ELK GROVE UNIFIED SCHOOL DISTRICT

2024-2027 Local Control Accountability Plan Year 3: 2026-27

Board Adopted: June 23, 2026



Elk Grove Unified School District

EGUSD

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
BSU	Black Student Union
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
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
CTE	Career Technical Education
DAC	District Advisory Committee
DEI	Diversity, Equity, and Inclusion
DELAC	District English Learner Advisory Committee
DFS	Distance From Standard
EAP	Early Assessment Program
EGUSD	Elk Grove Unified School District
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELO-P	Expanded Learning Opportunities Program
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
ESL	English as a Second Language
ESSER	Elementary and Secondary School Emergency Relief
FACE	(Department of) Family & Community Engagement
FAFSA	Free Application for Federal Student Aid
FBSU	Families of Black Students United
FIT	Facility Inspection Tool
FONT	Framework Observation and Notetaking Toolkit
FTAT	Family Teacher Academic Teams
FTE	Full-Time Equivalent
FYS	Foster Youth Services
GATE	Gifted and Talented Education
GLE	Grade Level Equivalency
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 +

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

ACRONYM	DEFINITION
LTEL	Long-term English learner
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
NIC	Network Improvement Community
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
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
RTPT	Regional Team Program Technician
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

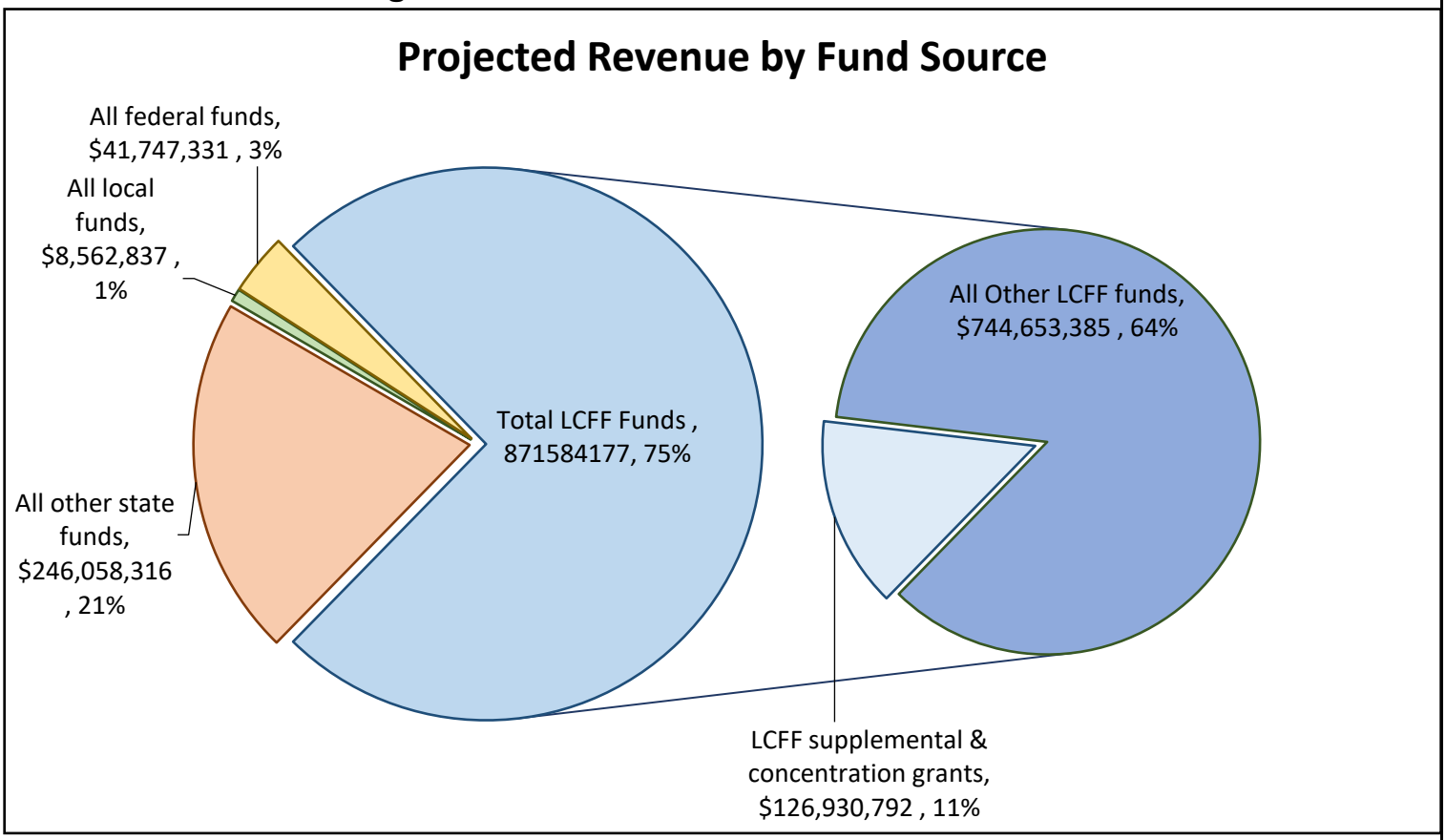
CDS Code: 34-673140000000

School Year: 2026 - 27

LEA contact information: Mark Cerutti, Deputy Superintendent, (916) 686-7784, mcerutti@egusd.net

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).

Budget Overview for the 2026 - 27 School Year

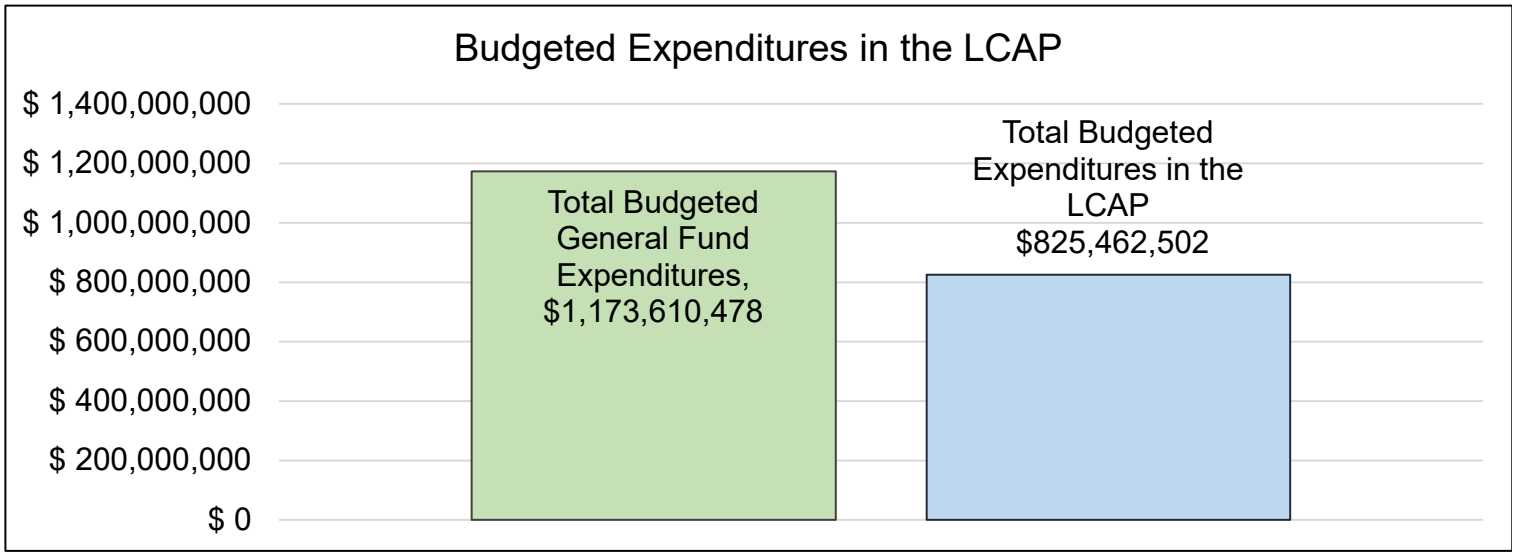


This chart shows the total general purpose revenue Elk Grove Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Elk Grove Unified School District is $1,167,952,661.00, of which $871,584,177.00 is Local Control Funding Formula (LCFF), $246,058,316.00 is other state funds, $8,562,837.00 is local funds, and $41,747,331.00 is federal funds. Of the $871,584,177.00 in LCFF Funds, $126,930,792.00 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 2026 - 27. 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 $1,173,610,478.00 for the 2026 - 27 school year. Of that amount, $825,462,502.00 is tied to actions/services in the LCAP and $348,147,976.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

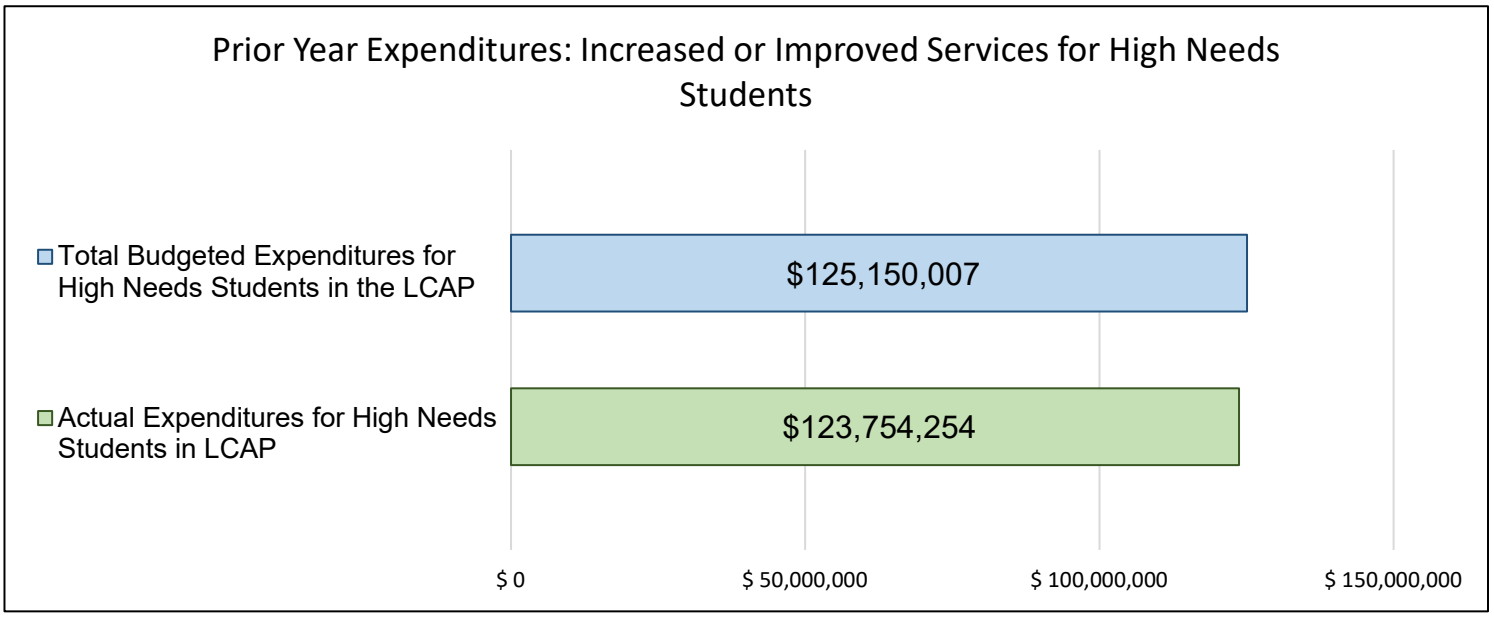
Currently the District’s LCAP outlines approximately 72% of its expenditures, specifically identifying the initiatives and corresponding expenditures that demonstrate a direct correlation to the State’s eight priorities. Some of the District’s expenditures have an indirect impact to the learning environment 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 2026 - 27 School Year

In 2026 - 27, Elk Grove Unified School District is projecting it will receive $126,930,792.00 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 $128,160,856.00 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 2025 - 26



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 2025 - 26, Elk Grove Unified School District's LCAP budgeted $125,150,007.00 for planned actions to increase or improve services for high needs students. Elk Grove Unified School District actually spent $123,754,254.00 for actions to increase or improve services for high needs students in 2025 - 26. The difference between the budgeted and actual expenditures of $1,395,753.00 had the following impact on Elk Grove Unified School District's ability to increase or improve services for high needs students:

In 2025-26, 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 assistants, interpreters, and professionals supporting mental health and social-emotional learning (SEL), among others.

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 fourth largest school district in California and the largest in Northern California, serving approximately 64,000 students with approximately 125 different languages spoken. It has 69 schools (44 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 65 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.

Equity Multiplier funding directs extra funds to schools with high socioeconomically disadvantaged student rates over 70% and non-stability (mobility) rates over 25%. William Daylor (Daylor) and Rio Cazadero high schools were identified as Equity Multiplier schools for the 2024-25 school year, and Calvine and Las Flores high schools were identified as Equity Multiplier schools for the 2025-26 school year. All four schools will continue receiving Equity Multiplier funding in 2026-27.

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 (EL)/long-term English learner (LTEL), low-income, and students with disabilities) and math (i.e., African American, Asian, Hispanic, White, Two or More, EL/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 its multi-tiered system of supports (MTSS) in all schools including three domains: academic, behavior, and social-emotional learning (SEL).

Academic – the Instructional Framework

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 for students in the early primary grades. For EL/LTEL students, the District continues to implement, monitor, and evaluate a comprehensive EL program that has been shown to be effective at improving academic achievement and language development for all typologies of ELs (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.

Behavior

All schools implement positive behavioral interventions and supports (PBIS). This is the most mature domain having been first implemented in 2016. Both state and local implementation measures are in place. There is a statistically significant relationship between increased levels of implementation and increased student connectedness, and student climate measures per the District's student Perspective Survey.

Social-Emotional Learning

The District adopted the Collaborative for Academic, Social and Emotional Learning (CASEL) model and framework. Elementary and middle school curriculum has been purchased and is being implemented at all schools. Implementation support is provided by the District's instructional coaches and MTSS implementation planning team. Data systems are in place to track curriculum usage at the school level.

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, EL/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:

- Identifying students and families at risk for chronic absenteeism
- Intervening in a timely manner
- 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 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, EL/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) 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 classroom climate and management 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. PBIS, as previously noted, 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 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 to improve school climate and deepen the effectiveness of Tier 1 PBIS. MTSS 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 PD 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 PD, 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 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 improving 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, 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

- Data source: 2024-25 California School Dashboard
- Overall performance: Very High (20.1% chronically absent), declined (-1.1%) from 2023-24, resulting in Orange overall performance; performed lower than the State (Yellow); ranked 58 of top 100 largest unified school districts in California (#1 is most favorable)
- Student group performance: 3 Yellow, 8 Orange, 3 Red
- Next steps (for student groups in Red): To address the needs of our student groups in Red (i.e., Native American, Pacific Islander, and Foster Youth) for Chronic Absenteeism, the District will continue to monitor and expand implementation of strategies and programs that have been found to be effective in addressing chronic absenteeism: District attendance teams utilize the continuous improvement cycle and root cause analysis, as well as the Attendance Improvement Program focusing on identifying and addressing barriers to attendance (Action 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program).

Suspension Rate

- Data source: 2024-25 California School Dashboard
- Overall performance: Very Low (3.6% suspended at least one day), declined (-0.3%) from 2023-24, resulting in Green overall performance; performed same as the State (Green); ranked 77 of top 100 largest unified school districts in California (#1 is most favorable)
- Student group performance: 4 Green, 4 Yellow, 6 Orange

English Learner Progress

- Data source: 2024-25 California School Dashboard
- Overall performance: Very Low (46.3% making progress), declined (-3.4%) from 2023-24, resulting in Orange overall performance; performed lower than the State (Yellow); ranked 77 of top 100 largest unified school districts in California (#1 is most favorable)
- Student group performance: 1 Yellow, 1 Orange

Graduation Rate

- Data source: 2024-25 California School Dashboard
- Overall performance: High (90.6% graduated), maintained (-0.6%) from 2023-24, resulting in Green overall performance; performed same as the State (Green); ranked 96 of top 100 largest unified school districts in California (#1 is most favorable)
- Student group performance: 3 Blue/Green, 4 Yellow, 6 Orange/Red
- Next steps (for student groups in Red): To address the needs of student groups in Red (i.e., Students with Disabilities) the District will continue to monitor and deepen implementation of programs that support increased graduation outcomes: the instructional framework (Action 1.2 Professional Learning and Action 1.3 Curriculum/Program Specialists and Instructional Coaches) to strengthen inclusive, standards-based instruction and co-teaching practices; early identification and intervention for students at risk of not graduating (Action 2.3 Students with Disabilities Instructional Support – Low-Income and Action 2.4 Students with Disabilities Instructional Support – Non-Low Income); and expand access to credit recovery, alternative pathways, and individualized transition planning aligned to IEP goals (Action 1.10 Teacher Support Staffing for At-Risk Students (Secondary)).

College/Career

- Data source: 2024-25 California School Dashboard
- Overall performance: Medium (54.0% prepared), maintained (-0.1%) from 2023-24, resulting in Yellow overall performance; performed lower than the State (Green); ranked 79 of top 100 largest unified school districts in California (#1 is most favorable)
- Student group performance: 3 Blue/Green, 8 Yellow, 2 Orange

English Language Arts

- Data source: 2024-25 California School Dashboard

- Overall performance: Very High (6.5 points above standard), increased (+6.9 points) from 2023-24, resulting in Green overall performance; performed higher than the State (Yellow); ranked 13 of top 100 largest unified school districts in California (#1 is most favorable)
- Student group performance: 4 Blue/Green, 4 Yellow, 6 Orange/Red
- Next steps (for student groups in Red): To address the needs of our student groups in Red (i.e., Foster Youth) for ELA 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).

Math

- Data source: 2024-25 California School Dashboard
- Overall performance: Very High (24.1 points below standard), Increased (+5.3 points) from 2023-24, resulting in Green overall performance; performed higher than the State (Yellow); ranked 22 of top 100 largest unified school districts in California (#1 is most favorable)
- Student group performance: 4 Green, 5 Yellow, 5 Orange/Red
- Next steps (for student groups in Red): To address the needs of our student groups in the Red category (i.e., Native American, Foster Youth, and students with disabilities) for math achievement, the District will continue to monitor and deepen implementation of programs that have been found to be effective in improving math 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:

- Data source: 2023-24 DataQuest Teaching Assignment and Monitoring Outcomes by Full-Time Equivalent (FTE) report
- 89.7% of teachers reported as Clear
- 4.3% of teachers reported as Incomplete (missing or incorrect information about the assignment was reported to California Longitudinal Pupil Achievement Data System (CALPADS)
- 2.9% of teachers reported as 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)
- 1.6% of teachers reported as 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)

- 1.5% 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)
- 0.0% of full-time equivalent (FTE) reported as Unknown (insufficient information about the assignment was reported to 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 2025 and received 2,689 responses, representing about 81% 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 77%. The remaining 23% of teachers rated their implementation of state standards as Early Developing or Developing (the two lowest levels). Across all subjects, 57% 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 2025:

- 93% of parent survey respondents (n=7,948) agreed that their school has been effective in providing a respectful and welcoming environment, constituting a 2 percentage point increase from Spring 2024.

- 91% of parent survey respondents (n=7,937) agreed that their school has been effective in providing parent involvement or parent education opportunities, constituting a 2 percentage point increase from Spring 2024.
- 87% of parent survey respondents (n=7,881) 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 increase from Spring 2024.
- 94% of parent survey respondents (n=8,017) agreed that they felt welcome to participate at their school, constituting a 1 percentage point increase from Spring 2024.

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 2024-25, students, staff, and parents were administered a comprehensive, end-of-year survey that included questions concerning school climate. The student climate favorability rating was as follows:

- 74% for all students
- 69% for African American students
- 71% for American Indian students
- 76% for Asian students
- 77% for Filipino students
- 73% for Hispanic students
- 75% for Pacific Islander students
- 74% for White students
- 74% for students of Two or More ethnicities
- 71% for EL students
- 71% for LTEL students
- 73% for Foster Youth
- 69% for students experiencing homelessness
- 73% for socioeconomically disadvantaged students
- 69% for students with disabilities

On the student climate survey, three items stood out as strengths with regards to favorability:

- knowing expectations for behavior in class (93%)
- knowing class rules (92%)
- teachers treating students with respect (90%)

The two items with the lowest favorability ratings were

- having feelings hurt on campus (58% indicating they have)
- feeling close to people in their classrooms (55% indicate they feel close)

Parent perception of school climate is one of the District's strengths. The overall parent climate favorability was 92%. The favorability ratings ranged from 90% for African American parents to 96% 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 (87%).

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, math, 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.

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 2024-25, 99% 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, math, science/health, and social science, 99% received VAPA (same as in 2023-24), and 100% received PE.

In 2024-25, data show 54% of middle school students had taken an honors/accelerated or AVID course. By ethnicity, this ranged from 43% for African American students to 73% for Filipino students. For other student groups, the percentage was 21% for EL students, 26% for LTEL students, 6% for Foster Youth, 29% for students experiencing homelessness, 48% for low income students, and 13% for students with disabilities.

At the high school level, 49% of students were enrolled in one or more honors, AP, or IB courses in 2024-25. 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 EL students, 13% for LTEL students, 18% for Foster Youth, 19% for students experiencing homelessness, 42% for low income students, and 8% for students with disabilities.

