Rate

Per the California School Dashboard, the District's performance in 2023-24 was High (91.2% graduated), and Increased (+1.0%) from 2022-23, resulting in Green overall performance. Among student groups, 9 received Blue/Green, 3 received Yellow, and 1 received Orange performance. The District received a higher performance level of Green for Graduation Rate compared to the State's Yellow. Among the top 100 largest unified school districts in California, EGUSD's performance on Graduation Rate ranked #61 (where #1 is the most favorable).

College/Career

Per the California School Dashboard, the District's performance in 2023-24 was Medium (52.8% prepared), and Increased (+3.0%) from 2022-23, resulting in Green overall performance. Among student groups, 5 received Blue/Green, 3 received Yellow, and 5 received Orange. The District received a higher performance level of Green for College/Career compared to the State's Yellow. Among the top 100 largest unified school districts in California, EGUSD's performance on the College/Career indicator (CCI) ranked #34 (where #1 is the most favorable).

English Language Arts

Per the California School Dashboard, the District's performance in 2023-24 was Medium (0.4 points below standard) and Maintained (-0.6 points) from 2022-23, resulting in Yellow overall performance. Among student groups, 3 received Blue/Green, 3 received Yellow, and 8 received Orange/Red performance. The District received a higher performance level of Yellow for English Language Arts compared to the state's Orange. Among the top 100 largest unified school districts in California, EGUSD's performance on English Language Arts ranked #42 (where #1 is the most favorable). To address the needs of our student groups in Red (i.e., Long-term English Learners) for English Language Arts achievement, the District will continue to monitor and deepen implementation of programs that have been found to be effective in improving ELA achievement: the Instructional Framework (Action 1.2 Professional Learning and Action 1.3 Curriculum/Program Specialists and Instructional Coaches).

Mathematics

Per the California School Dashboard, the District's performance in 2023-24 was Low (29.5 points below standard), and Maintained (+0.9 points) from 2022-23, resulting in Orange overall performance. Among student groups, 2 received Green, 4 received Yellow, and 8 received

Orange/Red performance. The District received the same performance level (i.e., Orange) as the State. Among the top 100 largest unified school districts in California, EGUSD's performance on mathematics ranked #58 (where #1 is the most favorable). To address the needs of our student groups in the Red category (i.e., LTELs, students experiencing homelessness, and students with disabilities) for mathematics achievement, the District will continue to monitor and deepen implementation of programs that have been found to be effective in improving mathematics achievement: the Instructional Framework (Action 1.2 Professional Learning and Action 1.3 Curriculum/Program Specialists and Instructional Coaches).

Basics: Teachers, Instructional Materials, Facilities

This Local Indicator is currently reported as "met."

Teacher Assignment Monitoring and Outcome data:

- 91.0% of teachers reported as Clear
- 3.9% of teachers Incomplete (missing or incorrect information about the assignment was reported to California Longitudinal Pupil Achievement Data System)
- 2.0% of teachers reported as Out-of-Field (teacher with a credential but has not yet demonstrated subject matter competence in the subject area(s) or for the student population associated with the assignment)
- 1.8% of teachers Ineffective (one or more relevant attributes of the assignment had no legal authorization from a permit, credential or waiver, or one or more relevant attributes of the assignment were authorized by a short-term or substitute permit)
- 1.2% of teachers Intern (teacher with a bachelor's degree and has demonstrated subject matter competency in the subject area(s) or for the student population associated with the assignment, and who holds an intern credential while they complete coursework requirements to obtain a preliminary credential)
- 0.1% of full-time equivalent (FTE) reported as Unknown (insufficient information about the assignment was reported to California Longitudinal Pupil Achievement Data System (CALPADS))

The percentage of effective teachers does not include teachers who are: working toward obtaining a credential; employed on emergency permits while waiting to enter a teacher preparation program or pass required exams; needing additional supplemental authorization; two or fewer years into teaching; coming from out of state working toward obtaining an English Learner Authorization. These teachers are working towards getting their appropriate credentials but are authorized to teach students using the emergency credentials that have been issued to them by the California Commission on Teacher Credentialing.

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

- 0 students (0%) are without access to their own copies of standards-aligned instructional materials at school.

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

- 0 facilities do not meet the “good repair” standard.

Implementation of Academic Standards

This Local Indicator is currently reported as “met.”

EGUSD administers an annual School Staff Perspective Survey which asks teachers to specify the extent to which they are familiar with, how often they apply, and their current level of implementation of each state standard, along with other questions about instructional practices and professional learning preferences. EGUSD monitors improvements over time and differences across schools and subjects so that resources can be targeted to improve implementation. The survey was administered in Spring 2024 and received 2,645 responses, representing about 82% of teachers districtwide. Across all content standards, the percentage of teachers rating their implementation of state standards as Early Applying or Applying (the two highest levels) was 74%. The remaining 26% of teachers rated their implementation of state standards as Early Developing or Developing (the two lowest levels). Across all subjects, 55% of teachers indicated that they use district-adopted core materials for their content area more than 60% of the time.

Parent and Family Engagement

This Local Indicator is currently reported as “met.”

Parent engagement is primarily measured through the District’s annually administered Parent Perspective Survey. The most recent results from the District’s Parent Survey come from Spring 2024:

- 91% of parent survey respondents (n=6,699) agreed that their school has been effective in providing a respectful and welcoming environment, constituting a 1 percentage point decrease from Spring 2023.
- 89% of parent survey respondents (n=6,675) agreed that their school has been effective in providing parent involvement or parent education opportunities, constituting a 2 percentage point decrease from Spring 2023.
- 85% of parent survey respondents (n=6,618) agreed that their school has been effective in providing opportunities for parent input in making decisions for the school or district, constituting a 2 percentage point decrease from Spring 2023.
- 93% of parent survey respondents (n=6,751) agreed that they felt welcome to participate at their school, constituting a 1 percentage point increase from Spring 2023.

Local Climate Survey

This Local Indicator is currently reported as “met.”

Local climate is primarily measured through the District’s Perspective Surveys, which are annually administered to all students (grades 3-12), parents, and staff. The most recent results from these surveys come from Spring 2024.

In 2023-24, students, staff, and parents were administered a comprehensive, end-of-year survey that included questions concerning school climate. The overall student climate favorability rating was 72%. By ethnicity, the percentage was 67% for African American students, 67% for American Indian students, 74% for Asian students, 75% for Filipino students, 71% for Hispanic students, 73% for Pacific Islander students, 72% for White students, and 72% for students of Two or More ethnicities. For other student groups, the overall favorability rating was 69% for English learner students, 69% for LTEL students, 67% for Foster Youth, 66% for students experiencing homelessness, 71% for low income students, and 67% for students with disabilities. On the student climate survey, three items stood out as strengths with regards to favorability: 1) knowing class rules (91%), 2) knowing expectations for behavior in class (91%), and 3) teachers treating students with respect (88%). The two items with the lowest favorability ratings were: 1) having feelings hurt on campus (60% indicating they have) and 2) having feelings hurt in class (50% indicating they have).

Parent perception of school climate is one of the District’s strengths. The overall parent climate favorability was 91%. The favorability ratings ranged from 87% for American Indian parents to 95% for Asian and Filipino parents. The item with the highest rating was school staff treats me with respect (95%), while the item with the lowest rating was at this school, discipline is fair (86%).

Access to a Broad Course of Study

This Local Indicator is currently reported as “met.”

For elementary school students, EGUSD measured student access to, and enrollment in, a broad course of study as the percentage of students who receive report card grades in the subject areas of ELA, Mathematics, social sciences, science/health, visual and performing arts (VAPA), and physical education (PE). Students who received report card grades in all subject areas over the course of a school year were counted as having a broad course of study. 2023-24 is the latest full year representing this measure and is described below. Grades covering the full 2024-25 year will be reported with all EGUSD’s LCAP Metrics in Fall 2025.

Because secondary school students are automatically enrolled in courses required for graduation and select from a broad array of non-core courses based on interest, the district focused on access to, and enrollment in, courses aligned to college and career success – Honors, Accelerated, AVID, Advanced Placement (AP), and International Baccalaureate (IB) classes. For middle schools, the focus is the percentage of students who had taken an Honors/Accelerated or AVID course upon promotion to high school. For high school, the focus is on the percentage of students enrolled in one or more Honors, AP, or IB courses. Enrollment rates are reported and monitored districtwide and for each school by grade level, ethnicity, and all accountability student groups.

In 2023-24, 98% of elementary students received a broad course of study, as shown by report card grades in each of the six content areas. Districtwide, 100% of students received ELA, mathematics, science/health, and social science, 99% received VAPA (same as in 2022-23), and 100% received PE. 2024-25 data will be available in Fall 2025.

In 2023-24, data show 53% of middle school students had taken an honors/accelerated or AVID course. By ethnicity, this ranged from 36% for African American students to 68% for Filipino students. For other student groups, the percentage was 22% for English learner students, 27% for LTEL students, 10% for Foster Youth, 13% for students experiencing homelessness, 46% for low income students, and 13% for students with disabilities. By school, this ranged from 44% of students at James Rutter Middle School to 62% at Toby Johnson Middle School.

At the high school level, 48% of students were enrolled in one or more Honors, AP, or IB courses in 2023-24. By ethnicity, the percentage of students ranged from 30% for African American students to 66% for Filipino students. For other student groups, the percentage was 13% for English learner students, 13% for LTEL students, 14% for Foster Youth, 17% for students experiencing homelessness, 41% for low income students, and 7% for students with disabilities. By comprehensive high school, this ranged from 35% of students at Florin High School to 56% at Cosumnes Oaks High School and Franklin High School.

The following schools received the lowest performance level on one of the Fall 2023 California School Dashboard state indicators:

- Elitha Donner Elementary – Red on English Learner Progress
- Robert J. Fite Elementary – Red on Chronic Absenteeism
- Florin Elementary – Red on English Learner Progress
- Florence Markofer Elementary – Red on English Learner Progress
- Robert J. McGarvey Elementary – Red on Chronic Absenteeism
- Prairie Elementary – Red on English Language Arts
- David Reese Elementary – Red on English Learner Progress
- Sierra Enterprise Elementary – Red on English Learner Progress
- Samuel Jackman Middle School – Red on English Language Arts, Mathematics, English Learner Progress, and Suspension Rate
- James Rutter Middle School – Red on Mathematics and Suspension Rate
- T.R. Smedberg Middle School – Red on Suspension Rate

- Calvine High School – Very Low on College/Career
- William Daylor High School – Red on Graduation Rate and Very Low on College/Career
- Rio Cazadero High School – Red on Graduation Rate and Suspension Rate, and Very Low on College/Career
- Las Flores High School – Red on English Language Arts, Mathematics, and Graduation Rate

The following student groups received the lowest performance level on one of the Fall 2023 California School Dashboard state indicators for at least one school:

- African American – Red on English Language Arts, Mathematics, Chronic Absenteeism, and Suspension Rate and Very Low on College/Career
- Asian – Red on English Language Arts, Mathematics, and Chronic Absenteeism
- Filipino – Red on Chronic Absenteeism and Suspension Rate
- Hispanic – Red on English Language Arts, Mathematics, Chronic Absenteeism, and Suspension Rate and Very Low on College/Career
- Pacific Islander – Red on English Language Arts, Mathematics, and Suspension Rate
- Two or More – Red on English Language Arts, Mathematics, Chronic Absenteeism, and Suspension Rate
- White – Red on Chronic Absenteeism and Suspension Rate
- English learners – Red on English Language Arts, Mathematics, English Language Progress, Chronic Absenteeism, and Suspension Rate
- Foster youth – Red on Graduation Rate
- Homeless – Red on English Language Arts, Chronic Absenteeism, and Suspension Rate
- Low-income – Red on English Language Arts, Mathematics, Chronic Absenteeism, Graduation Rate, and Suspension Rate and Very Low on College/Career
- Students with disabilities – Red on English Language Arts, Mathematics, Chronic Absenteeism, Graduation Rate, and Suspension Rate and Very Low on College/Career

Detailed school low performance indicator information can be found in Appendix A.

Local Data

Strategic Goal 1

- Teacher Assignment – % of Credentialed/Certified Teachers: In 2022-23, the most recent year for which the California Department of Education has published Teaching Assignment and Monitoring Outcomes, 91% of District teachers were appropriately assigned and fully credentialed/certified in the subject areas in which they teach.
- Instructional Materials – % of Students Having Access to Materials: In 2023-24, 100% of students have access to standards-aligned instructional materials. The District met its goal of 100% for this metric.

- Content Standards Implementation – % Early Applying + Applying: In 2023-24, 75% of teachers reported full implementation of state content standards in the subjects in which they teach; by subject, this ranged from 92% for English Language Arts to 45% for World Language.
- Access to Courses – % Students Enrolled in Elementary School Broad Course of Study: In 2023-24, 98% of students in grades 1-6 received at least 1 grade in all 6 required subjects: mathematics, English Language Arts, science, physical education, history/social science, and visual and performing arts. Performance in 2023-24 constituted a 1 percentage point decrease from 2022-23.
- Access to Courses – % Students Enrolled in Middle School Honors/Accelerated or AVID Course Upon Promotion: In 2023-24, 54% of middle school students had been enrolled in 1 or more Honors, accelerated, or AVID courses upon promotion to high school. Performance in 2023-24 was the same as in 2022-23.
- Access to Courses – % Students Enrolled in High School Honors, AP, or IB Course Upon Promotion: In 2023-24, 47% of high school students were enrolled in 1 or more Honors, AP, or IB courses, constituting a 1 percentage point increase since 2022-23.
- California Assessment of Student Performance and Progress – Distance from Standard (DFS) in English Language Arts: In Spring 2024, on average, students scored 3 scale score points below standard on the Smarter Balanced English Language Arts assessments, constituting a decrease of 1 scale score points since Spring 2023.
- California Assessment of Student Performance and Progress – Distance from Standard in Mathematics: In spring 2024, on average, students scored 33 scale score points below standard on the Smarter Balanced mathematics assessments, the same as in Spring 2023.
- California Assessment of Student Performance and Progress – Distance from Standard in Science: In Spring 2024, on average, students scored 11 scale score points below standard on the California Science Tests, the same as in Spring 2023.
- California Assessment of Student Performance and Progress – % Standard Met or Exceeded in English Language Arts: In Spring 2024, 52% of students scored standard met or exceeded on the Smarter Balanced English Language Arts assessments, the same as in Spring 2023.
- California Assessment of Student Performance and Progress – % Standard Met or Exceeded in Mathematics: In Spring 2024, 41% of students scored standard met or exceeded on the Smarter Balanced mathematics assessments, the same as in Spring 2023.
- California Assessment of Student Performance and Progress – % Standard Met or Exceeded in Science: In Spring 2024, 35% of students scored standard met or exceeded on the California Science Tests, the same as in Spring 2023.
- California State University's Early Assessment Program – % Conditionally Ready and Ready for College-Level Coursework in English Language Arts: In spring 2024, 51% of 11th grade students demonstrated college preparedness in English Language Arts, constituting a 6 percentage point decrease from Spring 2023.
- California State University's Early Assessment Program – % Conditionally Ready and Ready for College-Level Coursework in Mathematics: In Spring 2024, 31% of 11th grade students demonstrated college preparedness in mathematics, constituting a 3 percentage point decrease from Spring 2023.
- Progress toward English Proficiency – % Increasing English Learner Progress Indicator Level: In 2023-24, 51% of English Learner students increased their overall level of English proficiency, as measured by the English Language Proficiency Assessment for California or maintained performance at the highest level, constituting a 1 percentage point decrease from the prior year.
- Reclassified – % of English Learners Reclassified: In 2023-24, 13% of English learners were redesignated fluent English proficient, constituting a 1 percentage point decreased from 2022-23.
- A-G Completion – % of Graduates Completing A-G Requirements: In 2023-24, 59% of graduating seniors met minimum UC/CSU entrance requirements via completion of rigorous coursework and grades, the same as in 2022-23.

- Career Technical Education (CTE) Sequence Completion – % of Graduates Completing a Career Technical Education Sequence: In 2023-24, 26% of graduating seniors completed a Career Technical Education sequence, constituting and increase of 6 percentage points from 2022-23.
- A-G and Career Technical Education Sequence Completion – % of Graduates meeting A-G requirements and completing Career Technical Education sequence: In 2023-24, 20% of graduating seniors both (1) met minimum UC/CSU entrance requirements via completion of rigorous coursework and grades and (2) completed a Career Technical Education sequence, constituting and increase of 3 percentage points from 2022-23
- Advanced Placement/International Baccalaureate Exams – % of Graduates Passing an AP/IB Exam: In 2023-24, 33% of graduating seniors passed 1 or more AP/IB exams, constituting a 3 percentage point increase from the prior year.

Strategic Goal 2

- Test Participation Rate on Districtwide Assessments: In 2023-24, 70% of required district interim assessments were completed by students, constituting a 6 percentage point increase from 2022-23.

Strategic Goal 3

- Middle School Dropout Rate: In 2022-23, the middle school dropout rate was 0.7%, constituting a 0.1 percentage point decrease from the prior year.
- High School Dropout Rate: In 2023-24, the high school dropout rate was 4.3%, constituting a 0.5 percentage point decrease from the prior year.
- Cohort Graduation Rate with 5th-year Grads and 1-year 12th Grade Grad Rates for Alternatives: In 2023-24, the high school cohort graduation rate was 91.3%, constituting a 1 percentage point increase from the prior year.
- Suspension Rate: In 2023-24, 3.6% of students were suspended one or more times, the same as in 2022-23.
- Expulsion Rate: In 2023-24, 0.03% of students were expelled, constituting a 0.01 percentage point increase from 2023-24.
- School Climate – Average Favorability Rating as Reported by Students: In 2023-24, the overall average climate favorability rating among student survey respondents was 72%. Broken down by climate topic: sense of belonging showed 67% favorability, with 77% favorability for support for academic learning, 80% favorability for knowledge & fairness of discipline/rules/norms, and 65% favorability for safety.
- School Climate – Average Favorability Rating as Reported by Parents: In 2023-24, the overall average climate favorability rating among parent survey respondents was 91%. Broken down by climate topic: sense of belonging showed 91% favorability, with 89% favorability for support for academic learning, 92% favorability for knowledge & fairness of discipline/rules/norms, and 89% favorability for safety.
- School Climate – Average Favorability Rating as Reported by Staff: In 2023-24, the overall average climate favorability rating among staff survey respondents was 81%. Broken down by climate topic: sense of belonging showed 81% favorability among staff, with 92% favorability for support for academic learning, 82% favorability for knowledge & fairness of discipline/rules/norms, and 68% favorability for safety.
- Social-Emotional Learning – Average Favorability Rating: In 2023-24, the overall average SEL favorability rating among students was 74%. Broken down by topic: social awareness showed 78% favorability among students, with 74% favorability for self-

management, 71% favorability for self-awareness, 82% favorability for responsible decision-making, and 69% favorability for relationship skills.
- Facilities – % of Facilities in Good Repair: In 2023-24, 100% of students were enrolled to schools in good repair, the same as in the prior year. The District met its goal of 100% for this metric.

Strategic Goal 4

- Attendance Rate: In 2023-24, students attended 92.6% of scheduled school days, an increase of 0.8 percentage points from the prior year.
- % Chronically Absent: In 2023-24, 21.3% of students attended 90% or fewer scheduled school days, constituting a decrease of 4.3 percentage points from the prior year.
- Parents indicating a respectful and welcoming environment: In 2023-24, 91% of parent survey respondents indicated a respectful and welcoming environment at their school, constituting a 1 percentage point decrease from the prior year.
- Parents indicating effective provision of opportunities for parent involvement/parent education: In 2023-24, 89% of parent survey respondents indicated opportunities for parent involvement at their school, constituting a 2 percentage point decrease from the prior year.
- Parents indicating effective provision of opportunities for parent input in making decisions for school/district: In 2023-24, 85% of parent survey respondents indicated opportunities for parent input, constituting a 2 percentage point decrease from the prior year.

Strategic Goal 5

- Students with Disabilities Disparity: In 2023-24, students with disabilities were 46.8% less likely, on average, to have a favorable outcome on identified local metrics, compared with students not in the group.
- African American Disparity: In 2023-24, African American students were 35.6% less likely, on average, to have a favorable outcome on identified local metrics, compared with students not in the group.
- American Indian Disparity: In 2023-24, American Indian students were 19.9% less likely, on average, to have a favorable outcome on identified local metrics, compared with students not in the group.

Per the LCAP directions of the California Department of Education, Learning Recovery Emergency Block Grant (LREBG) information must be provided. An overview is provided here, and more specific action and budgetary information is provided in the Goals and Actions section of the LCAP.

Learning Recovery Emergency Block Grant Actions

The LREBG is one-time State funding designed to help schools recover from the impacts of the COVID-19 pandemic. The funding expires on June 30, 2026. It provides funding for local educational agencies (LEAs) like school districts and charter schools to support learning recovery,

and to address both student and staff social and emotional well-being. The LREBG is a key component of California's effort to help students recover from learning loss and other challenges caused by the pandemic. The District received $61,080,191.

Following are the actions funded by Learning Recovery Emergency Block Grant funds:

- 1.17 Academic Intervention Teacher (Homeless)
- 1.19 Additional FTE for EL Coordination at secondary schools
- 1.20 Administrative Salaries/Coordinator – AVID
- 1.21 AVID coaches
- 1.22 Curriculum specialists (VAPA)
- 1.23 English learner coordinator at Florin and Valley high schools
- 1.24 Elementary Academic Intervention Teacher (Foster Youth)
- 1.25 Equity/SEL Coaches – Teachers, Wellness
- 1.26 Restorative Practices Program Specialist
- 1.27 Program Specialists – Universal Equity Programs; Targeted Equity Programs
- 1.28 Secondary Academic Intervention Teacher (Foster Youth)
- 1.29 Secondary counselor staffing to create ratio of 375:1
- 1.30 Site-based Desktop Support Technicians
- 1.31 Teacher to support needs of secondary English learners
- 1.32 Vice Principals at Various TK-6 schools
- 1.33 Additional FTE for English Learner Program Specialist
- 2.11 Project Implementor (Homeless)
- 2.12 Program Educators – Black Excellence, Young Men of Color, Student Equity Councils
- 3.5 Campus Supervisors – At each site TK-6 site
- 3.6 Counselors (Pupil Personnel Services (PPS) Credential) at all TK-6 sites
- 3.8 Health Assistants
- 3.9 Social Workers at Secondary Schools
- 3.10 Project Implementor (Youth Development – formerly noted as MTSS)
- 3.11 School Nurses
- 3.12 Coordinator – Behavioral Services
- 4.4 Family Community Liaisons
- 4.5 Family Resource Teacher to support Family Teacher Academic Teams (FTAT)
- 4.6 Mental Health Therapist – Family and Community Engagement (FACE)
- 4.7 Program Educators – Newcomer Welcome Center (FACE)
- 4.8 Program Specialist (FACE)
- 4.9 Regional Team Program Technician (Homeless)
- 4.10 SOA II Front office staff or increase hours of existing office staff

- 4.11 FTE for Bilingual Teaching Associates Translator/Interpreters (BTATI)

Extensive planning including significant educational partner input was conducted to determine how best to use these funds. There was strong intentionality to use the feedback from thousands of educational partners specific to COVID-19 learning conditions and integrate LREBG funded actions into the District's Strategic Goals. Logic models were developed for each LREBG action. Logic models are used to explain how a program or service is designed to work, showing the relationship among inputs (what is invested), outputs (what is done), and outcomes (what is achieved). Output data, and where available, outcome relationship data, has been and continues to be gathered to support future budgetary decisions.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The Department of Multilingual Education (MLE) was honored to be one of six districts selected to participate in the California Department of Education's Long-Term English Learner LTEL Community of Practice. The initiative's primary goal was to gather and analyze both qualitative and quantitative data to better understand the needs of LTEL students and design targeted supports to address those needs. While our current language acquisition program, Structured English Immersion (SEI), provides fundamental language development, the District recognized the need for more specialized support.

Using the design thinking process, the department identified barriers that limit academic progress for LTELs, such as challenges in accessing engaging coursework while meeting Designated English Language Development (ELD) requirements. In the District's commitment to continuous improvement, when the LTEL Community of Practice ended, MLE staff transitioned to working with the Sacramento County Office of Education's (SCOE) Long-Term English Learner Improvement Network, allowing the work to be revisited and refined even further.

Through root cause analysis, student data collection, and feedback from empathy interviews, the District is developing two innovative middle school courses aimed at addressing LTELs' needs and improving outcomes for the lowest state indicators on the California Dashboard. These courses will combine English Language Development with CTE—one focused on journalism, the other on computer science and coding. The goal is to strengthen language skills while engaging students in high-interest CTE pathways.

The District is currently in the development and piloting phase, with plans for full implementation by the 2026-27 school year. These courses aim to enhance college and career readiness for LTEL students and improve reclassification rates. Additionally, professional development for educators is a key component of this ongoing work, providing teachers with the tools and strategies needed to effectively support LTEL students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Samuel Jackman Middle School
William Daylor High School
Rio Cazadero High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

In California, a school becomes eligible for Comprehensive School Support (CSI) if it's identified as underperforming based on data from the California School Dashboard. This designation is based on one of two criteria: either a low graduation rate or being among the lowest-performing 5% of Title I schools.

The District developed and continues to monitor its CSI implementation and support processes to ensure funds are appropriately and effectively utilized. Every February when schools are identified as a CSI school, the Department of School Improvement Support (SIS) contacts the school and informs them of the designation. A meeting is convened with the principal, school director, and SIS staff. The school reviews the data that generated the CSI designation and what the designation means. In April and May, the school conducts a needs assessment as part of their annual school (site) LCAP process. Completing the process includes the review of evidence-based interventions and the identification of resource inequities. With coaching and consultation from SIS, the principal completes a continuous improvement process of gathering a diverse team of stakeholders, examining data to define goals, analyzing, and understanding root causes, and developing action plans. By June, CSI funding is identified and aligned with the school goals so that system improvement intervention implementation can begin in July and August at the start of the school year.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

As part of the continuous improvement process, schools develop plans for monitoring progress in achieving goals. Schools are expected to evaluate and provide updates on their progress every quarter. This information is captured on their site LCAP. SIS staff provide ongoing coaching and consultation in the continuous improvement process throughout the year to assist with the monitoring of progress and achievement of goals. In the Spring, the work is reviewed in anticipation of exiting CSI as part of the site LCAP development and continuous improvement work that all schools complete. For 2025-26, two alternative education CSI schools will be participating in a Network Improvement Community with other district alternative education schools to assess common needs and best practices.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Superintendent's LCAP Collaborative – Consists of all members of the Superintendent's Cabinet and representatives from each of the District's seven labor groups. The number of representatives per labor groups varies from one to four with the number being determined by labor group leadership.	The LCAP Collaborative meets three to five times per year. The purpose of the group is to collaboratively engage in the LCAP needs analysis and feedback processes. Aligned to this work is the determination of budget priorities. State and local budget information is shared and discussed to guide budget decision-making. The LCAP Collaborative, working within a consensus framework, develops spending recommendations that Cabinet staff bring to the Board of Education for consideration of approval. Note: spending recommendations are developed within the context of the District's three-year budget reality and outlook. LCAP Collaborative meeting dates: • September 19, 2024; agenda item: budget priority process and timeline • November 7, 2024; agenda item: budget priority data discussion and next steps • February 6, 2025; agenda item: budget priority foundations • April 10, 2025; agenda item: budget priority update
District Advisory Committee (DAC)	The DAC meets throughout the school year in September, October, November, January, February, March, April, and May. All schools that receive Title I funding are asked to select a parent representative for the DAC. In 2024-25, student representation was added to the DAC. Students from each high school that were finalists for the Student Board Representative position were invited to be a part of the DAC in January and were present at the Spring meetings. In 2025-26, the DAC bylaws will be changed to formalize this representation model. The first meeting provides an overview of the District LCAP, including the "Why, How, What" of the document. At each subsequent meeting, two to three program leaders are asked to provide the DAC with an overview of their program. The DAC is given an opportunity to ask questions and provide feedback on the program. At the final two meetings of the year, the committee reviews portions of the District LCAP draft, asks questions for understanding, and provides feedback. Participants have an opportunity to formally submit questions to District leadership and receive answers to

	their questions. Committee members are also eligible to participate in the districtwide feedback process in May.
District English Learner Advisory Committee (DELAC)	Involving all educational partners is essential to the development of the District LCAP. The EGUSD DELAC actively involves parents, educators, and community members in a continuous yearly process. The LCAP goals and actions, along with information for various programs and services for English learners are shared at each meeting. In addition to providing input on the development and review of the District LCAP, committee members fulfill Federal Program Monitoring (FPM) requirements. In September, DELAC conducted training to support members develop the skills needed to effectively fulfill their legal advisory duties in implementing a school English Learner Advisory Committee (ELAC). In November, the committee participated in a districtwide needs assessment to help evaluate and identify additional resources and services to help students who are English learners succeed academically. DELAC members will also receive training on how to replicate this process at the school level, ensuring that ELAC can provide input on the unique needs of English learners for their school LCAP. A draft of the LCAP was presented to DELAC in April. DELAC follows the requirements of the Greene Act, ensuring notification of the date, time, location, and agenda describing each item to be discussed was provided and posted 72 hours prior to the meeting. To allow for inclusiveness, accessibility, and equity, all communication and information was provided in Spanish, Hmong, and Vietnamese. An opportunity for public comment was provided for any member wishing to address the committee. Time was specifically allocated for committee members to review and discuss the drafted LCAP. Committee members were provided the opportunity both during and after the meeting to submit questions or written feedback to district leadership concerning the proposed actions, services, and expenditures. Committee members will also be invited to participate in the District's feedback process in May. EGUSD DAC and DELAC committee members frequently meet and work in a collaborative manner. The District aims to support its educational partners with the LCAP process, gather input, and emphasize parent involvement. During the meeting held on April 10, 2025, the directors of School Improvement Support and Multilingual Education led participants through the LCAP template, explaining its structure, and the steps involved in the feedback process. DAC/DELAC meeting dates: • September 12, 2024; 65 attendees • October 10, 2024; 50 attendees • November 14, 2024; 48 attendees • January 9, 2025; 43 attendees • February 6, 2025; 41 attendees • March 6, 2025; 49 attendees

	• April 10, 2025; 41 attendees • May 15, 2025; 22 attendees
School LCAP process • School Site Council • English Learner Advisory Committee • Site leadership team, including administration and staff (certificated and classified) • School-specific LCAP Needs Analysis survey (administered to students, staff, and parents)	The site LCAP process is designed to be a continuous improvement model that encourages ongoing learning system analysis innovation and change. A new site LCAP begins during site LCAP development in March. Schools examine the progress monitoring of their action plans and evaluate effectiveness using a lens of "abandon, adapt, adopt." Throughout March and April, they work with their school-based educational partners, including leadership teams, School Site Council (SSC), and ELAC to examine available data and determine what needs to change. During this time, they receive their allocations for supplemental funds for at-risk students and can use this funding to determine how to manage their resources. By May, school administrators enter the tentative site LCAP into a template that prompts them to set goals aligned with District goals and using District LCAP metrics. Their focus is typically on their Tier I support for all students and their Tier II interventions for their most at-risk student groups. Just as the District revised their five strategic goals into four strategic goals in 2024-25, the site LCAPs also changed for 2025-26 to reflect an increasing focus on five specific student groups: Black/African American students, students with disabilities, students in foster care or experiencing homelessness, and Native American students. With each goal, the school produces an action plan to achieve the goal. They also produce a progress monitoring plan that reviews data throughout the year and determines if midyear changes are necessary. The site LCAP goes through a fiscal and strategic review at the district level in May to ensure compliance and accuracy. It is approved by the SSC before being approved by the EGUSD Board of Education. Once the school year begins in August, progress monitoring should occur at frequent intervals. Schools are encouraged to make changes to their plans as needed during the school year.
Special Education Local Plan Area (SELPA) and Community Advisory Committee (CAC)	The Elk Grove Unified School District Special Education Local Plan Area (SELPA) is committed to supporting high-quality programs and services for students with disabilities, while also offering training and resources for parents, educators, and the broader community. As a single-district SELPA, EGUSD collaborates with county agencies to foster inclusive, enriching environments where students with special needs can thrive. In accordance with California Education Code Sections 56190–56194, the EGUSD SELPA facilitates a Community Advisory Committee (CAC). This committee plays a vital advisory role to the EGUSD Board of Education and District leadership. Its responsibilities include: • Raising awareness about the needs of students with disabilities and their families • Reviewing and recommending updates to the SELPA Local Plan • Creating a space for families to connect, share experiences, and communicate with the District • Providing education, resources, and support to families, staff, and community members

	The CAC meets five times per year and welcomes parents interested in becoming active members. Members serve two-year terms, may participate in subcommittees, hold voting rights, and are eligible for nomination to the CAC Executive Board. Meetings include such things as District updates, guest speakers from local agencies, parent trainings on topics relevant to supporting students with disabilities, and feedback is obtained specific to Special Education programmatic needs and recommendations for improvement. To ensure accessibility and equity, meetings offer Spanish, Hmong, and Vietnamese interpretation, and are held both at the Robert L. Trigg Education Center and various schools across the District. Live streaming is available for those who prefer or need to attend virtually. Childcare and dinner are provided, and all meetings include opportunities for public comment—either in person or via the live stream chat feature. • September 11, 2024; Individualized Education Program (IEP) Team Q&A Discussion for Families • November 13, 2024; What are Special Education Services? • January 8, 2025; Transitions: Onward, Up, and What's Next • March 12, 2025; Resources Fair & BBQ • June 4, 2025; LCAP and elections
Perspectives surveys • Students • Parents • Staff (certificated and classified)	April – June 2024 The annual Perspectives surveys provide an opportunity for all educational partners in EGUSD to inform the District's comprehensive LCAP needs analysis. The LCAP needs analysis portion of the Perspectives survey asks respondents about the importance and their satisfaction with 34 priority areas. Respondents who indicate they are dissatisfied with an area they deem very/most important are given an opportunity to provide open ended feedback on how to improve services in that area or suggest other areas for consideration to be included on the next annual Perspectives survey. In 2023-24, the online survey was administered to students in grades 5-12, parents, and staff between April and June. In addition to central distribution from the Communications department, principals and other program leaders are provided with template messaging and encouraged to promote the survey with their educational partners, especially via the TalkingPoints app. The parent Perspectives survey was translated into the District's top 3 languages: Spanish, Vietnamese, and Cantonese. Flyers advertising the parent Perspective survey (featuring a QR code that links directly to the survey form) are distributed to schools to send home with students in April. The District received 48,175 responses to the LCAP Needs analysis survey questions: 35,453 from students, 8,070 from parents, and 4,652 from staff. In order to maximize parent participation in the Perspective survey and LCAP Needs analysis process, EGUSD contracted with CSU Sacramento's Institute for Social Research in 2023-24 to study the reasons why parents choose not to participate in the Perspective's survey. Their findings will inform future outreach efforts.