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, Math, English Learner Progress, and Suspension Rate
- James Rutter Middle School – Red on Math 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, Math, 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, Math, Chronic Absenteeism, and Suspension Rate and Very Low on College/Career
- Asian – Red on English Language Arts, Math, and Chronic Absenteeism
- Filipino – Red on Chronic Absenteeism and Suspension Rate
- Hispanic – Red on English Language Arts, Math, Chronic Absenteeism, and Suspension Rate and Very Low on College/Career
- Pacific Islander – Red on English Language Arts, Math, and Suspension Rate
- Two or More – Red on English Language Arts, Math, Chronic Absenteeism, and Suspension Rate
- White – Red on Chronic Absenteeism and Suspension Rate
- English learners – Red on English Language Arts, Math, 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, Math, Chronic Absenteeism, Graduation Rate, and Suspension Rate and Very Low on College/Career
- Students with disabilities – Red on English Language Arts, Math, 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 2023-24, the most recent year for which the CDE has published Teaching Assignment and Monitoring Outcomes, 90% 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 2024-25, 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 2024-25, 77% of teachers reported full implementation of state content standards in the subjects in which they teach; by subject, this ranged from 93% for English Language Arts to 42% for World Language.
- Access to Courses – % Students Enrolled in Elementary School Broad Course of Study: In 2023-24, 99% of students in grades 1-6 received at least 1 grade in all 6 required subjects: math, English Language Arts, science, physical education, history/social science, and visual and performing arts. Performance in 2024-25 constituted a 1 percentage point increase from 2023-24.
- Access to Courses – % Students Enrolled in Middle School Honors/Accelerated or AVID Course Upon Promotion: In 2024-25, 54% of middle school students had been enrolled in 1 or more honors, accelerated, or AVID courses upon promotion to high school. Performance in 2024-25 was the same as in 2023-24.
- Access to Courses – % Students Enrolled in High School Honors, AP, or IB Course Upon Promotion: In 2024-25, 49% of high school students were enrolled in 1 or more honors, AP, or IB courses, constituting a 2 percentage point increase since 2023-24.
- California Assessment of Student Performance and Progress – Distance from Standard (DFS) in English Language Arts: In Spring 2025, on average, students scored 4 scale score points above standard on the Smarter Balanced English Language Arts assessments, constituting an increase of 7 scale score points since Spring 2024.
- California Assessment of Student Performance and Progress – Distance from Standard in Math: In Spring 2025, on average, students scored 27 scale score points below standard on the Smarter Balanced math assessments, constituting an increase of 7 scale score points since Spring 2024.
- California Assessment of Student Performance and Progress – Distance from Standard in Science: In Spring 2025, on average, students scored 11 scale score points below standard on the California Science Tests, the same as in Spring 2024.

- California Assessment of Student Performance and Progress – % Standard Met or Exceeded in English Language Arts: In Spring 2025, 54% of students scored standard met or exceeded on the Smarter Balanced English Language Arts assessments, a 2 percentage point increase from Spring 2024.
- California Assessment of Student Performance and Progress – % Standard Met or Exceeded in Math: In Spring 2025, 43% of students scored standard met or exceeded on the Smarter Balanced math assessments, a 2 percentage point increase from Spring 2024.
- California Assessment of Student Performance and Progress – % Standard Met or Exceeded in Science: In Spring 2025, 35% of students scored standard met or exceeded on the California Science Tests, the same as in Spring 2024.
- California State University's Early Assessment Program – % Conditionally Ready and Ready for College-Level Coursework in English Language Arts: In Spring 2025, 56% of grade 11 students demonstrated college preparedness in English Language Arts, constituting a 5 percentage point increase from Spring 2024.
- California State University's Early Assessment Program – % Conditionally Ready and Ready for College-Level Coursework in Math: In Spring 2025, 31% of grade 11 students demonstrated college preparedness in math, constituting a 3 percentage point increase from Spring 2024.
- Progress toward English Proficiency – % Increasing English Learner Progress Indicator Level: In 2024-25, 48% of EL 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 3 percentage point decrease from the prior year.
- Reclassified – % of English Learners Reclassified: In 2024-25, 12% of ELs were redesignated fluent English proficient, constituting a 12percentage point increase from 2023-24.
- A-G Completion – % of Graduates Completing A-G Requirements: In 2024-25, 57% of graduating seniors met minimum UC/CSU entrance requirements via completion of rigorous coursework and grades, a 2 percentage point decrease from 2023-24.
- Career Technical Education (CTE) Sequence Completion – % of Graduates Completing a Career Technical Education Sequence: In 2024-25, 25% of graduating seniors completed a Career Technical Education sequence, constituting a decrease of 1 percentage points from 2023-24.
- A-G and Career Technical Education Sequence Completion – % of Graduates meeting A-G requirements and completing Career Technical Education sequence: In 2024-25, 18% 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 decrease of 2 percentage points from 2023-24.
- Advanced Placement/International Baccalaureate Exams – % of Graduates Passing an AP/IB Exam: In 2024-25, 34% of graduating seniors passed 1 or more AP/IB exams, constituting a 1 percentage point increase from the prior year. The District met its goal of 33% for this metric.

Strategic Goal 2

- Students with Disabilities Disparity: In 2024-25, students with disabilities were 46.5% less likely, on average, to have a favorable outcome on identified local metrics, compared with students not in the group.

- African American Disparity: In 2024-25, African American students were 32.7% less likely, on average, to have a favorable outcome on identified local metrics, compared with students not in the group.
- Native American Disparity: In 2024-25, American Indian students were 14.5% less likely, on average, to have a favorable outcome on identified local metrics, compared with students not in the group. The District met its goal of 15% or less for this metric.
- Homeless Student Disparity: In 2024-25, students experiencing homelessness were 46.1% less likely, on average, to have a favorable outcome on identified local metrics, compared with students not in the group.
- Foster Youth Disparity: In 2024-25, foster youth students were 42.7% less likely, on average, to have a favorable outcome on identified local metrics, compared with students not in the group.

Strategic Goal 3

- Middle School Dropout Rate: In 2023-24, the middle school dropout rate was 0.3%, constituting a 0.4 percentage point decrease from the prior year. The district met its goal of 0.5% for this metric.
- High School Dropout Rate: In 2024-25, the high school dropout rate was 4.3%, the same as the prior year.
- Cohort Graduation Rate with 5th-year Grads and 1-year grade 12 Grad Rates for Alternatives: In 2024-25, the high school cohort graduation rate was 90.8%, constituting a 0.6 percentage point decrease from the prior year.
- Suspension Rate: In 2024-25, 3.3% of students were suspended one or more times, constituting a 0.3 percentage point decrease from the prior year.
- Expulsion Rate: In 2024-25, 0.03% of students were expelled, the same as the prior year.
- School Climate – Average Favorability Rating as Reported by Students: In 2024-25, the overall average climate favorability rating among student survey respondents was 74%. Broken down by climate topic: sense of belonging showed 68% favorability, with 80% favorability for support for academic learning, 82% favorability for knowledge & fairness of discipline/rules/norms, and 68% favorability for safety.
- School Climate – Average Favorability Rating as Reported by Parents: In 2024-25, the overall average climate favorability rating among parent survey respondents was 92%. Broken down by climate topic: sense of belonging showed 92% favorability, with 90% favorability for support for academic learning, 90% favorability for knowledge & fairness of discipline/rules/norms, and 93% favorability for safety.
- School Climate – Average Favorability Rating as Reported by Staff: In 2024-25, 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 91% favorability for support for academic learning, 82% favorability for knowledge & fairness of discipline/rules/norms, and 67% favorability for safety.
- Social-Emotional Learning – Average Favorability Rating: In 2024-25, the overall average SEL favorability rating among students was 76%. Broken down by topic: social awareness showed 79% favorability among students, with 76% favorability for self-management, 72% favorability for self-awareness, 84% favorability for responsible decision-making, and 71% favorability for relationship skills.
- Facilities – % of Facilities in Good Repair: In 2024-25, 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 2024-25, students attended 92.7% of scheduled school days, an increase of 0.1 percentage points from the prior year.
- % Chronically Absent: In 2024-25, 20.1% of students attended 90% or fewer scheduled school days, constituting a decrease of 1.2 percentage points from the prior year.
- Parents indicating a respectful and welcoming environment: In 2024-25, 93% of parent survey respondents indicated a respectful and welcoming environment at their school, constituting a 2 percentage point increase from the prior year.
- Parents indicating effective provision of opportunities for parent involvement/parent education: In 2024-25, 91% of parent survey respondents indicated opportunities for parent involvement at their school, constituting a 2 percentage point increase from the prior year.
- Parents indicating effective provision of opportunities for parent input in making decisions for school/district: In 2024-25, 87% of parent survey respondents indicated opportunities for parent input, constituting a 2 percentage point increase from the prior year.

Per the LCAP directions of the CDE, 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, 2028. It provides funding for local education 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 in 2026-27:

- 1.18 Academic Intervention Teachers at each TK-6 site
- 1.25 Equity/SEL Coaches – Teachers, Wellness
- 1.29 Secondary counselor staffing to create ratio of 375:1
- 1.30 Site-based Desktop Support Technicians
- 3.5 Campus Supervisors – At each site TK-6 site
- 3.6 Counselors (Pupil Personnel Services (PPS) Credential) at all TK-6 sites
- 3.9 Social Workers at Secondary Schools
- 3.11 School Nurses
- 4.5 Family Resource Teacher to support Family Teacher Academic Teams (FTAT)
- 4.10 SOA II Front office staff or increase hours of existing office staff

Extensive planning including significant educational partner input was conducted to determine how best to use these funds. There was strong intentionality to use 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.

Districts are eligible for technical assistance when the same student group meets performance criteria in two State Priority Areas. Elk Grove Unified has multiple student groups identified for technical assistance.

2025 Dashboard (Year 1):

- American Indian: Identified in Academics and Chronic Absenteeism. The District will continue implementing and monitoring evidence-based attendance strategies while providing targeted academic support including Actions 2.8 and 2.9.
- Foster Youth: Identified in Academics and Chronic Absenteeism. The District will continue using continuous improvement and root cause analysis to strengthen attendance supports (Action 4.2). Foster Youth Services provides enrollment assistance, case management, academic intervention, independent living support, and professional development.
- Students with Disabilities: Identified in Academics and Graduation Rate. The District will continue to implement actions that prioritize targeted and differentiated supports for students with disabilities including actions 2.3 and 2.4.

2024 Dashboard (Year 2):

- Homeless Students: Identified in Academics and Suspensions. The SAFE program will continue coordinating case management and homeless education services while the District provides targeted academic supports through Actions 1.17 and 2.11.
- Long-Term English Learners (LTELs): Identified in Academics and Suspensions. Building on the District's participation in the CDE Long-Term English Learner Community of Practice (2024–25) and the Sacramento County Office of Education's Long-Term English Learner Improvement Network (2025–26), the Department of Multilingual Education developed two middle school courses—English Language Design Studio and Developing Language in Journalism. The courses integrate Career Technical Education (CTE) and English Language Development (ELD) through project-based learning to provide more engaging pathways for Long-Term English Learners (LTELs). Both courses were approved by the Board in January 2026. During 2026–27, the District will provide professional development to support full implementation. In collaboration with SCOE, district leaders also conducted a root cause analysis that led to expanded efforts to strengthen Integrated and Designated ELD instruction, implement student data chats and goal setting, and provide targeted support for dually identified students, many of whom are also LTELs (Actions 1.2 and 1.3).

Comprehensive Support and Improvement

Local Control and Accountability Plan

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.

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 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. William Daylor High School and Rio Cazadero High School engaged in data-based needs assessment and root cause analyses in Spring 2024 during the site LCAP process. The analysis identified several resource inequities to be addressed through the implementation of the CSI plan. These included inconsistent access to high-quality, technology-enhanced learning experiences; insufficient staffing and support structures to ensure all students have equitable access to college and career readiness services; variability in teachers' access to professional learning to strengthen instructional practices, including support for diverse learners; and the need for additional resources and systems to improve student attendance and engagement. The analysis also identified the need for more targeted supports for student groups experiencing the greatest performance gaps through improved use of data, intervention systems, and coordinated student support services. In the 2025-26 school year, a Network Improvement Community (NIC) was established, consisting of District leadership from the Department of Secondary Education, continuous improvement support leaders (CISLs), and Title I/CSI program specialists. This team supports the identification and implementation of targeted improvement strategies to address the resource inequities identified through the needs assessment and root cause analysis and will continue this work during the 2026-27 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, William Daylor and Rio Cazadero schools evaluate and provide updates on their progress every quarter. This information is captured on their site LCAP. For 2025-26, the two alternative education CSI schools will be participating in a NIC with other District alternative education schools to assess common needs and best practices. The establishment of the alternative education NIC has led to collaborative-focused efforts on improving graduation rates at both schools. This team will continue to work with both schools in 2026-27 to plan, implement, and measure progress in addressing the root causes of low graduation rates, and the impact of the changes implemented on student success as measured by the California state Dashboard.

Local Control and Accountability Plan

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: • August 21, 2025; agenda item: budget priority review • September 25, 2025; agenda item: budget priority discussion • October 9, 2025; agenda item: Perspectives Survey results and data review, budget priority discussion • October 30, 2025; agenda item: review of budget priority recommendations presentation to Board • November 13, 2025; agenda item: final review of budget priority next steps prior to confirmation of direction from Board • February 19, 2026; agenda items: purpose and scope of Partners In Education and LCAP Collaborative groups, review importance and goals of Perspectives Survey • April 23, 2026; agenda items: budget update, Perspectives Survey, Core Values activity
District Advisory Committee (DAC)	The DAC meets throughout the school year in September, October, December, January, February, March, April, and May. All schools receiving Title I funds are asked to select a parent representative for the DAC. In 2025-26, the eight student representatives not selected as the Student Board Member were 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. At the October 28, 2025, meeting, the DAC bylaws were

	officially changed to formalize this representation model. This allows students to not only participate in the DAC but also become full voting members. 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 various district programs. At the final two meetings of the year, the committee reviewed portions of the District LCAP draft, asked questions for understanding, and provided feedback. Participants had an opportunity to formally submit questions to District leadership and receive answers to their questions. Committee members were also eligible to participate in the districtwide feedback process in May.
District English Learner Advisory Committee (DELAC)	The District actively engages parents and guardians of English learners (EL) in the development, review, and ongoing implementation of the LCAP. For the 2025-26 school year, on October 28, the DELAC participated in a districtwide needs assessment to identify student needs, evaluate programs and services, and inform resource allocation for EL within the District LCAP. On April 28, 2026, DELAC members reviewed the purpose and structure of the District’s LCAP, and on May 21, 2026, they reviewed a draft of the LCAP and will be invited to participate in the District’s LCAP feedback process. DAC/DELAC meeting dates: • September 30, 2025; 69 attendees • October 28, 2025; 55 attendees • December 2, 2025; 68 attendees • January 20, 2026; 76 attendees • February 24, 2026; 52 attendees • March 31, 2026 • April 28, 2026 • May 21, 2026
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	The site LCAP process is designed to be a continuous improvement model that encourages ongoing learning system analysis, innovation, and change. Each March, sites begin the site LCAP development process by conducting an evaluation of the effectiveness of the current actions and services on meeting the needs of their at-risk students. 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 English Learner Advisory Committee (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 use this funding to create a plan for interventions. By May, school administrators create action plans in the site LCAP and set goals aligned with District goals using District LCAP metrics. They focus on their Tier 1 support for all students and their Tier 2 interventions for their most at-risk student groups. Just as the

(administered to students, staff, and parents)	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 and recommended to the Board for approval before being approved by the Board of Education. Once the school year begins, schools begin to implement and progress monitor their intervention actions. Schools routinely make changes to their plans as needed during the school year, based on the success of implementation and ongoing data collection.
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, Elk Grove Unified School District (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, interpretation is available upon request. Meetings are held at the Robert L. Trigg Education Center or various schools across the District. Live streaming is available for those who prefer or need to attend virtually. Childcare is provided, and all meetings include opportunities for public comment—either in person or via the live stream chat feature.

	• September 10, 2025: Individualized Education Program (IEP) Team Q&A Discussion for Families • November 13, 2025: Programs and Placements • January 15, 2026: All About Communication • March 11, 2026; Resources Fair & BBQ • June 10, 2026: Nominations/Elections and LCAP
Perspectives surveys • Students • Parents • Staff (certificated and classified)	March – May 2025 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 2024-25, the online survey was administered to students in grades 5-12, parents, and staff between March and May. 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 three languages: Spanish, Vietnamese, and Cantonese. The student Perspectives survey was translated into Spanish. 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 43,409 responses to the LCAP Needs analysis survey questions: 28,533 from students, 9,734 from parents, and 5,142 from staff.
Public comment posting	Draft LCAP posted on District website for public comment – May 26 – June 9, 2026
William Daylor High School (Equity Multiplier school)	William Daylor High School (Daylor) staff, students, and community worked together to review and analyze the school's 2025-26 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 2026-27 school year. Daylor's positive behavioral interventions and supports (PBIS) Tier 1 and 2 teams met regularly to track student data and completed the PBIS Fidelity Inventory to assess the progress towards achieving the school's PBIS 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 progress made toward these goals. Both groups provided feedback based upon student data that provided valuable input for creating the 2026-27 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 2, 2025; November 13, 2025; January 29, 2026; March 12, 2026; May 7, 2026 • English Learner Advisory Committee: September 4, 2025; February 19, 2026 • Staff meetings: Weekly Mondays, 2:00-3:30pm • Back to School Night/Title I meeting: September 4, 2025 • Open House: April 30, 2026 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 (California Assessment of Student Performance and Progress (CAASPP) and Illuminate) • Attendance • Discipline • Mutli-tiered system of supports (MTSS) referrals • Progress towards English proficiency rates • Family engagement data from Family Nights • California Health Kids Survey (staff, students, and parents) • PBIS • Western Association of Schools and Colleges (WASC) self-study • Framework Observation Notetaking Toolkit (FONT) walkthroughs
Rio Cazadero (Equity Multiplier school)	Rio Cazadero High School (Rio Cazadero) engaged educational partners through multiple formal and informal structures during the 2025-26 school year to inform the development of the school's LCAP-aligned plan. • School Site Council: Meetings held on October 8, 2025; December 3, 2025; February 18, 2026; April 1, 2026; May 13, 2026; average attendees included 1-2 parents, 2 students, 5-6 staff members per meeting • English Learner Advisory Committee: Meetings held on September 10, 2025; December 10, 2025; April 15, 2026; average attendees included 6 parents, 4 students, 4 staff

	• Raptor Team Meetings: Meetings held regularly throughout the year on August 11 & 12, 2025; August 18, 2025; August 25, 2025, September 15, 2025; September 22, 2025; October 13, 2025; November 3, 2025; December 8, 2025; January 5, 2026; January 12, 2026; January 26, 2026, February 2, 2026; March 2, 2026 and March 30, 2026; average attendees included 17 certificated and classified staff • Back To School Night/Title I Parent Night: September 10, 2025 • Open House: April 9, 2026 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. Student performance data and progress monitoring were reviewed with SSC at each meeting with a focused emphasis on development of the plan during the February meeting cycle. Evaluation of the previous plan, including implications for development of new plan, took place in April. As Rio Cazadero completed a comprehensive WASC self-study during this cycle, the review and evaluation of the plan was thorough. The WASC process provided multiple opportunities for educational partners to engage in data analysis, identify priority needs, and shape the development of the new plan. Rio Cazadero operates transparently in identifying priorities and allocating resources. All engagement opportunities are utilized to discuss student needs, program effectiveness, and strategies to improve student outcomes and support student success. The ongoing inclusion of Rio Cazadero’s educational 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: December 10, 2025; January 27, 2026; March 24, 2026; April 17, 2026; May 12, 2026; average attendees included 1 parent, 1 student, 4 staff • English Learner Advisory Committee: September 4, 2025; December 10, 2025; May 14, 2026; average attendees included 3 parents, 5 students, 2 staff • Calvine Team Meetings: August 11, 2025; April 27, 2026; 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 4, 2025 • Back To School Night: September 4, 2025; attendees included 10 parents, 15 students, 15 staff • Open House: May 14, 2026; 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 • FONT walkthroughs 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 collaborate to review student and school data to address 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 are typically underrepresented. 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 collaborated to review and analyze the school's 2025-26 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 2026-27 school year. Las Flores' PBIS Tier 1 team met regularly to track student data and completed the PBIS Fidelity Inventory to assess our progress towards our goals. 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 1, 2025; November 12, 2025; January 27, 2026; March 11, 2026; May 6, 2026 • English Learner Advisory Committee: September 18, 2025; January 15, 2026 • Staff meetings: Wednesdays, 2:00-3:30pm • Back to School Night/Title I meeting: August 28, 2025 • Open House: May 9, 2026 Input was also sought through ongoing educational partner 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, Edmentum, 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 • FONT walkthroughs

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 43,409 individual responses. Further details are provided below. The survey is 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 to group short pieces of text based on common phrases and words. A research analyst from the District's Department of Research & 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 1 support for all students and their Tier 2 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=28,533)

1. Good teachers
2. A safe school
3. Clean, well-maintained, welcoming schools
4. Good principals
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. Bullying prevention
11. Life skill courses for students
12. Useful feedback from teachers on learning
13. Teachers who understand me and my family
14. Counselors to provide advice and personal support
15. Frequent gradebook updates

Top 15 Priorities for Parents (n=9,734)

1. A safe school
2. Good teachers
3. Bullying prevention
4. Good principals
5. Security staff on campus
6. Clean, well-maintained, welcoming schools

7. Useful feedback from teachers on learning
8. Mental health support for students
9. Life skill courses for students
10. Nutritious, high quality meals for students
11. Cleaner, updated bathrooms
12. Counselors to guide preparation for college and career
13. Regular communication from the school and teacher
14. Classroom instruction on social/emotional skills
15. Traffic control for student drop off/pick up

Top 15 Priorities for Staff (n=5,142)

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. Counselors to provide advice and personal support
8. Small class sizes
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. Security staff on campus
14. Counselors to guide preparation for college and career
15. Tools and reports for student progress monitoring

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 90% 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 (PD) 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 English Language Development (ELD) instructional strategies, K-2 early literacy and numeracy, and integrating social-emotional learning (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 Elk Grove Unified School District (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 math, K-6 visual and performing arts (VAPA), 5-8 comprehensive sexual health education, and AP (math, 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 appropriately assigned and fully credentialed/certified in the subject areas in which they teach Source: California Department of Education's (CDE) Teaching Assignment Monitoring Outcomes	91% in 2021-22	91% in 2022-23	90% in 2023-24	100% of teachers appropriately assigned and fully credentialed/certified in the subject areas in which they teach	-1%
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	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), Math, ELD, Science,	72% in 2022-23	75% in 2023-24	77% in 2024-25	80% of teachers reporting full implementation of state content standards	5%

	History/Social Science, physical education (PE), Health, School Library, CTE, VAPA, and World Language Source: EGUSD Staff Perspectives Survey					
	A broad course of study will be measured by:					
1.4	Percentage of elementary students provided English, Math, Social Science, Science/Health, VAPA, and PE instruction Source: Synergy Student Information System	99% in 2022-23	98.4% in 2023-24	99% in 2024-25	100% of elementary students provided English, Math, Social Science, Science/Health, VAPA, and PE instruction	0%
1.5	Percentage of middle school students who had taken an honors/accelerated or Advancement Via Individual Determination (AVID) course upon promotion to high school	54% in 2022-23	54% in 2023-24	54% in 2024-25	65% of middle school students who had taken an honors/accelerated or AVID course upon promotion to high school	0%

	Source: Synergy Student Information System					
1.6	Percentage of high school students enrolled in honors and Advanced Placement (AP)/ International Baccalaureate (IB) courses Source: Synergy Student Information System	46% in 2022-23	47% in 2023-24	49% in 2024-25	60% of high school students enrolled in honors and AP/IB courses	3%
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	4 in 2024-25	8 DFS in ELA as measured by CAASPP	6 DFS
1.8	CAASPP Math: DFS in Math as measured by CAASPP Source: Educational Testing Service's Test Operations	-33 in 2022-23	-33 in 2023-24	-27 in 2024-25	-23 DFS in Math as measured by CAASPP	6 DFS

	Management System					
1.9	CAASPP Science: DFS in Science as measured by CAASPP Source: Educational Testing Service's Test Operations Management System	-11 in 2022-23	-11 in 2023-24	-11 in 2024-25	-1 DFS in Science as measured by CAASPP	0 DFS
1.10	Early Assessment Program (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	56% in 2024-25	65% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 ELA CAASPP	-1%
1.11	EAP in Math: Percentage of students demonstrating college preparedness (conditional and unconditional) as	34% in 2022-23	31% in 2023-24	34% in 2024-25	45% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 Math CAASPP	0%

	measured by Grade 11 Math CAASPP Source: Educational Testing Service's Test Operations Management System					
1.12	Progress Toward English Proficiency: Percentage of English Learner students making progress toward English proficiency as measured by English Learner Progress Indicator (ELPI) levels Source: Educational Testing Service's Test Operations Management System	52.2% in 2022-23	51% in 2023-24	48% in 2024-25	55% of English learner students making progress toward English proficiency as measured by ELPI levels	-1.2%
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	52.5% in 2022-23	49.4% in 2023-24	50% in 2024-25	55% of LTEL students making progress toward English proficiency as measured by ELPI levels	-2.5%

	Management System					
1.14	Reclassification: Percentage of English learners reclassified Source: Synergy Student Information System	11% in 2022-23	10% in 2023-24	12% in 2024-25	15% of English learner students reclassified	1%
1.15	Reclassification: Percentage of LTELs reclassified Source: Synergy Student Information System	14% in 2022-23	17% in 2023-24	16% in 2024-25	15% of LTEL students reclassified	2%
1.16	A-G Completion: Percentage of students meeting A-G requirements upon graduation Source: California Longitudinal Pupil Achievement Data System (CALPADS) Report 15.2 - Cohort Outcome - Student Details	59% in 2022-23	59% in 2023-24	57% in 2024-25	62% of students meeting A-G requirements upon graduation	-2%
1.17	CTE Sequence Completion: Percentage of students completing CTE sequence upon graduation	20% in 2022-23	26.1% in 2023-24	25% in 2024-25	25% of students completing CTE sequence upon graduation	5%

	Source: CALPADS Report 3.20 Career Technical Education Completers – Student List and CALPADS Report 15.2 - Cohort Outcome - Student Details					
1.18	A-G and CTE Sequence Completion: Percentage of students meeting A-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	17% in 2022-23	20% in 2023-24	18% in 2024-25	20% of students meeting A-G requirements and completing CTE sequence upon graduation	1%
1.19	AP/IB Exams: Percentage of students passing an AP/IB exam upon graduation Source: College Board and CALPADS Report 15.2 - Cohort	30% in 2022-23	33% in 2023-24	34% in 2024-25	33% of students passing an AP/IB exam upon graduation	4%

	Outcome - Student Details					
1.20	Assessment System: percentage of required assessments administered districtwide Source: Renaissance DnA (formerly Illuminate)	69% of required district interim assessments were administered in 2022-23	75% of required district interim assessments were administered in 2023-24	79% of required district interim assessments were administered in 2024-25	95% of required district interim assessments will be administered	10%

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 resulted in the need for schools to be flexible and able to readily adjust. District resources supported these situations to minimize program delivery impacts.
- Successes with implementation
  - Extensive efforts were made jointly by the Human Resources and Communications departments to recruit and retain employees.
  - 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 (CTE) 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 (PD) for all EGUSD teachers and administrators started the 2025-26 school year with the theme "Universal Access: Widening Doors to Learning." The format for preservice was structured as a keynote address that provided an overview to the Universal Access domain of EGUSD's instructional framework with an opportunity for participants to choose one breakout session that delved more deeply into the principles of Inclusive Practices, Cognitive Demand, and Phases of Instruction. This preservice content intentionally tied together the previous four years with the target goal of increasing student outcomes. Additional PD that corresponded to District initiatives included strategic release days, after-school training, and in-class follow-up with instructional coaches. Support staff such as AITs as well as instructional coaches from multiple departments received aligned PD. Principals and vice principals were provided with three PD sessions each plus three facilitated walkthroughs focused on calibrating observational data and responsive feedback to teachers as part of an ongoing focus to develop instructional leaders.
    - Professional learning to support English learners (EL) and the District's EL program was provided throughout the school year by EL instructional coaches. In addition to district-wide trainings, such as the Multilingual Educator Training (MET) Gala, site-specific PD was offered to meet the unique needs of each school. All professional learning opportunities were grounded in research-based best practices for implementing Integrated and Designated ELD and addressed a variety of EL typologies, including LTELs, newcomers, immigrant students, and dually identified students. Teachers also engaged in inquiry cycles informed by continuous improvement science to analyze student data, reflect on teaching practices aligned with the District's instructional framework, and implement strategies designed to improve language development, academic achievement, and equitable access for EL.
- Substantive differences in planned actions and implementation of these planned actions
    - Differences in implementation between the 2024-25 school year and the 2025-26 school year were based on student data, teacher surveys, and administrative feedback. Staff from the Departments of Curriculum & Professional Learning (CPL), Multilingual Education (MLE), Educational Equity, Special Education, Family & Community Engagement (FACE), and Student Support & Health Services (SSHS) provided the breakout sessions. The implementation did not have substantive differences from what was planned for the year since the plans were built on the known parameters of logistics, resources, and personnel.
- Challenges with implementation
    - Availability of substitutes to offer release days as well as availability of physical training spaces continued to be part of the logistical challenges. The degree to which participants understood and effectively implemented training was also a barrier to making real change.
- Successes with implementation
    - EGUSD continued to use the Framework Observation Notetaking Toolkit (FONT), a tool to track implementation of the EGUSD instructional framework. From the data gathered, the District saw a stronger degree of calibration between administrators, which was 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 showed positive student achievement gains when there is fidelity to implementation of research-based practices. Additionally, the Department of Research & Evaluation (RED) monitored

the number of teachers participating in PD specific to supporting EL and used FONT data to track the implementation of instructional practices designed specifically to support these students.

Action 1.3 – Curriculum/Program Specialists and Instructional Coaches

- Description of overall implementation
  - CPL utilized instructional coaches and curriculum specialists to provide the professional learning described in Action 1.2. All training was aligned to the district/department initiatives to maximize impact. At the elementary level, there was a focus on supporting the training, data analysis, and subsequent classroom instruction at the K-2 level.
  - MLE leveraged EL instructional coaches and program specialists to deliver targeted professional learning for EL, as outlined in Action 1.2. All training aligned with District and departmental initiatives and supported the implementation of the District's EL program (Structured English Immersion (SEI)) through both Integrated and Designated ELD.
- 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
  - While ensuring consistent communication remained a challenge due to the optional nature of some professional learning, the dedicated release days for TK-grade 2 successfully sparked momentum. Instructional coaches started seeing a notable increase in follow-up requests for classroom support.
- Successes with implementation
  - The District's PD remained anchored in the EGUSD instructional framework, a proven catalyst for student success. Participants reported that the training was both compelling and highly actionable, allowing them to apply new strategies in the classroom immediately. Additionally, the professional learning offered by EL instructional coaches and program specialists ensured that instructional strategies and implementation of the EGUSD instructional framework further supported the effective implementation of Integrated and Designated ELD.

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 sites serves as a structural challenge, limiting student enrollment in CTE and CPA programs. The six-period schedule creates conflicts for students attempting to balance specialized pathway sequences with A-G university entrance requirements, often forcing a choice between career readiness and college eligibility
  - Successes with implementation

- Since the 2021-22 school year, the number of students completing a three-year CTE/CPA pathway sequence increased from 6.1% in 2021-22 to 26.9% in 2024-25.
- There were 42 CTE/CPA pathways offered at nine comprehensive high schools, and five CTE/CPA pathways offered at three alternative education schools during the 2024-25 school year.

Action 1.9 – Equity

- Description of overall implementation
  - Department of Educational Equity staff developed and facilitated PD session topics that are aligned with the District's DEI PD guidelines. Session topics included race, culture, microaggressions, and lesbian, gay, bisexual, transgender, queer + (LGBTQ+).
  - Educational Equity staff developed and facilitated PD sessions supporting the districtwide restorative practices implementation. This included two 90-minute sessions for school staff, a session for district office employees, a session for district office administrators, sessions for school site safety personnel, and a session for after-school service providers.
  - Educational Equity staff planned two events focused on building connections and relationships among LGBTQ+ students and the broader EGUSD staff. All district students were given an opportunity to attend an evening event held during the winter semester. Secondary students could attend a school day event hosted during the spring semester. In addition, they coordinated the District's Student Equity Councils (SEC) at 26 elementary and secondary sites, as well as provided small group mentoring for young men of color at 11 elementary and secondary sites.
  - Coaches provided schools with equity support, including such things as direct support to site administration, site leadership teams, and individual staff members related to building community and belonging.
  - Students were provided individual and group intervention on smoking, vaping, and other substance use. In 2024-25, 133 students district-wide completed an individual intervention assignment facilitated by Educational Equity staff.
- 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 included vacated positions, a decrease in department staffing allocations, a lack of clearly-defined equity metrics, and shifting legal requirements/mandates surrounding LGBTQ+ supports.
- Successes with implementation
  - Successes with implementation included the success of restorative practices school and district PD, development and facilitation of new PD sessions, increased collaboration with multiple district departments, student-led mentoring program focused on dangers of smoking and vaping, and individual mental health and substance use support for students.

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

- Description of overall implementation
  - Secondary staffing was fully implemented to reduce class sizes and support at-risk students in math and ELA. As part of this initiative, every middle school received an allocation of 1.0 teacher full-time equivalent (FTE), and every high school received

2.0 teacher FTE.

- 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 resulted in the need for schools to be flexible in the creation of their master schedule and staffing assignments based upon staff credentials.
- Successes with implementation
  - Extensive efforts were made jointly by the Human Resources, Secondary Education, and Communications departments to recruit employees to the District. Efforts included: recruitment videos, expansive marketing networking with additional job posting sites, collaboration 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, Spanish, and science (physics).

Action 1.12 – Gifted and Talented Education (GATE) Program

- Description of overall implementation
  - The GATE program was implemented at all elementary and middle schools. Schools received a budget allocation between $3,305 and $5,000, based on school size, and used this funding to provide assessment, identification, and a variety of 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 continued to be the least used GATE identification process. For the 2024-25 school year, 18 students were identified GATE through this process.
- Successes with implementation
  - Universal grade 3 testing continued to be a success, with approximately 4,600 assessments given in 2024-25. From this testing, 432 new GATE identifications were made.

Action 1.13 – Academic Competition, AP/IB, Honors, MYP

- Description of overall implementation
  - Supplemental staffing is fully implemented for additional access to AP/IB and honors courses at the secondary level. All nine comprehensive high schools offered AP/honors courses, and one of the nine high schools also offered the IB program. All nine middle schools offered advanced and/or honors courses and one middle school offered the middle years programme (MYP) pathway to IB.
- 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 arose as staffing at schools changed and new staff needed to receive AP/IB training. While funding was available for the training, summer scheduling can be a challenge for staff. Another challenge was due to enrollment in AP/IB/honors courses fluctuating from year to year, making it difficult for schools to plan for and staff course offerings.
- Successes with implementation
    - The number of students taking AP/IB and honors courses continued to increase annually; since the 2021-22 school year, the number of students taking AP/IB and honors courses has increased by 7.2%.

Action 1.14 – AVID

- Description of overall implementation
    - AVID was implemented across 43 elementary and 18 secondary schools. In addition to incorporating AVID strategies schoolwide, the 18 secondary schools have 117 AVID elective sections, supporting approximately 3,300 students.
    - EGUSD has 268 employees registered for training in Summer 2026. As of the 2025-2026 school year, the District has 1,265 school-based AVID-trained educators. Ongoing instructional coaching support was offered, and professional learning opportunities were provided at the school and districtwide levels. Training areas of focus included, but were not limited to: Student Engagement; Writing, Inquiry, Collaboration, Organization and Reading (WICOR); Growth Mindset; Student Agency; Moving beyond Turn & Talk; Level up Collaboration; Inquiry within the Writing Process; Active Participation and Student talk.
    - Through a collaborative and reflective process, 59 schools were AVID-certified using an elementary or secondary coaching and certification instrument (CCI) which included 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
    - The District implemented AVID across all TK-grade 12 levels, ensuring regional alignment through a continued partnership with Sacramento County Office of Education (SCOE). The District's AVID coordinator facilitated ongoing school coordinator meetings, regional observations, and showcase events.

Action 1.15 – LCFF Supplemental – Elementary/Secondary

- Description of overall implementation
    - The execution of the planned actions identified for unduplicated students was effective, reflecting coordination between school sites and central office teams. The goals and specific actions were accomplished within the designated timeframe, and the intended results were achieved with minor challenges. Actions are articulated in each school's site LCAP, e.g., hiring staff, purchasing resources, and contracting with outside organizations for identified needs. Implementation within schools highlighted problem-solving abilities and flexibility, allowing issues to be addressed quickly and effectively. Overall, the actions were

implemented and supported the application 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 primarily related to adhering to established timelines and hiring qualified staff. Schools responded to these challenges by adjusting schedules, reallocating resources, and modifying staffing as needed to support established goals.
- Successes with implementation
  - The District's collaborative approach between schools and the central office, combined with the use of continuous improvement methodology, contributed to the successful implementation of planned actions outlined in site LCAPs.

Action 1.16 – Evaluation Support

- Description of overall implementation
  - Evaluation staff completed all four key program evaluations related to the District's multi-tiered system of supports (MTSS) system: Teaching and Learning (Tier 1 academic support), positive behavioral interventions and supports (PBIS) (Tier 1 behavioral support), and SEL (Tier 1 SEL support). Evaluation staff strived to deliver all reports to program leaders and principals by the mid-year mark at the latest to provide the necessary information to help adjust efforts and plan ahead. The evaluations were all completed prior to December 31, 2024, though in several instances preliminary reports and guidance were issued to program leaders at the start of the school year in August. A comprehensive presentation synthesizing all findings was delivered to a variety of audiences in February 2025 and feedback was solicited to inform planning for 2025-26.
- Substantive differences in planned actions and implementation of these planned actions
  - There were no substantive differences between planned actions and implementation.
- Challenges with implementation
  - The perennial challenge with implementation of this action was analyst staffing capacity.
- Successes with implementation
  - RED made progress in hiring, training, and retaining analyst staff to conduct high quality program evaluations. Evaluation staff were successful in transitioning from a broad based set of program evaluations (i.e., evaluating many programs) that sought to measure as many facets of the educational program as possible to describe the state of system outputs as best as possible, to a deeper and more targeted approach that seeks to understand the MTSS system like never before. This deeper approach incorporated novel analyses that examined equity and disparities of student perceived program implementation for student groups that could benefit from targeted supports and sought to understand how disparities of program output within MTSS are associated with and explain historical disparities of outcome.

Action 1.17 – Academic Intervention Teacher (Homeless)*

- Description of overall implementation
  - The academic intervention teacher (AIT) was assigned to provide academic intervention for students experiencing

homelessness in high school. AIT support included transcript evaluation to assess progress toward graduation, eligibility for graduation exemption, student check-ins, coaching and tutoring, academic advocacy, and coordination with other District departments to ensure students were receiving required supports. The AIT worked with project implementers to support student college and career planning, facilitated college field trips, and supported students in completing financial aid and college applications. The AIT also supported summer school attendance to improve student participation in credit recovery options.
    - The AIT was an integral member of the Student and Family Empowerment (SAFE) program case management team and collaborated with assigned social workers and RTPT staff to ensure families and students were receiving all homeless education supports provided by the SAFE program.
    - In 2024-25, the AIT provided academic intervention support to 236 high school students experiencing homelessness and completed 284 tutoring sessions, 431 classroom observations with students, and 53 teacher and Individualized Education Program (IEP) meetings.
- Substantive differences in planned actions and implementation of these planned actions
    - There were no substantive changes to the implementation of the planned actions.
- Challenges with implementation
    - Students experiencing homelessness had the highest rate of chronic absenteeism at 51.7%, significantly impacting their academic progress and ability to receive homeless education and other supportive services.
    - There was only one AIT providing support to over 650 high school students experiencing homelessness, limiting the impact and outcomes for these high school students.
- Successes with implementation
    - Since the implementation of the academic intervention program in 2020-21, the graduation rate for students experiencing homelessness increased from 64.3% to 72.5%.
    - The academic intervention program staff supported 69 students to complete summer school credit recovery courses resulting in 410 total credits recovered.

Action 1.18 – Academic Intervention Teachers at each TK-6 site*

- Description of overall implementation
    - All 43 elementary sites hired at least one AIT. In addition, eight monthly training sessions for AITs were delivered by CPL, with a focus on student identification, small group instruction, instructional strategies, and formative assessment practices.
    - The AIT Instructional Handbook was updated prior to the 2025-26 school year, further clarifying expectations for student entry and exit criteria. The handbook further refined instructional priorities by emphasizing ELA foundation skills and prioritizing students in grades 1-2, prior to supporting kindergarten students. MTSS plans for each student were enhanced by developing a drop-down menu for identified student need. Further support was provided for the recently adopted intervention curriculum provided to all AITs.
- Substantive difference in planned actions and implementations of these planned actions
    - Although continued refinement of the handbook was completed, implementation varied across schools directly related to entry and exit criteria.

- Challenges with implementation
    - The primary challenge in implementing the AIT program has been inconsistent decision-making across school sites in adhering to the program guidelines outlined in the AIT Handbook. The were inconsistencies in criteria for student selection and content area instruction.
- Successes with implementation
    - Requiring AITs to develop and maintain documented MTSS plans for all students receiving specialized instruction through the program has been successful. Staff understand the importance of documenting student needs and monitoring progress, as evidenced by the 3,760 MTSS plans created for elementary students as of February 2026.

Action 1.19 – Additional FTE for EL Coordination at secondary schools*

- Description of overall implementation
    - Dedicated staffing for EL coordination provided secondary schools with the support needed to supplement and strengthen language instruction and services for EL, with a focus on long-term EL and students at risk of becoming long-term EL. This role supported counselors with course placement, collaborated with teachers on ELD scheduling and proficiency-based grouping, assisted with data analysis and progress monitoring, conducted family outreach, and served as a liaison between school sites and the MLE.
- Substantive differences in planned actions and implementation of these planned actions
    - While the roles and responsibilities of each EL coordinator were consistent, the specific actions taken and the fidelity of implementation varied across secondary school sites. Some EL coordinators were able to fully complete all planned actions, while others faced challenges that affected the consistency and reach of services provided to EL.
- Challenges with implementation
    - Part of the challenges EL coordinators faced stemmed from balancing dual responsibilities. Many coordinators taught part-time while also managing their EL coordinator duties, which limited the time available to fully support EL. Many EL coordinators felt the volume and scope of the work were difficult layered on top of their teaching responsibilities, particularly for our higher-density sites.
- Successes with implementation
    - Having protected, dedicated time to support EL programs and services allowed EL coordinators to better address student needs, support teachers, and engage families more meaningfully. The positive impact of this approach demonstrated the need to centralize these responsibilities moving forward to ensure more consistent, equitable, and sustainable support across all sites.

Action 1.20 – Administrative Salaries/Coordinator – AVID*

- Description of overall implementation
    - The Advancement Via Individual Determination (AVID) district coordinator provides centralized leadership and strategic oversight for the K-12 implementation of AVID. This role ensures that AVID college and career readiness standards are applied with fidelity through regular site coaching, the facilitation of site-specific, district-wide professional learning, and the

management of the AVID certification process. By serving as the primary liaison between school sites and the AVID Center, the coordinator aligns secondary elective pathways with elementary foundational WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading), ensuring a seamless vertical transition for students as they progress through the K-12 system.

- Substantive differences in planned actions and implementation of these planned actions
    - Implementation was modified to address a reduction in coaching personnel. While the planned actions were intended for localized, site-based implementation support, the actual implementation was centralized through 17 district-wide PD sessions.. The coordinator was able to maintain 100% site participation and achieve a 97% certification rate, fulfilling the goal of deepened implementation with a more streamlined administrative structure than originally envisioned.
- Challenges with implementation
    - As was noted above, the reduction of three AVID coaching positions required the District coordinator to take on site-level support. The loss of these positions also created fewer site-based professional learning opportunities.
- Successes with implementation
    - The District has 60 sites that have been certified – 42 elementary and 18 secondary. This was achieved through the centralization of resources and the creation of a more efficient, site-needs-first PD delivery system as well as adding district-wide PD. To date, there are 1,395 teachers who attended AVID training.

Action 1.21 – AVID Coaches*

- Description of overall implementation
    - AVID coaches provide direct, site-level instructional support to ensure that WICOR strategies are integrated across all grade levels. These positions serve as the primary drivers of the AVID coaching and certification process by working closely with site leadership teams and AVID elective teachers to analyze student data, refine instructional practices, and meet national certification standards. The coaches act as a bridge between district goals and classroom reality, focusing on creating a sustainable college-going culture.
- Substantive differences in planned actions and implementation of these planned actions
    - Due to a reduction in staffing—moving from six funded coaches to two—the implementation model underwent a shift from regional and individual site coaching to a tiered-support and regional-hub model. While the original plan envisioned more frequent, one-on-one classroom observations for all teachers, the two remaining coaches pivoted to prioritizing support for sites based on need while facilitating district-wide PD for teachers and schools.
- Challenges with implementation
    - The primary challenge was the reduction in personnel. This staffing gap made it difficult to provide the same frequency of face-to-face coaching cycles and immediate on-site troubleshooting originally intended. The coaches had to become more selective in their outreach, which at times limited their ability to provide additional schoolwide support at some sites.
- Successes with implementation
    - Despite the reduction in force, 60 of 68 sites are AVID-certified, and the District is supporting certification with the new Cypress Grove Elementary School for the 2026-27 school year. Another positive outcome in the reduction of AVID coaches was the growth of site coordinators who took on a more active lead in procuring their own certification data.