Public comment posting	Draft LCAP posted on District website for public comment – May 19-25, 2025
William Daylor High School (Equity Multiplier school)	Daylor staff, students, and community worked together to review and analyze 2024-25 LCAP plan and its impact on student learning as it relates to the eight State Priorities and EGUSD's Strategic Goals with regular meetings held throughout the year to discuss actions and services that would appropriately support students and teaching. Staff members were provided with a survey to seek input for goal setting for the 2025-26 school year. Daylor's PBIS Tier I and II Teams met regularly to track student data and completed the PBIS Fidelity Inventory to assess the progress towards achieving the school's goals. During student/parent/community input meetings, school data was shared and members' feedback was solicited. Daylor's SSC and ELAC groups reviewed data related to EGUSD's Strategic Goals and our progress made toward these goals. Both groups provided input and suggestions based on student data that provided valuable input for creating this year's LCAP. The following were opportunities for educational partners to be a part of the evaluation process for this LCAP annual review and analysis: • School Site Council: October 3, 2024; November 14, 2025; February 6, 2025; April 3, 2025; May 15, 2025 • English Learner Advisory Committee: September 19, 2024; February 5, 2025 • Staff meetings: Mondays, 2:00-3:30pm • Back to School Night/Title I meeting: September 5, 2024 • Open House: April 10, 2025 Additional input was sought through ongoing educational partner and parent communication including Family Nights and other school functions/events. Additional data was reviewed with educational partners throughout the year. This data included: • Graduation rate • Test scores (CAASPP and Illuminate) • Attendance • Discipline • MTSS referrals • Progress towards English proficiency rates • Family engagement data from Family Nights • California Health Kids Survey • PBIS

	• Western Association of Schools and Colleges (WASC) self-study
Rio Cazadero (Equity Multiplier school)	• School Site Council: September 19, 2024; December 4, 2024; February 26, 2025; April 16, 2025; May 14, 2025; average attendees included 1-2 parents, 2 students, 5-6 staff • English Learner Advisory Committee: September 11, 2024; December 11, 2024; April 15, 2025; average attendees included 6 parents, 4 students, 4 staff • Raptor Team Meetings: August 12 & 13, 2024; August 26, 2024; September 16, 2024; September 30, 2024; October 21, 2024; November 4, 2024; December 9, 2024; January 6, 2025; January 27, 2025; February 24, 2025; March 31, 2025; average attendees included 17 certificated and classified staff • Back To School Night/Title I Parent Night: September 11, 2024 • Open House: April 3, 2025 LCAP metrics, California School Dashboard, and various data sources available through the REDDIY (Research & Evaluation Department Do-It-Yourself) app in the EGUSD Portal were reviewed with educational partners in developing the plan, including school data, specifically related to: • Graduation rate • Progress toward English proficiency • Attendance and absences • Discipline data, including suspensions and expulsions • School connectedness and climate • Family and community engagement • CAASPP • California Healthy Kids Survey • WASC self-study Staff regularly reviewed data at staff meetings and other school meetings listed above. Data was reviewed with SSC at each meeting with a particular focus on development of the plan in February. Evaluation of the previous plan with implications for development of new plan took place in April. Since Rio Cazadero High School underwent a WASC self-study, the review and evaluation of the plan was thorough and presented multiple opportunities for educational partners to shape the development of the new plan.

	Rio Cazadero High School operates in a transparent manner with regard to identifying priorities and allocating resources. All meeting opportunities are utilized to discuss the needs of the students and steps that the school can take to meet those needs and provide opportunities for student success. The ongoing inclusion of Rio Cazadero High School's education partners allowed them to provide meaningful input that was integrated into the plan. This process also allowed the school to gather feedback from educational partner groups who had not previously participated in the school plan development process. The school developed a coordinated plan consolidating WASC, Title I, and LCAP to address the needs of all student learners.
Calvine High School (Equity Multiplier school)	The following were opportunities for educational partners to be a part of Calvine High School's (Calvine) evaluation process for this LCAP annual review and analysis: • School Site Council: October 3, 2024; December 9, 2024; January 22, 2025; April 17, 2025; May 20, 2025; average attendees included 1 parent, 1 student, 4 staff • English Learner Advisory Committee: September 5, 2025; December 11, 2025; May 14, 2025; average attendees included 3 parents, 5 students, 2 staff • Calvine Team Meetings: August 12, 2024; April 28, 2025; average attendees included 11 teachers, 4 non-teacher staff. In addition, certificated staff meet every Monday afternoon for early release day. • Title I Parent Night: September 5, 2024 • Back To School Night: September 5, 2024; attendees included 10 parents, 15 students, 15 staff • Open House: May 14, 2025; attendees included parents, students, 15 staff LCAP metrics, California School Dashboard, and various data sources available through the REDDIY app in the EGUSD Portal were reviewed with educational partners in developing the plan, including school data, specifically related to: • Graduation rate • Progress toward English proficiency • Attendance and absences • Discipline data, including suspensions and expulsions • School connectedness and climate • Family and community engagement • CAASPP • California Healthy Kids Survey • WASC self-study

	Staff regularly reviewed data at staff meetings and other school meetings listed above. Calvine staff consistently assesses progress in alignment with the District's LCAP and WASC Strategic Plan to ensure the achievement of established goals. Through a continuous cycle of improvement, staff evaluate, revise, and develop new plans to enhance effectiveness and drive ongoing success. Data was reviewed with SSC at each meeting, with a particular focus on developing the plan in March. In April, the previous plan was evaluated, with implications for developing the new plan. Calvine is committed to transparency in setting priorities and allocating resources. They actively discuss student needs in all meetings and focus on strategies for student success. The school collaborates with educational partners to gather meaningful input, including feedback from groups that did not participate before. This helped create a unified plan that combines WASC, Title I, and LCAP to address the needs of all students.
Las Flores High School (Equity Multiplier school)	The Las Flores High School (Las Flores) staff, students, and educational community worked together to review and analyze 2024-25 LCAP plan and its impact on student learning as it relates to the eight State Priorities and EGUSD's Strategic Goals with regular meetings held throughout the year to discuss actions and services that would appropriately support students and teaching. Staff members were provided with a survey to seek input for goal setting for the 2025-26 school year. Las Flores' PBIS Tier I Team met regularly to track student data and completed the PBIS Fidelity Inventory to assess our progress towards our goals. A Tier II team is being developed. During student/parent/community input meetings, school data was shared, and members' feedback was solicited. Las Flores' School Site Council and ELAC groups reviewed data related to EGUSD's Strategic Goals and the school's progress toward these goals. Both groups provided input and suggestions based on student data that provided valuable input for creating this year's LCAP. The following were opportunities for educational partners to be a part of the evaluation process for this LCAP annual review and analysis: • School Site Council: October 30, 2024; December 18, 2024; February 21, 2025; April 8, 2025 • English Learner Advisory Committee: October 17, 2024; January 30, 2025; May 1, 2025 • Staff meetings: Wednesdays, 2:00-3:30pm • Back to School Night/Title I Meeting: August 29, 2024

	• Open House: May 8, 2025 Input was also sought through ongoing stakeholder and parent communication and through additional Family Nights and other school functions/events. Additional data was reviewed with our educational partners throughout the year. This data included: • Graduation rate • Test score data (Edgenuity, CAASPP, and Illuminate data) • Attendance data • Discipline data • MTSS referral data • Progress towards English proficiency rates • Family Engagement data from family nights • California Healthy Kids Survey Data • PBIS data • WASC self-study

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The District sees great value in and prioritizes meaningful engagement with educational partners. This is confirmed by dedicating a strategic goal to family and community engagement. The District uses a three-pronged approach to engaging education partners in the LCAP development process:

1. Administration of the Perspective Survey: Each Spring, a unique survey is developed for students in grades 5-12, parents/guardians, and staff to obtain feedback on classroom experiences, school climate, culture, facilities, school safety, etc. This feedback and input methodology elicited 48,175 individual responses. Further details are provided below. The survey in structured with both drop-down menu and open-ended response options. To efficiently summarize the comments and develop emergent themes, a semi-automated technique was used to cluster comments together into groups with consistent phrasing. The Gibbs Sampling Dirichlet Mixture Model algorithm was used group short pieces of text based on common phrases and words. A research analyst from the District's Department of Research and Evaluation (RED) then reviewed the groupings of comments and described the groupings in terms of a theme.
2. The site LCAP process is designed to be a continuous improvement model that encourages ongoing learning system analysis innovation and change. A new site LCAP begins during site LCAP development in March. Schools examine the progress monitoring of their action plans and evaluate effectiveness using a lens of "abandon, adapt, adopt." Throughout March and April, they work with their school-based educational partners, including leadership teams, SSC, and ELAC to examine available data and determine what needs to change. During this time, they receive their allocations for supplemental funds for at-risk students and can use this funding to determine how to manage their resources. By May, school administrators enter the tentative site LCAP into a template that prompts them to set goals aligned with District goals and using District LCAP metrics. Their focus is typically on their Tier I support for all students and their Tier II interventions for their most at-risk student groups. Just as the District revised their five strategic goals into four

strategic goals in 2024-25, the site LCAPs also changed for 2025-26 to reflect an increasing focus on five specific student groups: Black/African American students, students with disabilities, students in foster care or experiencing homelessness, and Native American students. With each goal, the school produces an action plan to achieve the goal. They also produce a progress monitoring plan that reviews data throughout the year and determines if midyear changes are necessary. The school LCAP goes through a fiscal and strategic review at the district level in May to ensure compliance and accuracy. It is approved by the SSC before being approved by the EGUSD Board of Education. Once the school year begins in August, progress monitoring should occur at frequent intervals. Schools are encouraged to make changes to their plans as needed during the school year.

3. Committees and groups: As is noted above, the District engages numerous committees and groups in the LCAP development process. Many of the groups have been involved since the LCAP's origin in 2014. This is beneficial as it solidifies institutional awareness and LCAP familiarity among committee and group members.

The information below is specific to students, parents, and staff Perspective Survey results.

Top 15 Priorities for Students (n=35,453)

1. Good teachers
2. A safe school
3. Good principals
4. Clean, well-maintained, welcoming schools
5. Mental health support for students
6. Cleaner, updated bathrooms
7. Classrooms where I feel welcome to ask questions
8. Nutritious, high quality meals for students
9. Counselors to guide preparation for college and career
10. Life skill courses for students
11. Teachers who understand me and my family
12. Bullying prevention
13. Useful feedback from teachers on learning
14. Counselors to provide advice and personal support
15. Frequent gradebook updates

Top 15 Priorities for Parents (n=8,070)

1. Good teachers
2. A safe school
3. Bullying prevention

4. Good principals
5. Security staff on campus
6. Useful feedback from teachers on learning
7. Clean, well-maintained, welcoming schools
8. Mental health support for students
9. Life skill courses for students
10. Nutritious, high quality meals for students
11. Regular communication from the school and teacher
12. Cleaner, updated bathrooms
13. Counselors to guide preparation for college and career
14. Classroom instruction on social/emotional skills
15. Frequent gradebook updates

Top 15 Priorities for Staff (n=4,652)

1. Good teachers
2. A safe school
3. Good principals
4. Mental health support for students
5. Clean, well-maintained, welcoming schools
6. Collaboration and planning time for teachers
7. Small class sizes
8. Counselors to provide advice and personal support
9. Opportunities/tools to communicate with parents in their home language
10. Nutritious, high quality meals for students
11. Life skill courses for students
12. Bullying prevention
13. Tools and reports for student progress monitoring
14. Security staff on campus
15. Challenging and interesting courses

Goals and Actions

Goals

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
Priority 2: Implementation of State Standards (Conditions of Learning)
Priority 4: Student Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

- The District provides 91% appropriate teacher assignments, where appropriate is based upon teacher credentials aligning to the class/course being taught, and 100% access to instructional materials and courses required for graduation. While nearly all districtwide student outcome measures are favorable and improving over time, disaggregation by student groups, particularly African American, Native American, Hispanic, students with disabilities, foster youth, and students experiencing homelessness show disparity.
- To ensure all students demonstrate proficiency/mastery of the State Content Standards (SCS), ongoing professional development is needed for both certificated and classified staff. Input from staff indicates professional learning is needed to further the connection between the SCS, pedagogy, and appropriate technology tools. Additional areas include comprehensive assessment practices, research-based ELD instructional strategies, K-2 early literacy and numeracy, and integrating SEL into instructional practices.
- To ensure all students demonstrate proficiency/mastery of the SCS, up-to-date standards-aligned materials and resources must be available to all students. The EGUSD Comprehensive Curriculum Acquisition Plan, which is aligned to the District's State Content Standards Strategic Plan, targets and prioritizes curriculum needs. Areas of need include, but are not limited to, K-12 mathematics, K-6 VAPA, 5-8 comprehensive sexual health education, and AP (mathematics, science, and social science).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher Assignment: Percentage of teachers	91% in 2021-22	91% in 2022-23		100% of teachers appropriately assigned and fully	0%

	appropriately assigned and fully credentialed/certified in the subject areas in which they teach Source: CDE's Teaching Assignment Monitoring Outcomes				credentialed/certified in the subject areas in which they teach	
1.2	Instructional Materials: Percentage of students with access to standards-aligned instructional materials Source: Annual Sufficiency Hearings	100% in 2022-23	100% in 2023-24	100% in 2024-2025 through quarter 3	100% of students with access to standards-aligned instructional materials	0%
1.3	Content Standards Implementation: Percentage of teachers reporting full implementation of state content standards in English Language Arts (ELA), Mathematics, English Language Development (ELD), Science, History/Social Science, physical education (PE), Health, School Library, CTE, VAPA, and World Language	72% in 2022-23	75% in 2023-24		80% of teachers reporting full implementation of state content standards	3%

	Source: EGUSD Staff Perspectives Survey					
	A broad course of study will be measured by:					
1.4	Percentage of elementary students provided English, Mathematics, Social Science, Science/Health, VAPA, and PE instruction Source: Synergy Student Information System	99% in 2022-23	98.4% in 2023-24		100% of elementary students provided English, Mathematics, Social Science, Science/Health, VAPA, and PE instruction	-0.6%
1.5	Percentage of middle school students who had taken an Honors/Accelerated or AVID course upon promotion to high school Source: Synergy Student Information System	54% in 2022-23	54% in 2023-24		65% of middle school students who had taken an Honors/Accelerated or AVID course upon promotion to high school	0%
1.6	Percentage of high school students enrolled in Honors and AP/IB courses	46% in 2022-23	47% in 2023-24		60% of high school students enrolled in Honors and AP/IB courses	1%

	Source: Synergy Student Information System					
1.7	California Assessment of Student Performance and Progress (CAASPP) ELA: Distance From Standard (DFS) in ELA as measured by CAASPP Source: Educational Testing Service's Test Operations Management System	-2 in 2022-23	-3 in 2023-24		8 DFS in ELA as measured by CAASPP	-1
1.8	CAASPP Mathematics: DFS in Mathematics as measured by CAASPP Source: Educational Testing Service's Test Operations Management System	-33 in 2022-23	-33 in 2023-24		-23 DFS in Math as measured by CAASPP	0
1.9	CAASPP Science: DFS in Science as measured by CAASPP Source: Educational Testing Service's Test Operations	-11 in 2022-23	-11 in 2023-24		-1 DFS in Science as measured by CAASPP	0

	Management System					
1.10	EAP in ELA: Percentage of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 ELA CAASPP Source: Educational Testing Service's Test Operations Management System	57% in 2022-23	51% in 2023-24		65% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 ELA CAASPP	-6%
1.11	EAP in Mathematics: Percentage of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 Mathematics CAASPP Source: Educational Testing Service's Test Operations Management System	34% in 2022-23	31% in 2023-24		45% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 Mathematics CAASPP	-3%
1.12	Progress Toward English Proficiency: Percentage of English Learner	52.2% in 2022-23	51% in 2023-24		55% of English learner students making progress toward English	-1.2%

	students making progress toward English proficiency as measured by English Learner Progress Indicator (ELPI) levels Source: Educational Testing Service's Test Operations Management System				proficiency as measured by ELPI levels	
1.13	Progress Toward English Proficiency: Percentage of Long-Term English Learner (LTEL) students making progress toward English proficiency as measured by ELPI levels Source: Educational Testing Service's Test Operations Management System	52.5% in 2022-23	49.4% in 2023-24		55% of LTEL students making progress toward English proficiency as measured by ELPI levels	-3.1%
1.14	Reclassification: Percentage of English learners reclassified Source: Synergy Student Information System	13.8% in 2022-23	13.2% in 2023-24		15% of English learner students reclassified	-0.6%

1.15	Reclassification: Percentage of LTELs reclassified Source: Synergy Student Information System	16.7% in 2022-23	20.8% in 2023-24		15% of LTEL students reclassified	4.1%
1.16	A-G Completion: Percentage of students meeting A-G requirements upon graduation Source: CALPADS Report 15.2 - Cohort Outcome - Student Details	59% in 2022-23	59% in 2023-24		62% of students meeting A-G requirements upon graduation	0%
1.17	CTE Sequence Completion: Percentage of students completing CTE sequence upon graduation Source: CALPADS Report 3.20 Career Technical Education Completers – Student List and CALPADS Report 15.2 - Cohort Outcome - Student Details	20% in 2022-23	26.1% in 2023-24		25% of students completing CTE sequence upon graduation	6.1%
1.18	A-G and CTE Sequence Completion: Percentage of students meeting A-	17% in 2022-23	20% in 2023-24		20% of students meeting A-G requirements and completing CTE	3%

	G requirements and completing CTE sequence upon graduation Source: CALPADS Report 3.20 Career Technical Education Completers – Student List and CALPADS Report 15.2 - Cohort Outcome - Student Details				sequence upon graduation	
1.19	AP/IB Exams: Percentage of students passing an AP/IB exam upon graduation Source: College Board and CALPADS Report 15.2 - Cohort Outcome - Student Details	30% in 2022-23	33% in 2023-24		33% of students passing an AP/IB exam upon graduation	3%
1.20	Assessment System: percentage of required assessments administered districtwide Source: Renaissance DnA (formerly Illuminate)	64% of required district interim assessments were administered in 2022-23	70% of required district interim assessments were administered in 2022-23		95% of required district interim assessments will be administered	6%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1.1 – School Staffing

- Description of overall implementation
  - School-based staff ensure clean, safe, and engaging school facilities, and climate are provided to all students.
- Substantive differences in planned actions and implementation of these planned actions
  - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
  - Staffing changes and availability results in the need for schools to be flexible and able to readily adjust. District resources support these situations to minimize program delivery impacts.
- Successes with implementation
  - Extensive efforts have been made jointly by the Human Resources and Communications departments to recruit employees to the District.
  - The following efforts resulted in an increased numbers of applicants across all positions with a particular emphasis on hard-to-fill positions such as school nurses, special education, secondary math and science teachers, and specialized career technical education teachers: recruitment videos, expansive marketing networking, direct partnership with labor group leaders, partnerships with teacher and administrative credentialing institutions, and recruitment fairs for both certificated and classified staff.

Action 1.2 – Professional Learning

- Description of overall implementation
  - Professional development for all EGUSD teachers and administrators started the 2024-25 school year with the theme “Building Community: Every Interaction Counts.” The format for preservice replicated the previous two years by being school-based at all 68 schools. Professional development (PD) opportunities throughout the year continued to support an institutional understanding of how diversity, equity, and inclusion (DEI) influences the systems in place within education as well as explicit connections to the classroom. These offerings were a combination of required trainings as well as choice-based options. Additional PD that corresponded to district initiatives was strategically implemented with the use of designated release days for all TK-2 teachers. The focus for the TK-2 educators was numeracy/early literacy with the latter being steeped in the Science of Reading. Support staff such as AITs as well as instructional coaches from multiple departments received aligned PD. Principals were provided six sessions as aligned to previous years as part of an ongoing focus of instructional leader development. Elementary and secondary vice principals were also included in work specific to leading the EGUSD Instructional Framework.
- Substantive differences in planned actions and implementation of these planned actions
  - Differences exist between the 2023-24 school year and the 2024-25 school year because data was analyzed to determine 1)

what worked, and 2) what did not yield anticipated or desired effects. Responsive actions were made based on that analysis. One example was to survey the work that school AITs were doing in comparison to student data to determine the best practices. As a result, clear guidelines were established, and a narrower scope of their work was put into place. Professional development was mandatory and held monthly for AITs. Another difference was being able to strategically plan five release days which were attended by all teachers in Transitional Kindergarten (TK) through 2nd grade. The change in principal/administrative PD was two-fold: 1) principals had six sessions rather than nine since there was an expectation that in lieu of PD, they were observing classrooms in regional groups and calibrating both the implementation level of the Instructional Framework principles as well as calibrating effective feedback, and 2) vice principals at both the elementary and secondary levels also received targeted PD mirroring the training that the principals had received.

- Challenges with implementation
    - Because of the size of EGUSD, being able to reach all teachers at a particular grade level or course along with all administrators is a big challenge. Availability for substitutes to offer release days as well as availability of physical training spaces are part of the logistical challenges. The degree to which participants understand and effectively implement training is also a barrier to making real change.
- Successes with implementation
    - EGUSD's Research and Evaluation department produced the Framework Observation Notetaking Tool (FONT), a tool to track implementation. From the data gathered, the District is seeing a stronger degree of calibration between administrators which is evidence of the effectiveness of principal/vice principal. training. Data was collected for AIT interventions as well as for teachers having participated in intensive PD for early literacy; data shows positive student achievement gains when there is fidelity to implementation of research-based practices.

Action 1.3 – Curriculum/Program Specialists and Instructional Coaches

- Description of overall implementation
    - The Department of Curriculum & Professional Learning (CPL) utilizes instructional coaches and curriculum specialists to provide the professional learning described in 1.2. All training is aligned to the district/department initiatives to maximize impact.
- Substantive differences in planned actions and implementation of these planned actions
    - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
    - Challenges of reaching all teachers with the same messaging, when some professional learning is optional, exist. That said, with the release days that were provided for TK-2nd grade teachers, instructional coaches are receiving follow-up requests for classroom supports.
- Successes with implementation
    - Regardless of the content of the curriculum (e.g., Building Thinking Classroom, AVID strategies), PD providers make connections to the EGUSD Instructional Framework which continues to show outsized gains in student achievement when effectively implemented. Based on PD participant feedback, the offerings are both interesting and targeted to strategies that can immediately be applied in the classroom to improve practice.

Action 1.4 – Students with Disabilities Instructional Support – Low-Income

- Description of overall implementation
  - Special Education staff partnered with MTSS coordinators to support the MTSS team with implementing Tier 1 supports and identifying targeted interventions that need to be exhausted before exploring the student study team (SST) process and possibly identifying students for special education. The team also collaborated with school psychologists and learning center teams to standardize practices for participation in MTSS Tier 2 teams as well as SST meetings.
  - Special Education staff trained learning center teams on intervention curriculum that enable students to continue to access grade level standards without modification.
  - Special Education staff partnered with student support services to implement weekly meetings with learning center teams and behaviorists to support students accessing general education and learning in a positive climate.
- Substantive differences in planned actions and implementation of these planned actions
  - The scope was narrowed to targeted student populations: African American, Hispanic, low income, and English learner.
- Challenges with implementation
  - Time—and identifying the most appropriate personnel at each school to be involved in the training/work to systematically implement change in the processes of supporting students with new areas of concern.
- Successes with implementation
  - Communication was enhanced between general education and Special Education teams on elementary schools to better serve targeted populations.
  - Fidelity to intervention curriculum used in the learning centers was increased.
  - Progress was made towards decreasing referrals for students with disabilities due to behavior concerns.
  - Usage of behavior intervention plans increased and improved.

Action 1.5 – Students with Disabilities Instructional Support – Non-Low Income

- Description of overall implementation
  - In 2024-25, support for students with disabilities continued through:
    - Ongoing assessments and progress monitoring of IEP goals, services, and supports. Staff receive in-person preservice trainings focused on building connections with colleagues, students, and families. Efforts are made to maintain and exceed related services to continue to address regressions.
    - Adopting/subscribing to modified curriculum that is accessible to all students for meaningful learning.
    - Ongoing trainings to assist teachers with adapting content for different learning styles, ensuring the use of assistive technologies, and providing materials that cater to various needs (e.g., audio resources, visual aids, or interactive content).
    - Implementation of the CAC plan for regular engagement with families and community organizations to ensure that students have the resources and support they need both at school and at home.

- Substantive differences in planned actions and implementation of these planned actions
    - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
    - Attendance at after school, in-person, trainings can be lower; many staff advocate for trainings during contract hours.
- Successes with implementation
    - Teacher attendance increased at job alike trainings this school year.

Action 1.6 – Supplemental Programming

- Gifted and Talented Education (GATE) Program
    - Description of overall implementation – The GATE program is implemented at all elementary and middle schools. Schools receive an allocation between 3,397 and 5,000, based on school size, and use this funding to provide assessment, identification, and design enrichment programs to meet the needs of their students.
    - Substantive differences in planned actions and implementation of these planned actions – There were no substantive differences in planned actions and implementation of these planned actions.
    - Challenges with implementation – The portfolio process for identification continues to be the least used GATE identification process. For the 2024-25 school year, 85 applications were received of which 34% were approved for identification.
    - Successes with implementation – Universal 3rd grade testing continues to be a success, with over 4,600 assessments given in 2024-25. From this testing, 432 new GATE identifications were made.
- Academic Competition, AP/IB, Honors
    - Description of overall implementation – Supplemental programming is fully implemented for AP/IB and Honors courses at the secondary level. All nine comprehensive high schools offer AP/Honors courses, and one of the nine high schools also offers the IB program. All nine middle schools offer advanced and/or honors courses.
    - Substantive differences in planned actions and implementation of these planned actions – There were no substantive differences in planned actions and implementation of these planned actions.
    - Challenges with implementation – Challenges with implementation arise as staffing at schools changes and new staff need to receive AP/IB training. While funding is available for the training, summer scheduling can be a challenge for staff.
    - Successes with implementation – There are increases in the number of students taking AP/IB and Honors courses each year; since the 2021-22 school year, the number of students taking AP/IB and Honors courses has increased by 5.7%.
- AVID
    - Description of overall implementation – AVID is implemented across 43 elementary and 18 secondary schools, demonstrating a significant commitment to academic, college, and career readiness. In addition to incorporating AVID strategies schoolwide, the 18 secondary schools have 140 AVID elective sections supporting over 3,300 students. EGUSD has 338 employees registered for training in Summer 2025. As of the 2024-25 school year, the District has 1,171 school-based AVID-trained educators. Ongoing instructional coaching support is offered, and professional learning opportunities are provided at the school and districtwide levels. Training areas of focus include but are not limited to: Costa's – Inquiry; Student Engagement; Writing, Inquiry, Collaboration, Organization and Reading (WICOR); Growth Mindset; Collective Educator Agency; and AVID 101. Through a

collaborative and reflective process, 53 schools are AVID-certified using an elementary or secondary Coaching and Certification Instrument (CCI) which includes indicators for the four domains: instruction, systems, leadership, and culture.
    - Substantive differences in planned actions and implementation of these planned actions – There were no substantive differences in planned actions and implementation of these planned actions.
    - Challenges with implementation – There were no challenges with implementation.
    - Successes with implementation – There was success in the implementation of AVID districtwide and aligning the work regionally in grades TK-12. The District has a partnership with SCOE. The District's AVID Coordinator continues to facilitate school coordinator meetings, regional observations, and showcase events.
- LCFF Supplemental – Elementary/Secondary
    - Description of overall implementation – The overall implementation of the planned actions was successful, demonstrating effective coordination and execution across all phases. The objectives were met within the set timeframe, and the desired outcomes were achieved with minimal setbacks. Implementation at schools shows strong problem-solving skills and adaptability, ensuring that any challenges encountered were promptly addressed. As a result, the planned actions were carried out efficiently, contributing to the overall success of the utilization of improvement science.
    - Substantive differences in planned actions and implementation of these planned actions – There were no substantive differences in planned actions and implementation of these planned actions.
    - Challenges with implementation – Challenges were limited to meeting established timeframes, obtaining resources, and/or hiring qualified staff. Schools addressed each challenge by making the necessary changes in timelines, resources, and staffing needed to support established goals.
    - Successes with implementation – The District's implementation of continuous improvement methodology is contributing to the successful implementation of planned actions in individual site LCAPs.

Action 1.7 – Career Technical Education (CTE)/California Partnership Academy (CPA) Program Development

- Description of overall implementation
    - CTE/CPA program development is fully implemented at all nine comprehensive high schools and three alternative education high schools.
- Substantive differences in planned actions and implementation of these planned actions
    - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
    - The traditional six period master schedule at two schools continue to hinder additional students from enrolling into CTE/CPA programs. The six period master schedule limits the number of opportunities to meet both the CTE/CPA pathway and A-G requirements for a four-year college or university.
- Successes with implementation
    - There is an increase in the number of CTE/CPA pathway completers and with the number of articulated and dual enrollment opportunities that exist within the CTE/CPA pathway at the high schools.
    - Since the 2021-22 school year, the number of students completing a three-year CTE/CPA pathway sequence has increased by

6.1%.

Action 1.8 – Foster Youth Support

- Description of overall implementation
  - Throughout the year, Foster Youth Services continues to provide case management, academic intervention, transition support, and advocacy to approximately 400 foster youth.
- Substantive differences in planned actions and implementation of these planned actions
  - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
  - School changes not communicated to Foster Youth staff create a challenge for implementing academic intervention and support. When Foster Youth students change schools due to a change in placement, this often is not communicated to the Foster Youth case manager making it a challenge to provide consistent support and services.
- Successes with implementation
  - Case management improved.
  - Program assistants provided support with immediate enrollment, transfer of school records, and discipline notifications.
  - Individual tutoring services were provided to K-12th grade students.
  - High school transcripts were analyzed and students were given credit recovery options, including graduation exemption evaluations, opportunities to attain partial credit, and access to credit recovery and support.

Action 1.9 – Equity

- Description of overall implementation
  - Department of Educational Equity (Educational Equity) staff developed and facilitated professional development session topics that are aligned with the District's DEI professional development guidelines. Session topics included race, culture, microaggressions, and LGBTQ+.
  - Educational Equity staff developed and facilitated professional development sessions supporting the districtwide restorative practices implementation. Sessions include three days for school administrators, two days for school teams, two 90-minute sessions for school staff in 2024-25 (two 90-minute sessions are scheduled for school staff in 2025-26), one three-hour session for members of the Board of Education, one three-hour session for the teacher's union, and one session for the Superintendent's Cabinet.
  - Coaches provided schools with equity support around building community and belonging.
  - Students were provided individual and group support on smoking, vaping, and other substance use.
  - LGBTQ+ students were provided individual and group support.
  - Educational Equity staff coordinated the District's Student Equity Councils (SEC). Seventeen secondary schools and seven elementary schools have an SEC.
  - Educational Equity staff provided small group mentoring for young men of color at seven schools.

- Substantive differences in planned actions and implementation of these planned actions
    - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
    - Vacated positions
    - Clearly defined equity metrics
- Successes with implementation
    - Restorative practices school and district professional development
    - Development and facilitation of new DEI professional development sessions
    - Collaboration with multiple district departments
    - Student-led mentoring program focused on dangers of smoking and vaping
    - Individual mental health support for students

Action 1.10 – Teacher Support Staffing for At-Risk Students (Secondary)

- Description of overall implementation
    - Secondary staffing to support at-risk students in mathematics and ELA and smaller class size is fully implemented. Each middle school received 1.0 teacher FTE and each high school received 2.0 teacher FTE per school.
- Substantive differences in planned actions and implementation of these planned actions
    - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
    - Staffing changes and availability results in the need for schools to be flexible and able to readily adjust. District resources support these situations to minimize program delivery impacts.
- Successes with implementation
    - Extensive efforts were made jointly by the Human Resources and Communications departments to recruit employees to the District. Efforts included: recruitment videos, expansive marketing networking, direct partnership with labor group leaders, partnerships with teacher and administrative credentialing institutions, and recruitment fairs for both certificated and classified staff, which resulted in increased numbers of applicants across all positions with a particular emphasis on hard-to-fill positions including secondary math.

Action 1.11 – Homeless Student Support

- Description of overall implementation
    - Support for students experiencing homelessness was provided by educational case managers, social workers and an academic intervention teacher. Students experiencing homelessness also received academic support from the AIT to ensure they are on track to graduate. Staff in the Student and Family Empowerment (SAFE) centers provide support with basic needs including clothing closet and food bank referrals, medical, dental and vision referrals, backpacks and school supplies, as well as support

and services for mental health and academic needs. Staff in the SAFE program received training on trauma-informed care from Dr. Martha Merchant and educational rights training and consultation from the county-wide homeless education collaborative, state-wide homeless education conference, and CDE and SCOE partners to ensure the best support for this student group. They also received training in MTSS and how to complete a request for assistance (RFA) when a student needs academic, social-emotional, or behavioral support.

- Substantive differences in planned actions and implementation of these planned actions
  - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
  - There is only one AIT providing support to approximately 1,700 students in the SAFE program.
  - Students have difficulty with transportation to and from school.
  - Chronic absenteeism impacts the ability of students to receive services.
- Successes with implementation
  - There was an improvement in removing barriers to immediate enrollment.
  - Front office staff received training.
  - Graduation exemption analysis
  - Broader collaboration was conducted within the department to support the intersectionality of students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1 – School Staffing

- Budgeted Expenditure = $399,336,825
- Actual Expenditure = $385,976,602
- Spent $13,360,223 less due to vacancies

Action 1.2 – Professional Learning

- Budgeted Expenditure = $4,660,744
- Actual Expenditure = $3,554,337
- Spent $1,106,407 less due to other available professional learning funding sources

Action 1.3 – Curriculum/Program Specialists and Instructional Coaches

- Budgeted Expenditure = $12,504,908
- Actual Expenditure = $10,583,816.74
- Spent $1.9M less due to schools not fully expending allocations

Action 1.4 – Students with Disabilities Instructional Support – Low-Income

- Budgeted Expenditure = $18,007,963
- Actual Expenditure = $12,126,118
- Spent $5.8M less as more funding was used to support all students, not just low-income

Action 1.5 – Students with Disabilities Instructional Support – Non-Low Income

- Budgeted Expenditure = $181,552,590
- Actual Expenditure = $217,751,368
- Spent $36M more due to staffing shortages and the need to outsource (contract out) for services

Action 1.6 – Supplemental Programming

- Budgeted Expenditure = $12,318,408
- Actual Expenditure = $10,177,165
- Spent $2,141,243 less due to vacancies

Action 1.7 – CTE/CPA Program Development

- Budgeted Expenditure = $4,450,819
- Actual Expenditure = $3,886,250
- Spent $564,569 less due to using other available funding for timesheeting

Action 1.8 – Foster Youth Support

- Budgeted Expenditure = $2,624,720
- Actual Expenditure = $2,952,800
- Spent $328,080 more due to increased salary and benefit costs for contracted staff

Action 1.9 – Equity

- Budgeted Expenditure = $1,709,936
- Actual Expenditure = $2,425,837
- Spent $715,901 more due to increased contract costs and employee salary and benefit increases

Action 1.10 – Teacher Support Staffing for At-Risk Students (Secondary)

- Budgeted Expenditure = $7,760,535

- Actual Expenditure = $7,260,407
- Spent $500,128 less due to staff vacancies

Action 1.11 – Homeless Student Support

- Budgeted Expenditure = $461,404
- Actual Expenditure = $239,286
- Spent $222,118 less due to vacancies

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1 – School Staffing

- From the District's 2023-24 LCAP Needs Analysis:
  - 32% of elementary students reported that "small class sizes" were very/most important, and 85% reported satisfaction
  - 72% of elementary parents reported that "small class sizes" were very/most important, and 71% reported satisfaction
  - 79% of elementary staff reported that "small class sizes" were very/most important, and 47% reported satisfaction
  - In 2023-24, student ratings of school climate related to sense of belonging was 67.2% favorable, a decrease from 68.1% in 2022-23. Student ratings of safety was 65.2%, the same as in 2022-23. Student ratings of classroom conditions (personal connection, academic connection, and curricular connection) were 71% favorable, a decrease from 78% favorable in 2022-23.

Action 1.2 – Professional Learning

- In 2023-24, the following percentages of schools were implementing key programs with fidelity:
  - 0% of schools implemented the Teaching and Learning with fidelity (including the Instructional Framework)
  - 97% of schools implemented PBIS with fidelity
  - 18% of schools implemented SEL with fidelity
  - 57% of schools implemented MTSS with fidelity
- The District has been measuring implementation of the Teaching and Learning program since 2021-22. Though no schools were found to be implementing the Instructional Framework with fidelity, there is evidence to suggest that professional development was effective in improving aspects of program implementation, especially at elementary schools. An evaluation of the principal professional development series on leading the Instructional Framework found evidence to indicate it was associated with improved calibration of classroom observations ratings related to the Instructional Framework, more recorded observations (n=3,782), more time spent in observations, more feedback to teachers, and a higher proportion of teachers observed (60%). Administrator ratings of classroom level implementation of the Instructional Framework were found to be significantly associated with value-added achievement on Smarter Balanced Assessment Consortium (SBAC) ELA and mathematics in elementary schools.
- District impact evaluations continue to find significant and substantial evidence to indicate the implementation of key programs targeted by this action (Teaching and Learning, PBIS, SEL, and MTSS) are significantly associated with relatively more favorable student outcomes, including achievement in ELA and mathematics, school climate, discipline, and self-reported SEL competencies.

- In 2023-24, the District's interim test completion rate was 70%, and increase from 64% in 2022-23.
- From the District's 2023-24 LCAP Needs Analysis:
    - 90% of students reported that "good teachers" were very/most important, and 94% reported satisfaction.
    - 96% of parents reported that "good teachers" were very/most important, and 91% reported satisfaction.
    - 94% of staff reported that "good teachers" were very/most important, and 92% reported satisfaction.
    - 86% of students reported that "good principals" were very/most important, and 94% reported satisfaction.
    - 87% of parents reported that "good principals" were very/most important, and 90% reported satisfaction.
    - 88% of staff reported that "good principals" were very/most important, and 84% reported satisfaction.

Action 1.3 – Curriculum/Program Specialists and Instructional Coaches

- An impact evaluation of teacher professional development regarding implementation of the Instructional Framework found that the number of courses taken (of three possible) was significantly and positively associated with student perception of implementation of the Instructional Framework.
- In 2023-24, an evaluation of the District's English learner program continued to find evidence that implementation of the program was significantly associated with relatively more favorable ELA and mathematics achievement for English learner students.

Action 1.4 – Students with Disabilities Instructional Support – Low-Income

- During the 2024–25 school year, students with disabilities in the targeted population continued to receive support services aligned with districtwide initiatives such as MTSS, SEL, and PBIS to ensure continued progress toward IEP goals and objectives.
- There were ongoing monthly professional development sessions focused on IEP development, collaboration with general education staff, and behavioral support strategies. These trainings aimed to enhance students with disabilities in the targeted population access to general education and support their IEP progress. Maintaining an average caseload of 24 students for learning center and resource teachers continued to be a key focus to allow for more effective collaboration and inclusive practices for students in the targeted population.
- The department also sustained its quarterly job-alike meetings for self-contained classroom teachers in 2024–25, providing training on research-based instructional methods on how to best serve students in the targeted population. Trainings incorporated feedback from teacher surveys conducted at the end of the previous academic year.

Action 1.5 – Students with Disabilities Instructional Support – Non-Low Income

- In 2024-25, in conjunction with district universal supports such as MTSS, SEL, and PBIS resources, students with disabilities remained connected to services to ensure progress on IEP goals and objectives.
- In 2024-25, monthly staff trainings on IEP development, collaboration with the general education staff, and behavior support continued to be provided to foster access to the general education setting and progress on IEP goals for students with disabilities. Additionally, the caseload average for learning center and resource teachers remained a priority in maintaining a decreased average of 24 students to provide additional time for collaboration and inclusion support.

- In 2024-25, the department continued quarterly job alike meetings for self-contained teachers to train on instructional strategies and evidence-based practices as well as respond to survey input provided by teachers at the end of the 2023-24 school year.
- Monthly induction meetings were held in conjunction with CPL to facilitate training for newer teachers and provide opportunities to have office hours with Special Education administrators to discuss instructional practices.
- Improved compliance:
    - Child find initial evaluations not completed within 60 days - 0, prior year - 55
    - PreK to TK child find initial evaluations not completed within 60 days - 32, prior year – 101
    - IEP's held within one year - 330, prior year - 994
    - Triennial assessments not held within 3 years - 226, prior year - 401
    - Positive CAC climate with district and parent collaboration; advocates as partners rather than adversarial; more awareness among all families throughout the district

Action 1.6 – Supplemental Programming

- GATE – Over the last five years of the program, identifications at high poverty schools increased, including English learners and students from underrepresented groups. Universal 3rd grade testing has contributed to the success in the growth of new identifications by removing barriers for referrals.
- Academic Competition, AP/IB, Honors – In 2023-24, the percentage of middle school students who participated in Honors/AVID courses was 54%—a slight increase from 2022-23. In 2023-24, the percentage of high school students who participated in Honors/AP/IB courses was 47%—a slight increase from 46% in 2022-23. Additionally, the percentage of students passing an AP/IB exam upon graduation was 33%, an increase from 30% in 2022-23.
- AVID – 53 elementary and secondary schools are AVID-certified. When tasked with identifying impact on student achievement, RED found positive correlations for those students who completed four years of the high school AVID elective course.
- LCFF Supplemental – Elementary/Secondary – School allocations for supplemental programs and services were used to address school priorities as documented and evaluated in each of the District's 68 site LCAPs . Site LCAPs include areas of need based on a review of data, a gap and cause analyses, and input from school staff, SSCs, and ELACs to determine what specific improvement actions are to be taken. School LCAPs are structured in alignment with the District's LCAP focusing on the District's four Strategic Goals. District program administrators continue to review and approve the plans and provide necessary feedback to assist in fine tuning the planned actions. The online plan template and functional review usability features make the review-feedback-adjustment approval process interactive and seamless.

  The effectiveness of the use of funds is evaluated annually by school and district administration through the site LCAP process. This process also fulfills the requirements of the State and federally-mandated Single Plan for Student Achievement (SPSA), which is required for all schools receiving Title I funding. In EGUSD, all schools develop a site LCAP/SPSA. The site LCAP reflects a continuous improvement cycle that includes comprehensive data analysis, identification of performance gaps and their root causes, selection of evidence-based improvement actions, monitoring of implementation, and progress reporting. This systematic approach ensures that funding decisions are data-driven and aligned with student needs. Furthermore, the process requires meaningful

involvement of students (where applicable), staff, and parents, reinforcing its effectiveness by incorporating diverse perspectives and promoting accountability.

Action 1.7 – CTE/CPA Program Development

- In 2023-24, the number of students enrolled in a CTE/CPA pathway was 4,687, a, increase from 4,602 in 2022-23.
- In 2023-24, the percentage of students taking a concentrator course was 41%, an increase from 37% in 2022-23.
- In 2023-24, the percentage of students taking a completer course was 34%, an increase from 28% in 2022-23.

Action 1.8 – Foster Youth Support

- School, family, and community resource networks were notably strengthened due to positive relationships being established by District staff, the families, and community partners, and realigning Foster Youth Services with the Department of Family & Community Engagement (FACE).
- Academic social emotional outcomes must remain a focus as confirmed by LCAP metrics.

Action 1.9 – Equity

- An evaluation of the restorative practices pilot in 2023-24 found evidence that it was significantly associated with higher reported frequency of community building circles by students. The frequency of community building circles showed a significant association with more favorable ratings of school climate, which is consistent with external research and program theory of action.
- In 2023-24, the District administered a survey soliciting staff attitudes related to diversity, equity, and inclusion:
    - Favorability for the diversity items was 95% on average, a decrease from 99% in 2022-23.
    - Favorability for the equity items was 88% on average, a decrease from 93% in 2022-23.
    - Favorability for the inclusion items was 96%, the same as in 2022-23.
- In 2023-24, average student ratings of SEL competencies were 74% favorable overall, the same as in 2022-23.
- In 2023-24, student ratings of school climate related to sense of belonging was 67.2% favorable, a decrease from 68.1% in 2022-23.
- Across key metrics related to academic achievement, AP/IB exam performance, A-G completion, chronic absenteeism, suspension, graduation, school climate, and SEL competencies, African American students were found to be 35.7% less likely—on average—to have a favorable outcome in 2023-24 compared to non-African American students. This constitutes an unfavorable increase in disparity for African American students from 0.654 (or 34.6% less likely to have a favorable outcome) from 2022-23.
- Across key metrics related to academic achievement, AP/IB exam performance, A-G completion, chronic absenteeism, suspension, graduation, school climate, and SEL competencies, Native American students were found to be 20% less likely—on average—to have a favorable outcome in 2023-24 compared to non-Native American students. This constitutes a favorable decrease in disparity for Native American students from 0.75 (or 25% less likely to have a favorable outcome) from 2022-23.

Action 1.10 – Teacher Support Staffing for At-Risk Students (Secondary)

- Data is being collected May 2025 at secondary schools receiving additional ELA and mathematics teachers intended to analyze impact on student achievement and teacher implementation.

Action 1.11 – Homeless Student Support

- In 2023-24, 26% of schools were implementing the District's Homeless program with fidelity, the same as in 2022-23.
- Achievement for students experiencing homelessness, as measured by CAASPP assessments, improved slightly in 2024. The percentage of students experiencing homelessness meeting/exceeding the standard on SBAC mathematics was 12%, a slight increase from 2023. The percentage of students experiencing homelessness meeting/exceeding the standard on SBAC ELA was 23%, an increase of 2 percentage points from 2023.
- Guided by the McKinney Vento Homeless Assistance Act, staff support for students identified as homeless focuses on ensuring basic educational needs are met and students in the SAFE program receive full access to all educational supports including IEPs, 504s, and Expanded Learning opportunities. Program priorities continue to focus on removing barriers to immediate enrollment, ensuring students are on track to graduate, and resourcing their basic needs.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes to the planned goal:

- Last year's goal language: High-Quality Curriculum & Instruction: All students will have access to standards-aligned curriculum and receive high-quality classroom instruction to promote college-, career-, and life-readiness and eliminate the achievement gap**.**
- This year's goal language: 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.
- The change to strategic Goal 1 is the addition of assessment in alignment to curriculum and instruction. Previously, Strategic Goal 2 was specific to student and programmatic assessment and evaluation. The learning system evolved whereby student assessment can now be integrated with curriculum and instruction. The District's programmatic assessment methodology is integrated into the Elk Grove Local Accountability and Support System (EGLASS). All Strategic Goal 2 actions from last year's LCAP were moved to Strategic Goal 1.

Changes to the metrics:

- Metrics 1.14 and 1.15, related to Reclassification, were previously computed to reflect the percent of English learner students reclassified as Fluent-English Proficient during the time period between California Basic Educational Data System (CBEDS) days (i.e., the first Wednesday in October), but was revised to reflect the time period between successive August 15th dates. For the year 2023-24, the time period reflects August 15, 2023, to August 14, 2024. As such, the baseline data was changed to enable consistent comparison over time. This change was made to enable earlier, more efficient reporting of LCAP metrics.
- Metric 2.3 from the 2024-25 LCAP became Metric 1.20 – Assessment System: percentage of required assessments administered districtwide to align with reassigning certain actions to different goals.

Changes to the target outcomes:

- There are no changes to the target outcomes.

Changes to the actions:

Action 1.1 – School Staffing

- There are no changes to the action other than programmatic improvements consistent with the District's continuous improvement processes.

Action 1.2 – Professional Learning

- The 2025-26 preservice will continue to reach the same number of teachers as in previous years. The content will be tied to providing training on "Universal Access" which is the third area of the EGUSD Instructional Framework that defines first-time, high-quality instruction.
- The fourth year of the principal professional learning series will focus primarily on regional classroom observations for field-work calibration and collection of trend data.
- All other professional learning efforts will continue to be tied to department and district initiatives as identified in the prompt above (A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.).

Action 1.3 – Curriculum/Program Specialists and Instructional Coaches

- The required professional learning tied to DEI was intended to be completed by December 2024. Some employees are still working to complete their required hours. As of November 2024, 90% of all certificated staff members and paraeducators completed three instructional framework modules, totaling six hours of training; 20 months into the program, 387 DEI courses were released with 1,791 sections for staff to choose from. Professional development sections offered for ELA, ELD, history/social science, mathematics, and science totaled 993 as of November 2024.
- The Department of Multilingual Education (formerly English Learner Services) will continue to provide targeted support for all typologies of English learners, including Long-Term English learners, through the implementation of the District's language acquisition program, Structured English Immersion (SEI), as well as Integrated and Designated English Language Development (ELD) instruction.
- Professional learning: Program specialists and English learner instructional coaches will provide district and school-based professional development to teachers, administrators, counselors, and other support staff. Identified areas of need are welcoming newcomers, intentional and explicit language instruction through integrated and designated ELD, language acquisition for LTELs, students with limited or interrupted formal education (SLIFE), and dually identified students.
- Curriculum and course development: There is an ongoing effort to revise course pathways for secondary English learners. An action that resulted from reflections on prior practice was the need to create an additional newcomer content-area course in mathematics, in addition to collaboration between departments to provide ongoing instructional coach support for this course. The creation of a blended CTE/ELD elective course for LTELs is being piloted through the District's participation in CDE's Long-Term English Learner Community

of Practice. Pending Board approval, the course will be available for full implementation in the 2026-27 school year. Another action that resulted from reflections on prior practice includes the creation of a Designated ELD class specifically to support the needs of students with limited or interrupted formal education (SIFE/SLIFE). Furthermore, clear enter and exit criteria for each Designated ELD course will be developed to improve student placement and accelerate language acquisition, leading to faster progress toward reclassification.

- Cross-departmental collaboration: There has been continued emphasis on cross-departmental collaboration to ensure cohesion and alignment with District goals and objectives and that there is a network of support to ensure all English learners receive the comprehensive and coordinated services they need to succeed both academically and linguistically.
- All other department actions and services are tied to initiatives outlined in the above prompt: “A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation,” Action 1.3.

Action 1.4 – Students with Disabilities Instructional Support – Low-Income

- Now Action 2.3
- There are no changes to the action other than programmatic improvements consistent with the District’s continuous improvement processes.

Action 1.5 – Students with Disabilities Instructional Support – Non-Low Income

- Now Action 2.4
- There are no changes to the action other than programmatic improvements consistent with the District’s continuous improvement processes.

Action 1.6 – Supplemental Programming

- Now Actions 1.12—Gifted and Talented Education (GATE); 1.13—Academic Competition, AP/IB, Honors, Middle Years Programme (MYP); 1.14—Achievement Via Individual Determination (AVID); and 1.15—LCFF Supplemental – Elementary/Secondary
- GATE – The portfolio process continues to provide a few new identifications and requires considerable time investment from the staff and families to prepare. The program will assess if this identification method is a productive process for identifying new GATE students.
- Academic Competition, AP/IB, Honors – Secondary Education is continuing to support schools with data analysis and research-based best practices throughout their master schedule development and recruitment of underrepresented students talking AP/IB and Honors courses.
- AVID – There are no changes to the action other than programmatic improvements consistent with the District’s continuous improvement processes.
- LCFF Supplemental – Elementary/Secondary – After reviewing the interdepartmental approval process for site LCAPs, guidance provided to schools regarding the allowability of actions was refined to better align with research-based strategies known to enhance academic, behavioral, and social outcomes for students. The changes to the action may be the amount provided to schools. Another change will be the monitoring process during site visits with directors.

Action 1.7 – CTE/CPA Program Development

- Secondary Education is continuing to support sites with funding for staffing and equipment, data analysis, and master schedule support to enhance EGUSD's CTE/CPA programs.

Action 1.8 – Foster Youth Support

- Now Action 2.5
- There are no changes to the action other than programmatic improvements consistent with the District's continuous improvement processes.

Action 1.9 – Equity

- There was a change to the districtwide restorative practices planned rollout in response to the pilot process. Changes included the cadence to which professional development would occur and a refinement to the professional development content.

Action 1.10 – Teacher Support Staffing for At-Risk Students (Secondary)

- There are no changes to the action other than programmatic improvements consistent with the District's continuous improvement processes.

Action 1.11 – Homeless Student Support

- Now Action 2.6
- There are no changes to the action other than programmatic improvements consistent with the District's continuous improvement processes.

Following are the Goal 1 actions funded by Learning Recovery Emergency Block Grant funds:

- 1.17 Academic Intervention Teacher (Homeless)
- 1.19 Additional FTE for EL Coordination at secondary schools
- 1.20 Administrative Salaries/Coordinator – AVID
- 1.21 AVID coaches
- 1.22 Curriculum specialists (VAPA)
- 1.23 English learner coordinator at Florin and Valley high schools
- 1.24 Elementary Academic Intervention Teacher (Foster Youth)
- 1.25 Equity/SEL Coaches – Teachers, Wellness
- 1.26 Restorative Practices Program Specialist
- 1.27 Program Specialists – Universal Equity Programs; Targeted Equity Programs
- 1.28 Secondary Academic Intervention Teacher (Foster Youth)

- 1.29 Secondary counselor staffing to create ratio of 375:1
- 1.30 Site-based Desktop Support Technicians
- 1.31 Teacher to support needs of secondary English learners
- 1.32 Vice Principals at Various TK-6 schools
- 1.33 Additional FTE for English Learner Program Specialist

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Staffing	Funds to support school staffing (certificated and classified), including class size reduction in grades 4-6 and implementation of universal TK.	$432,998,694	N
1.2	Professional Learning	Provide ongoing training in: 1) MTSS anchored in the three frameworks for instruction, SEL, and positive behavior intervention systems (PBIS); 2) content-specific areas including ELD; 3) early literacy/numeracy; 4) mindsets/community building (e.g., Outward Mindset – Arbinger); 5) diversity, equity, and inclusion (DEI); 6) targeted supports for low-income students, English learners/Reclassified – Fluent English Proficient, Long-Term English learners, foster youth, and homeless students/families; 7) Implementation of the EL Roadmap Principles and support for second language acquisition, including Integrated and Designated ELD and the District's language acquisition program, Structured English Immersion (SEI); 8) evidence-based practices to support all typologies of English learners, 9) technology integration, and 10) assessment literacy.	$4,259,460	Y
1.3	Curriculum/Program Specialists and Instructional Coaches	Provide instructional coaches, whose role it is to coach, train, and facilitate focusing on District initiatives of instructional support via the EGUSD Instructional Framework principles and methods as well as MTSS Tier I support. Coordinators and program/curriculum specialists provide administrative support, oversee programs, facilitate districtwide practices, and supervise instructional coaches with the goal of increasing student achievement.	$13,052,891	Y

		Additionally, English learner instructional coaches support assessment, monitoring, and intervention for all typologies of English learners. English learner program specialists support English learner coordinators and school administrators with English learner program implementation and compliance.		
1.7	CTE/CPA Program Development	Provide staffing and support to ensure coursework in technical and workforce-aligned pathways and academies that are inclusive of all students regardless of background or circumstance. Additional staffing ensures CTE courses are aligned to graduation and A-G requirements, and they prepare students for success in both college and career. Professional development and one-on-one support for staff focusing on hands-on learning, work-based learning, student leadership, and early college credits to prepare students for college and career opportunities.	$4,612,454	Y
1.9	Equity	Implement the Educational Equity Strategic Plan to support low-income, English learner/Redesignated – Fluent English Proficient (RFEP), foster youth, homeless, African American, students with disabilities, Native American, and Hispanic students/families, and evaluation programs/services.	$2,714,710	Y
1.10	Teacher Support Staffing for At-Risk Students (Secondary)	Staffing to provide targeted programs and services to identified students in mathematics and ELA via smaller class size (secondary) and intervention courses.	$8,310,467	Y
1.12	Gifted and Talented Education (GATE)	Maintain secondary GATE programs to increase access and participation of historically underrepresented student groups. Provide stipends for K-6 GATE coordination principally targeted to historically underrepresented student groups. Maintain staffing levels at non-block schedule schools that enable them to expand the number of course sections and curricular offerings.	$250,000	Y
1.13	Academic Competition, AP/IB, Honors, MYP	Provide professional development opportunities to staff wanting to receive additional training related to Honors, AP, IB, MYP instruction, and early college credit opportunities. Provide additional staffing and increased funding for materials and fees associated with Honors, AP, IB, and MYP instruction at the secondary level. Additional support and training for creating systems to identify and support students who would benefit from advanced courses and provide early intervention for their success.	$1,316,921	Y
1.14	Achievement Via Individual Determination (AVID)	Maintain AVID programming at all middle/high schools; stipends for middle and high AVID coordination; deepen implementation of	$1,888,386	Y

		current AVID program; AVID materials and supplies; organization of attendance at AVID Summer Institutes.		
1.15	LCFF Supplemental – Elementary/Secondary	Schools are provided formulaically determined supplemental concentration funds that allow each school to examine individual school needs to improve teaching and learning outcomes. These funds enable schools to implement targeted interventions, provide additional resources, and develop specialized programs that address the unique challenges and opportunities within their community. By focusing on specific areas of need, such as student achievement gaps, professional development, and classroom resources, these funds help create a more personalized and effective learning environment for all students. Furthermore, the flexibility of these funds empowers schools to make data-driven decisions and collaborate with stakeholders to ensure that the strategies implemented are aligned with the broader educational goals and the diverse needs of the student population.	$11,117,698	Y
1.16	Evaluation Support	Provide data analysis and program evaluation staff and support to guide continuous improvement planning and decision-making.	$2,014,771	Y
1.17	Academic Intervention Teacher (Homeless) – Funding Source: LREBG	Aligns to allowable expenditure: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. This position plans, implements, monitors, and assesses the credit recovery program for students experiencing homelessness. Supporting research: Research confirms that targeted individual and/or small group academic intervention and support can identify learning barriers and accelerate learning. Metric to monitor impact: 2.8 Plan, implement, monitor, and assess credit recovery program for students experiencing homelessness, including: • delivering instruction, coaching, and tutoring that is aligned with the content standards approved by the Board of Education for the completion of full and partial credits;	LREBG Funds Used: $148,197	N

		• collaborating with school administrators, counselors, program personnel, students, and caregivers to enhance instructional programs to support individual student needs; • diagnosing curricular challenges through interim assessments and data analysis; • assisting classroom teachers with identifying appropriate interventions for students; • coordinating summer school credit recovery program for student experiencing homelessness at four high school campuses; • providing leadership and training to SAFE project implementors		
1.18	Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	Aligns to allowable expenditure: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. Training teachers to utilize diagnostic and interim assessment data. Providing push-in services to assist with implementing Tier 1 academic strategies. Facilitating pull-out services to provide students with Tier 2 small group academic interventions. Supporting research: Research confirms that tutoring, particularly high-impact tutoring, is an effective strategy for improving student learning outcomes, especially for students struggling to keep up with their peers. Metric to monitor impact: 1.7	LREBG Funds Used: $6,301,950	N
1.19	Additional FTE for English learner coordination at secondary schools – Funding Source: LREBG	Aligns to allowable expenditure: Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. Recognizing there is no single English learner profile to be responsive to the different English learner student characteristics and experiences, FTE for English learner coordination ensures there are adequate resources and support systems available to expand and enhance existing language instructional programs and services for all typologies of multilingual learners, including	LREBG Funds Used: $1,308,042	N

		Long-Term English learners. Responsibilities include, but are not limited to: 1) accelerate language acquisition through appropriate course placement; 2) collaborate with content area teachers to provide input on ELD grouping strategies and school schedules; 3) partner with instructional coaches to plan and implement professional development tied to the ELD Standards and ELA/ELD Framework; 4) accelerate student outcomes through additional progress monitoring; 5) facilitate primary language support for newcomer students and families for parent outreach; 6) assist school with conducting a needs assessment for the implementation of supplemental programs; and 7) serve as a liaison between the school and the Department of Multilingual Education. Supporting research: English learner Coordinators are essential for ensuring that English learners receive the equitable and effective education they need to succeed academically and linguistically. They provide knowledge, expertise, leadership, and supplemental support to maintain high quality English learner programs and build the capacity of school staff to meet the diverse needs of our growing student population. Metric to monitor impact: 1.12 Support English Language Proficiency Assessments for California (ELPAC) Coordinator plan ELPAC assessment schedule and facilitate training (Initial, Summative, and Alternate). Regularly use supplemental assessments to measure language acquisition for targeted groups (newcomers, dually identified students, and LTELs). Support content-area teachers track progress of language acquisition and identify areas of need to accelerate reclassification. Collect and analyze data to make recommendations regarding the appropriate placement and services based on individual student need. Provide supplemental support to teachers who are monitoring student progress and document for current English learners and reclassified students for four years in Synergy. Support parent/family outreach through the Welcome Inclusion Protocol to individually meet with all newcomer students and families. Collaborate with instructional coaches to		

		develop school professional learning plans based on identified areas of need.		
1.20	Administrative Salaries/Coordinator – AVID – Funding Source: LREBG	Aligns to allowable expenditure: Providing professional development and coaching on either or both of the following: I. The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve. II. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. Support administrators and AVID coaches with integrating research-based AVID instructional routines in core academic areas, specifically mathematics, ELA/ELD and aligned to the EGESD Instructional Framework. Oversee professional development planning and delivery for AVID-focused training sessions that improve teaching strategies in ELA and mathematics across the District. Supporting research: Research confirms that implementing AVID programming to fidelity positively impacts student success in math and ELA at the high school level when four years of AVID courses are taken. Metric to monitor impact: 1.5 The AVID Coordinator (1.0 FTE): • Supports AVID coaches, teachers, coordinators, and administrators in grade level, PLC, AVID school team meetings, and at AVID Summer Institute to: o Support coaches in the development of AVID school goals aligned to the CCI o Facilitate the gathering and collecting of evidence to establish and maintain program fidelity for AVID certification • Coordinates the AVID Summer Institute school team time • Whole staff and district professional development • Assist SCOE with virtual and in-person trainings	LREBG Funds Used: $181,669	N

		• Plans and facilitates quarterly Elementary and Secondary Coordinator meetings • Conducts regional PreK-12 articulation days in all nine regions with varied grade-level classroom observations • Facilitates and leads the WICOR walkthroughs a minimum of twice per year for each school (Fall and Spring)		
1.21	AVID coaches – Funding Source: LREBG	Aligns to allowable expenditure: Providing professional development and coaching on either or both of the following: I. The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve. II. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. Support teachers in implementing AVID strategies that encourage active student participation and questioning in ELA and mathematics coursework, promoting a classroom culture of curiosity and engagement. Supporting research: Research confirms that implementing AVID strategies positively impacts student academic achievement and success in math and ELA at the high school level when four years of AVID courses are taken. Metric to monitor impact: 1.5 Support over 1,000 teachers and administrators with integrating research-based AVID instructional routines in core academic areas, specifically mathematics, ELA/ELD, and aligning with the EGUSD Instructional Framework AVID instructional coaches: • Support teachers, coordinators, and administrators in grade level, PLC, AVID school team meetings, and at AVID Summer Institute to: o develop AVID school goals aligned to the CCI	LREBG Funds Used: $751,977	N

		○ embed research-based AVID instructional routines ○ develop a college and career going environment where students are actively guided by staff to meet college readiness requirements for post-secondary success ○ horizontally and vertically align curriculum, instructional practices, and academic support structures that promote students' access to and success in rigorous curriculum ○ recruiting teachers and students for AVID elective classes (Secondary) ○ gather and collect evidence to establish and maintain program fidelity for AVID certification Participates in WICOR walkthroughs a minimum of twice per year for each school (Fall and Spring) AVID instructional coaches engage in the coach, train, and facilitate model through: • Supporting school teams at the AVID Summer Institute • Providing whole staff and district professional development • Assisting with and participates in virtual and in-person trainings • Participating and supporting quarterly Elementary and Secondary Coordinator meetings • Conducting classroom model lessons and peer tutor training • Supporting regional PreK-12 articulation days in all nine regions with varied grade-level classroom observations • Supporting cross-coaching collaboration (Educational Equity, FACE, CPL, MYP/IB, CTE, MLE)		
1.22	Curriculum specialists (VAPA) – Funding Source: LREBG	Aligns to allowable expenditure: Providing professional development and coaching on either or both of the following: I. The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve. II. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.	LREBG Funds Used: $541,032	N

		Provides in-person and online trainings and teacher support on implementation strategies for arts integration with ELA and mathematics that enhances cognitive abilities, critical thinking, problem-solving, emotional intelligence, creativity, and diverse perspectives among students and staff.
		
		Supporting research: Research confirms the positive impact that the arts have when integrated into math and ELA on students' academic success.
		
		Metric to monitor impact: 1.3
		
		• Conduct arts education professional learning
		• Collaborative professional learning opportunities
		  ○ District-wide support for preservice and Instructional Framework modules
		  ○ Planned collaborative arts and wellness courses to support the following departments/events: FACE, Educational Equity, induction, Retaining Educators Through Assistance, Collaboration, and Hiring (REACH), and Health and Wellness Fair
		• Provide leadership, expertise, support and/or guidance in/for:
		  ○ Support the implementation/sustainability of Proposition 28
		  ○ VAPA Steering Committee meetings
		  ○ Modeling and curricular support
		  ▪ Modeling arts lessons, supporting teachers with lesson planning in the arts, and collaborative course writing
		  ▪ Roadmap revision
		  ○ Creates and maintains VAPA website
		  ○ Regular communication with TK-12 teachers through Arts Education Monthly Newsletter
		• Building arts education community
		  ○ Planning, prepping, and executing district-wide arts events
		  ○ Collaboration with FACE and Educational Equity
		  ○ Visual Arts Showcase		

		○ Performing arts festivals (dance, music, theatre) ○ Link Up Sacramento Philharmonic ○ Cosumnes River College and EGUSD-sponsored events		
1.23	English learner coordinator at Florin and Valley high schools – Funding Source: LREBG	Aligns to allowable expenditure: Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. Florin and Valley high schools have the highest numbers of newcomer/immigrant youth in comparison to other schools and regions. These two schools need additional resources to supplement their current language instructional programs. Responsibilities include, but are not limited to: 1) accelerate language acquisition through appropriate course placement; 2) collaborate with content area teachers to provide input on ELD grouping strategies and school schedules; 3) partner with instructional coaches to plan and implement professional development tied to the ELD Standards and ELA/ELD Framework; 4) accelerate student outcomes through additional progress monitoring; 5) facilitate primary language support for newcomer students and families for parent outreach; 6) assist schools in conducting a needs assessment for the implementation of supplemental programs; and 7) serve as a liaison between the school and MLE. Supporting research: English learner coordinators are essential for ensuring that English learners receive the equitable and effective education they need to succeed academically and linguistically. They provide knowledge, expertise, leadership, and supplemental support to maintain high-quality English learner programs and build the capacity of school staff to meet the diverse needs of the District's growing student population. Florin and Valley high schools are the two highest-density comprehensive high schools in EGUSD. Metric to monitor impact: 1.12 Support ELPAC Coordinator plan ELPAC assessment schedule and facilitate training (Initial, Summative, and Alternate). Regularly	LREBG Funds Used: $312,628	N

		use supplemental assessments to measure language acquisition for targeted groups (newcomers, dually identified students, and LTELs). Support content-area teachers track progress of language acquisition and identify areas of need to accelerate reclassification. Collect and analyze data to make recommendations regarding the appropriate placement and services based on individual student needs. Provide supplemental support to teachers who are monitoring student progress and document for current English learners and reclassified students for four years in Synergy. Support parent/family outreach through the Welcome Inclusion Protocol to individually meet with all newcomer students and families. Collaborate with English learner instructional coaches to develop school professional learning plans based on identified areas of need.		
1.24	Elementary Academic Intervention Teacher (Foster Youth) – Funding Source: LREBG	Aligns to allowable expenditure: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. This position plans, implements, monitors, and assesses the academic tutoring program for students in foster care. Supporting research: Research confirms that targeted individual and/or small group academic intervention and support can identify learning barriers and accelerate learning. Metric to monitor impact: 2.9 Plan, implement, monitor, and assess academic tutoring programs for students in foster care, including: • deliver reading and mathematics instruction that is aligned with the content standards approved by the Board of Education • diagnose curricular challenges through interim assessments and data analysis • assist classroom teachers and foster youth teaching associates with identifying the appropriate interventions and instructional plans for students	LREBG Funds Used: $161,784	N

		• provide professional development and instructional support for foster youth teaching associates		

1.25	Equity/SEL Coaches – Teachers, Wellness – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.
		
		These positions address student trauma and SEL by providing professional development, instructional coaching, and consultation focused on restorative practices and equitable educator practices.
		
		Supporting research: Research consistently shows that equity in schools is essential for improving educational outcomes for all students, especially those from historically marginalized or underserved backgrounds.
		