Action 1.22 – Curriculum specialists (VAPA)*

- Description of overall implementation
  - In 2025-26, there were two curriculum specialists supporting arts education, TK-12. Their work was guided by the 2025-2029 EGUSD Arts Education Roadmap that outlines four priority areas: teaching and learning, leadership and personnel, family and community engagement, and facilities and planning, funding, and resources. The model that is used to provide classroom support is through the provision of district-wide PD. From those opportunities, relationships are built and follow-up work occurs in the classroom for those seeking it. In the classroom, the curriculum specialists teach demo lessons, support lesson planning, and help utilize existing curriculum and resources. Collaboration occurs inter-departmentally with FACE, Special Education, Educational Equity, Pre-K, and MLE. Additional support is provided to our Prop 28 elementary teachers.
- 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
  - Curriculum specialists were reduced from four to two during the 2025-26 school year which has limited the amount, intensity, and individuality of PD. The size of the district makes it difficult to provide consistent PD to all job-alike teachers (e.g., all grade 2, all dance, etc.). The lack of adopted TK-6 curriculum representative of the arts disciplines of dance, music, theatre, and visual arts has resulted in challenges to optimally support the District's 11 Prop 28 teachers.
- Successes with implementation
  - The curriculum specialists continued to support both certificated and classified employees with ongoing professional learning. There was an increase in student and site participation in district-wide events (e.g., Jazz Festival, Band and Orchestra Festival, and Visual Arts Showcase). Specifically, all middle school and high school jazz bands participate in the Jazz Band Festival, and all secondary sites have student participation in the Visual Arts Showcase. As mentioned previously, cross-departmental collaboration led to events such as the FACE Wellness Series which included art, music and dance courses, and Educational Equity courses, including Dia de Los Muertes, which incorporated a connection to the cultural artworks of this historical time-period.

Action 1.23 – EL Coordinator at Florin and Valley high schools*

- Description of overall implementation
  - Florin and Valley high schools are two of the District's highest-density sites for EL. At other secondary schools, EL coordinators held partial FTEs, balancing teaching responsibilities alongside their coordination duties. In contrast, Florin and Valley each received a full 1.0 FTE for EL coordination, allowing coordinators to focus exclusively on supporting programs and services for EL students without competing priorities.
- Substantive differences in planned actions and implementation of these planned actions
  - As with other EL coordinators, while the roles and responsibilities were consistent, the specific actions taken by each coordinator varied, resulting in differences in the type and level of services and support provided across the two sites.
- Challenges with implementation

    - Although EL coordinators receive guidance from MLE, the actions they took often varied because they were not directly supervised or held accountable by the department. This structure also placed a heavy reliance on individual coordinators' knowledge and initiative, rather than on shared systems or standardized practices, which can impact equity and sustainability of implementation.
- Successes with implementation
    - FTE for EL coordination, particularly at high-density sites like Florin and Valley high schools, highlighted the demand and complexity of the work required to effectively support our EL. Implementation underscored the need to prioritize this position and allow coordinators to dedicate their full attention to supporting programs, services, and students.

Action 1.24 – Elementary Academic Intervention Teacher (Foster Youth)*

- Description of overall implementation
    - Elementary AIT services for students in foster care focused on delivering targeted academic intervention services, strengthening collaboration between stakeholders, and ensuring responsiveness to student needs. Individual academic goals are developed collaboratively with the classroom teacher using benchmark assessments, grades, and diagnostic data. Intervention services are aligned to academic goals and monitored throughout the year.
- Substantive differences in planned actions and implementation of these planned actions
    - While the overall framework remained aligned with the planned actions, several adjustments were made in response to scheduling constraints, varying site capacity, student mobility, and evolving academic and behavioral needs.
- Challenges with implementation
    - Goals required more frequent revision than anticipated due to attendance inconsistencies and school/home placement changes.
- Successes with implementation
    - Elementary foster youth students that received academic intervention services averaged a 1.32 Grade Level Equivalency (GLE) increase, as measured by pre- and post- Renaissance Star assessments, over a three-month duration of academic tutoring services.
    - There was an improved alignment between intervention sessions and classroom instruction.

Action 1.25 – Equity/SEL Coaches – Teachers (9), Wellness (3)*

- Description of overall implementation
    - Coaches created environments throughout the District in which students receive supports needed to demonstrate school success by coaching and training certificated and classified staff and facilitating PD for district personnel.
- 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 will be a reduction in the staffing allocation moving forward.
- Successes with implementation

- The Equity coaches were successful in facilitating restorative practice PD sessions for all sites along with coaching and training district staff on multiple equity-based topics.

Action 1.26 – Restorative Practices Program Specialist (1)*

- Description of overall implementation
  - The program specialist coordinated the district-wide restorative practices implementation, participated in the development and facilitation of the restorative practices workshops, and scheduled workshops including the identification of dates, times, and locations.
- Substantive differences in planned actions and implementation of these planned actions
  - Staffing changes with this position impacted the plan for site support.
- Challenges with implementation
  - Mid-year staffing changes were a challenge. There will be a reduction in the staffing allocation moving forward.
- Successes with implementation
  - The facilitation of the scheduled workshops and make-up/rescheduled sessions were completed.

Action 1.27 – Program Specialists (4) – Universal Equity Programs; Targeted Equity Programs*

- Description of overall implementation
  - The program specialists supported the coordination of targeted programming throughout the District. These programs include SECs, Young Men of Color, Black Student Unions (BSU), Native Education, Tobacco Use Prevention Education (TUPE), and LGBTQ+ supports.
- 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
  - Collaboration with community-based organizations in coordination with school site programming was a challenge. Additionally, there will be a reduction in the staffing allocation moving forward.
- Successes with implementation
  - There was a deepened collaboration and connection with sites and targeted student populations.

Action 1.28 – Secondary Academic Intervention Teacher (Foster Youth)*

- Description of overall implementation
  - Secondary AIT services for students in foster care focused on delivering targeted academic intervention services, consistent monitoring of student progress, credit recovery and partial credit attainment. At the secondary level, academic transcripts and grades were reviewed each term to establish academic goals for intervention sessions. Additionally, students were identified for credit recovery and partial credit deficiencies for enrollment in Edmentum courses with instruction offered by Foster Youth

Services (FYS) AITs.

- Substantive differences in planned actions and implementation of these planned actions
  - While the core program design remained intact, implementation required ongoing flexibility due to student mobility, varying secondary school schedules, and attendance inconsistencies.
- Challenges with implementation
  - There was a greater reliance on classroom performance data when standardized assessments were not feasible for academic intervention subject content.
  - Students entered services with urgent academic deficits and low motivation.
- Successes with implementation
  - A student monitoring report was created in collaboration with RED to evaluate service impact on grades, attendance, and behavior.
  - Students receiving services demonstrated a 9% increase in attendance and .02 increase in overall GPA.
  - Graduation rates improved with a 16.4% increase (92.9% graduation rate).

Action 1.29 – Secondary counselor staffing to create ratio of 375:1*

- Description of overall implementation
  - Since 2021-22, counselor FTE was added to lower the student counselor ratio to 375:1, allowing for secondary students to be provided with additional supports and interventions with academic, behavioral, and social-emotional needs. With fewer students on their caseload, counselors better assisted with the implementation of MTSS for students needing additional, tiered supports.
- Substantive differences in planned actions and implementation of these planned actions
  - This will be monitored at the completion of the 2026-27 school year.
- Challenges with implementation
  - There were no challenges with implementation other than budgetary.
- Successes with implementation
  - The number of students taking an AP/IB exam increased from 35.5% in 2023-24 to 36.6% in 2024-25.

Action 1.30 – Site-based Desktop Support Technicians*

- Description of overall implementation
  - Additional FTE was added to increase our capacity to address technical support needs and reduce incident response times.
- Substantive differences in planned actions and implementation of these planned actions
  - When one-time Elementary and Secondary School Emergency Relief (ESSER) funding expired, the District elected to continue funding these positions utilizing one-time LREBG dollars. During the Budget Priority process, the District eliminated three of the 18 positions to reduce expenditures.
- Challenges with implementation

    - It took approximately two years to hire staffing for all 18 positions and ramp up to full-scale implementation.
- Successes with implementation
    - The average incident resolution time was reduced from 15 days to four days when all 18 positions were filled.

Action 1.31 – Teacher to support needs of secondary English learners*

- Description of overall implementation
    - Additional FTE was allocated to secondary school sites to expand course offerings for newcomer and immigrant students. This increase in staffing allowed schools to provide more content-area classes tailored to the specific language development needs of these students and ensure they had access to a wider range of academic opportunities.
- Substantive differences in planned actions and implementation of these planned actions
    - FTE allocations were determined by density, allowing schools to tailor programs to their newcomer populations. While all secondary courses have a district-adopted curriculum, implementation varied across sites and not all teachers participated in training or implemented the courses to fidelity.
- Challenges with implementation
    - FTE allocation based on student density was determined by using California Basic Educational Data System (CBEDS) data. This did not account for regions experiencing influxes of newcomer and immigrant students. As a result, some sites faced a higher-than-anticipated demand for courses and services.
- Successes with implementation
    - The additional FTE allowed sites to offer a wider range of courses for newcomer and immigrant students. Without this dedicated staffing, schools would not be able to provide the variety of courses needed to support the unique language development needs and academic progress of newcomer and immigrant students as efficiently.

Action 1.32 – Vice Principals at Various TK-6 schools*

- Description of overall implementation
    - Additional vice principals were assigned to various Title I school sites with an emphasis on social-emotional well-being and furthering a positive school climate. This is done by providing direct support to students, teachers and staff specific to monitoring a variety of data points, identifying needs, and providing interventions to support overall well-being.
- 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 minimal challenges with implementation.
- Successes with implementation
    - The hiring, retention, and training of vice principals placed in supplemental positions went smoothly. The District hired talented and motivated vice principals who provided high-quality services at their respective sites.

Action 1.33 – Additional FTE for English Learner Program Specialist*

- Description of overall implementation
  - EL program specialists served as a liaison between our school sites and MLE. Program specialists supervised EL instructional coaches and the District's translators/interpreters, provided guidance and support to EL coordinators, administrators, and teachers, and shared updates on policy, legislation, and compliance. Additionally, they led district initiatives to ensure high-quality programs and services for our EL.
- 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 minimal challenges with implementation.
- Successes with implementation
  - The addition of a program specialist allowed for increased guidance and support for all schools serving EL.

*Denotes LREBG action

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 = $432,998,694
- Actual Expenditure = $457,982,679
- Spent $24,983,985 more due to staff salary and benefit cost increases

Action 1.2 – Professional Learning

- Budgeted Expenditure = $4,259,460
- Actual Expenditure = $4,179,147
- Spent $80,313 less due to other available professional learning funding sources

Action 1.3 – Curriculum/Program Specialists and Instructional Coaches

- Budgeted Expenditure = $13,052,891
- Actual Expenditure = $13,545,954
- Spent $493,063 more due to increased salary and benefit costs

Action 1.7 – CTE/CPA Program Development

- Budgeted Expenditure = $4,612,454
- Actual Expenditure = $4,382,720
- Spent $229,734 less due to using other available funding for timesheets

Action 1.9 – Equity
- Budgeted Expenditure = $2,714,710
- Actual Expenditure = $2,012,469
- Spent $702,241 less due to other available one-time funding sources

Action 1.10 – Teacher Support Staffing for At-Risk Students (Secondary)
- Budgeted Expenditure = $8,310,467
- Actual Expenditure = $9,149,383
- Spent $838,916 more due to increased salary and benefit costs

Action 1.12 – Gifted and Talented Education (GATE)
- Budgeted Expenditure = $250,000
- Actual Expenditure = $143,489
- Spent $106,511 less due to sites not fully expending allocated funds

Action 1.13 – Academic Competition, AP/IB, Honors, MYP
- Budgeted Expenditure = $1,316,921
- Actual Expenditure = $1,306,920
- Spent $10,001 less due to sites not fully expending allocated funds

Action 1.14 – Achievement Via Individual Determination (AVID)
- Budgeted Expenditure = $1,888,386
- Actual Expenditure = $1,202,260
- Spent $686,126 less due to other available funding opportunities

Action 1.15 – LCFF Supplemental – Elementary/Secondary
- Budgeted Expenditure = $11,117,698
- Actual Expenditure = $9,693,144
- Spent $1,424,554 less due to sites not fully expending allocated funds

Action 1.16 – Evaluation Support
- Budgeted Expenditure = $2,014,771
- Actual Expenditure = $2,087,092
- Spent $72,321 more due to staff salary and benefit increases

Action 1.17 – Academic Intervention Teacher (Homeless)*
- Budgeted Expenditure = $148,197

- Actual Expenditure = $150,301
- Spent $2,104 more due to staff salary increases

Action 1.18 – Academic Intervention Teachers at each TK-6 site*
- Budgeted Expenditure = $6,301,950
- Actual Expenditure = $6,302,892
- Spent $942 more due to benefit selections

Action 1.19 – Additional FTE for EL Coordination at secondary schools*
- Budgeted Expenditure = $1,308,042
- Actual Expenditure = $1,308,253
- Spent $211 more due to varying benefit selections

Action 1.20 – Administrative Salaries/Coordinator – AVID*
- Budgeted Expenditure = $181,669
- Actual Expenditure = $190,049
- Spent $8,380 more due to staff salary and benefit increases

Action 1.21 – AVID coaches*
- Budgeted Expenditure = $751,977
- Actual Expenditure = $318,238
- Spent $433,739 less as positions were closed once vacated

Action 1.22 – Curriculum specialists (VAPA)*
- Budgeted Expenditure = $541,032
- Actual Expenditure = $240,114
- Spent $300,918 less as positions were closed once vacated]

Action 1.23 – EL Coordinator at Florin and Valley high schools*
- Budgeted Expenditure = $312,628
- Actual Expenditure = $313,265
- Spent $637 more due to staff salary and benefit increases

Action 1.24 – Elementary Academic Intervention Teacher (Foster Youth)*
- Budgeted Expenditure = $161,784
- Actual Expenditure = $0
- Action was realigned to Title I funds

Action 1.25 – Equity/SEL Coaches – Teachers (9), Wellness (3)*

- Budgeted Expenditure = $1,576,365
- Actual Expenditure = $739,420
- Spent $836,945 less as positions were closed once vacated

Action 1.26 – Restorative Practices Program Specialist (1)*

- Budgeted Expenditure = $170,803
- Actual Expenditure = $0
- Position discontinued

Action 1.27 – Program Specialists – Universal Equity Programs; Targeted Equity Programs (4)*

- Budgeted Expenditure = $346,290
- Actual Expenditure = $187,819
- One of the two positions was realigned to other department funds

Action 1.28 – Secondary Academic Intervention Teacher (Foster Youth)*

- Budgeted Expenditure = $168,343
- Actual Expenditure = $79,066
- Spent $89,277 less due to salary step and benefits selection costs less than anticipated

Action 1.29 – Secondary counselor staffing to create ratio of 375:1*

- Budgeted Expenditure = $1,751,268
- Actual Expenditure = $1,324,248
- Spent $427,020 less due to vacancies

Action 1.30 – Site-based Desktop Support Technicians*

- Budgeted Expenditure = $2,231,739
- Actual Expenditure = $2,010,744
- Spent $220,995 less due to vacancies

Action 1.31 – Teacher to support needs of secondary English learners*

- Budgeted Expenditure = $1,620,670
- Actual Expenditure = $1,373,210
- Spent $247,460 less due to vacancies

Action 1.32 – Vice Principals at Various TK-6 schools*

- Budgeted Expenditure = $1,288,166
- Actual Expenditure = $862,223

- Spent $425,943 less due to not backfilling vacancies

Action 1.33 – Additional FTE for English Learner Program Specialist*
- Budgeted Expenditure = $181,061
- Actual Expenditure = $190,118
- Spent $9,057 more due to staff salary and benefit increases

*Denotes LREBG action

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 2024-25 LCAP Needs Analysis:
  - 29% of elementary students reported that "small class sizes" were very/most important, and 87% reported satisfaction
  - 73% of elementary parents reported that "small class sizes" were very/most important, and 73% reported satisfaction
  - 82% of elementary staff reported that "small class sizes" were very/most important, and 48% reported satisfaction
  - In 2024-25, student ratings of school climate related to sense of belonging was 68% favorable, an increase from 67% in 2023-24. Student ratings of safety was 68% favorable, an increase from 65% in 2023-24. Student ratings of classroom conditions (personal connection, academic connection, and curricular connection) were 72% favorable, an increase from 70% favorable in 2023-24.

Action 1.2 – Professional Learning
- In 2024-25, the following percentages of schools were implementing key programs with fidelity:
  - 2% of schools implemented the Teaching and Learning Framework with fidelity (including the instructional framework)
  - 97% of schools implemented PBIS with fidelity
  - 28% of schools implemented SEL with fidelity
  - 74% of schools implemented MTSS with fidelity
- The District has been measuring implementation of Teaching and Learning since 2021-22. Though one school was found to be implementing the instructional framework with fidelity, there was evidence to suggest that PD continued to be effective in improving aspects of program implementation, especially at elementary schools. An increased effort to walk classrooms yielded 7,360 administrator observations for 2024-25, compared to 3,782 the previous year. This resulted in 76% of teachers being observed and provided feedback, versus 60% in 2024-25.
- 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) were significantly associated with relatively more favorable student outcomes, including achievement in ELA and math, school climate, discipline, and self-reported SEL competencies.
- In 2024-25, the District's interim test completion rate was 79%, an increase from 70% in 2023-24.

- From the District's 2024-25 LCAP Needs Analysis:
  - 91% of students reported that "good teachers" were very/most important, and 93% reported satisfaction.
  - 95% of parents reported that "good teachers" were very/most important, and 92% reported satisfaction.
  - 94% of staff reported that "good teachers" were very/most important, and 94% reported satisfaction.
  - 86% of students reported that "good principals" were very/most important, and 93% reported satisfaction.
  - 88% of parents reported that "good principals" were very/most important, and 91% reported satisfaction.
  - 89% of staff reported that "good principals" were very/most important, and 85% reported satisfaction.
  - The District uses the EL program implementation continuum (PIC) to monitor the number of teachers who attend professional learning opportunities specific to supporting EL. There is a positive correlation between implementation of the EGUSD instructional framework and student achievement for our EL. PD and ongoing coach support for implementation continues to be effective.

Action 1.3 – Curriculum/Program Specialists and Instructional Coaches

- As was the case last year, an impact evaluation of teacher PD 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 2024-25, an evaluation of the District's EL program continued to find evidence that implementation of the program was associated with relatively more favorable ELA and math achievement for EL students (ELA from 23% to 24% for EL, and 15% to 17% for LTEL; math from 20% to 22% for ELA, and 7% to 10% for LTEL).

Action 1.7 – CTE/CPA Program Development

- In 2024-25, the number of students enrolled in a CTE/CPA pathway was 8,560, an increase from 4,687 in 2023-24.
- In 2024-25, the percentage of students taking a concentrator course was 41%, no change from 41% in 2023-24.
- In 2024-25, the percentage of students taking a completer course was 35%, an increase from 34% in 2023-24.

Action 1.9 – Equity

- An evaluation of the restorative practices pilot in 2023-24 in the Monterey Trail region found evidence that it was significantly associated with higher reported frequency of community building circles by students—the estimated marginal means of reported circle frequency among students was 50.5% among secondary Monterey Trail students—the highest among all regions—and the differences by region were found to be statistically significant ($p<0.0001$) . The frequency of community building circles showed a significant association with more favorable (+11 percentage points, $p<0.0001$) 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 (DEI). The survey items and results are described below:

- Survey items consisted of:
  - Diversity
    - I recognize things I have in common with those from other backgrounds and cultures.
    - I am aware that everyone has some biases (race, ethnicity, social class, gender, etc.).
    - My team can't reach its maximum potential without diverse representation.
    - Diversity is a strength.
    - I actively try to learn more about the backgrounds and cultures of people who are different than me.
    - I work to understand and appreciate other cultures.
  - Equity
    - Some groups of people have more advantages than others.
    - Race, ethnicity, social class, and language influence opportunities for students/people.
    - When groups of people have more challenges than others, they deserve more support.
    - I have a responsibility to address mistreatment, injustice, and bullying.
    - Substantial change is necessary to address historic disadvantages.
    - I work to change policies that disadvantage groups of students/people.
  - Inclusion
    - I actively work to draw in and recruit people who don't normally participate or contribute.
    - I try to make everyone feel they are valued.
    - I model how to respectfully engage with those who think differently than me.
    - I model how to respectfully engage with those from other backgrounds and cultures.
    - Leaders should include the marginalized (i.e., people who have historically been excluded within society) in decision making.
    - Marginalized people should be provided support to become leaders.
- Survey results showed:
  - 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 2024-25, average student ratings of SEL competencies were 76% favorable overall, an increase from 74% in 2023-24.
- In 2024-25, student ratings of school climate related to sense of belonging was 68% favorable, an increase from 65% in 2023-24.
- 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 32.7% less likely—on average—to have a favorable outcome in 2024-25 compared to non-African American students. This constitutes a favorable decrease in disparity

for African American students from 0.643 (or 35.7% less likely to have a favorable outcome) from 2023-24.

- 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 14.5% less likely—on average—to have a favorable outcome in 2024-25 compared to non-Native American students. This constitutes a favorable decrease in disparity for Native American students from 0.801 (or 19.9% less likely to have a favorable outcome) from 2023-24.

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

- Additional ELA and math teachers at the secondary level have been fully implemented.
- In 2024-25, 58.6% of high school students met or exceeded standards on CAASPP English Language Arts compared to 53.1% in 2023-24.
- In 2024-25, 35.4% of high school students met or exceeded standards on CAASPP Math compared to 32.3% in 2023-24.
- In 2024-25, 54.4% of middle school students met or exceeded standards on CAASPP English Language Arts compared to 52.3% in 2023-24.
- In 2024-25, 41.8% of middle school students met or exceeded standards on CAASPP Math compared to 38.4% in 2023-24.

Action 1.12 – Gifted and Talented Education (GATE)

- Over the last three years of the program, new GATE identifications at schools receiving Title I funding have accounted for 33% of new identifications. EL students accounted for 24% of new identifications. Universal grade 3 testing contributed to the success in the growth of new identifications in historically underserved student groups by removing barriers for referrals.

Action 1.13 – Academic Competition, AP/IB, Honors, MYP

- In 2024-25, the percentage of middle school students who participated in honors/AVID courses was 54% unchanged from 2023-24.
- In 2024-25, the percentage of high school students who participated in honors/AP/IB courses was 49%, an increase from 48% in 2023-24.
- The percentage of students passing an AP/IB exam upon graduation was 36%, an increase from 35% in 2024-25.

Action 1.14 – Achievement Via Individual Determination (AVID)

- Sixty elementary and secondary schools are AVID-certified. When tasked with identifying impact on student achievement, RED found positive correlations with GPA, graduation, college enrollment, and 4-year college enrollment for those students who completed four years of the high school AVID elective course.

Action 1.15 – LCFF Supplemental – Elementary/Secondary

- The effectiveness of fund use is reviewed each year through the site LCAP process by both school and district administrators. This process was developed to meet state and federal requirements for the Single Plan for Student Achievement (SPSA), which is required

for schools receiving Title I funding. To increase coherence in EGUSD, all schools complete a combined site LCAP/SPSA. These plans follow a continuous improvement cycle that includes data analysis, identification of performance gaps and root causes, selection of evidence-based actions, monitoring of implementation, and progress reporting. This approach ensures that funding decisions are guided by data and aligned to student needs. The process also requires meaningful input from students (when applicable), staff, and parents, supporting accountability and shared responsibility. All 68 schools had site plans approved by the Board of Education, and the same is anticipated for 2026-27.

Action 1.16 – Evaluation Support

- The primary metric for evaluating effectiveness of the goal had been previously established as former metric 2.1 (Data and Program Evaluation: Number of identified PIC measures developed and operational), the number of operationalized and reported PICs—in 2024-25, the District reported out on 12 PICs, but the desired outcome 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. Additionally, as the District's priorities focused on deeper insight into MTSS fidelity work, staff analyst capacity was redirected away from a broader, but more superficial understanding of the landscape of district work, into more actionable analyses of the programs that directly address MTSS component programs.
- Regarding former metric 2.2 (High Quality Measures of Program Implementation), the District met its goal of identifying at least one PIC metric as being significantly and favorably associated with 100% of identified key outcome metrics (Smarter Balanced Assessment Consortium (SBAC) ELA, SBAC Math, Suspension Rate, Student Climate, SEL Competency, and Chronic Absenteeism). Taken together, progress on these metrics showed 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 did 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 – Student Assessment and Program Evaluation.

Action 1.17 – Academic Intervention Teacher (Homeless)*

- Since the implementation of the academic intervention program in 2020-21, the graduation rate for students experiencing homelessness increased from 64.3% to 72.5%.
- The academic intervention program staff supported 69 students to complete summer school credit recovery courses resulting in 410 total credits recovered.

Action 1.18 – Academic Intervention Teachers at each TK-6 site*

- The original impact evaluation of AIT services conducted in Fall 2024 remains valid. Findings continue to show that schools following the guidelines outlined in the EGUSD AIT Handbook are achieving positive results, as reflected in interim ELA assessment scores. As a result, 3,760 MTSS plans were created as of February 2026, documenting both student need and progress. In 2024-25, grade 1 students served by AITs showed more favorable growth on selected skills-based assessments when compared with similar students who did not receive AIT services, and the difference was found to be statistically significant. AITs documented 8,378 MTSS plans for 4,345 students in 2024-25; 52% of students receiving services for ELA met the exit criteria and 63% of students receiving services for

math met the exit criteria. Evaluation findings from 2024-25 suggest that meeting the exit criteria for services was associated with significantly more favorable growth on skills-based assessments in ELA compared to those who did not meet the exit criteria.

Action 1.19 – Additional FTE for EL Coordination at secondary schools*

- Additional supplemental FTE for EL coordination at secondary schools allowed EL coordinators to collaborate with teachers, engage families, and provide increased support for the implementation of programs and services provided to EL. Current metrics indicate this action as effective. Progress toward English proficiency for LTELs increased 2%. The percentage of EL reclassified increased 2%. The percentage of EL meeting or exceeding standards on CAASPP increased by 1% for ELA and 2% for math.

Action 1.20 – Administrative Salaries/Coordinator – AVID*

- The centralized leadership of the AVID district coordinator has been was effective in maintaining professional learning at both the district and site levels. During visits, sites were provided 17 district-wide PD trainings, including an eight-part "new training" that addressed identified instructional gaps. Currently, there are 264 staff members registered for the 2026 Summer Institute where the afternoon site planning sessions will be facilitated by the AVID coordinator with support from two AVID coaches. The coordinator supported the application of the National Demonstration Pilot at Barbara Comstock Morse Elementary School and two showcase schools.

Action 1.21 – AVID coaches*

- The two remaining AVID coaches executed 50 school-based PD sessions and 13 demo lesson days. Based on data derived from PD feedback received from participants, writing implementation grew from 15% to 28.8%, inquiry from 10% to 19.6%, and collaboration from 23% to 32%. Teachers rated the coaching support at 3.94 out of 4 for classroom applicability.

Action 1.22 – Curriculum specialists (VAPA)*

- There were 36 PD courses offered for a total of 252 sections/classes that engaged 7,500 participants during the 2025-26 school year. As part of the 36 courses, training was provided to teachers to help them navigate standards-aligned curriculum which is the first ever K-6 visual arts adoption. The monthly arts education newsletter has approximately 709 subscribers, and promotes arts-related instructional resources as well as publicized arts events and upcoming PD. The training aligns with the EGUSD instructional framework with clear connections to wellness and social-emotional learning (SEL).

Action 1.23 – EL Coordinator at Florin and Valley high schools*

- Providing a supplemental 1.0 FTE for EL coordination at Florin and Valley high schools increased support for EL. Each site serves approximately 400 EL, including newcomers and LTELs. Serving two distinct typologies, each with different needs, requires a dedicated full-time position to ensure targeted support, effective program implementation, and equitable access to services. The effectiveness of the use of funds is evaluated annually through the LCAP process with ongoing monitoring to ensure intended outcomes are achieved. At Florin High School, progress toward English proficiency increased by 6%. At Valley High School, progress toward English proficiency increased by 4%.

Action 1.24 – Elementary Academic Intervention Teacher (Foster Youth)*

- The effectiveness of the Elementary AIT program is demonstrated through its structured, data-driven approach to intervention and its measurable academic outcomes. Elementary foster youth students receiving AIT services averaged a 1.32 GLE increase over a three-month period, as measured by pre- and post- Renaissance Star assessments. This rate of growth within a short intervention window reflects accelerated academic progress and demonstrates that targeted, structured academic intervention can significantly close skill gaps. The collaborative framework also ensured that interventions were not isolated supports, but integrated components of each students academic program. Additional LCAP metrics noted a 3% increase in CAASPP ELA proficiency and a 5% increase in CAASPP Math proficiency.

Action 1.25 – Equity/SEL Coaches – Teachers (9), Wellness (3)*

- The effectiveness of the coaches is demonstrated through the facilitation of the district-wide restorative practices workshops and additional supports to school sites. In workshop feedback surveys, 74.4% of participants responded favorably to “This workshop was a worthwhile use of my time.”

Action 1.26 – Restorative Practices Program Specialist (1)*

- The effectiveness of the program specialist is demonstrated through each site having two separate individually scheduled workshops for staff with workshop feedback surveys indicating 74.4% of participants responding favorably to “This workshop was a worthwhile use of my time.”

Action 1.27 – Program Specialists – Universal Equity Programs; Targeted Equity Programs (4)*

- The effectiveness of these positions is demonstrated through the coordination of targeted student programming throughout the district. The frequency of Native Education culture classes that are available to all district students increased from bi-weekly to weekly. The number of site BSUs increased from 29 to 34, and three additional Young Men of Color site programs were created.

Action 1.28 – Secondary Academic Intervention Teacher (Foster Youth)*

- The effectiveness of the secondary AIT services for students in foster care is demonstrated through quantifiable academic gains, improved credit attainment, strengthened collaboration among stakeholders, and positive student engagement outcomes aligned with program objectives. High school students enrolled in credit recovery successfully completed required coursework, resulting in increased credit accrual and progress toward on-time graduation. Graduation rates increased by 16.4% for an overall 92.9% graduation rate. Other academic gains were demonstrated with a 7% increase in A-G completion rates, 17% increase in CTE sequence completion upon graduation, and a 13.7% reduction in high school dropout rates.

Action 1.29 – Secondary counselor staffing to create ratio of 375:1*

- Additional counselor FTE to lower the student counselor ratio to 375:1 provides secondary students with additional supports and interventions with academic, behavioral, and social-emotional needs. Students meeting or exceeding standards in CAASPP ELA

increased from 53.1% in 2023-24 to 58.6% in 2024-25. Students meeting or exceeding standards in CAASPP Math also increased from 32.3% in 2023-24 to 35.4% in 2024-25. Additionally, the suspension rate decreased from 4.4% in 2023-24 to 4.1% in 2024-25.

Action 1.30 – Site-based Desktop Support Technicians*

- The effectiveness of the action is shown in the improved technical support response times after the implementation of a one-to-one take home program for students in grades 1-12. Implementation of these additional technicians helped reduce the average incident resolution time from 15 days to four days when all 18 positions were filled.

Action 1.31 – Teacher to support needs of secondary English learners*

- Allocating supplemental FTE to support secondary EL, particularly newcomers and immigrant students, expanded access to content-area courses tailored to their language proficiency and academic needs. Implementation of the District's EL program was significantly linked to stronger ELA and math outcomes for EL students, underscoring the effectiveness of this action. CAASPP scores for ELA increased by 1% for ELs and 2% for LTELs. CAASPP scores for math increased by 2% for ELs and 3% for LTELs.

Action 1.32 – Vice Principals at Various TK-6 schools*

- Supplemental support from vice principals at various EGUSD elementary sites has been instrumental in promoting the social-emotional well-being of students. This additional support has strengthened a positive school climate, provided direct assistance to students, teachers, and staff, and ensured close monitoring of relevant data to address student need effectively. As a result, overall favorability ratings for elementary students communicating they know how to get help outside of class time increased from 71% to 76%. In addition, students feeling they are a part of their school favorability rate increased from 78% to 81%.

Action 1.33 – Additional FTE for English Learner Program Specialist*

- Allocating supplemental FTE to the EL program specialist role strengthened capacity district-wide. This staffing enabled consistent implementation of EL programs, improved policy compliance, and enhanced curriculum and instructional support. These positive outcomes demonstrate the importance of sustaining this role to maintain high-quality services for all EL. The effectiveness of this action is assessed through ongoing evaluation of the District's EL program implementation. Program specialists previously provided individual support to 34 schools each. With the addition of a third program specialist, this workload decreased to roughly 22-23 schools per specialist, enabling more targeted and effective support.

*Denotes LREBG action

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:

- Metrics 1.14 and 1.15 related to Reclassification were previously computed to reflect the percent of EL students reclassified as Fluent-English Proficient during the time period between successive August 15 dates. The metric has been realigned to report on the time periods between successive July 1 dates consistent with the District's school year calendar and other LCAP metrics. As such, the baseline and Year 1 data was changed to enable consistent comparison over time. This change was made to enable earlier, more efficient reporting of LCAP metrics.
- Metric 1.20: typographical errors in the baseline year and Year 1 were corrected to reflect the most accurate and up to date performance.

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.

Action 1.2 – Professional Learning

- The 2026-27 preservice is expected to reach the same number of teachers as in previous years (over 95%). 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. PD sections offered for ELA, ELD, history/social science, math, and science totaled 993 as of November 2024.

- MLE will continue to provide targeted support for all typologies of ELs, including LTELs, through the implementation of the District's language acquisition program, SEI, as well as Integrated and Designated ELD instruction.
- Professional learning: Program specialists and EL instructional coaches will provide district and school-based PD to teachers, administrators, counselors, and other support staff. Identified areas of need will continue to be focused on 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 EL. An action that resulted from reflections on prior practice was the creation and implementation of an additional newcomer content-area course in math, in addition to collaboration between the CPL and MLE departments to provide ongoing instructional coach support for this course. The creation of blended CTE/ELD elective courses for LTELs was formally adopted in January of 2026. These courses will be available for full implementation in the 2026-27 school year. Another action informed by reflections on prior practice was the creation of a Designated ELD class specifically designed to support students with limited or interrupted formal education (SIFE/SLIFE). In addition, *Foundations of Language and Literacy* was adopted in January 2026 to further address the unique needs of these students. Furthermore, clear enter and exit criteria for each Newcomer Designated ELD course was developed and taken through the ELD Steering Committee to improve student placement and accelerate language acquisition, which will lead to faster progress toward reclassification.

Action 1.7 – CTE/CPA Program Development

- There are no changes to the action.

Action 1.9 – Equity

- There are no changes to the action.

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

- There are no changes to the action.

Action 1.12 – Gifted and Talented Education (GATE)

- With only 37 portfolios received and 20 of those accepted as GATE, a majority of the students are identified through universal grade 3 testing and academic identification. It is recommended to discontinue the portfolio process in the 2026-27 school year.

Action 1.13 – Academic Competition, AP/IB, Honors, MYP

- There are no changes to the action.

Action 1.14 – Achievement Via Individual Determination (AVID)

- There are no changes to the action.

Action 1.15 – LCFF Supplemental – Elementary/Secondary

- Following a yearly review of the interdepartmental approval process for site LCAPs, direction provided to schools on permissible actions was updated once again to more closely reflect research-based practices shown to improve students' academic, behavioral, and social-emotional outcomes. Modification included changing funding allocations for schools, along with strengthened monitoring procedures during director-led site visits.

Action 1.16 – Evaluation Support

- 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, it is 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, and 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 EL PIC to drive school-based LCAP decisions and lead to improved academic and linguistic outcomes for these identified students.

Action 1.17 – Academic Intervention Teacher (Homeless)

- Effective July 1, 2026, as LREBG funds are expended, the action will be funded by Title I carryover.

Action 1.18 – Academic Intervention Teachers at each TK-6 site – Funding Sources: LREBG, Title I*

- Current expectations for all AITs will remain in place for the 2026-27 school year. A program adjustment includes the reduction of full-time AIT positions at 16 elementary sites. Each of these sites will be allocated a 0.5 AIT position, with services focused on qualifying first and second grade students.

- Effective July 1, 2026, as LREBG funds are expended, 22.0 FTE will be funded by LREBG and 14.0 FTE will be funded by Title I.
- The action title was updated to “Academic Intervention Teachers at each TK-6 site – Funding Sources: LREBG, Title I” to indicate the additional Title I funding source.

Action 1.19 – Additional FTE for EL Coordination at secondary schools

- The current model for EL coordination depends on individuals navigating both teaching and coordinator responsibilities. Additional FTE for EL coordination will shift to be centralized under MLE for the 2026-27 school year. Shifting coordinators (to be renamed multilingual support teachers) out of dual roles, will allow the District to provide secondary schools with focused, uninterrupted support to our students, families, teachers, counselors, and site administrators.
- Effective July 1, 2026, as LREBG funds are expended, the action will be funded by LCAP carryover.
- Effective July 1, 2026, the action will be combined with Action 1.23.

Action 1.20 – Administrative Salaries/Coordinator – AVID

- Effective July 1, 2026, as LREBG funds are expended, the action will be discontinued.
- The duties of this position will be assigned to existing staff.

Action 1.21 – AVID coaches

- Effective July 1, 2026, as LREBG funds are expended, the action will be discontinued.
- The District is looking to integrate AVID strategies into the District’s teaching and learning framework.

Action 1.22 – Curriculum specialists (VAPA)

- Effective July 1, 2026, as LREBG funds are expended, this action will be funded by Title IV.

Action 1.23 – EL Coordinator at Florin and Valley high schools

- Effective July 1, 2026, the additional FTE for Florin and Valley high schools will be combined and accounted for in Action 1.19.

Action 1.24 – Elementary Academic Intervention Teacher (Foster Youth)

- Service provision changes are being made to meet federal requirements, which will increase frequency of services to students in foster care attending Title I schools.
- Due to evolving needs of students in foster care, this position was realigned to a Secondary Academic Intervention Teacher (Foster Youth) (see Action 1.28).

Action 1.25 – Equity/SEL Coaches – Teachers (9), Wellness (3)*

- At the beginning of the 2025-26 year, there were 8.0 FTE as 4.0 FTE of the original 12.0 were closed. 3.0 FTE will close effective June 30, 2026. Effective July 1, 2025, 3.0 FTE were funded by Educator Effectiveness Funds, and effective July 1, 2026, will be funded by department funds. 2.0 FTE will continue to be funded by LREBG through June 30, 2028.
- The duties assigned to the closed FTE positions will be assigned to existing staff.
- No longer an LREBG action.

Action 1.26 – Restorative Practices Program Specialist (1)

- Effective October 2025, the position was vacated and not backfilled. The action is discontinued.
- The duties of this position will be assigned to existing staff.

Action 1.27 – Program Specialists – Universal Equity Programs; Targeted Equity Programs (4)

- Effective July 1, 2025, 1.0 FTE was funded by the department budget, and 1.0 FTE was funded by LREBG. Effective July 1, 2026, 1.0 FTE will continue to be funded by the department budget and 1.0 FTE will be discontinued.
- The duties assigned to the closed FTE positions will be assigned to existing staff.

Action 1.28 – Secondary Academic Intervention Teacher (Foster Youth)

- Service provision changes are being made to meet federal requirements, which will increase frequency of services to students in foster care attending Title I schools.
- Due to evolving needs of students in foster care, the Elementary Academic Intervention Teacher (Foster Youth) position (Action 1.24) was realigned to a Secondary Academic Intervention Teacher (Foster Youth) (see Action 1.28).
- Effective July 1, 2026, as LREBG funds are expended, this action will be funded by LCAP carryover.

Action 1.29 – Secondary counselor staffing to create ratio of 375:1*

- Additional counselor FTE to lower the student counselor ratio to 375:1 provides secondary students with additional supports and interventions with academic, behavioral, and social-emotional needs. With fewer students on their caseload, counselors can assist with the implementation of MTSS for students needing additional, tiered supports.
- The duties assigned to the closed FTE positions will be assigned to existing staff.

Action 1.30 – Site-based Desktop Support Technicians*

- Effective July 1, 2026, as LREBG funds are expended and due to vacancies, the action will be reduced from 18.0 FTE to 15.0 FTE.
- The duties assigned to the closed FTE positions will be assigned to existing staff.

Action 1.31 – Teacher to support needs of secondary English learners

- Effective July 1, 2026, the action will no longer be funded by LREBG, but schools can continue to offer supplemental courses using EL Supplemental or other site funds.

Action 1.32 – Vice Principals at Various TK-6 schools

- Effective July 1, 2026, as LREBG funds are expended, the action will be discontinued.
- The duties assigned to the closed FTE positions will be assigned to existing staff.

Action 1.33 – Additional FTE for English Learner Program Specialist

- Effective July 1, 2026, as LREBG funds are expended, the action will be funded by EL Supplemental.

The following actions are no longer funded by LREBG in 2026-27: 1.17, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.26, 1.27, 1.28, 1.31, 1.32, and 1.33.

*Denotes LREBG action

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.	$446,234,571	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) 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	$4,710,343	Y

		acquisition, including Integrated and Designated ELD and the District's language acquisition program, SEI; 8) evidence-based practices to support all typologies of English learners, 9) technology integration, and 10) assessment literacy.		
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 1 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. Additionally, English learner instructional coaches provide targeted support for all typologies of English learners, including Long-Term English learners, through the implementation of the District's language acquisition program, SEI, as well as Integrated and Designated ELD instruction. English learner program specialists support English learner coordinators and school administrators with English learner program implementation and compliance.	$11,823,634	Y
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. PD 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.	$4,774,845	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.	$3,420,333	Y
1.10	Teacher Support Staffing for At-Risk Students (Secondary)	Staffing to provide targeted programs and services to identified students in math and ELA via smaller class size (secondary) and intervention courses.	$8,613,556	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 PD 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.	$1,326,824	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 current AVID program; AVID materials and supplies; organization of attendance at AVID Summer Institutes.	$1,334,971	Y
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, PD, 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.	$11,278,310	Y

1.16	Evaluation Support	Provide data analysis and program evaluation staff and support to guide continuous improvement planning and decision-making.	$2,077,669	Y
1.17	Academic Intervention Teacher (Homeless)	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; • 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	As of July 1, 2026, no longer funded by LREBG $151,631	N
1.18	Academic Intervention Teachers at each TK-6 site – Funding Sources: LREBG, Title I	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: $5,607,982 Title I Funds Used: $2,100,472	N

1.19	Additional FTE for English learner coordination at secondary schools	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.	As of July 1, 2026, no longer funded by LREBG $1,181,183	N
1.20	Administrative Salaries/Coordinator – AVID	Support administrators and AVID coaches with integrating research-based AVID instructional routines in core academic areas, specifically math, ELA/ELD and aligned to the EGUSD instructional framework. Oversee PD planning and delivery for AVID-focused training sessions that improve teaching strategies in ELA and math across the District.	Action is discontinued	N/A
1.21	AVID coaches	Support teachers in implementing AVID strategies that encourage active student participation and questioning in ELA and math coursework, promoting a classroom culture of curiosity and engagement.	Action is discontinued	N/A
1.22	Curriculum specialists (VAPA)	Provides in-person and online trainings and teacher support on implementation strategies for arts integration with ELA and math that enhances cognitive abilities, critical thinking, problem-solving, emotional intelligence, creativity, and diverse perspectives among students and staff.	As of July 1, 2026, no longer funded by LREBG $243,495	N
1.23	English learner coordinator at Florin and Valley high schools	Support ELPAC Coordinator plan ELPAC assessment schedule and facilitate training (Initial, Summative, and Alternate). Regularly use supplemental assessments to measure language	As of July 1, 2026, no longer funded by	N

		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.	LREBG $313,265	
1.24	Elementary Academic Intervention Teacher (Foster Youth)	This position plans, implements, monitors, and assesses the academic tutoring program for students in foster care.	Action is discontinued	N/A
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 PD, 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	LREBG Funds Used: $302,957	N

		○ 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 PD • School-specific support ○ One-on-one coaching (administrators, teachers, other school staff) ○ School meetings (staff, professional learning community (PLC), PBIS, Educational Equity, etc.) ○ Presentations/trainings/PD (DEI, book studies, restorative practices, etc.) ○ Facilitate targeted coaching with teams and individuals ○ 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	This position addresses student trauma and SEL by providing PD, instructional coaching, and consultation focused on restorative practices and equitable educator practices.	Action is discontinued	N/A
1.27	Program Specialists – Universal Equity Programs; Targeted Equity Programs	This position addresses student trauma and SEL by providing PD, instructional coaching, and consultation focused on restorative practices and equitable educator practices.	As of July 1, 2026, no longer funded by LREBG $178,382	N
1.28	Secondary Academic Intervention Teacher (Foster Youth)	This position plans, implements, monitors, and assesses tutoring and the credit recovery program for students in foster care.	As of July 1, 2026, no longer funded by LREBG $173,234	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. • 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.	LREBG Funds Used: $635,902	N
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	LREBG Funds Used: $1,933,112	N

		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 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	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.	Action is discontinued	N/A
1.32	Vice Principals at Various TK-6 schools	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	Action is discontinued	N/A

		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 the instructional framework via walkthroughs and teacher feedback.		
1.33	Additional FTE for English learner program specialist	Provides district support for English learner programs and services, PD, supervision over instructional coaches and translator/interpreters, school-level support for program implementation, curriculum and resource management, and ensures compliance and accountability.	As of July 1, 2026, no longer funded by LREBG $185,721	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, Elk Grove Unified School District (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 English Language Arts (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, EGUSD Student Perspective Survey, California Longitudinal Pupil Achievement Data System (CALPADS)	0.53 (47% less likely) in 2022-23	0.53 (46.8% less likely) in 2023-24	0.53 (46.5% less likely) in 2024-25	0.60 (40% less likely to occur as favorably as students without disabilities)	0.00

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	0.67 (32.7% less likely) in 2024-25	0.85 (15% less likely to occur as favorably as non-African American students)	0.02
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 Testing Service, EGUSD Student	0.75 (25% less likely) in 2022-23	0.80 (19.9% less likely) in 2023-24	0.85 (14.5% less likely) in 2024-25	0.85 (15% less likely to occur as favorably as non-Native American students)	0.10

	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	0.54 (46.1% less likely) in 2024-25	0.60 (40% less likely to occur as favorably as non-homeless students)	0.03
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 Testing Service, EGUSD Student	0.52 (48.0% less likely) in 2022-23	0.57 (43.0% less likely) in 2023-24	0.57 (42.7% less likely) in 2024-25	0.60 (40% less likely to occur as favorably as non-homeless students)	0.05

	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.