		Metric to monitor impact: 3.9
		
		• Support the districtwide implementation of restorative practices
		  ○ Facilitate multiple staff workshops
		  ○ Align District initiatives
		• Coordination and collaboration with other District staff
		  ○ Collaborative planning
		  ○ Align school staff support with an equity focus
		• Create and facilitate DEI professional development
		• School-specific support
		  ○ One-on-one coaching (administrators, teachers, other school staff)
		  ○ School meetings (staff, PLC, PBIS, Educational Equity, etc.)
		  ○ Presentations/trainings/professional development (DEI, book studies, restorative practices, etc.)
		  ○ Facilitate targeted coaching with teams and individuals
			LREBG Funds Used: $1,576,365	N

		○ Support and participate in Educational Equity team meetings ○ Support the development and implementation of school equity plans ○ Provide demonstration lessons ○ Provide consultation and observation • Development of districtwide equity-based instructional support materials		
1.26	Restorative Practices Program Specialist – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This position addresses student trauma and SEL by providing professional development, instructional coaching, and consultation focused on Restorative Practices and equitable educator practices. Supporting research: Research states that students in schools with consistent restorative practices implementation reported stronger relationships with peers and teachers, which is directly tied to better academic outcomes, while lowering student suspensions. Metric to monitor impact: 3.6 Coordinate districtwide implementation of restorative practices • Organize and schedule all 68 schools' various restorative practices trainings • Facilitate leadership and Tier 1 team restorative practices trainings • Collaborate with school and department directors to align restorative practices with MTSS and other initiatives	LREBG Funds Used: $170,803	N

		• Oversee communication updates related to restorative practices • Supervise and evaluates equity instructional coaches		
1.27	Program Specialists – Universal Equity Programs; Targeted Equity Programs – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This position addresses student trauma and SEL by providing professional development, instructional coaching, and consultation focused on restorative practices and equitable educator practices. Supporting research: Research consistently shows that equity in schools is essential for improving educational outcomes for all students, especially those from historically marginalized or underserved backgrounds. Metric to monitor impact: 3.6 Assist department staff in supporting schools with equity work/initiatives; collaborate with district staff to embed equity focus within initiatives; conduct empathy interviews with district staff around equity initiatives; coordinate Educational Equity's DEI professional development; supervise and evaluate equity instructional coaches; coordinate and supervise district and community-based school programming, including Black Student Unions (BSU), Student Equity Councils (SEC), Young Men Rising (YMR), Improve Your Tomorrow (IYT), Edupreneurs, Earth Mama Healing, Conscious Assets; coordinate program-specific including Native American Education grants, school equity grants, BSU grants, SEC funding; serve on districtwide committees including multi-department coach planning, transformative social emotional learning (T-SEL), Curriculum Council, SEL Steering Committee, and pre-service planning.	LREBG Funds Used: $346,290	N

1.28	Secondary Academic Intervention Teacher (Foster Youth) – Funding Source: LREBG	Aligns to allowable expenditure: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. This position plans, implements, monitors, and assesses tutoring and the credit recovery program for students in foster care. Supporting research: Research confirms that targeted individual and/or small group academic intervention and support can identify learning barriers and accelerate learning. Metric to monitor impact: 2.9 Plan, implement, monitor, and assess tutoring and credit recovery programs for students in foster care: • deliver instruction aligned with the content standards approved by the Board of Education for full and/or partial credit • collaborate with school administrators, program personnel, students, and caregivers to enhance instructional programs to support individual student needs • diagnose curricular challenges through interim assessments and data analysis • assist classroom teachers and foster youth teaching associates with identifying appropriate interventions and instructional support for students	LREBG Funds Used: $168,343	N
1.29	Secondary counselor staffing to create ratio of 375:1 – Funding Source: LREBG	Aligns to allowable expenditure: Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. Supporting research: A counselor-to-student ratio of 375:1 is recommended because it allows school counselors to provide more effective, individualized support for each student's academic, college/career, and social emotional needs. • With fewer students per counselor, counselors can spend more time with each student, helping them with course selection, college planning, and personal challenges.	LREBG Funds Used: $1,751,268	N

		• Counselors are better able to identify and support at-risk students early, intervening before academic or behavioral issues escalate. • Counselors can help more students meet graduation and A–G requirements, access scholarships, and explore career pathways like CTE programs. • Mental health and well-being are better addressed when counselors have manageable caseloads, allowing them to build trust and monitor students' emotional needs. • A lower ratio helps ensure all students—regardless of background—receive equal support in reaching their academic and post-secondary goals. • The American School Counselor Association (ASCA) recommends a maximum ratio of 250:1, but 375:1 is still a significant improvement over national averages, which often exceed 400:1. Metric to monitor impact: 1.16 Support all students in learning by promoting students' academic, college and career preparation, and social-emotional counseling. Counselors provide essential educational support services for positive academic and post-secondary outcomes for all students.		
1.30	Site-based Desktop Support Technicians – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Provides technical support for instructional technology, such as audio/visual systems, staff and student computers, and digital curriculum. Supporting research: Supporting research shows that providing students with access to necessary technology enhances their	LREBG Funds Used: $2,231,739	N

		academic performance. The site-based desktop support technicians provide support to ensure the technology is working properly for the students. Metric to monitor impact: 1.2 Site based technicians work with individual staff and students to troubleshoot technical issues. They act as a resource who can provide guidance on technology initiatives and provide one-on-one training. Furthermore, site-based technicians ensure our schools have an adequate supply of Chromebooks to distribute to students by triaging broken devices and taking part in the device repair process. Provide individualized training and technical support to staff and students; update and fix computers for staff and students; coordinate delivery, assessment, and repair of student Chromebooks; train staff in the use of classroom technology; perform cybersecurity incident response for endpoints; manage assets; replace endpoints (Windows, Chromebooks, iOS); manage enterprise printers; perform site modernizations.		
1.31	Teacher to support needs of secondary English learners – Funding Source: LREBG	Aligns to allowable expenditure: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. In response to the continuous influx of newcomer and immigrant students who require highly targeted support for accelerated language development, this position enables secondary schools to offer supplemental content area courses specifically for newcomers. The District has seen a steady increase in enrollment of newcomer and immigrant children and youth, and the addition of FTEs allows for enhanced instructional programs and supplemental services to further accelerate English language acquisition. Supporting research: Research indicates newcomers or recently arrived immigrant youth require specialized English development	LREBG Funds Used: $1,620,670	N

		programs tailored to meet their unique needs and have access to the standard instructional program. Metric to monitor impact: 1.12 Welcome, affirm, and respond to the strengths, identities, and needs of the District's diverse English learner students and families (newcomer, LTEL, dually identified); provide enhanced instructional opportunities for newcomer and immigrant youth.		
1.32	Vice Principals at Various TK-6 schools – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Vice principals work collaboratively with staff, families, and district departments to ensure that student needs are met. These positions allow the vice principals to plan, implement, monitor, and assess additional supports for students in the areas of academics, behavior, and SEL. Supporting research: Research confirms additional administrators at elementary schools are beneficial when the specific needs of schools are determined. Metric to monitor impact: 1.7, 1.8 Provide additional support to the students, families, staff, and administrators as families and staff continue to adapt to the impact of previous school closures; support implementation of key district school initiatives (e.g., PBIS, MTSS, English learner program, targeted supports); support increased demands on administrators with regard to special education, chronic absenteeism, increased access for family outreach, supervision and evaluation, and SEL; improve school-level implementation of	LREBG Funds Used: $1,288,166	N

		the Instructional Framework via walkthroughs and teacher feedback.		
1.33	Additional FTE for English learner program specialist – Funding Source: LREBG	Aligns to allowable expenditure: Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. Supporting research: Research indicates the importance of district-level support to effectively oversee English learner programs and services and ensure adherence to relevant federal and state laws concerning the education of English learners. Metric to monitor impact: 1.12 Provides district support for English learner programs and services, professional development, supervision over instructional coaches and translator/interpreters, school-level support for program implementation, curriculum and resource management, and ensures compliance and accountability.	LREBG Funds Used: $181,061	N

Goals

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

- Even though the District has shown progress on many academic indicators over the years, the achievement gap has persisted. In addition, while notable progress was shown on suspension rates overall, EGUSD has not made sufficient progress for all student groups, particularly for students with disabilities and African American students.
- Feedback from parents and community members indicates a need to focus on targeted supports for various student groups. Targeted programs are needed to increase the achievement of all students while reducing disparity among student groups, particularly students with disabilities and African American students. The disparity of the outcomes for academic achievement, suspension rates, and sense of belongingness is highest for these three groups.
- Metrics for this goal focus on the disparity between each specific targeted student group and its counterpart, i.e., students with disabilities compared to students without disabilities and African American students compared to students who are not African American. For practical purposes, the counterpart references are shortened with the prefix “non-” such as “non-African American.” The disparity measure is a ratio that is calculated by dividing the target group metric by the non-target group metric. The resulting value is interpreted as [target group] is X% less likely than the non-[target group] to have met a certain standard (such as meeting ELA proficiency, meeting A-G requirements, being chronically absent), and is called a risk ratio. Because the focus is on the performance of students in the target groups compared with the performance of students not in those groups across all LCAP metrics, the average risk ratio across all LCAP metrics for each targeted student group represents the LCAP metrics for this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Students with Disabilities Disparity Aggregate risk ratio of selected student LCAP metrics, denoting X times less likely to perform or occur as favorably as general education students Source: Synergy Student Information System, College Board, Educational Testing Service,	0.53 (47% less likely) in 2022-23	0.53 (46.8% less likely) in 2023-24		0.60 (40% less likely to occur as favorably as students without disabilities)	0.00

	EGUSD Student Perspective Survey, CALPADS					
2.6	African American Disparity Aggregate risk ratio of selected student LCAP metrics, denoting X times less likely to perform or occur as favorably as non-African American students Source: Synergy Student Information System, College Board, Educational Testing Service, EGUSD Student Perspective Survey, CALPADS	0.65 (35% less likely) in 2022-23	0.64 (35.7% less likely) in 2023-24		0.85 (15% less likely to occur as favorably as non-African American students)	-0.01
2.7	Native American Disparity Aggregate risk ratio of selected student LCAP metrics, denoting X times less likely to perform or occur as favorably as non-Native American students Source: Synergy Student Information System, College Board, Educational	0.75 (25% less likely) in 2022-23	0.80 (19.9% less likely) in 2023-24		0.85 (15% less likely to occur as favorably as non-Native American students)	0.05

	Testing Service, EGUSD Student Perspective Survey, CALPADS					
2.8	Homeless Disparity Aggregate risk ratio of selected student LCAP metrics, denoting X times less likely to perform or occur as favorably as non-homeless students Source: Synergy Student Information System, College Board, Educational Testing Service, EGUSD Student Perspective Survey, CALPADS	0.51 (49% less likely) in 2022-23	0.52 (48.3% less likely) in 2023-24		0.60 (40% less likely to occur as favorably as non-homeless students)	0.01
2.9	Foster Youth Disparity Aggregate risk ratio of selected student LCAP metrics, denoting X times less likely to perform or occur as favorably as non-foster youth students Source: Synergy Student Information System, College Board, Educational	0.52 (48.0% less likely) in 2022-23	0.57 (43.0% less likely) in 2023-24		0.60 (40% less likely to occur as favorably as non-homeless students)	0.05

	Testing Service, EGUSD Student Perspective Survey, CALPADS					

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Note: the goal analyses below pertain to the goals and actions in Goal 2 in the 2024-25 LCAP.

Action 2.1 – Evaluation Support

- Description of overall implementation
  - The District's primary approach for program evaluation involves the use of Program Implementation Continuum (PIC) measures. The District reported on 11 PICs in 2023-24 for the following programs: Teaching and Learning, PBIS, SEL, MTSS, Attendance Improvement, Foster Youth Services, Homeless Education, Expanded Learning, English Learner Program, FACE, AVID, Student Equity Council, and CTE
  - Department of Research & Evaluation (RED) staff also supported evaluations of additional programs, projects, and efforts in 2023-24: summer school, equity of year-round track randomization changes, AIT services, IYT, LETRS training, Grading for Equity, VAPA, home visits, SECs, Educator Effectiveness/DEI, Special Education inclusion, and Edupreneurs
- Substantive differences in planned actions and implementation of these planned actions
  - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
  - The primary challenge for this action was RED staff capacity. RED experienced significant turnover due to retirements, promotions, and ongoing difficulties with hiring—as a result, evaluation work was completed later in the school year than planned.
- Successes with implementation
  - Key survey instruments were consolidated into the single Perspectives Survey.
  - In-person presentations of findings increased, along with co-interpretation of findings with program leaders, and synthesis of findings across related programs to promote system coherence.
  - The Rapid Cycle Measurement (RCM) tool was developed and piloted to provide schools with formative implementation measures related to key programs.

Action 2.2 – Professional Learning: Assessment Support

- Also noted in Action 1.2. Please see Goal Analysis for 2024-25, Action 1.2.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Note: the goal analyses below pertain to the goals and actions in Goal 2 in the 2024-25 LCAP.

Action 2.1 – Evaluation Support

- Budgeted Expenditure = $1,974,730
- Actual Expenditure = $1,494,287
- Spent $480,443less due to staff vacancies and reduced supply/contract expenditures

Action 2.2 – Professional Learning: Assessment Support

- Also noted in Action 1.2. Please see Goal Analysis for 2024-25, Action 1.2.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Note: the goal analyses below pertain to the goals and actions in Goal 2 in the 2024-25 LCAP.

Action 2.1 – Evaluation Support

- The primary metric for evaluating effectiveness of the goal had been previously established as former metric 2.1—the number of operationalized and reported PICs; in 2023-24, the District reported out on 11 PICs, but the desired outcome for 2023-24 had been set at 15 PICs. The PIC life-cycle for development is inherently iterative: as programs develop over time to respond to the needs of students and schools, so too must the measures of those programs via PICs. As work continues to adjust and refine these PICs or develop new PICs, it can sometimes take years to establish sufficient validity and reliability evidence to justify operational reporting.
- Regarding former metric 2.2, the District did meet its goal of identifying at least 1 PIC metric as being significantly and favorably associated with 100% of identified key outcome metrics (SBAC ELA, SBAC Math, Suspension Rate, Student Climate, SEL Competency, and Chronic Absenteeism). Taken together, progress on these metrics shows that the District has a strong base set of tools to inform strategy for continuous improvement (Teaching and Learning PIC, PBIS PIC, SEL PIC, MTSS PIC, Attendance Improvement PIC) but the District does not yet have the sufficient breadth of tools it aspires to one day possess. On balance, this action has been effective toward advancing progress toward the former Goal 2.

Action 2.2 – Professional Learning: Assessment Support

- Also noted in Action 1.2. Please see Goal Analysis for 2024-25, Action 1.2.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes to the planned goal:

- Last year's goal language: Student Assessment and Program Evaluation: All students will benefit from instruction guided by assessment results (formative, interim, and summative) and continuous programmatic evaluation.
- This year's goal language: 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.
- Strategic Goal 2 was Strategic Goal 5 in last year's LCAP.

Changes to the metrics:

- Metric 2.3 is now metric 1.20.
- Prior metrics 2.1 (Data and Program Evaluation), 2.2 (High Quality Measures of Program Implementation), and 2.4 (Data Reports) were removed in accordance with the evolution of the District's Learning System and the subsequent reorganization of prior Goal 2 (Student Assessment and Program Evaluation). These metrics were intended to promulgate broader integration of the District's theory of action around continuous improvement throughout district systems: measuring system outputs that are well associated with student outcomes are critical tools in improving the educational program. A decade of work exploring, expanding, and confirming the efficacy of this theory of action resulted in updated Board policy (BP 0500) codifying this approach in 2024. There is now an existing intrinsic culture and infrastructure within the District to sustain this work, no longer necessitating these metrics.
- Metrics 5.1, 5.2, 5.3, 5.4 are now metrics 2.5, 2.6, 2.7, 2.8, respectively.
- Metric 2.9 was added to provide clear, consistent reporting for foster youth aligned with other student groups targeted for support and interventions.

Changes to the target outcomes:

- There are no changes to the target outcomes.

Note: the goal analyses below pertain to the goals and actions in Goal 2 in the 2024-25 LCAP.

Changes to the actions:

Action 2.1 – Evaluation Support

- Now Action 1.16
- Evaluation and continuous improvement work in recent years has been primarily focused on the program level—school level work to utilize output/implementation measures is yet nascent. Feedback received from school leaders and other end users suggests that (1) there is too much implementation data available to them, and that it is overwhelming; (2) it is not readily apparent to them what they

should focus on, in terms of priority—which aspects are most important; and (3) by the time the summative implementation data is available to schools, its too late to get buy in from their staff or be truly actionable.

- The primary metric for monitoring effectiveness in the past had been the number of operational reported PICs, which incentivized quantity over quality, likely contributed towards the feedback received. Responding to this feedback, for future work, the District plans to prioritize key PIC measures and focus more deeply on them. Part of that focus will involve more proscriptive analytical products that offers differentiation to school leaders to meet them and their staff where they are in their current capacity as consumers of data: full datasets for the proficient to empower them to lead the work, and more curated experiences for those that are still developing capacity. A tighter focus on a narrower set of measures will also enable RED staff to turn around annual summative reporting on a quicker time frame so that the data is still timely and actionable.
- As the prior metric no longer aligns with the direction of the work (prioritizing quality over quantity), the EGUSD plans to shift its focus on monitoring effectiveness toward the percentage of schools implementing key programs with fidelity: Teaching and Learning, PBIS, SEL, and MTSS. This new metric will incentivize deeper/quicker analytical work to make the data more actionable, accelerate integration of work between functional groups (e.g., RED staff, program leaders, continuous improvement support leaders (CISLs), and school leaders), and increase accountability.
- As LTELs were added as a student group across all state measures on the California School Dashboard, RED staff will explore how LTEL data can be incorporated into the English learner PIC to drive school-based LCAP decisions and lead to improved academic and linguistic outcomes for these identified students.

Action 2.2 – Professional Learning: Assessment Support

- As noted in the 2024-25 LCAP, this action was also noted in Action 1.2. Please see Goal 1s Goal Analysis section, Action 1.2.

Following are the Goal 2 actions funded by Learning Recovery Emergency Block Grant funds:

- 2.11 Project Implementor (Homeless)
- 2.12 Program Educators – Black Excellence, Young Men of Color, Student Equity Councils

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.3	Students with Disabilities Instructional Support – Low-Income	Provide students with disabilities instruction support and resources to promote academic achievement as appropriate to supplement each student's IEP. Special Education supplemental/concentration	$60,025,580	Y

		activities are non-IEP supports and services principally directed toward low-income students.		
2.4	Students with Disabilities Instructional Support – Non-Low Income	Provide non-low income students with disabilities instructional support and resources to promote academic achievement in accordance with IEP needs.	$183,414,052	N
2.5	Foster Youth Support	Professional development will be provided to school and district staff related to foster youth legal requirements and best practices for educational services. Enrollment and transition support will be provided to schools that are enrolling foster youth students. Social workers and counselors will provide case management and social-emotional support to foster youth students. AITs will provide tutoring, credit recovery, and academic support. Regional program technicians provide case management support and connect families to school district and community-based resources. Foster youth students and families will experience collaborative events and year-ending student awards and recognition ceremonies.	$2,964,123	Y
2.6	Homeless Student Support	Professional development will be provided to school and district staff related to homeless legal requirements and best practices for educational services. Enrollment and transition support will be provided to schools enrolling students experiencing homelessness. Administration and staff will provide families guidance on how to obtain resources such as food, shelter, and essential necessities. Social workers provide social emotional support for students experiencing homelessness with a focus on students identified as unaccompanied youth. The AIT provides tutoring, credit recovery, and academic support. Regional program technicians provide case management support and connect families to school, district, and community-based resources.	$377,385	Y
2.7	African American Student Support	Expand contracted support programs provided by community organizations to provide culturally affirming social-emotional and academic support to African American students. Expand affinity and/or peer support groups for African American students (such as Black Student Unions, safer spaces) and provide support for black student events, activities, and advocacy, as well as staff training for support of these groups/programs. Expand targeted family programs (such as Families of Black Students United (FBSU), Black Excellence Family workshops, black family outreach and advocacy, and black community partnerships, and Improve Your Tomorrow (IYT)). Coordinate the districtwide implementation of	$912,870	Y

		restorative practices to school administration, classified, and certificated staff. Funding sources are noted above in previous actions specific to the Educational Equity and Family & Community Engagement departments.		
2.8	Native American Student Support – Funding Source: Federal	Academic, social-emotional, and cultural support will be provided for identified students and their families. These supports include tutoring opportunities, community events, student recognition ceremonies, cultural celebrations, college and career readiness, and collaborative events. Professional development and informational support will be available for school and District staff related to the unique conditions impacting native students and their families.	$63,888	N
2.9	Native American Student Support – Funding Source: Unrestricted	Academic, social-emotional, and cultural support will be provided for identified students and their families. These supports include tutoring opportunities, community events, student recognition ceremonies, cultural celebrations, college and career readiness, and collaborative events. Professional development and informational support will be available for school and District staff related to the unique conditions impacting native students and their families.	$108,466	Y
2.10	Master Scheduling Prioritization	Abl is an education technology company providing a cloud-based software that supports EGUSD to develop and analyze the course selection and master schedule process. Through Abl, master schedule teams are provided professional development so school staff can analyze current systems and practices and identify district-wide equity, access, and opportunity gaps at the comprehensive middle and high schools with fidelity to ensure students are supported in college and career readiness. Funded by A-G grant.	$274,870	N
2.11	Project Implementor (Homeless) – Funding Source: LREBG	Aligns to allowable expenditure: Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility. This position works with AITs and counselors to support college and career readiness for high school students experiencing homelessness through outreach events, field trips, Free	LREBG Funds Used: $129,259	N

		Application for Federal Student Aid (FAFSA) support, and academic intervention. Supporting research: Research confirms students experiencing homelessness have significantly lower attendance, higher dropout rates, and lower standardized test scores compared to their housed peers. Metric to monitor impact: 1.18 Serve students by region (Cosumnes Oaks, Franklin, Laguna Creek, Monterey Trail, Valley, and Rio Cazadero high schools) • Work in partnership with the AIT and Education for Homeless Children and Youth (EHCY) funded project implementor to support college and career readiness strategies for high school students experiencing homelessness • Assess academic needs for students at assigned high schools and develop intervention strategies • Coordinate college and career outreach events and field trips for identified students • Work with high school counseling offices to support FAFSA completion for all eligible students including one-on-one support for unaccompanied homeless students • Work collaboratively with case management team to provide basic needs supports as determined • Connect student and family to support services including college and career readiness resources • Facilitate outreach and education on the needs of homeless students and families and provision of homeless services at the schools • Increase student referrals for homeless services • Increase understanding by EGUSD staff of the needs and services available • Increase support to homeless families through community collaboration		

2.12	Program Educators – Black Excellence, Young Men of Color, Student Equity Councils – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. These positions provide historically underserved student populations support with addressing trauma by mentoring and actualizing student voice and agency. Supporting research: Research consistently shows that equity in schools and feeling connected to a campus is essential for improving educational outcomes for all students, especially those from historically marginalized or underserved backgrounds. Metric to monitor impact: 3.6 Provide student, family, and community equity-based programming (conferences, student mentoring for Young Men Rising, school Family Nights, workshops); coordinate, organize, and attend student experiences (college/university field trips, team/social emotional building field trips); coordinate districtwide targeted student supports and programming (support school BSUs, school SECs, and YMR); partner with community-based organizations to provide opportunities for students (California History Museum, Ruby Bridges Foundation, California State University – Sacramento, UC Davis, Peak Adventures); collaboration with school admin on student programming implementation.	LREBG Funds Used: $299,623	N

Goals

Goal #	Description	Type of Goal

3	Wellness: All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

EGUSD adheres to educating the whole child, a holistic approach to education that recognizes and supports the diverse needs of students, including their academic, social, emotional, and behavioral development. It moves beyond a purely academic focus and considers the interconnectedness of all three domains to ensure each student reaches their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Middle School Dropout Rate Source: CALPADS Report 1.8 Dropouts by Subgroup – Student List	0.8% in 2021-22	0.7% in 2022-23		0.5% or lower middle school dropout rate	-0.1%
3.2	High School Dropout Rate Source: CALPADS Report 15.2 - Cohort Outcome - Student Details	4.8% in 2022-23	4.3% in 2023-24		2.5% high school dropout rate	-0.5%
3.3	Graduation Rate: Combined cohort graduation rate for comprehensives and 1-year graduation rate for alternative/Continuation Source: CALPADS Report 15.2 - Cohort Outcome - Student Details	90.3% in 2022-23	91.3% in 2023-24		95% graduation rate	1%

3.4	Suspension: Percentage of students suspended Source: Synergy Student Information System	3.6% in 2022-23	3.6% in 2023-24		3% of students suspended	0%
3.5	Expulsion: Percentage of students expelled Source: Synergy Student Information System	0.02% in 2022-23	0.03% in 2023-24		0.02% or fewer expelled students	0.01%
	Overall School Climate: Average favorability rating of the following four constructs: 1. School Connectedness/Sense of Belonging 2. Climate of Support for Academic Learning 3. Knowledge and Fairness of Discipline, Rules, and Norms Safety Source: EGUSD Perspectives Surveys					
3.6	Students Source: EGUSD Student Perspectives Survey	Overall Climate 73.2% in 2022-23 Connectedness 68.1% in 2022-23 Safety 65.2% in 2022-23	Overall Climate 72.1% in 2023-24 Connectedness 67.2% in 2023-24 Safety 65.2% in 2023-24		80% average favorable overall climate rating 75% average favorable connectedness rating	-1.1% -0.9% 0%

					72% average favorable safety rating	
3.7	Parents Source: EGUSD Parent Perspectives Survey	Overall Climate 89.9% in 2022-23 Connectedness 90.8% in 2022-23 Safety 89.4% in 2022-23	Overall Climate 90.6% in 2023-24 Connectedness 91.3% in 2023-24 Safety 91.8% in 2023-24		95% average favorable overall climate rating 95% average favorable connectedness rating 95% average favorable safety rating	0.7% 0.5% 2.4%
3.8	Staff Source: EGUSD Staff Perspectives Survey	Overall Climate 78.5% in 2022-23 Connectedness 80.0% in 2022-23 Safety 67.7% in 2022-23	Overall Climate 81.5% in 2023-24 Connectedness 81.4% in 2023-24 Safety 67.9% in 2023-24		85% average favorable overall climate rating 85% average favorable connectedness rating 73% average favorable safety rating	3% 1.4% 0.2%
3.9	SEL: Average favorability rating as measured by EGUSD's SEL survey, which is comprised of the 5 CASEL competencies: 1. Self-awareness 2. Self-management 3. Social Awareness 4. Relationship Skills Responsible Decision Making Source: EGUSD Student Perspectives Survey	74% in 2022-23	74.2% in 2023-24		85% average favorability rating	0.2%

3.10	Facilities: Percentage of students with clean, safe, and well-maintained facilities as measured by the FIT Healthy School Survey and Williams Reviews Source: FIT Healthy School Survey and Williams Reviews	100% in 2022-23	100% in 2023-24		100% of students with clean, safe, and well-maintained facilities	0%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 3.1 – MTSS/PBIS

- Description of overall implementation
  - EGUSD will continue to expand the implementation of the MTSS framework across the district. Approximately 90% of district staff have been trained on an overview of MTSS. Certificated staff was also trained on the Instructional Framework. This is focused on the academic domain within the MTSS framework. PBIS was implemented districtwide for the behavior domain. In the social emotional domain, the District adopted SEL curriculum and provided professional development on its use, as well as on how to integrate SEL supports into academic instruction. The revisions of the California 2009 Standards for the Teaching Profession (CSTP) made in 2024 include the focus on SEL.
- Substantive differences in planned actions and implementation of these planned actions
  - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
  - There were no challenges with implementation.
- Successes with implementation
  - All schools have Tier 1 teams who meet at least monthly and Tier 2/3 teams who meet at least twice per month. Both teams review data to determine needed adjustments in implementation as well as appropriate interventions for students with needs beyond what is universally provide in Tier 1.
  - An MTSS plan is created when interventions are assigned. As of April 3, 2025, 5,676 students have plans for Tier 2 and 3 supports in academics, behavior, and social emotional wellbeing.

Action 3.2 – PBIS

- Description of overall implementation
  - All schools are moving towards deeper implementation of PBIS. Coaching support continues to be provided to schools and coaches work closely with school administration and Tier 1 teams in identifying artifacts that show implementation of PBIS at a high level. All schools will complete applications for recognition by the California PBIS Coalition.
- Substantive differences in planned actions and implementation of these planned actions
  - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
  - Some schools and individuals reported “training fatigue” this year due to the overlapping actions of restorative practice trainings, DEI trainings, Site Based Crisis Team trainings, and PBIS trainings. Additionally, schools appear to struggle with understanding appropriate use of the $1,000 allocated for signage and PBIS promotion.
- Successes with implementation
  - In 2023-24, implementation of PBIS improved, with 66 schools recognized by the California PBIS Coalition for their implementation of PBIS.
  - In 2024-25, the District PBIS team trained 36 schools in Tier 1/2/3 practices. Average PIC score remained stable in 2023-24 compared to 2022-23.
  - Due to ongoing training and guidance provided to schools, MTSS process improvements have resulted in more accurate identification and documentation of student behavioral needs.

Action 3.3 – Mental Health/SEL Support and Training

- Description of overall implementation
  - District trainings on SEL, youth mental health first aid, trauma informed care, and suicide awareness and prevention are designed to increase staff understanding and ability to support the social emotional and mental health needs of students. All schools have a multidisciplinary MTSS team that meets at least twice per month to review new student referrals and progress monitor students who are receiving interventions. These teams use a comprehensive team meeting structure that facilitates problem solving and identifying the appropriate resources and supports to meet the student's needs. District and school wellness providers continue to provide direct services through group and individual counseling as well as push-in SEL support in the classroom. There was also an increase in the number of mental health and behavioral health trainings offered in the District for all staff.
    - In 2024-25 there were a total of 11 SEL trainings, an increase from 7 in 2023-24.
    - In 2024-25 there were a total of 6 trainings and 3 coaching sessions regarding creating Peace Corners in classrooms, an increase from 0 in 2023-24.
    - In 2024-25 there were a total of 11 SEL trainings, an increase from 7 in 2023-24.
    - In 2024-25 there were a total of 7 youth mental health first aid trainings, an increase from 6 in 2023-24.
    - In 2024-25 there were a total of 5 trainings regarding trauma informed care, the same as 2023-24.
    - In 2024-25 there were a total of 9 trainings on Question/Persuade/Response Suicide Prevention (QPR), the same as

2023-24.

  - Foster Youth Services staff attended all extension of suspension meetings involving students in foster care. They collaborated with county social workers and attorneys appointed to foster youth to identify additional support. In addition, Foster Youth Services staff also connected with school MTSS teams through the RFA process to provide additional support to students in foster care.

- Substantive differences in planned actions and implementation of these planned actions
  - The District began reviewing usage data for the Tier 1 SEL curriculum at each school. As of May 2025, Second Step data indicates that 23% of lessons have been taught across the 25 schools who have access. Given that all calendars are 80% of the way through the school year (or greater), this number is expected to be much higher. Usage data is a new feature of Character Strong, so data for the current year is not available/accurate for the 45 schools who have access. Anecdotal data indicates that there is low use of this curriculum as well. This data indicates that Tier 1 direct SEL instruction is not regularly occurring.
  - The District is also able to monitor the number of Tier 2 and 3 services being provided and the outcome of these services. However, there is not yet standard expectations across departments as to when a wellness provider would document the Tier 2 and/or 3 services being provided (and their impact) in an MTSS plan in Synergy.
  - Beginning January 2025, the District started using the Early Warning System within the MTSS module in the District's student information system, Synergy. This feature allows schools to assign levels of risk (low, medium, and high) based on data such as attendance, behavior, and graders. This will help identify students in need of MTSS support.
- Challenges with implementation
  - The inability to hire all planned staff, school social workers, and elementary counselors impacted Tier 2 and Tier 3 services to students. The District has 14 school social workers and 16 elementary counselors which is not sufficient numbers to have a full time support provider at each school as was initially planned.
  - Some schools and individuals reported "training fatigue" this year due to the overlapping actions of restorative practice trainings, DEI trainings, Site Based Crisis Team trainings, and PBIS trainings.
- Successes with implementation
  - 18% of schools are implementing SEL with fidelity according to 2023-24 SEL PIC data. As of May 2025, 1,259 students are receiving intervention for SEL and/or mental health needs. This is an increase from a total of 1,220 in the entire 2023-24 school year. For both the 2023-24 school year and 2024-25 school year-to-date, 76% of students enrolled in these plans met their SEL goal.

Action 3.4 – Custodial Services

- Description of overall implementation
  - Department leads undergo the hiring and training process. LCAP custodians provide additional cleaning services at their assigned schools.
- Substantive differences in planned actions and implementation of these planned actions
  - LCAP custodians are given daily workplans to enhance our standard level of care.
- Challenges with implementation

    - The COVID-19 pandemic was problematic. There was a high number of vacancies within Custodial Services. Hiring preference was given to regular, standard custodians.
- Successes with implementation
    - The result of the comparability study led to a salary increase for custodians. This led to an increased number of applicants. Department leads attended all EGUSD career fairs to promote vacant custodial positions. The Department of Maintenance & Operations is in a constant state of hiring.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1 – MTSS/PBIS

- Budgeted Expenditure = $4,680,417
- Actual Expenditure = $4,680,417

Action 3.2 – PBIS

- Budgeted Expenditure = $860,685
- Actual Expenditure = $751,905
- Spent $108,780 less due to staff vacancies

Action 3.3 – Mental Health/SEL Support and Training

- Budgeted Expenditure = $4,085,270
- Actual Expenditure = $3,225,700
- Spent $859,570 less due to reduced service expenditures

Action 3.4 – Custodial Services

- Budgeted Expenditure = $25,196,450
- Actual Expenditure = $24,625,175
- Spent $571,275 less due to custodial vacancies

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 – MTSS/PBIS

- In 2023-24, 57% of schools implemented MTSS with fidelity.
- Number of schools who have Tier I, Tier II and Tier III teams
- All 67 schools have Tier 1 PBIS teams. All 67 schools have a T2/T3 team.

- In 2023-24, the number of students with a recorded Tier II or Tier III MTSS plan was 1,405 (13% increase from 2022-23). Of recorded MTSS plans with an outcome, 73% were recorded as being successful.
- All elementary schools were trained on the integration of SSTs and MTSS. There is currently a task force meeting to determine what this will look like at the secondary schools.

Action 3.2 – PBIS

- In 2023-24, 97% of schools implemented PBIS with fidelity.
- In 2023-24 implementation of PBIS improved, with 66 schools recognized by the California PBIS Coalition for their implementation of PBIS.
- In 2024-25, the District PBIS team trained 36 schools in Tier 1/2/3 practices.
- 2024-25 PBIS PIC data, which measures the level of implementation of PBIS based upon fidelity design standards, will be available in July/August of 2025.