Action 2.3 – Students with Disabilities Instructional Support – Low-Income

- Description of overall implementation
  - Special Education staff partnered with multi-tiered system of supports (MTSS) coordinators to support the MTSS team with implementing Tier 1 supports and identifying targeted interventions in alignment with the Comprehensive Coordinated Early Intervening Services (CCEIS) 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.
  - In 2024-25, Special Education and Curriculum & Professional Learning (CPL) staff developed the training scheduled to take place during pre-service for all certificated classroom staff for the 2025-26 school year. The learning outcomes for the training aimed to increase general education staff capacity for utilizing Universal Design for Learning (UDL) and Tier 1 MTSS actions.
- Substantive differences in planned actions and implementation of these planned actions
  - The scope of work continued to target the following student populations: African American, Hispanic, low income, and English learner.
- Challenges with implementation
  - There was insufficient ongoing interdepartmental collaboration between Special Education and other departments.
  - There was insufficient planning to consider the needs of certificated itinerate staff or those certificated staff not assigned to a classroom.
- Successes with implementation
  - Progress was made towards decreasing incidents for students with disabilities due to behavior concerns. The disciplinary incident rate for students with disabilities decreased from 157 incidents per 100 students in 2023-24 to 121 per 100 students in 2024-25.
  - Usage of behavior intervention plans (BIPs) increased and improved. The number of recorded in the MTSS module decreased from 27 in 2023-24 to 24 in 2024-25.
  - Decreased referrals to more restrictive placements (i.e., Non Public Schools).

Action 2.4 – 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 Individualized Education Program (IEP) goals, services, and supports. Staff receive in-person preservice trainings focused on building connections with colleagues, students, and families.
        - 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).
        - Increased participation in co-teaching partnerships between secondary single subject teachers and Special Education program specialists to support access to the general education for students with disabilities and increased intervention for all students.
        - Collaboration between the Department of Family & Community Engagement (FACE) and Community Advisory Committee (CAC) to support regular engagement with families and community organizations to ensure that students have the resources and support they need both at school and at home. One example of this engagement is the Caregiver Café that is hosted by FACE. The event provides parents an opportunity to connect with other caregivers, experience a supportive environment, and talk about relevant topics. Parent Caregiver Cafés were hosted on October 9, 2024, February 12, 2025, and April 9, 2025.
- 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 trainings for self-contained teachers and procuring subs for trainings during contract hours were challenges last year.
- Successes with implementation
    - Learning Center/Resource (RSP) teachers consistently attended monthly job-alike trainings this school year.
    - Eight secondary sites committed to participate in the co-teaching pilot for the 2025-26 school year.
    - Families and FACE facilitators provided anecdotal reports affirming that the Caregiver Cafés are supportive.

Action 2.5 – Foster Youth Support (Funding Source: Federal)

- Description of overall implementation
    - Foster Youth Services (FYS) provided coordinated enrollment support, individualized case management, independent living preparation, targeted academic intervention, and ongoing professional development (PD). FYS staff completed educational passports inclusive of student records, facilitated immediate enrollment, and reviewed transcripts for accurate credit allocation and to determine graduation exemption eligibility. FYS case managers assessed student needs, developed Educational Success Plans, implemented interventions, and coordinated collaboration among stakeholders. Additionally, high school students participated in independent living skills classes, college tours, and employment readiness activities. Weekly

individualized tutoring services were provided to students, prioritized by academic need or lack of access to other academic supports. Ongoing training was offered to school/district level staff, caregivers, and service providers on foster youth educational rights, educational resources, and trauma-informed practices in schools.

- Substantive differences in planned actions and implementation of these planned actions
  - While the core program components were implemented as planned, refinements were made in response to scheduling constraints, varying site capacity, student mobility, and evolving academic and behavioral needs.
  - Service provision changes were made to meet federal requirements, which increased frequency of services to students in foster care attending Title I schools.
- Challenges with implementation
  - Foster youth had the highest school instability rate (50.4%) compared to all other student groups. School changes significantly affected foster youth academically, socially, and emotionally, further compounding the instability they already experience due to frequent home placement changes (an average of 5.53 home placement changes per 1,000 days for Sacramento County foster youth). In addition to the impact on FYS service provision, school placement changes can result in cumulative academic delays due to loss of instructional continuity, emotional distress stemming from disrupted peer and supportive adult relationships and interruptions in extracurricular involvement, and long-term educational setbacks associated with increased risk factors. Foster youth chronic absenteeism (34.6%) and suspension rates (14.8%) also impacted students' ability to participate in services and disrupted academic progress.
- Successes with implementation
  - A student monitoring report was established with the Department of Research & Evaluation (RED) to evaluate service impact on grades, attendance, and behavior.
  - Elementary foster youth students that received academic intervention services averaged a 1.32 GLE increase, as measured by pre- and post- Renaissance Star assessments, over a three-month duration of academic tutoring services.
  - Students receiving services demonstrated a 9% increase in attendance and .02 increase in overall GPA.
  - Graduation rates improved with a 16.4% increase (92.9% graduation rate).
  - Cross-agency communication was strengthened regarding home placement changes, truancy, and school stability best interest determinations.

Action 2.6 – Homeless Student Support (Funding Source: Federal)

- Description of overall implementation
  - Support for students experiencing homelessness was provided by the Student and Family Empowerment Program (SAFE) staff including educational case managers, social workers and an academic intervention teacher (AIT). High school students experiencing homelessness received academic support from the AIT and project implementer. Academic support included transcript review, college/career goal setting and planning, college tours, assistance with financial aid and college applications, and summer school credit recovery. Case management staff in the SAFE centers provided support with basic needs including housing and shelter resources, 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 California Department of Education (CDE) and Sacramento County Office of Education (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
  - Students experiencing homelessness had the highest rate of chronic absenteeism at 51.7%, significantly impacting their academic progress and ability to receive homeless education and other supportive services.
  - Transportation to and from school was a challenge for students experiencing homelessness. School and city bus services were limited, and housing instability and family mobility created additional barriers to providing transportation options.
  - Students experiencing homelessness had a 35.3% instability rate. Homelessness, housing insecurity, and economic hardships were significant contributing factors to student instability which impacted academic progress, prohibited participation in extracurricular activities and sports, and disrupted students' social and emotional wellbeing.
  - There was one AIT providing support to over 650 high school students experiencing homelessness, limiting the impact and outcomes for these high school students.
- Successes with implementation
  - Since the implementation of the academic intervention program in 2020-21, the graduation rate for students experiencing homelessness increased from 64.3% to 72.5%.
  - The academic intervention program staff supported 69 students to complete summer school credit recovery courses resulting in 410 total credits recovered.
  - The ongoing implementation of the Housing Questionnaire as an embedded component of enrollment improved identification of student experiencing homelessness and removed barriers to their right to immediate enrollment.
  - Staff training for key personnel including front office staff, school counselors, and administrators improved identification of students experiencing homelessness and delivery of basic needs services.
  - Identification of students who are eligible for graduation exemption improved through increased collaboration between the homeless liaison and high school counseling departments.
  - Improved collaboration within the FACE programs, including the Attendance Improvement Office and Newcomer Program increased support to students and families.

Action 2.7 – African American Student Support

- Description of overall implementation
  - Implementation of this action focused on programming and logistical support for school-based African American student supports, including: Improve Your Tomorrow (IYT), BSU club expansion, 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, Edward Harris, and James Rutter middle schools, Sankofa Sister Circles at John Ehrhardt Elementary School, Families of Black Students United (FBSU, 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 continue to be identifying school-based staff and fiscal resources to support the programming.
- Successes with implementation
    - BSUs continued at all comprehensive high schools and middle schools.

Action 2.8 – Native American Student Support (Funding Source: Federal)

- Description of overall implementation
    - The program educator for the Native American program continued to provide 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 included identifying students who meet the federal requirements for Native identification and connecting with federally-identified Native students and families and securing required paperwork.
- 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 and continued collaboration and district support from the local tribal council.
    - The Native American program collaborated with community-based organizations.

Action 2.9 – Native American Student Support (Funding Source: Unrestricted)

- Description of overall implementation
    - The program educator for the Native American program continued to provide 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 included identifying students who meet the federal requirements for Native identification and connecting with federally-identified Native students and families and securing required paperwork.
- 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 and continued collaboration and district support from the local tribal council.
    - The Native American program collaborated with community-based organizations.

Action 2.10 – Master Scheduling Prioritization

- Description of overall implementation
    - Always Be Learning (Abl) was accessible at all nine middle schools and nine comprehensive high schools, implementation levels currently varied across these eighteen sites.
- Substantive difference in planned actions and implementations of these planned actions
    - PD remained available to school scheduling teams including administrators, counselors, and data processors. While teams engaged in these sessions, there is a continued opportunity to more fully utilize Abl's specialized features to optimize master schedules.
- Challenges with implementation
    - Key challenges to the master schedule process included staff attrition, resistance to changing established habits, and the ongoing cultural challenge of centering all scheduling upon student needs.
- Successes with implementation
    - Sites implementing Abl with high fidelity are successfully identifying and removing master schedule barriers.
    - While student access to middle school honors and Advancement Via Individual Determination (AVID) courses maintained at 54.3% in 2023-24 and 54.2% in 2024-25, the percentage of students taking Advanced Placement (AP)/International Baccalaureate (IB) courses in high school increased from 35.5% in 2023-24 to 36.6% in 2024-25.
    - CTE sequence completion rates also increased for specific subgroups. African American students increased from 15.3% in 2023-24 to 16.9% in 2024-25. English learner (EL) students increased from 13% in 2023-24 to 18% in 2024-25. Students with disabilities also increased from 18.7% in 2023-24 to 18.9% in 2024-25.

Action 2.11 – Project Implementer (Homeless)*

- Description of overall implementation
    - The project implementer worked with the AIT to support college and career readiness for high school students experiencing homelessness through outreach events, field trips, Free Application for Federal Student Aid (FAFSA) support, and academic intervention.

- Substantive differences in planned actions and implementation of these planned actions
    - There were no substantive differences in planned actions and implementation.
- Challenges with implementation
    - Students experiencing homelessness had the highest rate of chronic absenteeism at 51.7%, significantly impacting their academic progress and ability to receive homeless education and other supportive services.
    - There is one AIT and project implementer supporting over 650 high school students experiencing homelessness.
- Successes with implementation
    - Since the implementation of the academic intervention program in 2020-21, the graduation rate for students experiencing homelessness increased from 64.3% to 72.5%.
    - High school students experiencing homelessness had increased support accessing college and career opportunities and applying for financial aid.

Action 2.12 – Program Educators – Black Excellence, Young Men of Color, Student Equity Councils*

- Description of overall implementation
    - Staff identified personnel at each site to act as ambassadors/advisors for the programs and the students. Staff also created content and provided materials for use during programming time, and regularly met with the site advisors as a group and individually to provide coaching and support.
- Substantive differences in planned actions and implementation of these planned actions
    - There were no substantive differences in planned actions and implementation
- Challenges with implementation
    - Challenges existed around finding school site staff to support the student programming.
- Successes with implementation
    - The success of these programs was demonstrated through the analysis of student responses to the annual District Perspectives Survey focused on school connectedness and belonging.
        - In 2023-24, Black/African American students reported a 59% favorability, in 2024-25 they reported a 63% favorability.
        - In 2023-24 male students reported a 67% favorability, in 2024-25 they reported a 70% favorability.
        - In 2023-24 all students reported a 65% favorability, in 2024-25 they reported a 68% favorability.

Action 2.13 – Foster Youth Support (Funding Source: Unrestricted)

- Description of overall implementation
    - Foster Youth Services (FYS) provided coordinated enrollment support, individualized case management, independent living preparation, targeted academic intervention, and ongoing professional development (PD). FYS staff completed educational passports inclusive of student records, facilitated immediate enrollment, and reviewed transcripts for accurate credit allocation and to determine graduation exemption eligibility. FYS case managers assessed student needs, developed Educational

Success Plans, implemented interventions, and coordinated collaboration among stakeholders. Additionally, high school students participated in independent living skills classes, college tours, and employment readiness activities. Weekly individualized tutoring services were provided to students, prioritized by academic need or lack of access to other academic supports. Ongoing training was offered to school/district level staff, caregivers, and service providers on foster youth educational rights, educational resources, and trauma-informed practices in schools.

- Substantive differences in planned actions and implementation of these planned actions
    - While the core program components were implemented as planned, refinements were made in response to scheduling constraints, varying site capacity, student mobility, and evolving academic and behavioral needs.
    - Service provision changes were made to meet federal requirements, which increased frequency of services to students in foster care attending Title I schools.
- Challenges with implementation
    - Foster youth had the highest school instability rate (50.4%) compared to all other student groups. School changes significantly affected foster youth academically, socially, and emotionally, further compounding the instability they already experience due to frequent home placement changes (an average of 5.53 home placement changes per 1,000 days for Sacramento County foster youth). In addition to the impact on FYS service provision, school placement changes can result in cumulative academic delays due to loss of instructional continuity, emotional distress stemming from disrupted peer and supportive adult relationships and interruptions in extracurricular involvement, and long-term educational setbacks associated with increased risk factors. Foster youth chronic absenteeism (34.6%) and suspension rates (14.8%) also impacted students' ability to participate in services and disrupted academic progress.
- Successes with implementation
    - A student monitoring report was established with the Department of Research & Evaluation (RED) to evaluate service impact on grades, attendance, and behavior.
    - Elementary foster youth students that received academic intervention services averaged a 1.32 GLE increase, as measured by pre- and post- Renaissance Star assessments, over a three-month duration of academic tutoring services.
    - Students receiving services demonstrated a 9% increase in attendance and .02 increase in overall GPA.
    - Graduation rates improved with a 16.4% increase (92.9% graduation rate).
    - Cross-agency communication was strengthened regarding home placement changes, truancy, and school stability best interest determinations.

Action 2.14 – Homeless Student Support (Funding Source: Unrestricted)

- Description of overall implementation
    - Support for students experiencing homelessness was provided by the Student and Family Empowerment Program (SAFE) staff including educational case managers, social workers and an academic intervention teacher (AIT). High school students experiencing homelessness received academic support from the AIT and project implementer. Academic support included transcript review, college/career goal setting and planning, college tours, assistance with financial aid and college applications, and summer school credit recovery. Case management staff in the SAFE centers provided support with basic needs including

housing and shelter resources, 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 California Department of Education (CDE) and Sacramento County Office of Education (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
  - Students experiencing homelessness had the highest rate of chronic absenteeism at 51.7%, significantly impacting their academic progress and ability to receive homeless education and other supportive services.
  - Transportation to and from school was a challenge for students experiencing homelessness. School and city bus services were limited, and housing instability and family mobility created additional barriers to providing transportation options.
  - Students experiencing homelessness had a 35.3% instability rate. Homelessness, housing insecurity, and economic hardships were significant contributing factors to student instability which impacted academic progress, prohibited participation in extracurricular activities and sports, and disrupted students' social and emotional wellbeing.
  - There was one AIT providing support to over 650 high school students experiencing homelessness, limiting the impact and outcomes for these high school students.
- Successes with implementation
  - Since the implementation of the academic intervention program in 2020-21, the graduation rate for students experiencing homelessness increased from 64.3% to 72.5%.
  - The academic intervention program staff supported 69 students to complete summer school credit recovery courses resulting in 410 total credits recovered.
  - The ongoing implementation of the Housing Questionnaire as an embedded component of enrollment improved identification of student experiencing homelessness and removed barriers to their right to immediate enrollment.
  - Staff training for key personnel including front office staff, school counselors, and administrators improved identification of students experiencing homelessness and delivery of basic needs services.
  - Identification of students who are eligible for graduation exemption improved through increased collaboration between the homeless liaison and high school counseling departments.
  - Improved collaboration within the FACE programs, including the Attendance Improvement Office and Newcomer Program increased support to students and families.

*Denotes LREBG action

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 2.3 – Students with Disabilities Instructional Support – Low-Income
- Budgeted Expenditure = $60,025,580
- Actual Expenditure = $56,780,295
- Spent $3.25M less due to reducing outside contractor costs

Action 2.4 – Students with Disabilities Instructional Support – Non-Low Income
- Budgeted Expenditure = $183,414,052
- Actual Expenditure = $178,759,509
- Spent $4.7M less due to reducing outside contractor costs

Action 2.5 – Foster Youth Support
- -Budgeted Expenditure = $2,964,123
- Actual Expenditure = $2,598,364
- Spent $365,759 less due to leveraging other available funding sources

Action 2.6 – Homeless Student Support
- Budgeted Expenditure = $377,385
- Actual Expenditure = $293,158
- Spent $84,227 less due to leveraging other available funding sources

Action 2.7 – African American Student Support
- Budgeted Expenditure = $912,870
- Actual Expenditure = $912,870

Action 2.8 – Native American Student Support (Funding Source: Federal)
- Budgeted Expenditure = $63,888
- Actual Expenditure = $63,888

Action 2.9 – Native American Student Support (Funding Source: Unrestricted)
- Budgeted Expenditure = $108,466
- Actual Expenditure = $93,838
- Spent $14,627 less due to leveraging other available funds

Action 2.10 – Master Scheduling Prioritization
- Budgeted Expenditure = $274,870
- Actual Expenditure = $274,870

Action 2.11 – Project Implementer (Homeless)*

- Budgeted Expenditure = $129,259
- Actual Expenditure = $136,135
- Spent $6,876 more due to staff salary and benefit increases

Action 2.12 – Program Educators – Black Excellence, Young Men of Color, Student Equity Councils*

- Budgeted Expenditure = $299,623
- Actual Expenditure = $205,796
- Spent $93,827 less due to leveraging other available funds

*Denotes LREBG action

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

Action 2.3 – Students with Disabilities Instructional Support – Low-Income

- A recently-completed WestEd study indicates a need for a more cohesive vision for Special Education, increased communication between the District and sites, increased use of IEPs as an instructional tool, and implementation of best practices with fidelity.

Action 2.4 – 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, staff trainings increased in frequency from quarterly to monthly. Topics included IEP development, collaboration with the general education staff, behavior support, and addressing the needs of dually identified students 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 2024-25 school year. The District maintained its negotiated class size agreement for self-contained programs, which is lower than those outlined in the Education Code.
- Special Education staff collaborated with the Department of Student Support & Health Services (SSHS) on the development of an educational support evaluation (ESE) to determine how to best foster independence for students with disabilities.
- 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.
- Compliance improved in some areas, but attention is needed regarding Child Find initial evaluations:
    - Child Find initial evaluations not completed withing 60 days – 24, prior year 0
    - Pre-K to TK Child Find initial evaluations not completed within 60 days – 28, prior year – 32

- IEPs held within one year – 254, prior year – 330
- Triennial assessments not held within 3 years – 145, prior year – 226

Action 2.5 – Foster Youth Support (Funding Source: Federal)

- The effectiveness of the FYS program is demonstrated through quantifiable academic gains, improved credit attainment, strengthened collaboration among stakeholders, and positive student engagement outcomes aligned with program objectives. High school students enrolled in credit recovery successfully completed required coursework, resulting in increased credit accrual and progress toward on-time graduation. Graduation rates increased by 16.4% for an overall 92.9% graduation rate. Other academic gains were demonstrated with a 7% increase in A-G completion rates, 17% increase in CTE sequence completion upon graduation, 3% increase in California Assessment of Student Performance and Progress (CAASPP) ELA proficiency, 5% increase in CAASPP Math proficiency, and a 13.7% reduction in high school dropout rates. FYS case management staff established Educational Success Plan goals focused on SEL learning outcomes and saw a 3% increase in SEL. Additionally, 100% of students recommended case management services and reported a 7% increase in their favorable response on school climate.

Action 2.6 – Homeless Student Support (Funding Source: Federal)

- Achievement for students experiencing homelessness, as measured by CAASPP assessments, improved slightly in 2025. The percentage of students experiencing homelessness meeting/exceeding the standard on Smarter Balanced Assessment Consortium (SBAC) Math was 16%, an increase of 4 percentage points from 2024. The percentage of students experiencing homelessness meeting/exceeding the standard on SBAC ELA was 24%, an increase of 1 percentage point from 2024.

Action 2.7 – African 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, African American students were found to be 32.7% less likely—on average—to have a favorable outcome in 2024-25 compared to non-African American students.

Action 2.8 – Native American Student Support (Funding Source: Federal)

- 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 14.5% less likely—on average—to have a favorable outcome in 2024-25 compared to non-Native American students.

Action 2.9 – Native American Student Support (Funding Source: Unrestricted)

- 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 14.5% less likely—on average—to have a favorable outcome in 2024-25 compared to non-Native American students.

Action 2.10 – Master Scheduling Prioritization

- In 2024-25, the percentage of middle school students who took at least one honors or AVID course upon promotion to high school was 54%, the same as in 2023-24. An examination of this same metric among targeted student groups found:
  - +4 percentage points for African American students (39% in 2023-24 to 43% in 2024-25).
  - - 21 percentage points for Native American students (57% in 2023-24 to 36% in 2024-25).
  - -3 percentage points for foster youth students (9% in 2023-24 to 6% in 2024-25).
  - +15 percentage points for students experiencing homelessness (14% in 2023-24 to 29% in 2024-25).
  - -1 percentage points for students with disabilities (14% in 2023-24 to 13% in 2024-25).
- In 2024-25, the percentage of high school students enrolled in at least 1 honors or AP/IB course was 50%, an increase from 48% in 2024-25. An examination of this same metric among targeted student groups found:
  - +1 percentage points for African American students (30% in 2023-24 to 31% in 2024-25).
  - +11 percentage points for Native American students (30% in 2023-24 to 41% in 2024-25).
  - +8 percentage points for foster youth students (14% in 2023-24 to 22% in 2024-25).
  - +4 percentage points for students experiencing homelessness (16% in 2023-24 to 20% in 2024-25).
  - +1 percentage points for students with disabilities (7% in 2023-24 to 8% in 2024-25).