Action 3.3 – Mental Health/SEL Support and Training

- In 2023-24, 18% of schools implemented SEL with fidelity.
- 2024-25 SEL PIC data, which measures the level of implementation of PBIS based upon fidelity design standards, will be available in July/August of 2025.
- District trainings on SEL, youth mental health first aid, trauma informed care, and suicide awareness and prevention continue to increase staff understanding and ability to support the mental health needs of students. All schools have a multidisciplinary MTSS team that meets at least two times per month to review new student referrals and progress monitor students who are receiving interventions. These teams use a comprehensive team meeting structure that facilitates problem solving and identifying the appropriate resources and supports to meet the student's needs. District and school wellness providers continue to provide direct services through group and individual counseling as well as push-in SEL support in the classroom. There was also an increase in the number of mental health and behavioral health trainings offered in the District for all staff.
- The District began reviewing usage data for the Tier 1 SEL curriculum at each school. The District is also able to monitor the number of Tier 2 and 3 services being provided and the outcome of these services.
- Foster Youth Services staff attended all extension of suspension meetings involving students in foster care. Foster Youth Services staff collaborated with county social workers and attorneys appointed to foster youth to identify additional support. In addition, they also connected with school MTSS teams through the RFA process to provide additional support to students in foster care.
- The primary metric for evaluating effectiveness of the goal had been previously established as former metric 2.1, the number of operationalized and reported PICs—in 2023-24, the District reported out on 11 PICs, but the desired outcome for 2023-24 had been set at 15 PICs. The PIC life-cycle for development is inherently iterative: as programs develop over time to respond to the needs of students and schools, so too must the measures of those programs via PICs. As work continues to adjust and refine these PICs or develop new PICs, it can sometimes take years to establish sufficient validity and reliability evidence to justify operational reporting.
- Regarding former metric 2.2, the District did meet its goal of identifying at least 1 PIC metric as being significantly and favorably associated with 100% of identified key outcome metrics (SBAC ELA, SBAC Math, Suspension Rate, Student Climate, SEL

Competency, and Chronic Absenteeism). Taken together, progress on these metrics shows that the District has a strong base set of tools to inform strategy for continuous improvement (Teaching and Learning PIC, PBIS PIC, SEL PIC, MTSS PIC, Attendance Improvement PIC) but the District does not yet have the sufficient breadth of tools it aspires to one day possess. On balance, this action has been effective toward advancing progress toward the former Goal 2.

Action 3.4 – Custodial Services

- From the District's 2023-24 LCAP Needs Analysis:
  - 85% of students reported that "clean, well maintained, welcoming schools" were very/most important, and 81% reported satisfaction
  - 83% of parents reported that "clean, well maintained, welcoming schools" were very/most important, and 91% reported satisfaction
  - 80% of staff reported that "clean, well maintained, welcoming schools" were very/most important, and 65% reported satisfaction
  - 82% of students reported that "cleaner updated bathrooms" were very/most important, and 59% reported satisfaction
  - 78% of parents reported that "cleaner updated bathrooms" were very/most important, and 71% reported satisfaction
  - 68% of staff reported that "cleaner updated bathrooms" were very/most important, and 48% reported satisfaction
- In 2023-24, 100% of students had access to clean, safe, and well-maintained facilities as measured by the Facility Inspection Tool (FIT) Healthy School Survey.
- The LCAP custodial positions are critical to EGUSD's mission of ensuring clean, healthy, and well-maintained schools.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes to the planned goal:

- Last year's goal language: All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.
- This year's goal language: All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.
- Changes made were to shift the goal statement from an opportunity to what students can expect experientially.

Changes to the metrics:

- The baseline for metric 3.1, Middle School Dropout Rate, originally showed a typographical error reporting it as referencing 2022-23 instead of 2021-22. This metric is generally reported 1 year behind the other metrics, per CALPADS data availability.

Changes to the target outcomes:

- There are no changes to the target outcomes.

Changes to the actions:

Action 3.1 – MTSS/PBIS

- Renamed to “State-Funded Mental Health Services” for better alignment with description.
- There are no changes to the action other than programmatic improvements consistent with the District’s continuous improvement processes.

Action 3.2 – PBIS

- There are no changes to the action other than programmatic improvements consistent with the District’s continuous improvement processes.

Action 3.3 – Mental Health/SEL Support and Training

- Use data will be monitored for the two Tier 1 SEL curriculums available. This data will be shared with school leaders.
- Wellness Leadership will work together to establish standard expectations across departments for inputting Tier 2 and 3 intervention data.
- Staff will provide trainings and access to a great number of evidenced-based Tier 2 and 3 intervention. With increased access to a variety of intervention materials, providers should be able to select an intervention that best meets the needs of each student thereby increasing available data related to the success of the Tier 2 and 3 plans.

Action 3.4 – Custodial Services

- There are no changes to the action other than programmatic improvements consistent with the District’s continuous improvement processes.

Following are the Goal 3 actions funded by Learning Recovery Emergency Block Grant funds:

- 3.5 Campus Supervisors – At each site TK-6 site
- 3.6 Counselors (Pupil Personnel Services (PPS) Credential) at all TK-6 sites
- 3.8 Health Assistants
- 3.9 Social Workers at Secondary Schools
- 3.10 Project Implementor (Youth Development)
- 3.11 School Nurses
- 3.12 Coordinator – Behavioral Services

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	State-Funded Mental Health Services	Provide Tier 3 services and resources for full implementation of MTSS at all schools (special education and general education). Provide MTSS training for all schools and provide additional training for MTSS school team members on utilization of MTSS module.	$5,450,044	N
3.2	PBIS	Program coordination, signage, and student recognition support, training in Tier 2/3 implementation.	$951,095	Y
3.3	Mental Health/SEL Support and Training	Mental health therapists (MHT) and behavior support specialists, SEL professional development, SEL curriculum, and PBIS focused training on trauma-informed care, calibration of discipline, and progressive responses to discipline. Wellness providers will participate in Restorative Practices training.	$4,191,897	Y
3.4	Custodial Services	Provide sufficient custodial staffing to ensure clean and safe schools.	$26,704,520	N
3.5	Campus Supervisors – At each TK-6 site – Funding Source: LREBG	Aligns to allowable expenditure: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. This position provides additional supervision, SEL supports, lead yard supervisor, and supports campus safety. Supporting research: Research confirms campus supervisors play an important role in creating a safe and supportive learning environment, and how they contribute to student success. Metric to monitor impact: 3.6 Provide additional supervision; SEL support; ingress and egress control; check in/check out (CICO) support; form positive relational connections with students, strengthening school connections.	LREBG Funds Used: $2,813,233	N
3.6	Counselors (Pupil Personnel Services (PPS) Credential) at	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental	LREBG Funds Used:	N

	all TK-6 sites – Funding Source: LREBG	health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. TK-6 counselors provide direct services to students in TK-6 programs. They facilitate positive behavior programs at the school and help implement SEL programs to remove barriers to learning. Supporting research: Numerous research studies have quantified the impact of school counselors on student development and success, as well as on school climate and K–12 education in general. Metric to monitor impact: 3.9 Provide counseling support to students; facilitate the MTSS Tier 2 meetings; coordinate Tier 2 and 3 interventions; track and progress monitor Tier 2 and 3 interventions; facilitate Tier 1 PBIS team and schoolwide PBIS framework; provide coaching support for SEL curriculum; provide SEL and behavioral health professional development to school staff; consult with other wellness providers, administrators, and teachers on student interventions; provide support with conflict resolution and bully prevention; support fidelity of implementation of behavioral and SEL interventions; conduct home visits; provide SEL push-in support for classroom teachers; participate in school-based committee; provide workshops for parents.	$1,781,295	
3.7	Guided recess activity	Recess coaches provide playground activities to support students experiencing barriers to their learning; provide SEL opportunities through the facilitation of games and sports; incorporate each school's character education and PBIS goals. Provide intervention services for our students who present challenging behaviors; provide structured outdoor lessons and activities with an SEL focus; engage an increased number of students who are socially and academically disconnected from school.	$1,290,000	N

3.8	Health Assistants – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Health assistants provide health services to students. They coordinate all health-related matters at the school, work with families to access resources when needed, and address student health-related barriers. Supporting research: Research confirms that the physical health of a student significantly impacts the quality of their learning experience. Metric to monitor impact: 4.2 The school health team provides support for positive student academic and health outcomes. Members of the team may be unlicensed assistive personnel and/or assistive personnel who provide services to students to meet increasing numbers and acuities of healthcare needs. Unlicensed assistive personnel and assistive personnel are school personnel who do not hold a healthcare license. They often serve in the role of health aides, known in EGUSD as health assistants. As allowed by state Nurse Practice Acts and with proper training and oversight, tasks that may be performed by and delegated to unlicensed assistive personnel and/or assistive personnel may include first aid, school health screenings, maintaining student health records, non-complex daily procedures, and other health office duties. Together, team members' combined efforts aim to improve student outcomes. Increase health services at schools and support students and families with health-related issues, including administering student health plans and maintaining health records; at elementary	LREBG Funds Used: $523,966	N

		schools, work under the direction of school administrators and school nurses to meet the increased needs of health services.		
3.9	Social Workers at Secondary Schools – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Social workers provide mental health supports to students, perform crisis management, provide referrals for families in need, and work with schools and families directly to connect them to community resources to remove barriers to learning. Supporting research: Research highlights the vital role of school social workers in improving student outcomes and promoting equitable educational environments. School social workers are trained mental health professionals with a degree in social work who provide services related to a person's social, emotional, and life adjustment to school and/or society. School social workers are the link between the home, school, and community in providing direct as well as indirect services to students, families, and school personnel to promote and support students' academic and social success. Metric to monitor impact: 3.9 Provide counseling support to students as a Crisis Response Team member; facilitate MTSS Tier 2 meetings; coordinate Tier 2 and 3 interventions; track and progress monitor Tier 2 and 3 interventions; provide coaching support for SEL curriculum and integration; provide SEL and behavioral health professional development to school staff; consult with other wellness providers, administrators, and teachers on student interventions; connect students and families to community-based supports to remove barriers to learning; provide mental health supports to students; work collaboratively with schools to provide resources to families.	LREBG Funds Used: $1,647,926	N

3.10	Project Implementor (Youth Development) – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This position provides individual and group student supports around smoking/vaping and substance use along with LGBTQ+ student supports and programming. Supporting research: Research states that students who received structured vaping education were significantly more aware of the health risks, including nicotine addiction, respiratory problems, and the presence of harmful chemicals. Metric to monitor impact: 4.3 Implement Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students) and other comprehensive prevention and intervention services; conduct brief intervention (BI) for substance-using adolescents to 6-12 grade students across the District; provide referral support to students who require drug treatment services; collaborate with various departments, school administrators, counselors, social workers, PBIS, and other school staff in providing additional support to students and families for substance misuse, LGBTQ+ student supports and bullying prevention efforts; conduct parent/guardian outreach and education on substance use prevention and intervention; support activities under the Youth Development office including LGBTQ+ programs, and bullying prevention; implement youth development programs such as Care Pairs; support with addressing trauma by mentoring, actualizing student voice and agency, and focusing on substance abuse prevention.	LREBG Funds Used: $327,066	N
3.11	School Nurses – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental	LREBG Funds Used: $590,106	N

		health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Nurses provide health-related services to students so that basic needs of students are met, collaborate with health assistants and school staff to address health-related challenges, provide students and families with resources when needed, and conduct health-related trainings for staff. Supporting research: The influence of school nurses on student health outcomes is well-documented, and effective school health programs have demonstrated improved academic outcomes by addressing safety, physical, and mental health needs. School nurses are at the forefront of identifying health issues such as asthma or diabetes, and mental health issues that may hinder a student's ability to learn. For many students, particularly those from underserved and historically marginalized populations, geographically rural communities, and low-income families, school nurses may be their only access to a health care professional. This reality underscores the vital role school nurses play in addressing health equity. Metric to monitor impact: 4.2 Coordinate health services for students, including, but not limited to, immunization audits and clinics; perform annual mandated grade vision and hearing screenings for students in Pre-K, TK, kindergarten, and grades 2, 5, and 8; conduct IEP screenings; conduct oral health and grade 1 physical mandated reporting; provide health training for staff (i.e., medication administration, first aid, and training on health care plans) and students (i.e., diabetes management, health guidelines, PreK and kindergarten handwashing lessons) which must be conducted by a credentialed school nurse; manage and coordinate health care procedures and plans for students; conduct communicable disease management;		

		participate on various teams: Section 504, MTSS, IEP, SSTs, and Student Attendance Review Teams.		
3.12	Coordinator – Behavioral Services – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. SEL (CASEL) and positive behavioral supports implemented in alignment to program design standards significantly and positively impacts student learning outcomes. Supporting research: Research confirms that the social emotional and mental health of a student significantly impacts the quality of their learning experience. Metric to monitor impact: 3.4, 3.5, 3.6, 3.9 Providing leadership for the District's K-12 SEL implementation and PBIS program.	LREBG Funds Used: $192,037	N

Goals

Goal #	Description	Type of Goal
4	Family and Community Engagement: All students will benefit from programs and services designed to inform and engage families and community partners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The direct involvement and partnership with parents/families and the community is essential if the District is to realize its learning vision. A clearly defined model of effective family and community partnerships is in place and fidelity of implementation at all schools is the goal. The

model will be accompanied by a strategic plan that includes evaluative strategies and identified metrics. While considerable progress has been made, the work in the area must continue.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate Source: Synergy Student Information System	91.7% in 2022-23	92.6% in 2023-24		93% or better attendance rate	0.9%
4.2	Chronic Absenteeism Rate Source: Synergy Student Information System	25.6% in 2022-23	21.3% in 2023-24		15% chronic absenteeism rate	-4.3%
4.3	Relationships between school staff and families: Percentage of parents indicating a respectful and welcoming school environment Source: EGUSD Parent Perspectives Survey	92% in 2022-23	91% in 2023-24		95% of parents indicating a respectful and welcoming school environment	-1%
4.4	Partnerships for student outcomes: Percentage of parents indicating effective opportunities for	91% in 2022-23	89% in 2023-24		95% of parents indicating effective opportunities for parent involvement or parent education	-2%

	parent involvement or parent education Source: EGUSD Parent Perspectives Survey					
4.5	Input in decision-making: Percentage of parents indicating effective opportunities for parent input in making decisions for schools or the District Source: EGUSD Parent Perspectives Survey	87% in 2022-23	85% in 2023-24		90% of parents indicating effective opportunities for parent input in making decisions for schools or the District	-2%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 4.1 – Attendance Support: Transportation

- Description of overall implementation
  - Student attendance correlates directly with academic success. EGUSD has taken significant steps to ensure the department is structured, staffed, and utilizes operational systems in order to provide bus and transportation services to applicable students.
  - EGUSD has adopted an annual transportation plan calling out services to support unduplicated students. This TK-6th grade plan prioritizes transporting students who need the most assistance getting to school.
  - To address chronic absenteeism for students experiencing homelessness, the District is providing transportation support including bus passes for city transit systems and home-to-school mileage reimbursement to parents and guardians. The Homeless Education program partners with the Attendance Improvement program to address other barriers to school

attendance including housing resources, food, clothing, school supplies, health/dental/vision referrals, and obstacles to access community-based resources. Homeless Education program staff participate in attendance-related meetings with students and families to address educational barriers.

- Substantive differences in planned actions and implementation of these planned actions
  - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
  - Challenges with implementation is still having enough drivers and buses to transport students. Grant funding was secured to support these efforts and continually recruit, hire, and train potential drivers year-round.
- Successes with implementation
  - Continuous improvement practices are applied to all aspects of the Department of Transportation to ensure the highest levels of efficiency and effectiveness. Average daily attendance (ADA) increased from the pandemic period of approximately 87% to approximately 94%. Pre-pandemic ADA was approximately 95%.

Action 4.2 – Family & Community Engagement and Attendance Support: Attendance Improvement Program

- Description of overall implementation
  - The Attendance Improvement program continues to focus on mitigating barriers to attendance and engaging in tiered compliance processes in support of students' regular on-time attendance.
- Substantive differences in planned actions and implementation of these planned actions
  - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
  - Challenges with implementation include ensuring accurate attendance data input at the school level, consistent understanding of district attendance processes, including disenrollment protocols, and transportation for students.
- Successes with implementation
  - The attendance campaign and cross-department and school collaboration working to address chronic absenteeism are both successes with implementation.
  - Progress is being made with expanding attendance improvement processes to align with the MTSS framework.

Action 4.3 – Bilingual Teaching Associates Translator Interpreters (BTATI)

- Description of overall implementation
  - BTATIs provide services to eliminate language barriers that can hinder effective communication between schools and families.
- Substantive differences in planned actions and implementation of these planned actions
  - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
  - Challenges with implementation were finding highly skilled translators and interpreters to support Farsi/Dari speaking families.

- Successes with implementation
    - As of 2025, MLE administrators continue to fill vacant BTATI positions to ensure clear and accurate communication between school staff, students, and families who speak different languages.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1 – Attendance Support: Transportation

- Budgeted Expenditure = $6,778,786
- Actual Expenditure = $6,813,298
- Spent $34,512 more due to increased salary and benefit costs

Action 4.2 – Family & Community Engagement and Attendance Support: Attendance Improvement Program

- Budgeted Expenditure = $1,686,697
- Actual Expenditure = $1,654,407
- Spent $32,290 less due to reduced supply expenditures

Action 4.3 – Bilingual Teaching Associates Translator Interpreters (BTATI)

- Budgeted Expenditure = $2,053,854
- Actual Expenditure = $1,383,061
- Spent $670,793 less due to BTATI vacancies

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4.1 – Attendance Support: Transportation

- In 2023-24, the District attendance rate was 92.6%, an increase from 91.8% in 2022-23.
- In 2023-24, the District chronic absenteeism rate was 21.3%, a decrease from 25.6% in 2022-23.
- From the District's 2023-24 LCAP Needs Analysis:
    - 72% of students reported that "transportation to get to school" was very/most important, and 91% reported satisfaction
    - 52% of parents reported that "transportation to get to school" was very/most important, and 81% reported satisfaction
    - 62% of staff reported that "transportation to get to school" was very/most important, and 72% reported satisfaction
- Continuous improvement practices are applied to all aspects of the Department of Transportation to ensure the highest levels of efficiency and effectiveness. Average daily attendance (ADA) has increased from the pandemic period of approximately 87% to approximately 94%. Pre-pandemic ADA was approximately 95%.

Action 4.2 – Family & Community Engagement and Attendance Support: Attendance Improvement Program

- In 2023-24, 30% of schools implemented the Attendance Improvement program with fidelity. Of all enrolled students who met the attendance threshold for a Tier 2 attendance intervention, 34% received an intervention. Of all enrolled students who met the attendance threshold for a Tier 3 attendance intervention, 13% received an intervention.
- In 2023-24, the District attendance rate was 92.6%, an increase from 91.8% in 2022-23.
- In 2023-24, the District chronic absenteeism rate was 21.3%, a decrease from 25.6% in 2022-23.
- Family and Community Engagement: The department continues to offer family and staff workshops providing information on the best practices for attendance improvement, community and district resources, strategies for managing mental health, and tips for supporting student learning at home.
- Attendance Support: The attendance improvement program team continues to meet with students and families with high numbers of unexcused absences to determine and address barriers.

Action 4.3 – Bilingual Teaching Associates Translator Interpreters (BTATI)

- BTATIs are instrumental in guaranteeing that all students and families, regardless of their primary language, can fully participate in the educational opportunities and access essential information provided by the school and District. They are key in promoting intercultural awareness within the school community and work alongside staff to effectively support the District's English learner student population. BTATIs are a significant resource for students and families, helping them to effectively engage with the educational system, obtain necessary resources, and understand school policies and procedures.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes to the planned goal:

- There are no changes to the planned goal.

Changes to the metrics:

- There are no changes to the metrics.

Changes to the target outcomes:

- There are no changes to the target outcomes.

Changes to the actions:

Action 4.1 – Attendance Support: Transportation

- There are no changes to the action other than programmatic improvements consistent with the District’s continuous improvement processes.

Action 4.2 – Family & Community Engagement and Attendance Support: Attendance Improvement Program

- There are no changes to the action other than programmatic improvements consistent with the District's continuous improvement processes.

Action 4.3 – Bilingual Teaching Associates Translator Interpreters (BTATI)

- To address the increasing needs of EGUSD's growing newcomer and immigrant population, MLE augmented its support capacity by adding three BTATI positions, supplementing the services provided by the three vendors utilized by the District. This expansion is crucial to ensure the District can effectively serve the rising number of students requiring language support.

Following are the Goal 4 actions funded by Learning Recovery Emergency Block Grant funds:

- 4.4 Family Community Liaisons
- 4.5 Family Resource Teacher to support Family Teacher Academic Teams (FTAT)
- 4.6 Mental Health Therapist – Family and Community Engagement (FACE)
- 4.7 Program Educators – Newcomer Welcome Center (FACE)
- 4.8 Program Specialist (FACE)
- 4.9 Regional Team Program Technician (Homeless)
- 4.10 SOA II Front office staff or increase hours of existing office staff
- 4.11 FTE for Bilingual Teaching Associates Translator/Interpreters (BTATI)

Action 4.12 Average Daily Attendance Dashboard was added to reinforce the need for the District to build an attendance dashboard to improve student attendance and increase ADA.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance Support: Transportation	Provide transportation services to identified low-income students to improve attendance.	$8,257,705	Y
4.2	Family & Community Engagement and Attendance	Provide staffing for attendance improvement program to give assistance to schools, students, and parents in support of regular	$1,850,888	Y

	Support: Attendance Improvement Program	student attendance. Family support is primarily targeted to parents of unduplicated pupils and individuals with exceptional needs.		
4.3	Bilingual Teaching Associates Translator/Interpreters (BTATI)	BTATI staffing and training to provide language support to students, families, and other members of the community who speak a language other than English.	$2,176,612	Y
4.4	Family Community Liaisons – Funding Source: LREBG	Aligns to allowable expenditure: Providing instruction and services in alignment with the California Community Schools Partnership Act These positions provide regional school support with TalkingPoints communications, personal phone calls to families, bridging families to district and community resources, coordinating family events and Parent Teacher Association/Parent Teacher Organization (PTA/PTO) groups, and collaborate and support attendance improvement efforts. Supporting research: Research confirms that engaging families in education not only improves student achievement and social development but also strengthens families and boosts teacher and administrator effectiveness. Metric to monitor impact: 4.3, 4.4, 4.5 Provide support for regional family and community outreach (TalkingPoints communications, phone calls, connect families to district and community resources, conduct porch visits with school leaders); collaborate on and support family engagement efforts at schools (coordinate family events, organize PTO/PTA groups); support attendance improvement efforts; collaborate with attendance improvement technicians to assist with calls/concerns.	LREBG Funds Used: $679,942	N
4.5	Family Resource Teacher to support Family Teacher Academic Teams (FTAT) – Funding Source: LREBG	Aligns to allowable expenditure: Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. FTAT is a structured family engagement strategy for optimizing caregiver and teacher communication and collaboration that drives student learning and achievement. FTAT provides every family with the information, skills, tools, and confidence to support targeted	LREBG Funds Used: $454,815	N

		student learning at home. It provides home-to-school and family-to-family connections. These positions support FTAT at Title I schools with implementation, training, planning, creation of academic materials, meeting attendance and support, and supporting AVID family events with planning and resources. Supporting research: Research confirms that engaging families in education not only improves student achievement and social development but also strengthens families and boosts teacher and administrator effectiveness. Metric to monitor impact: 4.4 Support schools receiving Title I funding with implementation of FTAT meetings (train administrators and teachers, engage in collaborative planning with teachers; create standards-aligned materials for all meetings, provide resources and support for meetings; attend and support all meetings); support AVID Family Nights at schools (engage in collaborative planning with teachers); provide resources and support for meetings; train, plan, and create academic materials.		
4.6	Mental Health Therapist – Family and Community Engagement (FACE) – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. These positions support referred families with short-term solutions, connection to basic needs and community resources, provide SEL resources to families, and facilitate small family groups in multiple languages.	LREBG Funds Used: $374,754	N

		Supporting research: Research confirms that family engagement is linked to improved classroom behavior, social-emotional development, and a more positive school climate. Metric to monitor impact: 4.3 Support families referred by schools (offer short-term solutions; support newcomer families; connect to basic needs; provide community resource connections); create and facilitate Family Wellness workshops (provide SEL resources and activities, provide advice to help caregivers support their children's mental health and wellness at home); develop and facilitate Mom's Groups/small support groups.		
4.7	Program Educators – Newcomer Welcome Center (FACE) – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. These positions provide direct multilingual, cultural, and real-time support to the Welcome Centers and newcomer families with navigating the District, academic, wellness and basic needs, immunizations, English as a Second Language (ESL) classes, and job skills resources. Supporting research: Research consistently shows that equity in schools and feeling connected to a campus is essential for improving educational outcomes for all students, especially those from historically marginalized or underserved backgrounds. Metric to monitor impact: 3.7 Provide the following support to Welcome Centers: multilingual support for each Newcomer Welcome Center, direct support for newcomer families and students with navigating the District's systems, enrollment support, academic and wellness resources,	LREBG Funds Used: $224,221	N

		immunizations, adult education, ESL classes, job skills support; support attendance and enrollment improvement efforts including coordinating improved attendance recognition efforts with school and providing information and resources regarding attendance best practices; train and provide resources for effective use of TalkingPoints communication tool.		
4.8	Program Specialist (FACE) – Funding Source: LREBG	Aligns to allowable expenditure: Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status. These positions supervise, manage, support and evaluate FACE teams, coordinate and collaborate with various departments and staff, and create and deliver workshops and other resources for staff and families. Supporting research: Research confirms that true engagement means families are active partners in decision-making and learning, that family engagement should begin in early childhood and be sustained through high school, and that culturally responsive practices are essential. Families need to feel respected and welcomed in ways that honor their backgrounds and experiences. Metric to monitor impact: 3.7 Supervise, manage, support, and evaluate FACE teams; provide guidance to program educators, liaisons, attendance improvement technicians and resource teachers; collaborate and coordinate with schools, district departments, and EGUSD staff for planning and resource sharing, coordination of services; support attendance and enrollment services for all schools; supervise regional attendance improvement technicians; communicate and train staff on attendance education code, laws, and policy; oversee student travel packets; coordinate and attend all SART meetings; create and deliver workshops and other resources such as DEI-focused training for all EGUSD staff, professional learning for teams, and family workshops.	LREBG Funds Used: $525,125	N

4.9	Regional Team Program Technician (Homeless) – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. These positions case manage homeless and low-income youth providing advocacy, intake and assessment, basic needs including school supplies, transportation support, and District and community resources. Supporting research: Research confirms students experiencing homelessness have significantly lower attendance, higher dropout rates, and lower standardized test scores compared to their housed peers thus warranting target supports and resources. Metric to monitor impact: 2.8 Partner with social workers to case manage homeless and low-income youth; provide school system advocacy including enrollment support; conduct intake and assess student and family needs and barriers; provide basic needs including school supplies, hygiene kits, food, etc.; assist families with school-to-home transportation services; collaborate with campus and District services to ensure students have full access to educational programs; connect students and families to internal and external supportive services including housing support programs, public assistance through Department of Human Assistance, medical/dental/vision services, job skill training programs, etc.; participate in professional development and outreach activities in the District and community; increase support to homeless families through community collaboration.	LREBG Funds Used: $227,318	N
4.10	School Office Assistant II Front office staff or increase hours of existing office staff – Funding Source: LREBG	Aligns to allowable expenditure: Supporting expanded learning opportunity program services pursuant to Section 46120.	LREBG Funds Used: $2,100,234	N

		SOA II front office staff support the before-school and after-school Expanded Learning programs. In addition, they support the full-day TK/K expanded learning and intersession programs. Supporting research: Research suggests that office assistants can significantly reduce employee workload and improve overall productivity and well-being. By taking on administrative tasks, office assistants free up employees to focus on core responsibilities, potentially leading to increased efficiency and job satisfaction. Metric to monitor impact: 4.3 Provide additional office assistant support; answer calls and emails; attend to needs at the counter; manage needs of the students and school staff.		
4.11	Bilingual Teaching Associates Translator/Interpreters (BTATI) – Funding Source: LREBG	Aligns to allowable expenditure: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Metric to monitor impact: 4.3 Supporting research: There are over 120 different languages spoken within the district. Research indicates limited parental involvement negatively affects the academic achievement of English learner students. Additionally, there is often a gap between language services legally required and the actual communication needed by multilingual families. With over 120 different languages spoken, additional personnel provides translation/interpretation support beyond the District's legally mandated requirements. Supplemental services improve communication, engagement, and access to services with non-English speaking families.	LREBG Funds Used: $190,557	N

4.12	Average Daily Attendance Dashboard	Development of an Average Daily Attendance dashboard enabling the District to analyze ADA and chronic absenteeism daily.	$0	N

Goals

Goal #	Description	Type of Goal
5	Targeted Supports: Students who identify as Black/African American, students with disabilities, students 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.	Broad Goal

State Priorities addressed by this goal.

Goal 5 became Goal 2. Please see Goal 2.

An explanation of why the LEA has developed this goal.

Goal 5 became Goal 2. Please see Goal 2.

Measuring and Reporting Results

Goal 5 became Goal 2. Please see Goal 2.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Note: the goal analyses below pertain to the goals and actions in Goal 5 in the 2024-25 LCAP.

Action 5.1 – Students with Disabilities Instructional Support – Low-Income

- Also noted in Action 1.4. Please see Goal Analysis for 2024-25, Action 1.4.

Action 5.2 – Students with Disabilities Instructional Support – Non-Low Income

- Also noted in Action 1.5. Please see Goal Analysis for 2024-25, Action 1.5.

Action 5.3 – African American Student Support

- Description of overall implementation
  - Programming and logistical support for school-based African American student supports, including: IYT, Edupreneur, BSU club expansion (BSU State Conference), Black Student Union Leadership Summer Summit, Black Student Union Senior Recognition Night, Young Men Rising Programs, Ujima Girl Camps – a collaboration with UC Davis, All Things Pretty at Samuel Jackman Middle School, Sankofa Sister Circles at John Ehrhardt Elementary School, Families of Black Students United – a family affinity group, Restorative Practices implementation, the UCANN college fair (all Historically Black Colleges and Universities (HBCUs)), a contract with Innovation Bridge for the Monterey Trail Regional Equity Coalition (MTREC) to have student/parent voice in the Monterey Trail region, and significant disproportionality which includes training district staff on implementation of the MTSS framework so that Black/African American students are not “fast-tracked” into a psychoeducational assessment.
- Substantive difference in planned actions and implementations of these planned actions
  - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
  - Challenges included identifying school-based staff and fiscal resources to support the programming.
- Successes with implementation
  - BSUs expanded into all comprehensive high schools and middle schools.

Action 5.4 – Master Scheduling Prioritization

- Description of overall implementation
  - Abl is available at all nine middle schools and all nine comprehensive high schools. While Abl is available, not all eighteen schools are implementing Abl to the fullest capacity of the program.
- Substantive difference in planned actions and implementations of these planned actions
  - Professional training continues to be offered and utilized by school master schedule teams including their principal, vice principal, counselor, data processor, and additional staff. Not all staff are utilizing all Abl features to maximize the effectiveness of their master schedule
- Challenges with implementation
  - Challenges with implementation include staff turnover, staff reliance on past practices, and shifting the culture from adult wants to student needs.
- Successes with implementation
  - Schools who are using Abl with fidelity are eliminating barriers within the master schedule for underrepresented students to partake in CTE/CPA programs, AP/IB, and Honors classes.

Action 5.5 – Academic Support

- Description of overall implementation
  - All 43 elementary schools hired and retained at least one AIT. Eight monthly 2.75-hour trainings were planned and delivered

with representation from all schools to ensure that students with disabilities, foster youth, and African American students were supported with their learning needs.
    - In 2024-25, the AIT Instructional Handbook was distributed, and expectations about the identification process for students' entry and exit were clearly outlined. The handbook also narrowed the focus of what skills should be targeted to ELA foundational skills and that students in grades K-2 should be prioritized to ensure early intervention. AITs were also asked to create MTSS Plans for each student. These plans included the goal and duration of the intervention, as well as the outcome. AITs were expected to use a common curriculum to meet the targeted needs of their groups. A specific intervention curriculum was distributed to all AITs and instruction during AIT meetings throughout the year focused on the use of the University of Florida Literacy Institute (UFLI) curriculum. Each school also received sets of Laugh A Lot decodables in order to provide additional practice for students.
- Substantive difference in planned actions and implementations of these planned actions
    - While the handbook was distributed to each AIT and administrator, the fidelity of the implementation varies among schools. During the year, questions arose concerning English learner students. MLE program specialists presented at three meetings during the year in order to provide clarity around Designated ELD, language support, and literacy support. Additional information was linked to the 2024-25 AIT Handbook.
- Challenges with implementation
    - While the handbook was distributed to each school, the implementation of the contents varies among schools.
    - Some schools continue to provide AIT services in mathematics.
    - Some schools continue to equally prioritize grades K-6, rather than prioritizing K-2 over 3-6.
    - Some schools are not following a data-driven process for providing intervention to students.
- Successes with implementation
    - In 2023-24, although many students received AIT services, there was evidence in the form of documented MTSS Plans with a focus on academics for 14 students in total at all elementary schools. As of May 2025, this number has increased to 4,295 in 2024-25. This increase in number is due to clearly defined roles of AIT services, ongoing training for AITs and elementary schools in developing MTSS Plans, and monitoring student progress on a consistent basis. All elementary schools received training on defining, developing, implementing, and monitoring MTSS Plans in the 2023-24 school year. In 2024-25, elementary schools reviewed MTSS Plans monthly and received support from CPL coordinators.
    - The UFLI Curriculum has become the main curriculum used to target specific skills.

Action 5.6 – Native American Student Support

- Description of overall implementation
    - The program educator for the Native American program provided Native cultural experiences for students and families, staff with information and support on Native subjects, and mentoring and educational support for Native students.
- Substantive differences in planned actions and implementation of these planned actions
    - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
    - Challenges with implementation include misalignment of funding sources and managing District policies and procedures around

student expectations.

- Successes with implementation
  - Students participated in multiple student field trips and experiences with a Native cultural focus.
  - There was greater alignment of District graduation expectations with state law.
  - The Native American program collaborated with community-based organizations.

Action 5.7 – Homeless Student Support

- Also noted in Action 1.11. Please see Goal Analysis for 2024-25, Action 1.11.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Note: the goal analyses below pertain to the goals and actions in Goal 5 in the 2024-25 LCAP.

Action 5.1 – Students with Disabilities Instructional Support – Low-Income

- Also noted in Action 1.4. Please see Goal Analysis for 2024-25, Action 1.4.

Action 5.2 – Students with Disabilities Instructional Support – Non-Low Income

- Also noted in Action 1.5. Please see Goal Analysis for 2024-25, Action 1.5.

Action 5.3 – African American Student Support

- Budgeted Expenditure = $912,870
- Actual Expenditure = $912,870

Action 5.4 – Master Scheduling Prioritization

- Budgeted Expenditure = $198,870
- Actual Expenditure = $198,870

Action 5.5 – Academic Support

- Budgeted Expenditure = $6,000,974
- Actual Expenditure = $6,194,607
- Spent $193,633 more due to increased salary and benefit costs

Action 5.6 – Native American Student Support

- Budgeted Expenditure = $203,660
- Actual Expenditure = $147,381
- Spent $56,279 less due to reduced service expenditures

Action 5.7 – Homeless Student Support

- Also noted in Action 1.11. Please see Goal Analysis for 2024-25, Action 1.11.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Note: the goal analyses below pertain to the goals and actions in Goal 5 in the 2024-25 LCAP.

Action 5.1 – Students with Disabilities Instructional Support – Low-Income

- Also noted in Action 1.4. Please see Goal Analysis for 2024-25, Action 1.4.

Action 5.2 – Students with Disabilities Instructional Support – Non-Low Income

- Also noted in Action 1.5. Please see Goal Analysis for 2024-25, Action 1.5.

Action 5.3 – African American Student Support

- Evaluation methodologies are in place or being developed for all targeted programs. Across key metrics related to academic achievement, AP/IB exam performance, A-G completion, chronic absenteeism, suspension, graduation, school climate, and SEL competencies, in 2020-21, African American students indicated 38% less likely to occur as favorably as non-African American students, with this declining to 35.7% in 2023-24.

Action 5.4 – Master Scheduling Prioritization

- In 2023-24, the percentage of middle school students who took at least 1 honors or AVID course upon promotion to high school was 54%, the same as in 2022-23. An examination of this same metric among targeted student groups found:
  - -4 percentage points for African American students (43% in 2022-23 to 39% in 2023-24).
  - +18 percentage points for Native American students (39% in 2022-23 to 57% in 2023-24).
  - -28 percentage points for foster youth students (36% in 2022-23 to 8% in 2023-24).
  - -12 percentage points for students experiencing homelessness (26% in 2022-23 to 14% in 2023-24).
  - +5 percentage points for students with disabilities (9% in 2022-23 to 14% in 2023-24).
- In 2023-24, the percentage of high school students enrolled in at least 1 Honors or AP/IB course was 47%, an increase from 46% in 2022-23. An examination of this same metric among targeted student groups found:
  - +1 percentage points for African American students (28% in 2022-23 to 31% in 2023-24).
  - +3 percentage points for Native American students (28% in 2022-23 to 31% in 2023-24).

- -2 percentage points for foster youth students (16% in 2022-23 to 14% in 2023-24).
- -1 percentage points for students experiencing homelessness (17% in 2022-23 to 16% in 2023-24).
- +2 percentage points for students with disabilities (5% in 2022-23 to 7% in 2023-24).

Action 5.5 – Academic Support

- In 2023-24, an impact evaluation of AIT services did not find significant evidence of a favorable impact on student achievement in ELA or mathematics.
- A mid-year impact evaluation of AIT services conducted in Fall 2025, examining Trimester 1 ELA interim assessment scores, found promising signs of relatively favorable impact at several schools. Subsequent follow-up interviews were conducted to highlight promising practices to scale up at the program level. Findings underscored the research basis for the AIT Handbook in that schools were more effective when they more closely followed the guidelines and processes in the AIT Handbook.
- The training opportunities were effective in building staff capacity, knowledge, and skills focused on analyzing data, selecting appropriate instructional methods, and monitoring student progress.

Action 5.6 – Native American Student Support

- Across key metrics related to academic achievement, AP/IB exam performance, A-G completion, chronic absenteeism, suspension, graduation, school climate, and SEL competencies, Native American students were found to be 19.9% less likely—on average—to have a favorable outcome in 2023-24 compared to non-Native American students.
- Free personal academic online tutoring is available 24/7 in all academic content areas for students K-12. Yearly academic student check-ins for secondary students at their school will maintain at twice per year in 2025-26. The Department of Educational Equity has a program educator that provides one-on-one support when requested by schools/families to assist students who may be struggling with behavior, academics, or attendance. This staff member offers culture classes monthly after school for students to engage in Native American curriculum offerings in areas such as pottery, basketweaving, drumming, beading, herbology, flute, and other traditional teachings, as well as facilitates quarterly parent input meetings to guide programming.

Action 5.7 – Homeless Student Support

- Also noted in Action 1.11. Please see Goal Analysis for 2024-25, Action 1.11.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes to the planned goal:

- Last year’s goal language: Targeted Supports: Students who identify as Black/African American, students with disabilities, students 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.
- This year’s goal language: Not applicable.

- Strategic Goal 5 in last year's LCAP is now Strategic Goal 2 in this year's LCAP. The remaining goal numbers will not change.

Changes to the metrics:

- Metrics 5.1, 5.2, 5.3, 5.4, and 5.5 are now metrics 2.5, 2.6, 2.7, 2.8, and 2.9, respectively.

Changes to the target outcomes:

- There are no changes to the target outcomes.

Note: the goal analyses below pertain to the goals and actions in Goal 5 in the 2024-25 LCAP.

Changes to the actions:

Action 5.1 – Students with Disabilities Instructional Support – Low-Income

- Now Action 2.3
- Also noted in Action 1.4. Please see Goal Analysis for 2024-25, Action 1.4.

Action 5.2 – Students with Disabilities Instructional Support – Non-Low Income

- Now Action 2.4
- Also noted in Action 1.5. Please see Goal Analysis for 2024-25, Action 1.5.

Action 5.3 – African American Student Support

- Now Action 2.7
- There are no changes to the action other than programmatic improvements consistent with the District's continuous improvement processes.

Action 5.4 – Master Scheduling Prioritization

- Now Action 2.10
- There are no changes to the action other than programmatic improvements consistent with the District's continuous improvement processes.

Action 5.5 – Academic Support

- Now Action 1.18
- Renamed "Academic Intervention Teachers at each TK-6 site"

- In 2024-25, the AIT Instructional Handbook was fully implemented. AITs were required to complete and maintain MTSS Plans in Synergy that listed goals for the academic support of students. The AIT Handbook will be revised for the 2025-26 school year to include additional guidance on what to include in MTSS Plans and how to determine the best interventions for English learner students. Additional professional learning will be provided, and steps will be taken to make sure that expectations are communicated to all interest groups.

Action 5.6 – Native American Student Support

- Now Actions 2.8 (funding source: federal) and 2.9 (funding source: unrestricted)
- There are no changes to the action other than programmatic improvements consistent with the District's continuous improvement processes.

Action 5.7 – Homeless Student Support

- Now Action 2.6
- Also noted in Action 1.11. Please see Goal Analysis for 2024-25, Action 1.11.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Goal 5 became Goal 2. Please see Goal 2.

Goals

Goal #	Description	Type of Goal
6	By May 30, 2026, the percentage of students at William Daylor High School who are chronically absent will decrease by 20% from 78% to 58%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

1: Basic (Conditions of Learning)
2: Implementation of State Standards
4: Pupil Achievement (Pupil Outcomes)
5: Pupil Engagement (Engagement)

7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

- William Daylor High School is identified as an Equity Multiplier School. Schools within an LEA that generates an LCFF entitlement are eligible for Equity Multiplier funding if they meet the following conditions, based on the prior year's data:
    - Non-stability Rate (this refers to the percentage of students who did not complete a full academic year at the same school due to factors like truancy, expulsion, or other unknown reasons): Prior year non-stability rates must be greater than 25 percent.
    - Socioeconomically Disadvantaged Pupil Rate (this includes students eligible for free or reduced-priced meals, those from migrant or foster families, and students whose parents lack a high school diploma): Prior year socioeconomically disadvantaged pupil rates must be greater than 70 percent.
- William Daylor High School, in partnership with the District's other three alternative high schools, engaged in a collective needs analysis process, including a comprehensive data analysis, gap, and cause analyses, and determination of learning system improvement actions. This process was supported by a Continuous Improvement Support Leader (CISL) who is a member of the District's Department of School Improvement Support (SIS). The reason for the collective work among the four schools is to develop communities of practice among teachers given the number of staff at any one school is small. This will then set up the process whereby teachers from all schools within subject areas, supported by instructional coaches, will collaborate next year and into the future.
- As a result of this process, it was determined that low-income students have disproportionately higher rates of chronic absenteeism than other student groups. It was also determined that English learner and LTEL students have higher rates of suspension than other student groups. High rates of chronic absenteeism and suspension result in decreased access to instructional time/instruction for students.
- Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism that include approaches to support student engagement. Furthermore, student survey data indicates that 2% of low-income students in middle and high school participate in student clubs or leadership groups. When asked for reasons for not signing up in student group opportunities, students identified the following reasons: not feeling welcome, feeling a low sense of belonging, not feeling valued and in some cases, not having transportation to enable participation in such after-school activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Content Standards Implementation: Percentage of teachers reporting full implementation of SCS in ELA, Mathematics, ELD, Science, History/Social Science, physical	50% in 2022-23	82% in 2023-24		80% of teachers reporting full implementation of state content standards	32%

	education (PE), Health, CTE, and VAPA Source: EGUSD Staff Perspectives Survey					
6.2	CAASPP ELA: Distance From Standard (DFS) in ELA as measured by CAASPP Source: Educational Testing Service's Test Operations Management System	-113 in 2022-23	-134 in 2023-24		-100 DFS in ELA as measured by CAASPP	-21
6.3	CAASPP Math: Distance From Standard (DFS) in Math as measured by CAASPP Source: Educational Testing Service's Test Operations Management System	-212 in 2022-23	-212 in 2023-24		-200 DFS in ELA as measured by CAASPP	0
6.4	Progress Toward English Proficiency: Percentage of English learner students making progress toward English proficiency	58% in 2022-23	54.3% in 2023-24		55% of EL students making progress toward English proficiency as measured by ELPI levels	-3.7%

	as measured by English Learner Progress Indicator (ELPI) levels Source: Educational Testing Service's Test Operations Management System					
6.5	Reclassification: Percentage of English learners reclassified Source: Synergy Student Information System	0% in 2022-23	5% in 2023-24		10% of English learners reclassified	5%
6.6	CTE Sequence Completion: Percentage of students completing CTE sequence upon graduation Source: CALPADS Report 3.20 Career Technical Education Completers – Student List	3% in 2022-23	3% in 2022-23		10% of students completing CTE sequence upon graduation	0%
6.7	Chronic Absenteeism: Percentage of students who are chronically absent	80.3% in 2022-23	81.5% in 2023-24		58% or better chronic absenteeism rate	1.2%

	Source: Synergy Student Information System					
6.8	Suspension: Percentage of suspended students Source: Synergy Student Information System	4.0% in 2022-23	6.5% in 2023-24		3% of students suspended	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 6.1 – Socioeconomic Status Support: Professional Learning

- Description of overall implementation
  - Professional learning was conducted which focused on differentiated instruction and elements of the District's Instructional Framework, specifically learning targets and success criteria. ELA strategies were focused specifically on deconstructing the prompt and constructing a viable argument; the mathematics focus was the Says-Mean-Matters protocol.
  - The philosophy is meeting all students where they are and providing the scaffolding to get them to grade level/mastery.
- Substantive differences in planned actions and implementation of these planned actions
  - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation

  Challenges with implementation include ensuring teacher training consistently moves from learning, to implementing and translating, to improved student outcomes. In addition, it was also a challenge ensuring teachers have the capacity to meet the unique academic, behavioral, and social emotional needs to Daylor students.
- Successes with implementation
  - Principal calibrated classroom observations were done using the District's FONT. Daylor administration led efforts in collaborating with other secondary principals, observing evidence of both learning targets and success criteria being used effectively in classes in other school supports.

Action 6.2 – Socioeconomic Status Support: Extended Day

- Description of overall implementation
  - Daylor offers after school support for students including a targeted tutoring program every Thursday. Teachers also open their classrooms on early out Mondays, before school, and during lunchtime to provide additional academic support for students that may not be able to stay after school.
- Substantive differences in planned actions and implementation of these planned actions
  - Traditionally, Daylor has offered these supports on a drop-in/as-needed basis dependent upon the students' initiative. This year, struggling students were targeted with personal phone calls, text messages, and meetings to invite them to attend tutoring and to determine barriers.
- Challenges with implementation
  - A challenge with implementation continues to be limited student engagement—fewer than 10 students regularly stay after school.
- Successes with implementation
  - Students who attended tutoring or lunchtime sessions decreased the number of No Pass (NP)/F grades on report cards meeting graduation standards.

Action 6.3 – Socioeconomic Status Support: Professional Learning

- Description of overall implementation
  - Staff professional learning has focused on differentiated instruction specific to English Learners, High Quality Instructional strategies (with a focus on setting clear learning targets and success criteria), ELA instructional strategies (deconstructing the prompt and constructing a viable argument), and mathematics instructional strategies (Says-Means-Matters protocol). The focus is on meeting all students where they are and providing the scaffolding to get them to grade level/mastery.
- Substantive differences in planned actions and implementation of these planned actions
  - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
  - Alternative education schools need dedicated instructional coaches that understand the specific needs of the schools' population and additional instructional experts to provide research-based strategies to staff. Follow-up and accountability should improve.
- Successes with implementation
  - Administrative calibrated walkthroughs (using FONT), sharing opportunities in staff meetings, and an increase in staff sharing learning targets and success criteria with students during class are evidence of some staff using the strategies they learned in the training.

Action 6.4 – Socioeconomic Status Support: Career Technical Education

- Description of overall implementation

    - Daylor offers two CTE pathways: Building Trades and Careers with Children. These programs are open to all students and both have a focus on hands-on learning projects. Students are provided with all the materials and resources they need to be successful in both programs.
    - Careers with Children is additionally supported by the onsite childcare center utilized by Daylor's student teen parents. Students learn skills that support future careers in a variety of fields.
- Substantive differences in planned actions and implementation of these planned actions
    - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
    - Space continues to be an issue. Students would benefit from a larger covered area to complete building trade projects.
    - Not all students are able to finish the pathway when they attend Daylor, owing a large number of credits or in their senior year.
- Successes with implementation
    - Some students can finish the pathway and graduate with college credits, internships, or certifications enabling them to go directly into the job field.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 6.1 – Socioeconomic Status Support: Professional Learning

- Budgeted Expenditure = $3,000
- Actual Expenditure = $3,604
- Spent $604 more due to increased salary/benefit costs

Action 6.2 – Socioeconomic Status Support: Extended Day

- Budgeted Expenditure = $4,931
- Actual Expenditure = $4,931

Action 6.3 – Socioeconomic Status Support: Professional Learning

- Budgeted Expenditure = $900
- Actual Expenditure = $1,143
- Spent $243 more due to increased cost of conference registration/course fees

Action 6.4 – Socioeconomic Status Support: Career Technical Education

- Budgeted Expenditure = $10,000
- Actual Expenditure = $6,981

- Spent $3,019 less due to space constraints

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 6.1 – Socioeconomic Status Support: Professional Learning

- Implementation of the professional learning strategies differs for individual staff members. Those that consistently implement the learning strategies with fidelity see and share the positive results. Based on the walkthrough feedback, there is a lack of follow through or accountability with some staff.

Action 6.2 – Socioeconomic Status Support: Extended Day

- Students that take advantage of extended day opportunities have shown growth both academically and socio-emotionally as they build staff connections.
- Students/families that had personal phone calls verbally committed to staying for tutoring, but there was a lack of follow through.
- As a school, Daylor needs to determine a schedule that will work to meet student needs.

Action 6.3 – Socioeconomic Status Support: Professional Learning

- Implementation of the professional learning strategies differs for individual staff members. Those that consistently implement them with fidelity see and share the positive results. Based on the walkthrough feedback, there is a lack of follow-through or accountability with some staff.
- Availability of the MLE instructional coaches, protocols for offering support, and continued training on some professional learning have been barriers to implementation.

Action 6.4 – Socioeconomic Status Support: Career Technical Education

- Students taking the CTE courses develop additional skills and knowledge, grow leadership skills, have an ability to support and depend on peers, and develop closer staff rapport/trust.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes to the planned goal:

- Last year’s goal language: By May 30, 2025, the percentage of students at William Daylor High School who are chronically absent will decrease by 10% from 80.2% to 70.2%.
- This year’s goal language: By May 30, 2026, the percentage of students at William Daylor High School who are chronically absent will decrease by 20% from 78% to 58%.
- The 2024-25 goal was written to be achieved by May 30, 2025, and the new goal for 2025-26 was developed in partnership with the Department of School Improvement through detailed root analysis of chronic absenteeism rates specifically at William Daylor High School.

Changes to the metrics:

- Metric 6.5, related to Reclassification, was previously computed to reflect the percent of English Learner students reclassified as Fluent-English Proficient during the time period between CBEDS days (i.e., the first Wednesday in October), but was revised to reflect the time period between successive August 15th dates. For the year 2023-24, the time period reflects August 15, 2023 to August 14, 2024. As such, the baseline data was changed to enable consistent comparison over time. This change was made to enable earlier, more efficient reporting of LCAP metrics.
- Metric 6.7, Chronic Absenteeism was added.

Changes to the target outcomes:

- There are no changes to the target outcomes.

Changes to the actions:

Each action title is appended with the school's name for identification between similar action titles in other goals.

Action 6.1 – Socioeconomic Status Support: Professional Learning

- The action will remain with continued focus on fidelity of implementation across the school.
- Daylor administration plans to use funding to offer additional training and conference attendance opportunities to staff to provide collaboration opportunities between staff at other alternative education schools, and to fund and better utilize instructional coaches dedicated to alternative education schools.
- Dedicated alternative education instructional coaches will continue to present quarterly on topics determined by staff survey and needs analysis.
- Administrative staff will present and follow up on the expectation that these strategies are used to support student learning at Daylor.

Action 6.2 – Socioeconomic Status Support: Extended Day

- The action will remain with continued focus on fidelity of implementation across the school.
- Next year, Daylor will offer the tutoring program on early out day based on student feedback that they were more likely to stay for support earlier in the day.
- Daylor administration plans to explore ways to incorporate academic support into the students' daily schedule.

Action 6.3 – Socioeconomic Status Support: Professional Learning

- Renamed to Socioeconomic Status Support: Professional Learning (EL) – William Daylor High School to distinguish action specifically for English learner professional learning from non-English Learner professional learning (Action 6.1)

- The action will remain with continued focus on fidelity of implementation across the school.
- Daylor administration plans to use funding to offer additional training and conference attendance opportunities to staff, to provide collaboration opportunities between staff at other alternative education schools, and to fund and better utilize MLE instructional coaches dedicated to alternative education schools.
- Dedicated alternative education MLE instructional coaches will continue to present quarterly on topics determined by staff survey and needs analysis.
- Administrative staff will present and follow up on the expectation that these strategies are used to support student learning at Daylor.

Action 6.4 – Socioeconomic Status Support: Career Technical Education

- Daylor will continue to provide real life/hands on learning experiences for CTE students and explore expanding space options for CTE programs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Socioeconomic Status Support: Professional Learning – William Daylor High School	Provide professional learning opportunities for teachers specific to instructional best practices throughout all content areas with a focus on culturally responsive teaching strategies, Instructional Framework, equitable grading strategies, and high functioning PLCs.	$3,000	N
6.2	Socioeconomic Status Support: Extended Day – William Daylor High School	Provide extended day and additional learning opportunities for students not meeting proficiency standards or who are behind grade level peers in ELA, mathematics, social science, science, and other areas of need, or needing credit recovery.	$4,931	N
6.3	Socioeconomic Status Support: English Learner Professional Learning – William Daylor High School	Professional learning opportunities for teachers specific to instructional strategies that are effective for English learners supported by an English learner teacher and coordinator. English learner coaches will support monthly professional development.	$900	N
6.4	Socioeconomic Status Support: Career Technical Education – William Daylor High School	Utilize CTE funding to ensure students success in the CTE pathway and to increase the number of students enrolled.	$10,000	N

Goals

Goal #	Description	Type of Goal
7	By May 30, 2026, the percentage of students at Rio Cazadero High School who are chronically absent will decrease by 20% from 75.5% to 55.5%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

1: Basic (Conditions of Learning)
2: Implementation of State Standards
4: Pupil Achievement (Pupil Outcomes)
5: Pupil Engagement (Engagement)
6: School Climate (Engagement)
7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

- Rio Cazadero High School is identified as an Equity Multiplier School. Schools within an LEA that generates an LCFF entitlement are eligible for Equity Multiplier funding if they meet the following conditions, based on the prior year's data:
    - Non-stability Rate (this refers to the percentage of students who did not complete a full academic year at the same school due to factors like truancy, expulsion, or other unknown reasons): Prior year non-stability rates must be greater than 25 percent.
    - Socioeconomically Disadvantaged Pupil Rate (this includes students eligible for free or reduced-priced meals, those from migrant or foster families, and students whose parents lack a high school diploma): Prior year socioeconomically disadvantaged pupil rates must be greater than 70 percent.
- Rio Cazadero High School, in partnership with the District's other three alternative high schools, engaged in a collective needs analysis process, including a comprehensive data analysis, gap, and cause analyses, and determination of learning system improvement actions. This process was supported by a Continuous Improvement Support Leader (CISL) who is a member of the District's Department of School Improvement Support (SIS). The reason for the collective work among the four schools is to develop communities of practice among teachers given the number of staff at any one school is small. This will then set up the process whereby teachers from all schools within subject areas, supported by instructional coaches, will collaborate next year and into the future.
- As a result of this process, it was determined that low-income students have disproportionately higher rates of chronic absenteeism than other student groups. It was also determined that English learner and LTEL students have higher rates of suspension than other student groups. High rates of chronic absenteeism and suspension result in decreased access to instructional time/instruction for students.
- Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism that include approaches to support student engagement. Furthermore, student survey data indicates that 2% of low-income students in middle and high school participate in student clubs or leadership groups. When asked for reasons for not signing up in student group opportunities, students identified the following reasons: not feeling welcome, feeling a low sense of belonging, not feeling valued and in some cases, not having transportation to enable participation in such after-school activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Content Standards Implementation: Percentage of teachers reporting full implementation of SCS in ELA, Mathematics, ELD, Science, History/Social Science, physical education (PE), Health, CTE, and VAPA Source: EGUSD Staff Perspectives Survey	80% in 2022-23	59% in 2023-24		90% of teachers reporting full implementation of state content standards	-21%
7.2	CAASPP ELA: Distance From Standard (DFS) in ELA as measured by CAASPP Source: Educational Testing Service's Test Operations Management System	-125 in 2022-23	-123 in 2023-24		-115 DFS in ELA as measured by CAASPP	2
7.3	CAASPP Mathematics: DFS in Mathematics as measured by CAASPP	-206 in 2022-23	-200 in 2023-24		-196 DFS in ELA as measured by CAASPP	6

	Source: Educational Testing Service's Test Operations Management System					
7.4	Progress Toward English Proficiency: Percentage of English learner students making progress toward English proficiency as measured by English Learner Progress Indicator (ELPI) lev Source: Educational Testing Service's Test Operations Management System	63% in 2022-23	36% in 2023-24		55% of EL students making progress toward English proficiency as measured by ELPI levels	-27%
7.5	Reclassification: Percentage of English learners reclassified Source: Synergy Student Information System	0% in 2022-23	18% in 2023-24		15% of English learners reclassified	18%
7.6	CTE Sequence Completion: Percentage of students	0% in 2022-23	5% in 2023-24		10% of students completing CTE sequence upon graduation	5%

	completing CTE sequence upon graduation Source: CALPADS Report 3.20 Career Technical Education Completers – Student List					
7.7	Suspension: Percentage of students suspended Source: Synergy Student Information System	11% in 2022-23	23% in 2023-24		6% of students suspended	12%
7.8	Chronic Absenteeism: Percentage of students who are chronically absent Source: Synergy Student Information System	83.1% in 2022-23	81.6% in 2023-24		55.5% or better chronic absenteeism rate	-1.5%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 7.1 – African American, Hispanic, and Socioeconomic Status Support: Professional Learning

- Description of overall implementation
    - Professional learning at Rio Cazadero High School focused on high quality instruction, particularly Student Talk and Active Participation. Staff members also participated in the AVID Summer Institute.

- Substantive differences in planned actions and implementation of these planned actions
    - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
    - The instructional coach model needs to be revised to better meet the needs of the school. It is sporadic and driven based on the school's request, but needs to be a more focused and ongoing effort to gain traction.
- Successes with implementation
    - FONT data shows an increase in the implementation of Student Talk and Active Participation.

Action 7.2 – African American, Hispanic, and Socioeconomic Status Support: Extended Day

- Description of overall implementation
    - Rio Cazadero provides Extended Day options for students before and after the regular school day as well as other days/times.
- Substantive differences in planned actions and implementation of these planned actions
    - Rio Cazadero expanded and formalized Extended Day options this year. Previously, most of the options were drop-in style. This year, several of the options were added to the schedule as regular classes with assigned sections.
- Challenges with implementation
    - There were no challenges with implementation.
- Successes with implementation
    - Having formalized some of the offerings into the schedule has increased awareness of students and families. It now shows up as part of the student schedule and increases accountability.

Action 7.3 – Hispanic and Socioeconomic Status Support: Professional Learning

- Description of overall implementation
    - Professional learning at Rio Cazadero focused on high quality instruction, particularly Student Talk and Active Participation. Staff members also participated in the AVID Summer Institute.
- Substantive differences in planned actions and implementation of these planned actions
    - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
    - The instructional coach model needs to be revised to better meet the needs of the school. It is sporadic and driven based on the school's request, but needs to be a more focused and ongoing effort to gain traction.
- Successes with implementation
    - FONT data shows an increase in the implementation of Student Talk and Active Participation.

Action 7.4 – African American, Hispanic, and Socioeconomic Status Support: Career Technical Education

- Description of overall implementation
    - The Video Production Career Pathway CTE program at Rio Cazadero is at the heart of what the school does. It is embedded into the regular schedule and provides students with an opportunity to develop technical and soft skills necessary for success in a variety of fields.
- Substantive differences in planned actions and implementation of these planned actions
    - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
    - There were no challenges with implementation.
- Successes with implementation
    - The Video Production Program is fully integrated into the school program and community. The program develops student leadership skills, and in turn, students produce student-created content for weekly school broadcasts and the monitor in the office. Equally notable are the large number of students who have shown tremendous personal growth as a result of participating in the program.

Action 7.5 – African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS)

- Description of overall implementation
    - Rio Cazadero's PBIS program begins with the premise students need to be taught and supported in the behaviors which will help them be successful in school and beyond. The actions to support it must be intentional.
- Substantive differences in planned actions and implementation of these planned actions
    - There were no substantive differences in planned actions and implementation of these planned actions.
- Challenges with implementation
    - There were no challenges with implementation.
- Successes with implementation
    - Rio Cazadero received Gold again this year and applied for Platinum award status. The PBIS program is central to the ways the school prepares and supports students. It is well-recognized and embedded into daily life at the school. PBIS is also the primary way the school case-manages the needs of students which go beyond Tier 1 support. The process ensures follow up to keep situations from falling through the cracks.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 7.1 – African American, Hispanic, and Socioeconomic Status Support: Professional Learning

- Budgeted Expenditure = $7,500
- Actual Expenditure = $301
- Spent $7,199 less due to District-provided professional development opportunities

Action 7.2 – African American, Hispanic, and Socioeconomic Status Support: Extended Day

- Budgeted Expenditure = $7,500
- Actual Expenditure = $11,938
- Spent $4,438 more due to additional hours for timesheeted staff

Action 7.3 – Hispanic and Socioeconomic Status Support: Professional Learning

- Budgeted Expenditure = $1,950
- Actual Expenditure = $75
- Spent $1,875 less due to District-provided professional development opportunities

Action 7.4 – African American, Hispanic, and Socioeconomic Status Support: Career Technical Education

- Budgeted Expenditure = $10,000
- Actual Expenditure = $10,000

Action 7.5 – African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS)

- Budgeted Expenditure = $5,000
- Actual Expenditure = $5,000

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 7.1 – African American, Hispanic, and Socioeconomic Status Support: Professional Learning

- Classrooms that implement high quality instruction strategies have greater engagement based on observational data.

Action 7.2 – African American, Hispanic, and Socioeconomic Status Support: Extended Day

- Providing Extended Day options goes beyond the mere addition of opportunities for students to earn credit toward graduation. Many of the offerings provide students with additional connections to the school and peers and some provide focused SEL support.

Action 7.3 – Hispanic and Socioeconomic Status Support: Professional Learning

- Classrooms that implement high quality instruction strategies have greater engagement based on observational data.

Action 7.4 – African American, Hispanic, and Socioeconomic Status Support: Career Technical Education

- Content created by the students in the class shows a high level of technical skills and reflects significant learning. Since the course requires students to step into leadership roles, they develop additional skills which are beneficial for future success.

Action 7.5 – African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS)

- Rio Cazadero received Gold level recognition for another year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes to the planned goal:

- Last year's goal language: By May 30, 2025, the percentage of students at Rio Cazadero High School who are chronically absent will decrease by 10% from 85.7% to 75.7%.
- This year's goal language: By May 30, 2026, the percentage of students at Rio Cazadero High School who are chronically absent will decrease by 20% from 75.5% to 55.5%.
- The 2024-25 goal was written to be achieved by May 30, 2025, and the new goal for 2025-26 was developed in partnership with the Department of School Improvement through detailed root analysis of chronic absenteeism rates specifically at Rio Cazadero High School.

Changes to the metrics:

- Metric 7.5, related to Reclassification, was previously computed to reflect the percent of English Learner students reclassified as Fluent-English Proficient during the time period between CBEDS days (i.e., the first Wednesday in October), but was revised to reflect the time period between successive August 15th dates. For the year 2023-24, the time period reflects August 15, 2023, to August 14, 2024. As such, the baseline data was changed to enable consistent comparison over time. This change was made to enable earlier, more efficient reporting of LCAP metrics.
- Metric 7.8, chronic absenteeism was added.

Changes to the target outcomes:

- There are no changes to the target outcomes.

Changes to the actions:

Action 7.1 – African American, Hispanic, and Socioeconomic Status Support: Professional Learning

- There is a continued push to leverage supplemental funding and CSI status in order to provide a coaching model better suited to the situation at the alternative education schools. The schools don't have department chairs or other structures to support content instruction and the current model relies on requests from teachers for support. The teachers who would most benefit are the ones least likely to request support.

Action 7.2 – African American, Hispanic, and Socioeconomic Status Support: Extended Day

- Changes to the implementation by formally adding some of the offerings into the class schedule were the result of ongoing school review of practices.

Action 7.3 – Hispanic and Socioeconomic Status Support: Professional Learning

- There is a continued push to leverage supplemental funding and CSI status in order to provide a coaching model better suited to the situation at the alternative education schools. The schools don't have department chairs or other structures to support content instruction and the current model relies on requests from teachers for support. The teachers who would most benefit are the ones least likely to request support.

Action 7.4 – African American, Hispanic, and Socioeconomic Status Support: Career Technical Education

- There are no changes to the action other than programmatic improvements consistent with the District's continuous improvement processes.

Action 7.5 – African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS)

- Rio Cazadero is one of the first schools in the District to have a team trained in Rehabilitation for Empowerment, Natural Supports, Education, and Work (RENEW), which is a program designed to provide Tier 3 support to students who need a more intensive system of support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Rio Cazadero High School	Provide opportunities for professional development, including but not limited to, conferences, workshops, release time during the school year, hourly pay during the summer, or salary credit beyond work hours for teachers to learn about and develop curriculum and refine instructional strategies to better meet the needs of students.	$7,500	N
7.2	African American, Hispanic, and Socioeconomic Status Support: Extended Day – Rio Cazadero High School	Provide learning options including extended day learning opportunities and credit recovery programs for students not meeting proficiency standard or who are behind in ELA, mathematics, social science, science, and other graduation requirements.	$7,500	N
7.3	Hispanic and Socioeconomic Status Support: Professional	Provide professional development for teachers to identify and implement research based instructional strategies that are	$1,950	N

	Learning – Rio Cazadero High School	particularly effective with English learners, including the development of academic language.		
7.4	African American, Hispanic, and Socioeconomic Status Support: Career Technical Education – Rio Cazadero High School	Promote enrollment in CTE courses and other options to enhance connections to college and career. Provide professional development and support for teachers to enhance connections to relevant college and career skills.	$10,000	N
7.5	African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Rio Cazadero High School	Provide professional development for staff to support all students by implementing the District's Instructional Framework, PBIS, and restorative practices. Work with school, District, and community resources to support students.	$5,000	N

Goals

Goal #	Description	Type of Goal
8	By the end of the 2025-26 school year, the percentage of students at Calvine High School who are chronically absent will decrease by 20% from 63.8% to 43.8%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

1: Basic (Conditions of Learning)
2: Implementation of State Standards
4: Pupil Achievement (Pupil Outcomes)
5: Pupil Engagement (Engagement)
6: School Climate (Engagement)
7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

- Calvine High School is identified as an Equity Multiplier School. Schools within an LEA that generates an LCFF entitlement are eligible for Equity Multiplier funding if they meet the following conditions, based on the prior year's data:
    - Non-stability Rate (this refers to the percentage of students who did not complete a full academic year at the same school due to factors like truancy, expulsion, or other unknown reasons): Prior year non-stability rates must be greater than 25 percent.
    - Socioeconomically Disadvantaged Pupil Rate (this includes students eligible for free or reduced-priced meals, those from migrant or foster families, and students whose parents lack a high school diploma): Prior year socioeconomically disadvantaged pupil rates must be greater than 70 percent.