Action 2.11 – Project Implementer (Homeless)*

- The project implementer for the Homeless Education Program works with the AIT and counselors to support college and career readiness for high school students experiencing homelessness. With this support, there has been an increase in FAFSA completions and submitted college applications with 69% of the seniors in the program being accepted into universities and community colleges this year.

Action 2.12 – Program Educators – Black Excellence, Young Men of Color, Student Equity Councils*

- One of the goals of these targeted student programs is to give students a greater sense of belonging and connectedness to their school sites. The effectiveness of these programs was demonstrated through the analysis of student responses to the annual District Perspectives Survey focused on school connectedness and belonging. In 2023-24, Black/African American students reported a 59% favorability; in 2024-25, they reported a 63% favorability. In 2023-24, male students reported a 67% favorability; in 2024-25 they reported a 70% favorability. In 2023-24 all students reported a 65% favorability; in 2024-25 they reported a 68% favorability.

Action 2.13 – Foster Youth Support (Funding Source: Unrestricted)

- The effectiveness of the FYS program is demonstrated through quantifiable academic gains, improved credit attainment, strengthened collaboration among stakeholders, and positive student engagement outcomes aligned with program objectives. High school students enrolled in credit recovery successfully completed required coursework, resulting in increased credit accrual and progress toward on-time graduation. Graduation rates increased by 16.4% for an overall 92.9% graduation rate. Other academic gains were demonstrated with a 7% increase in A-G completion rates, 17% increase in CTE sequence completion upon graduation, 3% increase in CAASPP

ELA proficiency, 5% increase in CAASPP Math proficiency, and a 13.7% reduction in high school dropout rates. FYS case management staff established Educational Success Plan goals focused on SEL outcomes and saw a 3% increase in SEL learning. Additionally, 100% of students recommended case management services and reported a 7% increase in their favorable response on school climate.

Action 2.14 – Homeless Student Support (Funding Source: Unrestricted)

- Achievement for students experiencing homelessness, as measured by CAASPP assessments, improved slightly in 2025. The percentage of students experiencing homelessness meeting/exceeding the standard on SBAC Math was 16%, an increase of 4 percentage points from 2024. The percentage of students experiencing homelessness meeting/exceeding the standard on SBAC ELA was 24%, an increase of 1 percentage point from 2024.

*Denotes LREBG action

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 planned metrics.

Changes to the target outcomes:

- There are no changes to the target outcomes.

Changes to the actions:

Action 2.3 – Students with Disabilities Instructional Support – Low-Income

- There are no changes to the action.

Action 2.4 – Students with Disabilities Instructional Support – Non-Low Income

- There are no changes to the action.

Action 2.5 – Foster Youth Support (Funding Source: Federal)

- There are no changes to the action.
- Action 2.5 – Foster Youth Support will be renamed to specify its federal funding, and a new action, 2.13, will be added to track unrestricted funding.

Action 2.6 – Homeless Student Support (Funding Source: Federal)

- There are no changes to the action.
- Action 2.5 – Homeless Student Support will be renamed to specify its federal funding, and a new action, 2.14, will be added to track unrestricted funding.

Action 2.7 – African American Student Support

- There are no changes to the action.

Action 2.8 – Native American Student Support (Funding Source: Federal)

- There are no changes to the action.

Action 2.9 – Native American Student Support (Funding Source: Unrestricted)

- There are no changes to the action.

Action 2.10 – Master Scheduling Prioritization

- There are no changes to the action.

Action 2.11 – Project Implementer (Homeless)

- Effective July 1, 2026, as LREBG funds are expended, the action will be funded by Title I carryover.

Action 2.12 – Program Educators – Black Excellence, Young Men of Color, Student Equity Councils

- Effective July 1, 2026, as LREBG funds are expended, 1.0 full-time equivalent (FTE) will be funded by Sky River, 1.0 FTE will be funded by the JUUL settlement, and 1.0 FTE will be discontinued.
- The duties assigned to the closed FTE positions will be assigned to existing staff.

Action 2.13 – Foster Youth Support (Funding Source: Unrestricted)

- Action 2.5 – Foster Youth Support will be renamed to specify its federal funding, and a new action, 2.13, will be added to track unrestricted funding.

Action 2.14 – Homeless Student Support (Funding Source: Unrestricted)

- Action 2.5 – Homeless Student Support will be renamed to specify its federal funding, and a new action, 2.14, will be added to track unrestricted funding.

The following actions are no longer funded by LREBG in 2026-27: 2.11 and 2.12.

*Denotes LREBG action

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 activities are non-IEP supports and services principally directed toward low-income students.	$59,575,967	Y
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.	$192,229,069	N
2.5	Foster Youth Support (Funding Source: Federal)	PD 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.	$1,793,300	N

2.6	Homeless Student Support (Funding Source: Federal)	PD 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.	$415,399	N
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 FBSU, Black Excellence Family workshops, black family outreach and advocacy, and black community partnerships, and IYT). Coordinate the districtwide implementation of 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.	$912,870	Y
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. PD and informational support will be available for school and District staff related to the unique conditions impacting native students and their families.	$67,032	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,	$104,151	Y

		student recognition ceremonies, cultural celebrations, college and career readiness, and collaborative events. PD and informational support will be available for school and District staff related to the unique conditions impacting native students and their families.		
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 PD 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 Implementer (Homeless)	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 implementer 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	As of July 1, 2026, no longer funded by LREBG $129,259	N

		• Increase support to homeless families through community collaboration		
2.12	Program Educators – Black Excellence, Young Men of Color, Student Equity Councils	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.	As of July 1, 2026, no longer funded by LREBG $99,874	N
2.13	Foster Youth Support – Funding Source: Unrestricted	PD 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.	$1,200,064	Y
2.14	Homeless Student Support – Funding Source: Unrestricted	PD 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.	$191,786	Y

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.

Elk Grove Unified School District (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: California Longitudinal Pupil Achievement Data System (CALPADS) Report 1.8 Dropouts by Subgroup – Student List	0.8% in 2021-22	0.7% in 2022-23	0.3% in 2023-24	0.5% or lower middle school dropout rate	-0.5%
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	4.3% in 2024-25	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	90.8% in 2024-25	95% graduation rate	0.5%
3.4	Suspension: Percentage of students suspended Source: Synergy Student Information System	3.6% in 2022-23	3.6% in 2023-24	3.3% in 2024-25	3% of students suspended	-0.3%
3.5	Expulsion: Percentage of students expelled Source: Synergy Student Information System	0.02% in 2022-23	0.03% in 2023-24	0.03% in 2024-25	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 4. 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	Overall Climate 74% in 2024-25 Connectedness 68% in 2024-25 Safety 68% in 2024-25	80% average favorable overall climate rating 75% average favorable connectedness rating 72% average favorable safety rating	0.8% -0.1% 2.8%
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	Overall Climate 92% in 2024-25 Connectedness 92% in 2024-25 Safety 93% in 2024-25	95% average favorable overall climate rating 95% average favorable connectedness rating 95% average favorable safety rating	1.1% 1.2% 3.6%
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	Overall Climate 81% in 2024-25 Connectedness 81% in 2024-25 Safety 67% in 2024-25	85% average favorable overall climate rating 85% average favorable connectedness rating 73% average favorable safety rating	2.5% 1.0% -0.7%
3.9	Social-emotional learning (SEL): Average favorability rating as measured by EGUSD's SEL survey, which is comprised of the 5 Collaborative for Academic, Social, and	74% in 2022-23	74.2% in 2023-24	76% in 2024-25	85% average favorability rating	2.0%

	Emotional Learning (CASEL) competencies: 1. Self-awareness 2. Self-management 3. Social Awareness 4. Relationship Skills Responsible Decision Making Source: EGUSD Student Perspectives Survey					
3.10	Facilities: Percentage of students with clean, safe, and well-maintained facilities as measured by the Facility Inspection Tool (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 – State-Funded Mental Health Services

- Description of overall implementation
    - EGUSD will continue to expand the implementation of the multi-tiered system of supports (MTSS) framework across the district. Approximately 90% of district staff have been trained on an overview of MTSS. The training was required as part of the negotiated agreements mandated trainings with all bargaining units, and the training was optional as new staff were onboarded. Certificated staff also continues to be trained on the instructional framework. This is focused on the academic domain within the MTSS framework. Positive behavioral interventions and supports (PBIS) was implemented district-wide for the behavior domain. In the social emotional domain, the District adopted social-emotional learning (SEL) curriculum and provided professional

development (PD) on its use, as well as on how to integrate SEL supports into academic instruction.

- 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
  - Because this training is no longer a required training, it can no longer be mandated.
- Successes with implementation
  - All schools continued to 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.

Action 3.2 – PBIS

- Description of overall implementation
  - All schools worked towards deeper implementation of PBIS. Coaching support continued to be provided to schools and coaches worked closely with school administration and Tier 1 teams in identifying artifacts that show implementation of PBIS at a high level. All schools completed applications for recognition by the California PBIS Coalition. In addition, all schools were introduced to the new fidelity assessment tool (Tiered Fidelity Inventory (TFI) 3.0) and were made aware that we will be using this new tool (with increased expectations for implementation) in the 2026-27 year.
- 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 challenges faced this year were related to staffing with multiple PBIS coaches on medical leave; long-term substitutes were in place, but there is no historical knowledge when substitutes are utilized.
- Successes with implementation
  - In 2024-25, implementation of PBIS improved with 65 schools receiving recognition. Forty-four elementary schools received gold or platinum recognition (an increase from 39 schools the previous year) and 16 secondary schools received gold or platinum (an increase from 13 schools the previous year).
  - The average program implementation continuum (PIC) score remained stable in 2024-25 compared to 2023-24.
  - Due to ongoing training and guidance provided to schools, MTSS process improvements 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 students' 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.
    - Foster Youth Services (FYS) 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, FYS staff also connected with school MTSS teams through the request for assistance (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 31.4% of lessons have been taught across the 25 schools who have access. 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 are 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
    - Wellness providers across multiple departments present challenges with ensuring there is a standardization of expectations and implementation of processes and procedures.
- Successes with implementation
    - There has been success with the documentation of the services to students in the MTSS student module, enabling staff to retrieve data when needed.
    - Documenting services to students in the MTSS student module has been successful. Staff can now pull data from the MTSS module. In 2024-25, 1,082 students received SEL services in Tier 2 and Tier 3 in 2024-25.

Action 3.4 – Custodial Services

- Description of overall implementation
    - Department leads conducted the hiring, onboarding, and training processes to support custodial operations. LCAP-funded custodians provided supplemental cleaning services at their assigned school sites to strengthen the District's standard level of care.
- Substantive differences in planned actions and implementation of these planned actions

    - LCAP-funded custodians received structured weekly workplans outlining specific duties designed to enhance custodial services beyond the regular scope. This ensured delivery of supplemental support.
- Challenges with implementation
    - Custodial Services experienced an ongoing number of vacancies, which created staffing gaps at various times throughout the year. To maintain essential operations, hiring priority was often directed toward filling standard custodial positions before supplemental roles.
- Successes with implementation
    - Salary increases for custodial positions strengthened recruitment efforts and boosted applicant interest. Department leads participated in all EGUSD career fairs to actively promote custodial opportunities, contributing to an improved candidate pool. The Department of Maintenance & Operations continued to maintain an ongoing, active hiring process to ensure adequate staffing across school sites.

Action 3.5 – Campus Supervisors – At each TK-6 site*

- Description of overall implementation
    - Campus supervisors support campus safety, provide additional assistance to yard supervisors, and deliver social-emotional learning (SEL) supports that promote positive student behavior.
- 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
    - One noted challenge is ensuring all positions at each elementary site are staffed with a qualified candidate.
- Successes with implementation
    - All site leaders, who also gathered information from staff, report feeling supported by campus supervisors and indicate their campuses are safer as a result of having a full-time staff member dedicated to site-wide safety and security.

Action 3.6 – Counselors (PPS Credential) at all TK-6 sites*

- Description of overall implementation
    - Elementary counselors provide direct student support, including small group and individualized counseling with students experiencing loss, in need of self-regulation skills, and friendship circles. In addition to implementing PBIS programs, facilitating MTSS meetings, and coordinating student and family referrals.
- Substantive differences in planned actions and implementation of these planned actions
    - Not all sites benefitted from counseling services due to ongoing vacancies.
- Challenges with implementation
    - The challenge with implementing the action was attracting and retaining counselors due to the temporary nature of the grant-funded positions.

- Successes with implementation
    - Sites that received counseling staffing benefited from direct student counseling, a structured referral process, and an organized MTSS framework.

Action 3.7 – Guided recess activity

- Description of overall implementation
    - The District contracted with Assist Programs that employ trained staff who provide students with a safe, fun, and inclusive environment during recess. Activities were centered around structured play and incorporate principles of SEL and self-efficacy.
- Substantive differences in planned actions and implementation of these planned actions
    - This program was fully implemented as intended.
- Challenges with implementation
    - There were no challenges with implementation.
- Successes with implementation
    - Services were provided to 43 elementary sites, two to five days per week, totaling 2,850 recess and lunch program days as of January 2026.

Action 3.8 – Health Assistants*

- Description of overall implementation
    - Health assistants supported students with health procedures ordered by the student's physician to ensure they can attend school in a safe and healthy environment. Health assistants provided one-on-one support to students, including on bus rides, in the classroom, and in health offices providing first aid and assisting those who are not feeling well. Hiring district-employed health assistants decreased the reliance on non-public agencies.
- 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
    - As of January 30, there were 244 students who have specialized healthcare procedures and receive support daily from a health assistant. By hiring more district-employed health assistants, the reliance on non-public agencies decreased, also resulting in a decrease in absences, leading to consistent health care services to students. In the 2024-25 school year, there were 89 non-public agency staff providing health assistant work in EGUSD. As of January 30, there were 49 non-public agency staff providing health assistant work in EGUSD.

Action 3.9 – Social Workers at Secondary Schools*

- Description of overall implementation
    - Social workers at secondary sites provided social emotional services and counseling, served on site MTSS teams, connected families and students to community resources, coordinated Tier 2 and Tier 3 services.
- Substantive differences in planned actions and implementation of these planned actions
    - There are no substantive actions and implementation of these planned actions.
- Challenges with implementation
    - One of the major challenges of the implementation is the short-term funding of these positions. There were times during the school year when positions were vacant. Furthermore, it was a challenge to enforce the practice of social workers documenting their services in the MTSS module in Synergy.
- Successes with implementation
    - In 2024-25, school social workers documented 535 Tier 2 and Tier 3 services in SEL (group and individual counseling).

Action 3.10 – Project Implementer (Youth Development)*

- Description of overall implementation
    - Staff provided individual one-on-one intervention sessions for selected students who demonstrated substance misuse, particularly around smoking/vaping.
- 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 completion of intervention sessions was negatively impacted due to student attendance.
- Successes with implementation
    - Students were able to receive support in-lieu of exclusionary discipline practices.

Action 3.11 – School Nurses*

- Description of overall implementation
    - School nurses served as case managers for students with health conditions, created health care plans in collaboration with students' primary care physician and parents/guardians, completed Individualized Education Program (IEP) assessments, performed mandated vision and hearing screenings, trained staff on health procedures, and audited students' immunization records to meet the State's immunization requirements for school entry.
- 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 was a lack of staffing, with 27 nurses assigned to 68 schools to adequately meet the health care needs of students.

- Successes with implementation
    - School nurse assignments were reduced from three to four schools each in the 2022-23 school year to two to three schools each from 2023-24 to present. Because of the reduction of the school sites, nurses were able to provide direct support to licensed vocational nurses (LVNs) and provide relevant trainings for health services staff. For the first time, an entire day of PD was provided to health services staff.

Action 3.12 – Coordinator – Behavioral Services*

- Description of overall implementation
    - The coordinator collaborated with the Department of Communications to send information regarding mental health-related services to the community once a month in the Community Update emails, co-created three consecutive years of pre-service, and assisted with the development of a district-wide crisis response that is now used when there is a crisis at a school site.
- Substantive differences in planned actions and implementation of these planned actions
    - The position was converted to a coordinator position because of the increased responsibilities and the scope of supervision. The coordinator supervised mental health therapists (MHT) and 14 secondary social workers, oversaw meetings with behavior support services, social workers, and elementary counselors, and led the facilitation of youth mental health services for approximately 150-200 employees across the district.
- Challenges with implementation
    - One of the major challenges with implementation was the scope of supervision responsibilities, which included directly supervising and evaluating approximately 100 employees.
- Successes with implementation
    - School level implementation of SEL in 2024-25 was significantly and favorably associated with lower rates of exclusionary discipline. The effect size of increasing a level of implementation of SEL on suspension rates among schools (after controlling for student demographics and prior performance) was estimated to be -1.02. The average suspension rate among Level 1 (i.e. low implementing schools) was estimated to be 6.6% while the estimated suspension rate among Level 3 schools (i.e., higher implementing) was 0.9%.

*Denotes LREBG action

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 = $5,450,044
- Actual Expenditure = $5,450,044

Action 3.2 – PBIS

- Budgeted Expenditure = $951,095

- Actual Expenditure = $836,191
- Spent $114,904 less due to vacancies

Action 3.3 – Mental Health/SEL Support and Training
- Budgeted Expenditure = $4,191,897
- Actual Expenditure = $3,570,674
- Spent $621,223 less due to vacancies

Action 3.4 – Custodial Services
- Budgeted Expenditure = $26,704,520
- Actual Expenditure = $26,432,450
- Spent $272,070 less due to vacancies

Action 3.5 – Campus Supervisors – At each TK-6 site*
- Budgeted Expenditure = $2,813,233
- Actual Expenditure = $2,877,584
- Spent $64,351 more due to staff salary and benefit increases

Action 3.6 – Counselors (PPS Credential) at all TK-6 sites*
- Budgeted Expenditure = $1,781,295
- Actual Expenditure = $0
- Action was realigned to the Educator Effectiveness Block Grant

Action 3.7 – Guided recess activity
- Budgeted Expenditure = $1,290,000
- Actual Expenditure = $1,290,000

Action 3.8 – Health Assistants*
- Budgeted Expenditure = $523,966
- Actual Expenditure = $144,288
- Spent $379,678 less due to positions being realigned to unrestricted funding]

Action 3.9 – Social Workers at Secondary Schools*
- Budgeted Expenditure = $1,647,926
- Actual Expenditure = $0
- Social Workers were realigned to Educator Effectiveness Block Grant

Action 3.10 – Project Implementer (Youth Development)*

- Budgeted Expenditure = $327,066
- Actual Expenditure = $325,711
- Spent $1,355 less due to benefit selections

Action 3.11 – School Nurses*
- Budgeted Expenditure = $590,106
- Actual Expenditure = $552,503
- Spent $37,603 less due to vacancies and benefit selections

Action 3.12 – Coordinator – Behavioral Services*
- Budgeted Expenditure = $192,037
- Actual Expenditure = $3,574
- The position was realigned to unrestricted funding

*Denotes LREBG action

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

Action 3.1 – State-Funded Mental Health Services
- In 2024-25, 71% of schools implemented MTSS with fidelity, an increase of 14% from the previous year.
- All schools have Tier 1 and Tier 2/3 teams.
- As of March 13, 2026, the number of students with a recorded Tier 2 or Tier 3 MTSS plan was 626 (a decrease from 2024-25). Of recorded MTSS plans with an outcome, 70% were recorded as being successful.

Action 3.2 – PBIS
- In 2024-25, 97% of schools implemented PBIS with fidelity.
- In 2024-25 implementation of PBIS improved, with 66 schools recognized by the California PBIS Coalition for their implementation of PBIS and 60 of those schools receiving either gold or platinum level recognition
- School level implementation of SEL in 2024-25 was significantly and favorably associated with lower rates of exclusionary discipline. The effect size of increasing a level of implementation of SEL on suspension rates among schools (after controlling for student demographics and prior performance) was estimated to be -1.02. The average suspension rate among Level 1 (i.e., low implementing schools) was estimated to be 6.6% while the estimated suspension rate among Level 3 schools (i.e., higher implementing) was 0.9%.
- 2025-26 PBIS PIC data, which measures the level of implementation of PBIS based upon fidelity design standards, will be available in July/August of 2026.

Action 3.3 – Mental Health/SEL Support and Training

- In 2024-25, 28% of schools implemented SEL with fidelity, an increase from 18% the previous year.
- The District continued reviewing usage data for the Tier 1 SEL curriculum at each school, as well as monitoring the number of Tier 2 and 3 services being provided and the outcome of these services. Of classrooms using Second Step, 31.4 % accessed the curriculum. There were 1,082 students who received SEL Tier 2 and Tier 3 mental health services that are documented in the MTSS student module.
- FYS staff attended all extension of suspension meetings involving students in foster care. FYS 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. This resulted in greater coordination of services to support students in foster care focusing in reintegration into schools and academic recovery and acceleration.

Action 3.4 – Custodial Services

- From the District's 2024-25 LCAP Needs Analysis:
    - 87% of students reported that "clean, well maintained, welcoming schools" were very/most important, and 80% reported satisfaction
    - 84% of parents reported that "clean, well maintained, welcoming schools" were very/most important, and 92% reported satisfaction
    - 81% of staff reported that "clean, well maintained, welcoming schools" were very/most important, and 74% reported satisfaction
    - 84% of students reported that "cleaner updated bathrooms" were very/most important, and 56% reported satisfaction
    - 79% of parents reported that "cleaner updated bathrooms" were very/most important, and 72% reported satisfaction
    - 70% of staff reported that "cleaner updated bathrooms" were very/most important, and 51% reported satisfaction
- In 2024-25, 100% of students had access to clean, safe, and well-maintained facilities as measured by the FIT Healthy School Survey.

Action 3.5 – Campus Supervisors – At each TK-6 site*

- Progress towards enhancing school site safety by providing a dedicated staff member is verified by staff reporting feeling supported by campus supervisors. Additionally, staff indicate their campuses are safer as a result of having a full-time staff member dedicated to site-wide safety and security. Site leaders collectively shared that staff see the responsiveness of their campus supervisors dealing with student behaviors and being visible throughout the day. Student favorability for feeling safe on campus has increased from 81% to 83% as well.