- Calvine High School, in partnership with the District's other three alternative high schools, engaged in a collective needs analysis process, including a comprehensive data analysis, gap, and cause analyses, and determination of learning system improvement actions. This process was supported by a Continuous Improvement Support Leader (CISL) who is a member of the District's Department of School Improvement Support (SIS). The reason for the collective work among the four schools is to develop communities of practice among teachers given the number of staff at any one school is small. This will then set up the process whereby teachers from all schools within subject areas, supported by instructional coaches, will collaborate next year and into the future.
- As a result of this process, it was determined that low-income students have disproportionately higher rates of chronic absenteeism than other student groups. High rates of chronic absenteeism result in decreased access to instructional time/instruction for students.
- Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism that include approaches to support student engagement. Furthermore, student survey data indicates that 2% of low-income students in middle and high school participate in student clubs or leadership groups. When asked for reasons for not signing up in student group opportunities, students identified the following reasons: not feeling welcome, feeling a low sense of belonging, not feeling valued and in some cases, not having transportation to enable participation in such after-school activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Content Standards Implementation: Percentage of teachers reporting full implementation of SCS in ELA, Mathematics, ELD, Science, History/Social Science, physical education (PE), Health, CTE, and VAPA Source: EGUSD Staff Perspectives Survey	50% in 2022-23	79% in 2023-24		90% of teachers reporting full implementation of state content standards	29%
8.2	CAASPP ELA: Distance From Standard (DFS) in	-79 in 2022-23	-110 in 2023-24		-100 DFS in ELA as measured by CAASPP	-31

	ELA as measured by CAASPP Source: Educational Testing Service's Test Operations Management System					
8.3	CAASPP Math: Distance From Standard (DFS) in Math as measured by CAASPP Source: Educational Testing Service's Test Operations Management System	-181 in 2022-23	-192 in 2023-24		-200 DFS in ELA as measured by CAASPP	-11
8.4	Reclassification: Percentage of English learners reclassified Source: Synergy Student Information System	0% in 2022-23	6% in 2023-24		15% of English learners reclassified	6%
8.5	CTE Sequence Completion: Percentage of students completing CTE sequence upon graduation	8% in 2022-23	9% in 2023-24		10% of students completing CTE sequence upon graduation	1%

	Source: CALPADS Report 3.20 Career Technical Education Completers – Student List					
8.6	Suspension: Percentage of students suspended Source: Synergy Student Information System	5% in 2022-23	6.4% in 2023-24		6% of students suspended	1.4%
8.7	Chronic Absenteeism: Percentage of students who are chronically absent Source: Synergy Student Information System	77.7% in 2022-23	71.5% in 2023-24		15% or better chronic absenteeism rate	-6.2%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This will be completed in the 2026-27 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This will be completed in the 2026-27 LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

This will be completed in the 2026-27 LCAP.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

This will be completed in the 2026-27 LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Calvine High School	Professional learning to increase the implementation of research-based instructional strategies. Staff will participate in learning opportunities on campus with District coaches, and off-site opportunities. Professional learning will focus on the following areas: literacy, mathematics, and science instruction (e.g., culturally responsive strategies, Equitable Grading Practices, Framework for High Quality instruction English learner strategies, and critical thinking).	$13,000	N
8.2	African American, Hispanic, and Socioeconomic Status Support: Extended Day – Calvine High School	Provide additional instructional opportunities during an extended day for students not meeting proficiency standards or credit recovery in ELA, mathematics, social science, science, and other graduation requirements.	$5,490	N
8.3	Hispanic and Socioeconomic Status Support: Professional Learning – Calvine High School	Provide professional development for teachers and/or classified staff specific to instructional best practices for English learners, including, but not limited to, conferences, workshops, release time, ELAC or DELAC meetings and/or timesheet pay beyond work hours for teachers to collaborate on lesson planning and instruction.	$2,671	N
8.4	African American, Hispanic, and Socioeconomic Status Support: Career Technical Education – Calvine High School	Calvine staff will work with the Department of College & Career Connections (CCC) to continue the implementation of CTE pathways and student recruitment. • Students and parents will receive program information during enrollment, printed material during student schedules, and information will be posted on the school website.	$5,000	N

		• Calvine and EGUSD will benefit from site visits to industrial workplaces, which will lead to gaining professional soft skills and hands-on work experience. • Staff professional learning to expand pathway-themed curriculum in core classes to increase small learning community (SLC) structure. • CTE-related equipment, materials, and funding for field trips to visit worksites and related places of interest.		
8.5	African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Calvine High School	Support initiatives to implement a system of behavior management techniques to decrease conflict and support PBIS, equity, restorative justice, and practices around wellness. • Provide weekly incentives to targeted students identified by PBIS campaigns on campus. Incentives include Calvine pencils, notepads, and materials for in-class use. • Provide printed materials for targeted students promoting positive behaviors on campus. • Provide staff development opportunities for teachers and administrators specific to the goals of PBIS and restorative practices to increase success for students. • Provide quarter and semester recognition events to acknowledge positive student behaviors.	$2,250	N

Goals

Goal #	Description	Type of Goal
9	By the end of the 2025-26 school year, the percentage of students at Las Flores who are chronically absent will decrease for all students by 20% across all three grade bands from 32.3% to 12% in elementary (grades K-6), from 54.3% to 34% in middle (grades 7-8), and from 53.1% to 33% in high school (grades 9-12).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

1: Basic (Conditions of Learning)
2: Implementation of State Standards
4: Pupil Achievement (Pupil Outcomes)
5: Pupil Engagement (Engagement)

6: School Climate (Engagement)
7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

- Las Flores High School is identified as an Equity Multiplier School. Schools within an LEA that generates an LCFF entitlement are eligible for Equity Multiplier funding if they meet the following conditions, based on the prior year's data:
    - Non-stability Rate (this refers to the percentage of students who did not complete a full academic year at the same school due to factors like truancy, expulsion, or other unknown reasons): Prior year non-stability rates must be greater than 25 percent.
    - Socioeconomically Disadvantaged Pupil Rate (this includes students eligible for free or reduced-priced meals, those from migrant or foster families, and students whose parents lack a high school diploma): Prior year socioeconomically disadvantaged pupil rates must be greater than 70 percent.
- Las Flores High School, in partnership with the District's other three alternative high schools, engaged in a collective needs analysis process, including a comprehensive data analysis, gap, and cause analyses, and determination of learning system improvement actions. This process was supported by a Continuous Improvement Support Leader (CISL) who is a member of the District's Department of School Improvement Support (SIS). The reason for the collective work among the four schools is to develop communities of practice among teachers given the number of staff at any one school is small. This will then set up the process whereby teachers from all schools within subject areas, supported by instructional coaches, will collaborate next year and into the future.
- As a result of this process, it was determined that low-income students have disproportionately higher rates of chronic absenteeism than other student groups. High rates of chronic absenteeism result in decreased access to instructional time/instruction for students.
- Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism that include approaches to support student engagement. Furthermore, student survey data indicates that 2% of low-income students in middle and high school participate in student clubs or leadership groups. When asked for reasons for not signing up in student group opportunities, students identified the following reasons: not feeling welcome, feeling a low sense of belonging, not feeling valued and in some cases, not having transportation to enable participation in such after-school activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Content Standards Implementation: Percentage of teachers reporting full implementation of SCS in ELA, Mathematics, ELD, Science, History/Social	69% in 2022-23	84% in 2023-24		90% of teachers reporting full implementation of state content standards	15%

	Science, physical education (PE), Health, CTE, and VAPA Source: EGUSD Staff Perspectives Survey					
9.2	CAASPP ELA: Distance From Standard (DFS) in ELA as measured by CAASPP Source: Educational Testing Service's Test Operations Management System	-25 in 2022-23	-33 in 2023-24		-100 DFS in ELA as measured by CAASPP	-8
9.3	CAASPP Math: Distance From Standard (DFS) in Math as measured by CAASPP Source: Educational Testing Service's Test Operations Management System	-84 in 2022-23	-74 in 2023-24		-200 DFS in ELA as measured by CAASPP	10
9.4	Progress Toward English Proficiency: Percentage of English learner students making progress toward	70% in 2022-23	43% in 2023-24		55% of EL students making progress toward English proficiency as measured by ELPI levels	-27%

	English proficiency as measured by English Learner Progress Indicator (ELPI) levels Source: Educational Testing Service's Test Operations Management System					
9.5	Reclassification: Percentage of English learners reclassified Source: Synergy Student Information System	12% in 2022-23	18% in 2023-24		15% of English learners reclassified	6%
9.6	Suspension: Percentage of students suspended Source: Synergy Student Information System	0% in 2022-23	0.2% in 2023-24		6% of students suspended	0.2%
9.7	Chronic Absenteeism: Percentage of students who are chronically absent Source: Synergy Student Information System	59.4% in 2022-23	48.9% in 2023-24		15% or better chronic absenteeism rate	-10.5%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This will be completed in the 2026-27 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This will be completed in the 2026-27 LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

This will be completed in the 2026-27 LCAP.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

This will be completed in the 2026-27 LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Las Flores High School	Provide professional development (including conference attendance) for teachers to become familiar with resources and high quality virtual instructional strategies to enhance student learning in English, mathematics, and science, to explore reteaching strategies to address identified gaps, and to provide opportunities for staff to analyze data to inform interventions and develop remediation/acceleration specifically for identified subgroups.	$5,000	N
9.2	Hispanic and Socioeconomic Status Support: Professional Learning – Las Flores High School	Provide professional development opportunities for teachers to provide research based instructional strategies and interventions to address the language and academic needs of English learner students, support the school re-designation goals, and increase	$5,000	N

		academic achievement, resulting in a higher graduation rate for English learner students.		
9.3	African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Las Flores High School	Provide timesheets for staff to track and analyze data to determine support needs, to develop PBIS implementation plan and to provide opportunities for professional development to enhance PBIS at Las Flores K-12. Provide promotional items connected to the PBIS program, including signage, student recognition, printed materials, assemblies/guest speakers, field trips, attendance incentives including rewards for meeting goals and to increase student engagement, associated materials and supplies (including but not limited to, poster maker ink and paper, laminator and film, color printer, ink, paper, and supplies associated with rewards, acknowledgements, and incentives as identified by the PBIS team).	$2,500	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$107,588,512	$5,676,987

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.557%	0%	$0	15.557%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being

provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2 Professional Learning	Data for unduplicated subgroups: Foster youth, English learner (including LTELs), and low-income students continue to demonstrate need for ELA and mathematics academic improvement. The achievement gap persists: 20%, 23%, and 41% of foster youth, English learner, and low-income students met/exceeded ELA standards, respectively, compared to 52% for all students. Similarly, 8%, 20% and 30% of foster youth, English learner/LTEL, and low-income students met/exceeded mathematics standards, respectively, compared to 41% for all students.	To better serve foster youth, English learners, and students from low-income backgrounds, EGUSD will maintain professional development opportunities for teachers, along with support from curriculum specialists and instructional coaches. Educators will receive ongoing training focused on the EGUSD Instructional Framework and effective strategies tailored to meet the specific academic needs of these students. This training, designed for all District staff, emphasizes the importance of addressing the unique requirements of EGUSD's unduplicated student populations. Program specialists and English learner instructional coaches will address needs by providing professional learning opportunities designed to accelerate language acquisition through improved instruction and assessment for all typologies of English learners, including newcomers and immigrant children and youth, LTELs, SLIFE, and dually identified students.	As was the case last year, the Teaching & Learning PIC will be used to measure the implementation of instructional principles and the necessary classroom conditions that are needed for student success. This data is identified for all students and is specific to unduplicated students as well. Using both District-created interim assessments and CAASPP, EGUSD will continue to monitor the association between fidelity of implementation of actions and student achievement in ELA and mathematics for all students and students in unduplicated groups. The English learner PIC will be used to measure the relationship between English learner program implementation and various student outcome measures for English learners and LTELs. The data collected will be based on five components: English learner

			program structure, teacher preparation, assessment participation, access to curriculum, and English learner instructional strategies. Additionally, Metrics 1.7 and 1.8 will be used to monitor the effectiveness of this action.
1.3 Curriculum/ Program Specialists and Instructional Coaches	Data for unduplicated subgroups: Foster youth, English learner (including LTELs), and low-income students continue to demonstrate need for ELA and mathematics academic improvement. The achievement gap persists: 20%, 23%, and 41% of foster youth, English learner/LTEL, and low-income students met ELA standards, respectively, while 52% of all students met ELA standards. Similarly, 8%, 20% and 30% of foster youth, English learner, and low-income students met mathematics standards, respectively, while 41% of all students met mathematics standards.	Staff will receive training from knowledgeable program specialists, instructional coaches, and curriculum specialists regarding the EGUSD Instructional Framework and strategies that most effectively support the academic needs that have been identified for students. Furthermore, these personnel will offer continuous professional learning opportunities to District staff, focusing on pedagogical approaches and content alignment to address the specific academic needs of unduplicated student groups. Professional learning will be provided at the district level for targeted primary grades to ensure all teachers receive priority training. After school, school-based, and regional-based training will be provided to support deeper implementation of the EGUSD Instructional Framework based on differentiated educator needs and responses to surveys. Program specialists support school administrators and English learner coordinators with implementation of English learner programs and services. English learner instructional coaches provide specialized support using analysis of	The continued tool to measure the implementation of EGUSD Instructional Framework principles and the classroom conditions that are needed for student success will be the Teaching & Learning PIC. This data is identified for all students and is specific to unduplicated students as well. The District will continue to monitor the association between fidelity of implementation of actions and student achievement in ELA and mathematics for all students and students in unduplicated groups. The English learner PIC will be used to measure the relationship between English learner program implementation and various student outcome measures for English learners and LTELs. The data collected will be based on five

		formative and summative English learner achievement data to identify needs, drive instructional decisions, and enhance teaching and learning for the District's English learner students.	components: English learner program structure, teacher preparation, assessment participation, access to curriculum, and English learner instructional strategies.
1.7 CTE/CPA Program Development	A comprehensive student needs analysis and program implementation assessment along with master schedule analysis has determined students districtwide within the unduplicated student subgroups and student groups identified in Strategic Goal 2 are lacking information and awareness of CTE/CPA programs, program benefits, and program access.	A focused outreach and communication plan will be developed, implemented, and evaluated for targeted student subgroups. Coordination with the Student Support & Health Services, Special Education, Family & Community Engagement, Educational Equity departments, and counseling, will result in a deeper understanding of specific student group and family needs informing plan development and implementation. Thematic foci of the targeted outreach and communication plan include CTE/Pathway information, program benefits such as early college credit and career exploration, and master schedule (Abl) for student schedule development for purposes of program access. Through District participation in the California Department of Education's Long-Term English Learner Community of Practice, MLE is creating and piloting a combined CTE/ELD elective course specific to supporting LTELs to address this need. Pending Board approval, the course will be ready for implementation in the 2026-27 school year.	Assuming the outreach/communication plan is implemented in alignment with design specifications, the District anticipates increased student enrollment or parity of student subgroups in CTE/CPA programs resulting in improved academic achievement as measured by the increased number of students earning early college credit, number of students meeting federal/state Perkins performance levels and the number of students meeting "prepared" on the college and career indicator by increasing both A-G and pathway completion. Metrics to measure effectiveness will include ELPAC scores, ELA and mathematics achievement data, reclassification rates, and English learner PIC data.
1.9 Equity	African American, Native American, low-income, English learner/Redesignated –	To address the disparities of African American, Native American, low income,	Chronic absenteeism rates and metrics 3.6 and 3.9 will

	Fluent English Proficient (RFEP), foster youth, students experiencing homelessness, and students with disabilities continue to show disparities in discipline and/or chronic absenteeism.	English learner/Redesignated – Fluent English Proficient (RFEP), foster youth, students experiencing homelessness, and students with disabilities, the District will provide opportunities to continue existing targeted student programming, along with extending more staff professional development sessions focused on strategies to support these student groups (i.e., restorative practices, culturally responsive teaching practices, inclusive practices).	be used to monitor the effectiveness of this action. African American and Native American student survey data and metrics will also be monitored along with targeted student programmatic participation.
1.10 Teacher Support Staffing for At-Risk Students (Secondary)	There are disparities with the groups noted below: foster youth, students experiencing homelessness, African American students, low-income students, and English learners on standardized test scores in CAASPP ELA, CAASPP Mathematics, and Progress towards English Proficiency measured by the English Learner Progress Indicator (ELPI).	To address the disparities of foster youth, students experiencing homelessness, African American students, low-income students and English learners on standardized test scores, the District will provide secondary schools with additional staffing to lower class sizes in ELA and mathematics. Additional FTE will be also be given for schools to provide supplemental newcomer content-area courses to support English learner instruction for immigrant youth. Additional FTE is also provided for Title I schools to support targeted intervention classes and programs for low-income students.	Metrics 1.7, 1.8, and 1.12 will be used to monitor the effectiveness of implementation of this action.
1.12 Gifted and Talented Education	Parents, families, and staff in low income and high English learner communities continue to identify gifted and enrichment programs as an important opportunity for their student's long term academic success.	GATE provides equitable identification for all students, including English learners, low-income students, and foster youth, in all elementary schools through universal assessment. Additionally, it provides equitable funding and support to all elementary and middle schools so all students, including English learners, low-income students, and foster youth, in the GATE program can participate in a variety of learning activities to increase motivation and confidence in their gifted academic abilities.	Universal 3rd grade testing resulted in 433 new identifications in 2024-25. The newly identified students consisted of the following demographic groups: African American 5%, Native American 0.5%, Asian 49%, Filipino 6%, Hispanic 14%, Pacific Islander 0.5%, Two or ore 11%, and White 14%.

			The total number of students identified as GATE in EGUSD is 5,910. Total identified students consisted of the following demographic groups: African American 5%, Native American 0.25%, Asian 42%, Filipino 7%, Hispanic 18%, Pacific Islander 1%, Two or More 11%, and White 16%. Additionally, Metrics 1.5 and 1.6 will be used to monitor the effectiveness of this action.
1.13 Academic Competition, AP/IB, Honors, MYP	There are disparities with the groups noted below pertaining to course access to AP/IB, Honors, and MYP classes: foster youth, students experiencing homelessness, African American students, low-income students, and English learners.	EGUSD created a partnership with Abl to enhance the master schedule process and analyze school data to identify unduplicated students who may be successful in taking an AP/IB, Honors, and MYP classes. EGUSD also increased staffing support for secondary schools to increase the number of AP/IB, Honors, and MYP classes being offered.	Metrics 1.5 and 1.6 will be used to monitor the effectiveness of implementation of this action.
1.14 Achievement Via Individual Determination (AVID)	Ongoing needs analysis processes confirm students, most notably the student unduplicated subgroups as well as those found within the District's Strategic Goal 2, need supplemental academic, behavioral, and social emotional supports and resources.	AVID is intended to provide academic and social-emotional support to prepare unduplicated students for college eligibility and success. Its goal is to inspire unduplicated students to attend college and thrive in rigorous coursework. The District provides staffing and support resources for AVID programming at all middle and high schools. (Note: AVID expanded to elementary schools using non-supplemental/concentration funds.)	Disaggregated program enrollment data, academic, attendance, behavioral data analysis, and results from the Student Perspective Survey. Additionally, Metrics 1.5 and 1.6 will be used to monitor the effectiveness of this action.
1.15	Ongoing needs analysis processes confirm students, most notably the student	All schools receive a formulaically determined supplemental/concentration funding amount.	A systematic and comprehensive site LCAP

LCFF Supplemental – Elementary/ Secondary	unduplicated subgroups as well as those found within the District's Strategic Goal 2, need supplemental academic, behavioral, and social emotional supports and resources.	Principals engage their educational partners including the SSC, ELAC, and staff leadership team in a continuous improvement process, using the school's annual Perspective Survey data to identify student needs. These funds are specifically highlighted in each school's site LCAP, also termed the Single Plan for Student Achievement (SPSA) noting the actions/services, the student subgroup(s) who are the principal recipients of the actions/services, and means of program evaluation.	review process is conducted by a broad base of District staff, led by the District's Director of School Improvement Support with a focus on goal development, action alignment to student needs, and valid/reliable action evaluation methodologies. Additionally, Metrics 1.7 and 1.8 will be used to monitor the effectiveness of this action.
1.16 Evaluation Support	Equity evaluations of district programs find that students experiencing homelessness and students with disabilities both report experiencing significantly lower levels of program implementation fidelity relative to their peers. These same evaluations find that disparities of implementation are significantly associated with pernicious disparities of outcome—evidence indicates that outcome gaps are explained, at least in part, by gaps in how students experience system outputs or implementation of programs. Evaluation findings have consistently reported, over multiple years, that implementation of key programs significantly improves student outcomes generally, and in many cases specifically for unduplicated student groups to greater effect.	Evaluation support services inform the LCAP process by engaging educational partners through the administration and analysis of the annual Perspectives Survey and evaluation the effectiveness of LCAP actions. Evaluation support services enable both summative and formative monitoring of system outputs/implementation levels to drive improvement of programs. They enable the District to answer the following questions: • Do educational programs have an impact on student outcomes? • How are programs currently being implemented? • How does program implementation vary by school (i.e., where does implementation need to improve)? • Which aspects of program implementation have the most impact on student outcomes? • How do student groups experience program implementation differently?	The intention of this action is to indirectly improve outcomes for students by providing information to school and program leaders to help them improve measured implementation of critical educational programs: Teaching & Learning, PBIS, SEL, and MTSS. As such, the metrics to evaluate the effectiveness of that action will be the percentage of schools implementing those programs with fidelity. Additionally, Metrics 1.7 and 1.8 will be used to monitor the effectiveness of this action.

		• Are disparities of program implementation associated with disparities of outcome? Evaluation support services are provided for the entire LEA, as they evaluate districtwide programs—many of which are directly funded through the LCAP.	
2.7 African American Student Support	African American student academic and behavioral data confirm the need for increased and improved support. CAASPP ELA meeting or exceeding standards: 34% of African American students; 54% Districtwide CAASPP mathematics meeting or exceeding standards: 23% of African American students; 43% of Districtwide Suspension rate: 10.1% for African American students; 3.6% District average	The Improve Your Tomorrow (IYT) program is designed to increase the number of young men of color to attend and graduate from colleges and universities. The focus is leadership development, near-peer mentorship, career preparation, and college access and advising. The program is available to all students. It is not limited to the LCAP unduplicated subgroups.	Metric 1.16 Metric 2.6 Metric 3.3 Student participation data Program completion data College-going rate
2.9 Native American Student Support (unrestricted)	EGUSD's Native American student population reports the lowest favorability on school connectedness/sense of belonging to their school and tied for the lowest favorability on overall school climate when compared to other district student subgroup survey responses.	Providing cultural and academic teaching and learning opportunities to Native American students, with a particular focus on low-income students, will assist in addressing the historical and current racialized negative disproportionality demonstrated by this student group. Providing these actions on a district/schoolwide basis helps to ensure that all appropriate students have access to the supports.	Student academic outcomes (course grades, interim assessments), students' time away from instruction (attendance, behavioral, social emotional), student and family survey data.
3.2 PBIS	Students in foster care continue to have a disparity in suspension rates (14.5%). Full implementation of PBIS provides the necessary supports to improve behavioral outcomes for all students.	EGUSD increased PBIS coaching support to all schools. Coaches meet monthly with the Tier 1 team and have regular meetings with school administration. School staff is provided coaching support in developing Tier 1 meeting structure, developing schoolwide PBIS activities, and Tier 1, 2, and 3 training is	Each school will conduct a Tiered Fidelity Inventory (TFI) in the Spring. The TFI measures the implementation of PBIS at each tier. Review of student disciplinary data.

		provided to schools. School teams will review disciplinary data with a focus on unduplicated students to identify patterns and develop an action plan to address disparities.	Metric 3.4
3.3 MH/SEL Mental Health/SEL Support and Training	Data confirms positive perceptions of school climate are slightly lower for foster youth (66.6%) and students experiencing homelessness (65.5%). Positive SEL self-ratings are lower for English learners (including LTELs) (66.3%), foster youth (68.8%) and low-income students (71.6%) than all students (74.2%).	In order to address the needs of foster youth, English learner, and low-income students, all staff are receiving training in the MTSS Framework. All schools are using Board-adopted SEL curriculum and school staff have been trained in trauma-informed care, SEL, the Youth Mental Health First Aid action plan, and Question, Persuade, Refer suicide prevention training.	The District will monitor the effectiveness of the implementation of the actions through the Student Perspectives survey—in particular self-reported student social-emotional competencies (Metric 3.9).
4.1 Attendance Support: Transportation	Low-income students are presented with acute transportation barriers such as lack of home transportation, lack of adequate sidewalks, and notable distances between home and school.	Unduplicated students will be provided access to EGUSD transportation or the ability to use local transit based on EGUSD transportation capacity at no charge. The District will use internal resources to help students access transportation such as the District's homeless and foster youth liaison, Special Education case managers using the Section 504 compliance guide, and the free lunch programs.	Attendance rate, chronic absenteeism rates for unduplicated student groups
4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	There are disparities for various groups, including English learners (22.4%), low-income (27.5%), foster youth (28%), African American (20.7%), and Pacific Islander (23%), all of which continue to have high levels of chronic absenteeism, along with the TK (30%) and kindergarten (25.4%) populations.	To address attendance and chronic absenteeism trends, with a focus on English learners, low-income, and foster youth students, staff and families are provided with information via workshop presentations, face-to-face conversations and information posted on campuses regarding the importance of on-time, daily attendance, when it is appropriate to stay home, how to excuse absences, and how to get support and resources to help when attendance is a challenge. EGUSD is aligning attendance intervention strategies with the MTSS process to reflect Tier 1 practices as strategies for all students and families that promote consistent attendance. Additionally, training is provided for front	Attendance rate, chronic absenteeism rates for unduplicated student groups

		office staff around accurate attendance coding and data input and are kept up-to-date on the latest policy changes that impact attendance. These efforts help improve student attendance, especially for English learners, low-income, and foster youth students, by addressing barriers through clear communication, proactive support, and accurate data tracking. It creates a supportive ecosystem that encourages consistent attendance and intervenes early when there are challenges.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3 Students with Disabilities Instructional Support – Low-Income	Students with disabilities continue to demonstrate the need for ELA and mathematics academic improvement. The achievement gap persists: 19.59% met standards in ELA and 15.12% met standards in mathematics. 52% of all students Met or Exceeded Standard in ELA, while 41% of all students Met or Exceeded Standard in Math.	In the 2025-26 academic year, program managers within the Department of Special Education will deliver preservice training to general education teaching staff, focusing on best practices in Universal Design for Learning (UDL). This initiative aims to enhance inclusive instructional strategies and strengthen the implementation of MTSS, with an emphasis on Tier 1 interventions within general education settings. Additionally, special education program staff will facilitate bimonthly and quarterly professional development sessions for special education service providers and education specialists. These sessions will promote evidence-based, outcome-driven practices designed to improve academic performance among students with disabilities.	LCAP metrics, Dashboard data, Annual Determination Letter. Additionally, Metric 2.5 will be used to monitor the effectiveness of this action.

2.5 Foster Youth Support	Positive perceptions of school climate are lower for foster youth (67%). Positive SEL self-ratings are lower for foster youth (69%). Foster youth students continue to demonstrate the need for ELA and mathematics academic improvement. The achievement gap persists: 20% met standards in ELA and 8% met standards in mathematics, while 52% of all students met standards in ELA and 41% met standards in mathematics.	Foster youth supports are specifically designed to alleviate barriers that are unique to youth in foster care. With the support of case managers, teaching associates, and AITs, foster youth are able to stay on track academically. Foster Youth Services staff provide assistance with school enrollment as foster youth often move from school to school within a school year, academic tutoring, a focus on A-G completion, and graduation support.	Metrics 1.7 and 1.8, Student Perspective survey.
2.6 Homeless Student Support	Students experiencing homelessness continue to graduate at lower rates than their housed peers and demonstrate a need for ongoing academic support.	Students experiencing homelessness are provided direct support through an AIT, case managers, and social workers, as well as additional guidance and counseling to meet basic, academic, and social and emotional needs.	Metrics 1.7 and 1.8 will be used to monitor the effectiveness of implementation of this action.
2.11 Project Implementor (Homeless)	Students experiencing homelessness continue to graduate at lower rates than their housed peers and demonstrate a need for ongoing academic support.	Direct support is provided to high school students experiencing homelessness, including frequent check-ins, working with counselors to address barriers, FAFSA support for those who are college eligible, and support with college entrance applications.	Metrics include graduation rates, college and career data, and academic progress monitoring.
4.3 Bilingual Teaching Associates Translator/Interpreters (BTATI)	BTATIs serve as translators and interpreters for the District. They support EGUSD schools who meet the 15 percent threshold where a primary language other than English is spoken (Education Code 48985). They also provide language support for additional languages not meeting the 15% threshold, such as Mien, Vietnamese, and Farsi. In addition to sending the required parental/guardian notifications, BTATIs also provide support	There are over 120 different languages spoken in the Elk Grove Unified School District. BTATIs help bridge the gap between school and home by providing essential support in a family's primary language. Clear and effective communication plays a crucial role in student success. Communication from the District or school contains important information that should be accessible to all parents/guardians. Ensuring access to information empowers parents/guardians to actively engage in their child’s	The California Department of Education's Reporting Office calculates data provided by the District via the California Pupil Achievement Data System (CALPADS) during the Fall data collection, or California Basic Educational Data System (CBEDS) day, which is the first Wednesday in October. The report lists by

	for parent meetings and serve as a liaison between staff, students, and families.	education and promotes inclusion for all families.	language group the number of students speaking a language other than English that constitutes 15 percent or more of a school's enrollment. This data is used to assign and monitor language support for schools who meet this requirement. Additionally, Metric 4.3 will be used to monitor the effectiveness of this action.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Schools with 55% or more unduplicated students will receive additional LCFF concentration funds. The actions that increase staff to provide direct services to English learners, low-income students, and foster youth include:

- 1.10 Teacher Support Staffing for At-Risk Students (Secondary) – additional teachers for at-risk students in middle and high school
- 2.5 Foster Youth Support – staff to support foster youth students, including social workers, counselors, and academic intervention teachers
- 2.6 Homeless Student Support – staff to support homeless students, including social workers, academic intervention teachers, and regional program technicians to provide case management
- 4.1 Attendance Support: Transportation – additional bus drivers to provide transportation services to low-income students to improve attendance
- 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program – staffing for the attendance improvement program to provide support primarily targeted to parents of unduplicated students and individuals with exceptional needs

- 4.3 Bilingual Teaching Associate Translator Interpreters (BTATI) – staff to provide language support to students and their families whose primary language is one other than English

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	45 students : 1 staff	42 students : 1 staff
Staff-to-student ratio of certificated staff providing direct services to students	19 students : 1 staff	16 students : 1 staff

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$691,595,523	$ 107,588,512	15.557%	0.000%	15.557%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 696,306,444	$ 96,219,235	$ 4,406,381	$ 16,833,540	$ 813,765,599.50	$ 785,168,350	$ 28,597,249

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	School Staffing	All	No	LEA-wide	N/A	All	Ongoing	$ 432,998,694	$ -	$ 432,998,694	$ -	$ -	$ -	$ 432,998,694	0.000%
1	2	Professional Learning	All	Yes	LEA-wide	All	All	Ongoing	$ 3,686,017	$ 573,443	$ 4,259,460	$ -	$ -	$ -	$ 4,259,460	0.000%
1	3	Curriculum/Program Specialists and Instructional Coaches	All	Yes	LEA-wide	All	All	Ongoing	$ 11,102,462	$ 1,950,429	$ 11,679,274	$ -	$ -	$ 1,373,617	$ 13,052,891	0.000%
1	7	CTE/CPA Program Development	All	Yes	LEA-wide	All	Secondary Schools	Ongoing	$ 3,607,375	$ 1,005,079	$ 3,364,454	$ 1,248,000	$ -	$ -	$ 4,612,454	0.000%
1	9	Equity	All	Yes	LEA-wide	All	All	Ongoing	$ 663,732	$ 2,050,978	$ 2,714,710	$ -	$ -	$ -	$ 2,714,710	0.000%
1	10	Teacher Support Staffing for At-Risk Students (Secondary)	All	Yes	LEA-wide	All	Secondary Schools	Ongoing	$ 8,310,467	$ -	$ 8,310,467	$ -	$ -	$ -	$ 8,310,467	0.000%
1	12	Gifted and Talented Education (GATE)	All	Yes	LEA-wide	N/A	All	Ongoing	$ 13,986	$ 236,014	$ 250,000	$ -	$ -	$ -	$ 250,000	0.000%
1	13	Academic Competition, AP/IB, Honors, MYP	All	Yes	LEA-wide	N/A	Secondary Schools	Ongoing	$ 1,120,145	$ 196,776	$ 1,316,921	$ -	$ -	$ -	$ 1,316,921	0.000%
1	14	Achievement Via Individual Determination (AVID)	All	Yes	LEA-wide	All	Secondary Schools	Ongoing	$ 1,516,664	$ 371,722	$ 1,888,386	$ -	$ -	$ -	$ 1,888,386	0.000%
1	15	LCFF Supplemental - Elementary/Secondary	All	Yes	LEA-wide	All	All	Ongoing	$ 5,735,732	$ 5,381,966	$ 11,117,698	$ -	$ -	$ -	$ 11,117,698	0.000%
1	16	Evaluation Support	All	Yes	LEA-wide	All	All	Ongoing	$ 1,778,821	$ 235,950	$ 444,705	$ -	$ 1,570,066	$ -	$ 2,014,771	0.000%
1	17	Academic Intervention Teacher (Homeless) - Funding Source: LREBG	Homeless	No	Limited	N/A	All	One Year	$ 148,197	$ -	$ -	$ 148,197	+	$ -	$ 148,197	0.000%
1	18	Academic Intervention Teachers at each TK-6 site - Funding Source: LREBG	All	No	LEA-wide	N/A	Elementary Schools	One Year	$ 6,301,950	$ (0)	$ -	$ 6,301,950	$ -	$ -	$ 6,301,950	0.000%
1	19	Additional FTE for English learner Coordination at Secondary Schools - Funding Source: LREBG	All	No	Limited	English Learners	Secondary Schools	One Year	$ 1,308,042	$ (0)	$ -	$ 1,308,042	$ -	$ -	$ 1,308,042	0.000%
1	20	Administrative Salaries/Coordinator - AVID - Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 181,669	$ 0	$ -	$ 181,669	$ -	$ -	$ 181,669	0.000%
1	21	AVID coaches - Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 751,977	$ (0)	$ -	$ 751,977	$ -	$ -	$ 751,977	0.000%
1	22	Curriculum specialists (VAPA) - Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 541,032	$ 0	$ -	$ 541,032	$ -	$ -	$ 541,032	0.000%
1	23	English learner Coordinator at Florin and Valley high schools - Funding Source: LREBG	All	No	Schoolwide	English Learners	Florin and Valley High Schools	One Year	$ 312,628	$ 0	$ -	$ 312,628	$ -	$ -	$ 312,628	0.000%
1	24	Elementary Academic Intervention Teacher (FY) - Funding Source: LREBG	Foster Youth	No	Limited	Foster Youth	Elementary Schools	One Year	$ 161,784	$ 0	$ -	$ 161,784	$ -	$ -	$ 161,784	0.000%
1	25	Equity/SEL Coaches - Teachers, Wellness - Funding Source: LREBG	All	No	LEA-wide	All	All	One Year	$ 1,576,365	$ 0	$ -	$ 1,576,365	$ -	$ -	$ 1,576,365	0.000%
1	26	Restorative Practices Program Specialist - Funding Source: LREBG	All	No	LEA-wide	All	All	One Year	$ 170,803	$ (0)	$ -	$ 170,803	$ -	$ -	$ 170,803	0.000%
1	27	Program Specialists - Universal Equity Programs; Targeted Equity Programs - Funding Source: LREBG	All	No	LEA-wide	All	All	One Year	$ 346,290	$ 0	$ -	$ 346,290	$ -	$ -	$ 346,290	0.000%
1	28	Secondary Academic Intervention Teacher (Foster Youth) - Funding Source: LREBG	Foster Youth	No	Limited	Foster Youth	Secondary Schools	One Year	$ 168,343	$ 0	$ -	$ 168,343	$ -	$ -	$ 168,343	0.000%
1	29	Secondary counselor staffing to create ratio of 375:1 - Funding Source: LREBG	All	No	LEA-wide	N/A	Secondary Schools	One Year	$ 1,751,268	$ (0)	$ -	$ 1,751,268	$ -	$ -	$ 1,751,268	0.000%
1	30	Site-based Desktop Support Technicians - Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 2,231,739	$ (0)	$ -	$ 2,231,739	$ -	$ -	$ 2,231,739	0.000%
1	31	Teacher to support needs of secondary EL - Funding Source: LREBG	All	No	Limited	English Learners	Secondary Schools	One Year	$ 1,620,670	$ (0)	$ -	$ 1,620,670	$ -	$ -	$ 1,620,670	0.000%
1	32	Vice Principals at Various TK-6 schools - Funding Source: LREBG	All	No	LEA-wide	N/A	Elementary Schools	One Year	$ 1,288,166	$ 0	$ -	$ 1,288,166	$ -	$ -	$ 1,288,166	0.000%
1	33	Additional FTE for English learner Program Specialist - Funding Source: (LREBG)	All	No	LEA-wide	English Learners	All	One Year	$ 181,061	$ 0	$ -	$ 181,061	$ -	$ -	$ 181,061	0.000%
2	3	Students with Disabilities Instructional Support - Low-Income	SWD	Yes	LEA-wide	All	All	Ongoing	$ 60,025,580	$ -	$ 60,025,580	$ -	$ -	$ -	$ 60,025,580	0.000%
2	4	Students with Disabilities Instructional Support - Non-Low-Income	SWD	No	LEA-wide	N/A	All	Ongoing	$ 174,479,449	$ 8,934,603	$ 111,453,223	$ 55,832,860	$ 2,744,623	$ 13,383,346	$ 183,414,052	0.000%
2	5	Foster Youth Support	Foster Youth	Yes	Limited	Foster Youth	Grades TK-12	Ongoing	$ 2,904,591	$ 59,532	$ 1,140,267	$ -	$ -	$ 1,823,856	$ 2,964,123	0.000%
2	6	Homeless Student Support	Homeless	Yes	Limited	All	All	Ongoing	$ 287,044	$ 90,341	$ 188,552	$ -	$ -	$ 188,833	$ 377,385	0.000%
2	7	African American Student Support	African American/Black	Yes	Limited	All	Grades TK-12	Ongoing	$ -	$ 912,870	$ 912,870	$ -	$ -	$ -	$ 912,870	0.000%
2	8	Native American Student Support - Funding Source: Federal	Native American	No	Limited	All	All	Ongoing	$ 48,217	$ 15,671	$ -	$ -	$ -	$ 63,888	$ 63,888	0.000%
2	9	Native American Student Support - Funding Source: Unrestricted	Native American	Yes	Limited	All	All	Ongoing	$ 81,911	$ 26,555	$ 108,466	$ -	$ -	$ -	$ 108,466	0.000%
2	10	Master Scheduling Prioritization	All	No	LEA-wide	N/A	Secondary Schools	One Year	$ -	$ 274,870	$ -	$ 274,870	$ -	$ -	$ 274,870	0.000%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	11	Project Implementor (Homeless) - Funding Source: LREBG	Homeless	No	Limited	All	All	One Year	$ 129,259	$ (0)	$ -	$ 129,259	$ -	$ -	$ 129,259	0.000%
2	12	Program Educators - Black Excellence, Young Men of Color, Student Equity Councils - Funding Source: LREBG	African American/Black	No	Limited	All	All	One Year	$ 299,623	$ (0)	$ -	$ 299,623	$ -	$ -	$ 299,623	0.000%
3	1	State-Funded Mental Health Services	All	No	LEA-wide	N/A	All	Ongoing	$ 4,754,476	$ 695,568	$ -	$ 5,450,044	$ -	$ -	$ 5,450,044	0.000%
3	2	PBIS	All	Yes	LEA-wide	All	All	Ongoing	$ 951,095	$ -	$ 951,095	$ -	$ -	$ -	$ 951,095	0.000%
3	3	Mental Health/SEL Support and Training	All	Yes	LEA-wide	All	All	Ongoing	$ 3,401,320	$ 790,577	$ 4,191,897	$ -	$ -	$ -	$ 4,191,897	0.000%
3	4	Custodial Services	All	No	LEA-wide	N/A	All	Ongoing	$ 25,252,813	$ 1,451,707	$ 26,704,520	$ -	$ -	$ -	$ 26,704,520	0.000%
3	5	Campus Supervisors - At each TK-6 site - Funding Source: LREBG	All	No	LEA-wide	N/A	Elementary Schools	One Year	$ 2,813,233	$ (0)	$ -	$ 2,813,233	$ -	$ -	$ 2,813,233	0.000%
3	6	Counselors (PPS Credential) at all TK-6 sites - Funding Source: LREBG	All	No	LEA-wide	N/A	Elementary Schools	One Year	$ 1,781,295	$ (0)	$ -	$ 1,781,295	$ -	$ -	$ 1,781,295	0.000%
3	7	Guided recess activity	All	No	LEA-wide	N/A	Elementary Schools	One Year	$ -	$ 1,290,000	$ -	$ 1,290,000	$ -	$ -	$ 1,290,000	0.000%
3	8	Health Assistants - Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 523,966	$ (0)	$ -	$ 523,966	$ -	$ -	$ 523,966	0.000%
3	9	Social Workers at Secondary Schools - Funding Source: LREBG	All	No	LEA-wide	N/A	Secondary Schools	One Year	$ 1,647,926	$ 0	$ -	$ 1,647,926	$ -	$ -	$ 1,647,926	0.000%
3	10	Project Implementor (Youth Development) - Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 327,066	$ 0	$ -	$ 327,066	$ -	$ -	$ 327,066	0.000%
3	11	School Nurses - Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 590,106	$ (0)	$ -	$ 590,106	$ -	$ -	$ 590,106	0.000%
3	12	Coordinator - Behavioral Services - Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 192,037	$ (0)		$ 192,037		$ -	$ 192,037	0.000%
4	1	Attendance Support: Transportation	Low-Income	Yes	Limited	Low-Income	All	Ongoing	$ 6,582,407	$ 1,675,298	$ 8,257,705	$ -	$ -	$ -	$ 8,257,705	0.000%
4	2	Family & Community Engagement and Attendance Support: Attendance Improvement Program	All	Yes	LEA-wide	All	All	Ongoing	$ 1,565,280	$ 285,608	$ 1,850,888			$ -	$ 1,850,888	0.000%
4	3	Bilingual Teaching Associates Translator/Interpreters (BTATI)	All	Yes	Limited	English Learners	All	Ongoing	$ 2,176,612	$ -	$ 2,176,612	$ -	$ -	$ -	$ 2,176,612	0.000%
4	4	Family Community Liaisons - Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 679,942	$ -	$ -	$ 679,942	$ -	$ -	$ 679,942	0.000%
4	5	Family Resource Teacher to support Family Teacher Academic Teams (FTAT) - Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 454,815	$ 0	$ -	$ 454,815	$ -	$ -	$ 454,815	0.000%
4	6	Mental Health Therapist – Family and Community Engagement (FACE) – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 374,754	$ 0	$ -	$ 374,754	$ -	$ -	$ 374,754	0.000%
4	7	Program Educators – Newcomer Welcome Center (FACE) – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 224,221	$ (0)		$ 224,221			$ 224,221	0.000%
4	8	Program Specialist (FACE) – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 525,125	$ (0)		$ 525,125			$ 525,125	0.000%
4	9	Regional Team Program Technician (Homeless) – Funding Source: LREBG	Homeless	No	Limited	N/A	All	One Year	$ 227,318	$ 0		$ 227,318			$ 227,318	0.000%
4	10	SOA II Front office staff or increase hours of existing office staff – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 2,100,234	$ 0		$ 2,100,234			$ 2,100,234	0.000%
4	11	Bilingual Teaching Associates Translator/Interpreters (BTATI) – Funding Source: LREBG	All	No	LEA-wide	English Learners	All	One Year	$ 190,557	$ 0		$ 190,557			$ 190,557	0.000%
4	12	Average Daily Attendance Dashboard	All	No	LEA-wide	N/A	All	One Time	$ -	$ -					$ -	0.000%
6	1	Socioeconomic Status Support: Professional Learning – William Daylor High School	All	No	Schoolwide	All	Daylor High School	Ongoing		$ 3,000			$ 3,000		$ 3,000	0.000%
6	2	Socioeconomic Status Support: Extended Day – William Daylor High School	All	No	Schoolwide	All	Daylor High School	Ongoing		$ 4,931			$ 4,931		$ 4,931	0.000%
6	3	Socioeconomic Status Support: English Learner Professional Learning – William Daylor High School	All	No	Schoolwide	All	Daylor High School	Ongoing		$ 900			$ 900		$ 900	0.000%
6	4	Socioeconomic Status Support: Career Technical Education – William Daylor High School	All	No	Schoolwide	All	Daylor High School	Ongoing		$ 10,000			$ 10,000		$ 10,000	0.000%
7	1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Rio Cazadero High School	All	No	Schoolwide	All	Rio Cazadero High School	Ongoing		$ 7,500			$ 7,500		$ 7,500	0.000%
7	2	African American, Hispanic, and Socioeconomic Status Support: Extended Day – Rio Cazadero High School	All	No	Schoolwide	All	Rio Cazadero High School	Ongoing		$ 7,500			$ 7,500		$ 7,500	0.000%
7	3	Hispanic and Socioeconomic Status Support: Professional Learning – Rio Cazadero High School	All	No	Schoolwide	All	Rio Cazadero High School	Ongoing		$ 1,950			$ 1,950		$ 1,950	0.000%
7	4	African American, Hispanic, and Socioeconomic Status Support: Career Technical Education – Rio Cazadero High School	All	No	Schoolwide	All	Rio Cazadero High School	Ongoing		$ 10,000			$ 10,000		$ 10,000	0.000%
7	5	African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Rio Cazadero High School	All	No	Schoolwide	All	Rio Cazadero High School	Ongoing		$ 5,000			$ 5,000		$ 5,000	0.000%
8	1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Calvine High School	All	No	Schoolwide	All	Calvine High School	Ongoing		$ 13,000			$ 13,000		$ 13,000	0.000%
8	2	African American, Hispanic, and Socioeconomic Status Support: Extended Day – Calvine High School	All	No	Schoolwide	All	Calvine High School	Ongoing		$ 5,490			$ 5,490		$ 5,490	0.000%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
8	3	Hispanic and Socioeconomic Status Support: Professional Learning – Calvine High School	All	No	Schoolwide	All	Calvine High School	Ongoing		$ 2,671			$ 2,671		$ 2,671	0.000%
8	4	African American, Hispanic, and Socioeconomic Status Support: Career Technical Education – Calvine High School	All	No	Schoolwide	All	Calvine High School	Ongoing		$ 5,000			$ 5,000		$ 5,000	0.000%
8	5	African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Calvine High School	All	No	Schoolwide	All	Calvine High School	Ongoing		$ 2,250			$ 2,250		$ 2,250	0.000%
9	1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Las Flores High School	All	No	Schoolwide	All	Las Flores High School	Ongoing		$ 5,000			$ 5,000		$ 5,000	0.000%
9	2	Hispanic and Socioeconomic Status Support: Professional Learning – Las Flores High School	All	No	Schoolwide	All	Las Flores High School	Ongoing		$ 5,000			$ 5,000		$ 5,000	0.000%
9	3	African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Las Flores High School	All	No	Schoolwide	All	Las Flores High School	Ongoing		$ 2,500			$ 2,500		$ 2,500	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 691,595,523	$ 107,588,512	15.557%	0.000%	15.557%	$ 125,150,007	0.000%	18.096%	**Total:**	$ 125,150,007
								LEA-wide Total:	$ 112,365,535
								Limited Total:	$ 12,784,472
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Professional Learning	Yes	LEA-wide	All	All	$ 4,259,460	0.000%
1	3	Curriculum/Program Specialists and Instructional Coaches	Yes	LEA-wide	All	All	$ 11,679,274	0.000%
1	7	CTE/CPA Program Development	Yes	LEA-wide	All	Secondary Schools	$ 3,364,454	0.000%
1	9	Equity	Yes	LEA-wide	All	All	$ 2,714,710	0.000%
1	10	Teacher Support Staffing for At-Risk Students (Secondary)	Yes	LEA-wide	All	Secondary Schools	$ 8,310,467	0.000%
1	12	Gifted and Talented Education (GATE)	Yes	LEA-wide	N/A	All	$ 250,000	0.000%
1	13	Academic Competition, AP/IB, Honors, MYP	Yes	LEA-wide	N/A	Secondary Schools	$ 1,316,921	0.000%
1	14	Achievement Via Individual Determination (AVID)	Yes	LEA-wide	All	Secondary Schools	$ 1,888,386	0.000%
1	15	LCFF Supplemental - Elementary/Secondary	Yes	LEA-wide	All	All	$ 11,117,698	0.000%
1	16	Evaluation Support	Yes	LEA-wide	All	All	$ 444,705	0.000%
2	3	Students with Disabilities Instructional Support - Low-Income	Yes	LEA-wide	All	All	$ 60,025,580	0.000%
2	5	Foster Youth Support	Yes	Limited	Foster Youth	Grades TK-12	$ 1,140,267	0.000%
2	6	Homeless Student Support	Yes	Limited	All	All	$ 188,552	0.000%
2	7	African American Student Support	Yes	Limited	All	Grades TK-12	$ 912,870	0.000%
2	9	Native American Student Support - Funding Source: Unrestricted	Yes	Limited	All	All	$ 108,466	0.000%
3	2	PBIS	Yes	LEA-wide	All	All	$ 951,095	0.000%
3	3	Mental Health/SEL Support and Training	Yes	LEA-wide	All	All	$ 4,191,897	0.000%
4	1	Attendance Support: Transportation	Yes	Limited	Low-Income	All	$ 8,257,705	0.000%
4	2	Family & Community Engagement and Attendance Support: Attendance Improvement Program	Yes	LEA-wide	All	All	$ 1,850,888	0.000%
4	3	Bilingual Teaching Associates Translator/Interpreters (BTATI)	Yes	Limited	English Learners	All	$ 2,176,612	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 700,072,896.06	$ 709,059,938.35

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	School Staffing	No	$ 399,336,825	$ 385,976,602
1	2	Professional Learning	Yes	$ 4,660,744	$ 3,554,337
1	3	Curriculum/Program Specialists and Instructional Coaches	Yes	$ 12,504,908	$ 10,583,817
1	4	Students with Disabilities Instructional Support - Low-Income	Yes	$ 18,007,963	$ 12,126,118
1	5	Students with Disabilities Instructional Support - Non-Low Income	No	$ 181,552,590	$ 217,751,368
1	6	Supplemental Programming	Yes	$ 12,318,408	$ 10,177,165
1	7	CTE/CPA Program Development	Yes	$ 4,450,819	$ 3,886,250
1	8	Foster Youth Support	Yes	$ 2,624,720	$ 2,952,800
1	9	Equity	Yes	$ 1,709,936	$ 2,425,837
1	10	Teacher Support Staffing for At-Risk Students (Secondary)	Yes	$ 7,760,535	$ 7,260,407
1	11	Homeless Student Support	Yes	$ 461,404	$ 239,286
2	1	Evaluation Support	Yes	$ 1,974,730	$ 1,494,287
2	2	Professional Learning: Assessment Support	Yes	$ -	$ -
3	1	MTSS/PBIS	No	$ 4,680,417	$ 4,680,417
3	2	Positive Behavioral Interventions and Supports	Yes	$ 860,685	$ 751,905
3	3	Mental Health/SEL Support and Training	Yes	$ 4,085,270	$ 3,225,700
3	4	Custodial Services	No	$ 25,196,450	$ 24,625,175
4	1	Attendance Support: Transportation	Yes	$ 6,778,786	$ 6,813,298
4	2	Family & Community Engagement and Attendance Support: Attendance Improvement Program	Yes	$ 1,686,697	$ 1,654,407
4	3	Bilingual Teaching Associates Translator Interpreters (BTATI)	Yes	$ 2,053,854	$ 1,383,061
5	1	Students with Disabilities Instructional Support - Low-Income	Yes	$ -	$ -
5	2	Students with Disabilities Instructional Support - Non-Low Income	No	$ -	$ -
5	3	African American Student Support	No	$ 912,870	$ 912,870
5	4	Master Scheduling Prioritization	No	$ 198,870	$ 198,870
5	5	Academic Support	No	$ 6,000,974	$ 6,194,607
5	6	Native American Student Support	Yes	$ 203,660	$ 147,381
5	7	Homeless Student Support	Yes	$ -	$ -
6	1	Socioeconomic Status Support: Professional Learning - Daylor High School	No	$ 3,000	$ 3,604
6	2	Socioeconomic Status Support: Extended Day - Daylor High School	No	$ 4,931	$ 4,931
6	3	Socioeconomic Status Support: Professional Learning - Daylor High School	No	$ 900	$ 1,143
6	4	Socioeconomic Status Support: Career Technical Education - Daylor High School	No	$ 10,000	$ 6,981
7	1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning - Rio Cazadero High School	No	$ 7,500	$ 301
7	2	African American, Hispanic, and Socioeconomic Status Support: Extended Day - Rio Cazadero High School	No	$ 7,500	$ 11,938
7	3	Hispanic and Socioeconomic Status Support: Professional Learning - Rio Cazadero High School	No	$ 1,950	$ 75

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 78,741,644	$ 75,891,966	$ 68,974,876	$ 6,917,090	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Professional Learning	Yes	$ 4,660,744	$ 3,554,337.00	0.00%	0.00%
1	3	Curriculum/Program Specialists and Instructional Coaches	Yes	$ 11,216,125	$ 10,583,817.00	0.00%	0.00%
1	4	Students with Disabilities Instructional Support - Low-Income	Yes	$ 18,007,963	$ 12,126,118.00	0.00%	0.00%
1	6	Supplemental Programming	Yes	$ 12,318,408	$ 10,177,165.00	0.00%	0.00%
1	7	CTE/CPA Program Development	Yes	$ 3,006,819	$ 3,886,250.00	0.00%	0.00%
1	8	Foster Youth Support	Yes	$ 999,508	$ 2,952,800.00	0.00%	0.00%
1	9	Equity	Yes	$ 1,709,936	$ 2,425,837.00	0.00%	0.00%
1	10	Teacher Support Staffing for At-Risk Students (Secondary)	Yes	$ 7,760,535	$ 7,260,407.00	0.00%	0.00%
1	11	Homeless Student Support	Yes	$ 179,904	$ 239,286.00	0.00%	0.00%
2	1	Evaluation Support	Yes	$ 420,914	$ 1,494,287.00	0.00%	0.00%
2	2	Professional Learning: Assessment Support	Yes	$ -	$ -	0.00%	
3	2	Positive Behavioral Interventions and Supports	Yes	$ 860,685	$ 751,905.00	0.00%	0.00%
3	3	Mental Health/SEL Support and Training	Yes	$ 4,085,270	$ 3,524,520.00	0.00%	0.00%
4	1	Attendance Support: Transportation	Yes	$ 6,778,786	$ 6,813,298.00	0.00%	0.00%
4	2	Family & Community Engagement and Attendance Support: Attendance Improvement Program	Yes	$ 1,686,697	$ 1,654,407.00	0.00%	0.00%
4	3	Bilingual Teaching Associates Translator Interpreters (BTATI)	Yes	$ 2,053,854	$ 1,383,061.00	0.00%	0.00%
5	1	Students with Disabilities Instructional Support - Low-Income	Yes	$ -	$ -	0.00%	
5	6	Native American Student Support	Yes	$ 145,818	$ 147,381.00	0.00%	0.00%
5	7	Homeless Student Support	Yes	$ -			0.00%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 670,263,153	$ 78,741,644	0.00%	11.75%	$ 68,974,876	0.00%	10.29%	$ 9,766,768.00	1.46%

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Anna Kirchgater Elementary	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Arlene Hein Elementary	Students with Disabilities	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red
	Hispanic	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Arnold Adreani Elementary	English Learners	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red
	Socioeconomically Disadvantaged	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Arthur C. Butler Elementary	Students with Disabilities	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red
	English Learners	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Arthur C. Butler Elementary	African American	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	Not Red	Not Red
	White	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Barbara Comstock Morse Elementary	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red
	African American	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
California Montessori Project - Elk Grove Campus	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red
	White	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red
	Asian	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Calvine High	Hispanic	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 1.9 Equity
	Socioeconomically Disadvantaged	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 1.9 Equity
	All Students	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Carroll Elementary	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red
	English Learners	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red
	Two or More Races	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Charles E. Mack Elementary	Students with Disabilities	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red
	Socioeconomically Disadvantaged	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Charles E. Mack Elementary	African American	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	Not Red
	White	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red
	Two or More Races	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Charles E. Mack Elementary	Homeless Youth	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity, 2.6 Homeless Student Support	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.6 Homeless Student Support	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Cosumnes Oaks High	Students with Disabilities	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red
	African American	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	Not Red
Cosumnes River Elementary	Two or More Races	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
David Reese Elementary	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red
	Hispanic	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
David Reese Elementary	English Learners	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/ Program Specialists and Coaches, 1.15 LCFF Supplemental Elementary/ Secondary, 4.3 Bilingual Teaching Associates Translator Interpreters (BTATI), 1.9 Equity	Not Red	Not Red	Not Red	Not Red
	Socioeconomically Disadvantaged	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
David Reese Elementary	African American	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red
	Two or More Races	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red
	Homeless Youth	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity, 2.6 Homeless Student Support	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.6 Homeless Student Support	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Daylor (William) High (Continuation)	Socioeconomically Disadvantaged	Not Red	Not Red	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 1.9 Equity	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 1.9 Equity
	All Students	Not Red	Not Red	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization
Edna Batey Elementary	Filipino	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Edward Harris, Jr. Middle	Students with Disabilities	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red
	African American	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity, 2.7 African American Student Support	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Elitha Donner Elementary	Students with Disabilities	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red
	English Learners	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/ Program Specialists and Coaches, 1.15 LCFF Supplemental Elementary/ Secondary, 4.3 Bilingual Teaching Associates Translator Interpreters (BTATI), 1.9 Equity	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Elizabeth Pinkerton Middle	Students with Disabilities	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red
	Socioeconomically Disadvantaged	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red
	African American	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Elk Grove Elementary	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red
	Two or More Races	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Elk Grove High	Students with Disabilities	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income
	African American	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Ellen Feickert Elementary	Students with Disabilities	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red
	English Learners	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red
	Socioeconomically Disadvantaged	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Ellen Feickert Elementary	African American	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	Not Red
	Asian	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red
Elliott Ranch Elementary	Asian	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red
Florence Markofer Elementary	English Learners	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/ Program Specialists and Coaches, 1.15 LCFF Supplemental Elementary/ Secondary, 4.3 Bilingual Teaching Associates Translator Interpreters (BTATI), 1.9 Equity	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Florin Elementary	Hispanic	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red
	English Learners	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/ Program Specialists and Coaches, 1.15 LCFF Supplemental Elementary/ Secondary, 4.3 Bilingual Teaching Associates Translator Interpreters (BTATI), 1.9 Equity	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Florin High	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red
	English Learners	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Florin High	Two or More Races	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red
	Homeless Youth	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.6 Homeless Student Support	Not Red
	Filipino	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Foulks Ranch Elementary	Hispanic	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red
	African American	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red
Franklin Elementary	Filipino	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Franklin High	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Harriet G. Eddy Middle	Students with Disabilities	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red
	Hispanic	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Harriet G. Eddy Middle	African American	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	Not Red	Not Red
Helen Carr Castello Elementary	Students with Disabilities	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Herman Leimbach Elementary	African American	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Irene B. West Elementary	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red
	Filipino	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Isabelle Jackson Elementary	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red
	African American	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
James A. McKee Elementary	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red
	Asian	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
James Rutter Middle	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red
	Hispanic	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
James Rutter Middle	English Learners	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red
	Socioeconomically Disadvantaged	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
James Rutter Middle	All Students	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red
	Two or More Races	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
John Ehrhardt Elementary	Students with Disabilities	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red
	Asian	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
John Reith Elementary	Hispanic	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red
	English Learners	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red
	African American	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	Not Red
	Two or More Races	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Joseph Kerr Middle	African American	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	Not Red
	Two or More Races	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Joseph Sims Elementary	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red
	Filipino	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Katherine L. Albiani Middle	Students with Disabilities	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red
	Hispanic	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red
	Socioeconomically Disadvantaged	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Katherine L. Albiani Middle	Two or More Races	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Laguna Creek High	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red
	Hispanic	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Laguna Creek High	English Learners	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red
	Socioeconomically Disadvantaged	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Laguna Creek High	African American	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	Not Red	Not Red
	Homeless Youth	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.6 Homeless Student Support	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Las Flores High (Alternative)	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red
	Hispanic	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 1.9 Equity	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 1.9 Equity

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Las Flores High (Alternative)	English Learners	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red
	Socioeconomically Disadvantaged	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 1.9 Equity

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Las Flores High (Alternative)	African American	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	Not Red	Not Red
	Asian	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Las Flores High (Alternative)	All Students	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Marion Mix Elementary	Students with Disabilities	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red
	African American	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity, 2.7 African American Student Support	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Monterey Trail High	Students with Disabilities	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income
	English Learners	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Monterey Trail High	African American	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	Not Red	Not Red
	Two or More Races	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Pleasant Grove High	Students with Disabilities	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Prairie Elementary	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red
	Hispanic	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Prairie Elementary	English Learners	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red
	Socioeconomically Disadvantaged	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Prairie Elementary	African American	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	Not Red	Not Red
	All Students	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Raymond Case Elementary	English Learners	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red
	Filipino	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Rio Cazadero High (Continuation)	Hispanic	Not Red	Not Red	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 1.9 Equity	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 1.9 Equity
	English Learners	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red
	Socioeconomically Disadvantaged	Not Red	Not Red	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 1.9 Equity	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 1.9 Equity
	African American	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 1.9 Equity, 2.7 African American Student Support

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Rio Cazadero High (Continuation)	All Students	Not Red	Not Red	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization
Robert J. Fite Elementary	Hispanic	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red
	English Learners	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red
	Socioeconomically Disadvantaged	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red
	Asian	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Robert J. Fite Elementary	All Students	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red
	Two or More Races	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red
	Filipino	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Robert J. McGarvey Elementary	Students with Disabilities	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red
	English Learners	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red
	Socioeconomically Disadvantaged	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red
	African American	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Robert J. McGarvey Elementary	White	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red
	Asian	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red
	All Students	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Roy Herburger Elementary	Socioeconomically Disadvantaged	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity	Not Red	Not Red	Not Red
	White	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Samuel Jackman Middle	Students with Disabilities	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red
	Hispanic	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Samuel Jackman Middle	English Learners	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.2 Professional Learning, 1.3 Curriculum/ Program Specialists and Coaches, 1.15 LCFF Supplemental Elementary/ Secondary, 4.3 Bilingual Teaching Associates Translator Interpreters (BTATI), 1.9 Equity	Not Red	Not Red	Not Red	Not Red
	Socioeconomically Disadvantaged	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red
	African American	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Samuel Jackman Middle	All Students	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red
	Two or More Races	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red

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School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Samuel Jackman Middle	Pacific Islander	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Samuel Kennedy Elementary	Students with Disabilities	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red
	English Learners	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Samuel Kennedy Elementary	African American	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	Not Red
	White	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Sheldon High	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income
	Hispanic	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Sheldon High	English Learners	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red
	African American	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Sheldon High	Two or More Races	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Sierra-Enterprise Elementary	English Learners	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/ Program Specialists and Coaches, 1.15 LCFF Supplemental Elementary/ Secondary, 4.3 Bilingual Teaching Associates Translator Interpreters (BTATI), 1.9 Equity	Not Red	Not Red	Not Red	Not Red
	African American	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red
	White	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Stone Lake Elementary	African American	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red
T. R. Smedberg Middle	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
T. R. Smedberg Middle	Hispanic	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red
	English Learners	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red
	Socioeconomically Disadvantaged	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
T. R. Smedberg Middle	African American	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	Not Red	Not Red
	All Students	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red
	Two or More Races	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Toby Johnson Middle	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red
	African American	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Union House Elementary	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	Not Red	Not Red
	African American	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity, 2.7 African American Student Support	Not Red	Not Red	Not Red	Not Red	Not Red

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Union House Elementary	Two or More Races	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red
Valley High	Students with Disabilities	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	Not Red	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 2.10 Master Scheduling Prioritization, 2.3 Students with Disabilities Instructional Support – Low-Income , 2.4 Students with Disabilities Instructional Support – Non-Low Income

Elk Grove Unified School District 2024-25 LCAP - Actions Directed Toward Red/Lowest Performance California School Dashboard Indicators

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Valley High	English Learners	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 3.1 State-Funded Mental Health Services, 1.18 Academic Intervention Teachers at each TK-6 site – Funding Source: LREBG, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red
	African American	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 State-Funded Mental Health Services, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 2.7 African American Student Support	Not Red

LCAP ACTION REALIGNMENT

2024-25 ACTION #	2025-26 ACTION #	ACTION TITLE
1.1	1.1	School Staffing
1.2/2.2	1.2	Professional Learning
1.3	1.3	Curriculum/Program Specialists and Instructional Coaches
1.4/5.1	2.3	Students with Disabilities Instructional Support – Low-Income
1.5/5.2	2.4	Students with Disabilities Instructional Support – Non-Low Income
1.6	1.12-1.15	2024-25 LCAP Title: Supplemental Programming
1.7	1.7	CTE/CPA Program Development
1.8	2.5	Foster Youth Support
1.9	1.9	Equity
1.10	1.10	Teacher Support Staffing for At-Risk Students (Secondary)
1.11/5.7	2.6	Homeless Student Support
1.6	1.12	Gifted and Talented Education (GATE)
1.6	1.13	Academic Competition, AP/IB, Honors, MYP
1.6	1.14	Achievement Via Individual Determination (AVID)
1.6	1.15	LCFF Supplemental – Elementary/Secondary
2.1	1.16	Evaluation Support
	1.17	Academic Intervention Teacher (Homeless)
5.5	1.18	Academic Intervention Teachers at each TK-6 site (previously called “Academic Support”)
	1.19	Additional FTE for EL Coordination at secondary schools
	1.20	Administrative Salaries/Coordinator – AVID
	1.21	AVID coaches
	1.22	Curriculum specialists (VAPA)
	1.23	EL Coordinator at Florin and Valley high schools
	1.24	Elementary Academic Intervention Teacher (Foster Youth)

2024-25 ACTION #	2025-26 ACTION #	ACTION TITLE
	1.25	Equity/SEL Coaches – Teachers (9), Wellness (3)
	1.26	Restorative Practices Program Specialist
	1.27	Program Specialists – Universal Equity Programs; Targeted Equity Programs
	1.28	Secondary Academic Intervention Teacher (Foster Youth)
	1.29	Secondary counselor staffing to create ratio of 375:1
	1.30	Site-based Desktop Support Technicians
	1.31	Teacher to support needs of secondary English learners
	1.32	Vice Principals at Various TK-6 schools
	1.33	Additional FTE for English Learner Program Specialist
2.1	1.16	Evaluation Support
1.2/2.2	1.2	Professional Learning: Assessment Support
1.4/5.1	2.3	Students with Disabilities Instructional Support – Low-Income
1.5/5.2	2.4	Students with Disabilities Instructional Support – Non-Low Income
1.8	2.5	Foster Youth Support
1.11/5.7	2.6	Homeless Student Support
5.3	2.7	African American Student Support
5.6	2.8	Native American Student Support (Funding Source: Federal)
5.6	2.9	Native American Student Support (Funding Source: Unrestricted)
5.4	2.10	Master Scheduling Prioritization
	2.11	Project Implementor (Homeless)
	2.12	Program Educators – Black Excellence, Young Men of Color, Student Equity Councils
3.1	3.1	State-Funded Mental Health Services (previously “MTSS/PBIS”)
3.2	3.2	PBIS
3.3	3.3	Mental Health/SEL Support and Training
3.4	3.4	Custodial Services

2024-25 ACTION #	2025-26 ACTION #	ACTION TITLE
	3.5	Campus Supervisors – At each site TK-6 site
	3.6	Counselors (PPS Credential) at all TK-6 sites
	3.7	Guided recess activity
	3.8	Health Assistants
	3.9	Social Workers at Secondary Schools
	3.10	Project Implementor (Youth Development – formerly noted as MTSS)
	3.11	School Nurses
	3.12	Coordinator – Behavioral Services
4.1	4.1	Attendance Support: Transportation
4.2	4.2	Family & Community Engagement and Attendance Support: Attendance Improvement Program
4.3	4.3	Bilingual Teaching Associates Translator Interpreters (BTATI)
	4.4	Family Community Liaisons
	4.5	Family Resource Teacher to support Family Teacher Academic Teams (FTAT)
	4.6	Mental Health Therapist – Family and Community Engagement (FACE)
	4.7	Program Educators – Newcomer Welcome Center (FACE)
	4.8	Program Specialist (FACE)
	4.9	Regional Team Program Technician (Homeless)
	4.10	SOA II Front office staff or increase hours of existing office staff
	4.11	FTE for Bilingual Teaching Associates Translator/Interpreters (BTATI)
	4.12	Average Daily Attendance Dashboard

2024-25 GOAL 5 ACTIONS

2024-25 ACTION #	2025-26 ACTION #	ACTION TITLE
5.1/1.4	2.3	Students with Disabilities Instructional Support – Low-Income
5.2/1.5	2.4	Students with Disabilities Instructional Support – Non-Low Income
5.3	2.7	African American Student Support
5.4	2.10	Master Scheduling Prioritization
5.5	1.18	Academic Support
5.6	2.8-2.9	Native American Student Support
5.7/1.11	2.6	Homeless Student Support

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).