Action 3.6 – Counselors (PPS Credential) at all TK-6 sites*

- Sites that received counseling services had a designated staff member to conduct their MTSS Tier 2 meetings, coordinate and monitor interventions, and facilitate Tier 1 PBIS teams. Student favorability for feeling connected to their school increased from 78% to 81% and SEL favorability increased from 73% to 75 %.

Action 3.7 – Guided recess activity

- Guided recess activities successes include support provided to 43 elementary sites, two to five days per week, totaling to 2,850 recess and lunch program days as of January 2026. The evaluation finds that on guided recess activity days, schools generally record 0.62 fewer student incidents on average. It is estimated that, in total, the guided recess activities resulted in about 476 fewer student incidents over the course of the school year (out of a total of 15,000).

Action 3.8 – Health Assistants*

- In the 2024-25 school year, there were 89 non-public agency staff providing health assistant work. As of January 30, 2026, there are 49 non-public agency staff providing health assistant work. By hiring more district-employed health assistants, absences and turnover of health assistants decreased, increasing the consistency of health care services to students, and site leaders and school nurses feeling more supported with the care provided to students.

Action 3.9 – Social Workers at Secondary Schools*

- In 2024-25, school social workers documented 535 Tier 2 and Tier 3 services in SEL (group and individual counseling).

Action 3.10 – Project Implementer (Youth Development)*

- Staff met with students to provide individual intervention in addressing substance misuse. In 2024-25, 183 unique students received no exclusionary discipline when in use/possession of tobacco; as of May 5, 2026, for the 2025-26 school year, 209 unique students received no exclusionary discipline when in use/possession of tobacco.

Action 3.11 – School Nurses*

- School nurse assignments were reduced from three to four schools each in 2022-23, to two to three schools each in 2023-24 to present. The reduction in schools on each school nurse's assignment allows them to complete the increased IEP assessments, mandated screenings, and provide improved case management to students with health procedures. It also allows Health Services staff to update guidelines, documents, and current practices to align with updated standard of practices.

Action 3.12 – Coordinator – Behavioral Services*

- The coordinator led the facilitation of youth mental health services for 150-200 employees across the district.

*Denotes LREBG action

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 3.1 – State-Funded Mental Health Services

- There are no changes to the action.

Action 3.2 – PBIS

- There are no changes to the action.

Action 3.3 – Mental Health/SEL Support and Training

- There are no changes to the action.

Action 3.4 – Custodial Services

- There are no changes to the action.

Action 3.5 – Campus Supervisors – At each TK-6 site – Funding Sources: LREBG, ELO-P*

- Campus supervisors will continue providing a focus on overall school safety at all 43 school sites. Programmatic changes will include additional trainings on deescalation techniques to enhance their skills and abilities.
- Effective July 1, 2026, as LREBG funds are expended, 35.2 full-time equivalent (FTE) will continue to be funded by LREBG, and 8.8 FTE will be funded by the Expanded Learning Opportunities Program (ELO-P).
- The action title was updated to “Campus Supervisors – At each TK-6 site – Funding Sources: LREBG, ELO-P” to indicate the additional ELO-P funding source.

Action 3.6 – Counselors (PPS Credential) at all TK-6 sites*

- Seventeen funded counselors will provide support to 44 elementary sites based on a student-need formula developed by the Department of Research & Evaluation (RED). This represents a shift from the previous year, when not all sites received a minimum level of services.

- Effective July 1, 2025, the action was funded by Educator Effectiveness Funds. Effective July 1, 2026, through June 30, 2027, the action will be funded by LREBG with an additional 3.0 FTE added to the previous total of 15.0, for a total of 18.0 FTE.

Action 3.7 – Guided recess activity

- There are no changes to the action.

Action 3.8 – Health Assistants

- There are no changes to the action.
- Effective July 1, 2026, as LREBG funds are expended, 3.875 FTE will be funded by department funds.

Action 3.9 – Social Workers at Secondary Schools – Funding Sources: LREBG, Title I*

- Effective July 1, 2025, the action was funded by Educator Effectiveness Funds. Effective July 1, 2026, as LREBG funds are expended, 9.5 FTE will be funded by LREBG, 4.5 FTE will be funded by Title I carryover.
- The action title was updated to “Social Workers at Secondary Schools – Funding Sources: LREBG, Title I” to indicate the additional Title I funding source.

Action 3.10 – Project Implementer (Youth Development)

- Effective July 1, 2026, as LREBG funds are expended, the action will be funded by Equity Multiplier funds (actions 7.5, 8.5, and 9.3).

Action 3.11 – School Nurses*

- There are no changes to the action.
- As LREBG funds are expended and due to a vacancy, the action will be reduced from 5.0 FTE to 4.0 FTE.
- The duties assigned to the closed FTE positions will be assigned to existing staff.

Action 3.12 – Coordinator – Behavioral Services

- When the 2025-26 LCAP was approved by the Board of Education and the Sacramento County Office of Education (SCOE), the action was going to be funded by LREBG.
- The funding source for the action was changed to non-LREBG funds effective July 1, 2025, when they became available due to a position vacancy/retirement.

The following actions are no longer funded by LREBG in 2026-27: 3.8, 3.10, and 3.12.

*Denotes LREBG action

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.	$5,132,540	N
3.2	PBIS	Program coordination, signage, and student recognition support, training in Tier 2/3 implementation.	$1,102,730	Y
3.3	Mental Health/SEL Support and Training	MHTs and behavior support specialists, SEL PD, 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.	$4,326,611	Y
3.4	Custodial Services	Provide sufficient custodial staffing to ensure clean and safe schools.	$28,886,846	N
3.5	Campus Supervisors – At each TK-6 site – Funding Sources: LREBG, ELO-P	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	LREBG Funds Used: $2,437,836 ELO-P Funds Used: $604,956	N

		Provide additional supervision; SEL support; ingress and egress control; check in/check out (CICO) support; form positive relational connections with students, strengthening school connections.		
3.6	Counselors (Pupil Personnel Services (PPS) Credential) at all TK-6 sites – 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. 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 PD 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.	LREBG Funds Used: $1,983,338	N
3.7	Guided recess activity	Recess coaches provide playground activities to support students experiencing barriers to their learning; provide SEL	$920,000	N

		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.		
3.8	Health Assistants	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 schools, work under the direction of school administrators and school nurses to meet the increased needs of health services.	As of July 1, 2026, no longer funded by LREBG $429,716	N
3.9	Social Workers at Secondary Schools – Funding Sources: LREBG, Title I	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.	LREBG Funds Used: $1,255,332 Title I Funds Used: $569,845	N

		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 PD 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.		
3.10	Project Implementer (Youth Development)	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 grade 6-12 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, lesbian, gay, bisexual, transgender, queer + (LGBTQ+) student	As of July 1, 2026, no longer funded by LREBG $332,940	N

		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.		
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 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	LREBG Funds Used: $582,771	N

		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, pre-K 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, student study teams (SST), and Student Attendance Review Teams (SART).		
3.12	Coordinator – Behavioral Services	Providing leadership for the District's K-12 SEL implementation and PBIS program.	As of July 1, 2026, no longer funded by LREBG $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	92.7% in 2024-25	93% or better attendance rate	1.0%
4.2	Chronic Absenteeism Rate Source: Synergy Student Information System	25.6% in 2022-23	21.3% in 2023-24	20.1% in 2024-25	15% chronic absenteeism rate	-5.5%
4.3	Relationships between school staff and families: Percentage of parents indicating a respectful and welcoming school environment Source: Elk Grove Unified School District (EGUSD) Parent Perspectives Survey	92% in 2022-23	91% in 2023-24	93% in 2024-25	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	91% in 2024-25	95% of parents indicating effective opportunities for parent involvement or parent education	0%

	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	87% in 2024-25	90% of parents indicating effective opportunities for parent input in making decisions for schools or the District	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 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-grade 6 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 implemented targeted strategies to address obstacles to regular school attendance utilizing a structured framework designed to ensure consistent school attendance for 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
    - Challenges with implementation were ensuring consistent understanding of attendance coding, disenrollment guidelines, and access to transportation when needed.
- Successes with implementation
    - Collaboration was and is still key to the successful implementation of the work being done to address chronic absenteeism. A district attendance team met regularly to engage in the continuous improvement and root cause analysis processes to strategically address barriers to attendance.

Action 4.3 – Bilingual Teaching Associates Translator Interpreters (BTATI)

- Description of overall implementation
    - BTATIs played a key role is ensuring equitable access to education for students and families who speak languages other than English. BTATIs were assigned to support the District’s 15% schools, and their work supported communication, compliance, and family engagement.
- Substantive differences in planned actions and implementation of these planned actions

    - As of July 1, 2025, the BTATI positions previously funded through LREBG were transitioned to be funded under the Multilingual Education (MLE) department funds.
- Challenges with implementation
    - Challenges with implementation were ensuring consistent access to translators and interpreters, particularly when supporting families who speak less commonly represented languages.
- Successes with implementation
    - As of the 2025-26 school year, all BTATI positions have been filled.

Action 4.4 – Family Community Liaisons*

- Description of overall implementation
    - Family, school, community liaisons were assigned regionally to support sites with bridging families to their schools, resourcing families, and supporting site initiatives and family engagement activities.
- 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 liaison program was new, and staff were not used to working with the liaisons in the ways outlined by the program. Sites were not given sufficient time with their liaison as the liaison was supporting multiple sites within the region.
    - The itinerant nature of the position was a challenge as the liaison's visibility at the sites was diminished due to the short timeframes spent at each site.
- Successes with implementation
    - The program began with a focus on elementary sites and then expanded to include all sites. There was increased engagement for sites due to personal invitations and TalkingPoints messages from liaisons.
    - Enrollment and attendance improvement work was supported by liaisons including support with transportation challenges and linking families to basic needs resources, school supplies, mental health referrals, and school system navigation.

Action 4.5 – Family Resource Teacher to support Family Teacher Academic Teams (FTAT)*

- Description of overall implementation
    - FTAT expanded to include more schools and grade levels reaching more families across the district and increasing the capacity for families to support student learning 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
    - There were lag times in the order approval process which slowed productivity and responsiveness to timely data due to delayed arrival of materials.

    - Not all eligible schools opt in to FTAT.
    - Inconsistent administrator engagement in FTAT influenced the level of family engagement and the results of post-FTAT data.
- Successes with implementation
    - There was an increase in the number of schools and grade levels hosting FTAT meetings.
    - The skills and standards addressed in FTAT were broadened to deepen families' knowledge and increase their capacity to support student learning at home.
    - Some schools who are further along in implementation started leading the FTAT work for their sites.

Action 4.6 – Mental Health Therapist – Family & Community Engagement (FACE)*

- Description of overall implementation
    - Provided support to families with connecting to long-term care when needed, facilitated small groups for mothers to learn from and with each other, and supported the SARB process to resource families whose children are struggling with attendance.
- Substantive differences in planned actions and implementation of these planned actions
    - There was no substantive difference in planned actions and implementation of these planned actions.
- Challenges with implementation
    - The family mental health therapist (MHT) often received referrals that were outside the scope of support offered by this position.
    - There were barriers to linking families to long-term solutions such as transportation and time.
- Successes with implementation
    - Building out small groups for moms to learn skills and build community was beneficial to families and their students.
    - Supporting SARB meetings to connect with families and provide resource support led to increased awareness of available services and collaboration that helped address attendance barriers for students.

Action 4.7 – Program Educators – Newcomer Welcome Center (FACE)*

- Description of overall implementation
    - These positions supported newcomer families through resourcing, learning opportunities, and community building. They were based at the Newcomer Welcome Centers but were often in the community meeting families where they are to assist with enrollment, connecting to basic needs services, immunizations, and district navigation.
- Substantive differences in planned actions and implementation of these planned actions
    - There was no substantive difference in planned actions and implementation of these planned actions.
- Challenges with implementation
    - Expiring grant funding made it challenging to operate the Newcomer Welcome Centers and maintain essential multilingual staff.
- Successes with implementation
    - Successes with implementation were the increased capacity building and leadership of Newcomer Welcome Center staff in

supporting the varying needs of populations served at the centers, improved engagement of families, increased capacity building at schools who opted into professional learning to support newcomer students and families, more opportunities to build community and English language skills through language-specific caregiver groups, and increased community partnerships.
    - The Student and Family Empowerment (SAFE) Center staff was awarded the Refugee Empowerment Award from the Council on American-Islamic Relations.

Action 4.8 – Program Specialist (FACE)*

- Description of overall implementation
    - Program specialists led their teams and managed programs to bring needed support and resources to families and school sites. They managed program budgets and provided guidance and supervision. Keys to implementation included collaboration with site and department leaders, community partnerships, and coordination of services.
- Substantive differences in planned actions and implementation of these planned actions
    - There was no substantive difference in planned actions and implementation of these planned actions.
- Challenges with implementation
    - Opportunities to share information with all site leaders at once to ensure timely consistency of messaging and sharing of important information was a challenge.
- Successes with implementation
    - Growing community partnerships, collaboration and coordination with staff from various schools, programs, and departments, and serving on district committees to offer the family perspective are some successes with implementation.

Action 4.9 – Regional Team Program Technician (Homeless)*

- Description of overall implementation
    - Regional team program technicians (RTPT) provided enrollment and case management to students and families experiencing homelessness. RTPT staff were assigned regionally to ensure students who are eligible under the McKinney Vento Homeless Assistance Act are immediately enrolled and remove additional barriers to student attendance and participation. RTPTs provided support with basic needs including housing and shelter resources, 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.
- 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
    - Students experiencing homelessness had the highest rate of chronic absenteeism at 51.7%, significantly impacting their academic progress and ability to receive homeless education and other supportive services.
    - Transportation to and from school was a challenge for students experiencing homelessness. School and city bus services were limited, and housing instability and family mobility created additional barriers to providing transportation options.
    - Students experiencing homelessness had a 35.3% instability rate. Homelessness, housing insecurity, and economic hardships

were significant contributing factors to student instability which impacted academic progress, prohibited participation in extracurricular activities and sports, and disrupted students' social and emotional wellbeing.

- Successes with implementation
  - The ongoing implementation of the Housing Questionnaire as an embedded component of enrollment improved identification of students experiencing homelessness and removed barriers to their right to immediate enrollment.
  - Staff training for key personnel including front office staff, school counselors, and administrators improved identification of students experiencing homelessness and collaboration with RTPTs in delivery of basic needs services.

Action 4.10 – School Office Assistant II Front office staff or increase of existing office staff*

- Description of overall implementation
  - The additional support strengthened front office operations by handling phone and email inquiries, supporting front counter needs, and assisting students, community, and school staff as needed.
- 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
  - Sites benefited from the additional support, allowing staff to better respond to needs as they arose.

Action 4.11 – FTE for Bilingual Teaching Associates Translator/Interpreters (BTATI)*

- Description of overall implementation
  - BTATIs supported effective home–school communication by recognizing and honoring the linguistic strengths families bring, and by proactively addressing language differences that may impact meaningful engagement.
- Substantive differences in planned actions and implementation of these planned actions
  - As of July 1, 2025, funding for these positions transitioned from LREBG to the MLE department funds.
- Challenges with implementation
  - There is currently no Marshallese-speaking BTATI within the department, despite a continued and growing need for Marshallese language support in the Florin and Valley regions.
- Successes with implementation
  - Hiring two BTATIs with expertise in Farsi and Dari expanded and strengthened support for newcomer students and their families.

Action 4.12 – Average Daily Attendance Dashboard

- No activities related to the dashboard were implemented in 2024-25. Work started on the action in October 2025. The team did a needs assessment and determined next steps for implementation in 2026-27.

*Denotes LREBG action

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 = $8,257,705
- Actual Expenditure = $7,343,644
- Spent $914,061 less due to vacancies

Action 4.2 – Family & Community Engagement and Attendance Support: Attendance Improvement Program
- Budgeted Expenditure = $1,850,888
- Actual Expenditure = $1,677,893
- Spent $172,995 less due to vacancies

Action 4.3 – Bilingual Teaching Associates Translator Interpreters (BTATI)
- Budgeted Expenditure = $2,176,612
- Actual Expenditure = $1,944,749
- Spent $231,863 less due to vacancies and closing positions as they were vacated

Action 4.4 – Family Community Liaisons*
- Budgeted Expenditure = $679,942
- Actual Expenditure = $486,180
- Spent $193,762 less due to realigning positions to other available funding sources

Action 4.5 – Family Resource Teacher to support Family Teacher Academic Teams (FTAT)*
- Budgeted Expenditure = $454,815
- Actual Expenditure = $308,280
- Spent $146,535 less due to position realigned to Title IV

Action 4.6 – Mental Health Therapist – Family & Community Engagement (FACE)*
- Budgeted Expenditure = $374,754
- Actual Expenditure = $204,040
- Spent $193,762 less due to vacancies and not backfilling as positions vacated

Action 4.7 – Program Educators – Newcomer Welcome Center (FACE)*

- Budgeted Expenditure = $224,221
- Actual Expenditure = $233,779
- Spent $9,558 more due to staff salary and benefit increases

Action 4.8 – Program Specialist (FACE)*

- Budgeted Expenditure = $525,125
- Actual Expenditure = $204,144
- Spent $320,981 less due to realigning positions to other available funding sources

Action 4.9 – Regional Team Program Technician (Homeless)*

- Budgeted Expenditure = $227,318
- Actual Expenditure = $199,918
- Spent $27,400 less due to actual salary and benefits costs being lower than anticipated

Action 4.10 – School Office Assistant II Front office staff or increase of existing office staff*

- Budgeted Expenditure = $2,100,234
- Actual Expenditure = $1,099,842
- Spent $1,000,392 less due to vacancies and not backfilling as positions vacated

Action 4.11 – FTE for Bilingual Teaching Associates Translator/Interpreters (BTATI)*

- Budgeted Expenditure = $190,557
- Actual Expenditure = $2,192
- Spent $188,365 due to action being absorbed into Action 4.3 to fill vacant full-time equivalent (FTE)

Action 4.12 – Average Daily Attendance Dashboard

- Budgeted Expenditure = $0
- Actual Expenditure = $0

*Denotes LREBG action

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 2024-25, the District attendance rate was 92.7%, an increase from 92.6% in 2023-24.
- In 2024-25, the District chronic absenteeism rate was 20.1%, a decrease from 21.3% in 2023-24.
- From the District's 2024-25 LCAP Needs Analysis:
    - 73% of students reported that "transportation to get to school" was very/most important, and 92% reported satisfaction

- 55% of parents reported that “transportation to get to school” was very/most important, and 83% reported satisfaction
- 63% of staff reported that “transportation to get to school” was very/most important, and 77% reported satisfaction

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

- In 2024-25, 21% of schools implemented the attendance improvement program as designed which is a decrease of 9 percentage points from the previous year. Of all enrolled students who met the attendance threshold for a Tier 2 attendance intervention, 32% received an intervention which is a decrease of 2 percentage points from 2023-24. Of all enrolled students who met the attendance threshold for a Tier 3 attendance intervention, 13% received an intervention which is the same as the previous year. With an intentional focus on resourcing families in order to address attendance barriers, these downward trends reflect the efforts of the attendance improvement program to align with best practices in supporting families and students who are challenged to attend school regularly.
- In 2024-25, the District attendance rate was 92.7%, a marginal increase from 92.6% in 2023-24.
- In 2024-25, the District chronic absenteeism rate was 20.1%, a decrease from 21.3% in 2023-24.

Action 4.3 – Bilingual Teaching Associates Translator Interpreters (BTATI)

- Effectiveness is evaluated through the LCAP process by examining whether English learner (EL) students and families have increased access to information, stronger two-way communication with schools, and higher levels of participation and engagement. This is measured through family feedback and participation data. Positive trends in these indicators demonstrate the effectiveness of BTATIs in strengthening partnerships and improving outcomes for EL students and their families.
- Student climate data increased from 68% to 71% in favorable responses. Parent climate data increased from 91% to 92% in favorable responses. Relationships between school staff and families increased from 94% to 96% for EL.
- Opportunities for parent involvement maintained at 93%, and opportunities for parent input increased from 92% to 93%.

Action 4.4 – Family Community Liaisons*

- The support provided to sites by these positions increased family engagement in site-based events, understanding of community and district resources, and school navigation.

Action 4.5 – Family Resource Teacher to support Family Teacher Academic Teams (FTAT)*

- These positions are providing family learning workshops at participating sites focused on deepening families’ understanding of student learning and how best to support with learning at home. Effectiveness is measured through post-meeting feedback surveys and post test results.

Action 4.6 – Mental Health Therapist – Family & Community Engagement (FACE)*

- Families are supported with short-term strategies and resources to address various concerns
- Outreach to families was expanded to include small groups focused on building English language skills, job skills, community, and

strategies for supporting student learning and social-emotional learning (SEL) at home.

Action 4.7 – Program Educators – Newcomer Welcome Center (FACE)*

- Through relationship and trust building, these positions are establishing connections with newcomer families to provide culturally responsive outreach, language-accessible communication, and consistent engagement to assist families in accessing district and community resources and services.

Action 4.8 – Program Specialist (FACE)*

- These positions are effective in coordinating and managing program activities and building partnerships with community organizations thus expanding access to resources and services provided to families.

Action 4.9 – Regional Team Program Technician (Homeless)*

- The RTPT staff increased outreach and case management services to students and families experiencing homelessness.

Action 4.10 – School Office Assistant II Front office staff or increase of existing office staff*

- The additional School Office Assistant (SOA) position is contributing to improved front office operations by handling phone and email inquiries, supporting front counter needs, and assisting students, community, and school staff as needed. Parent favorability rating for school staff responding in a timely manner increased from 92% to 93%. In addition, favorability ratings for sites providing a respectful and welcoming environment increased from 94% to 95%.

Action 4.11 – FTE for Bilingual Teaching Associates Translator Interpreters (BTATI)*

- The funding source for the action was changed to funding for Action 4.3 effective July 1, 2025, to fill existing FTE/vacancies. Please see the response above for Action 4.3.

Action 4.12 – Average Daily Attendance Dashboard

- Effectiveness could not be measured as implementation is pending. Work started on the action in October 2025.

*Denotes LREBG action

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.

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

- There are no changes to the action.

Action 4.3 – Bilingual Teaching Associates Translator Interpreters (BTATI)

- To address the growth of EGUSD's multilingual population, MLE added three BTATI positions, bringing the total to 27, and expanded services through the District's three contracted language vendors. This increase has allowed the District to better meet the needs of ELs and their families.

Action 4.4 – Family Community Liaisons

- Effective July 1, 2026, as LREBG funds are expended, 1.0 FTE will be funded by Title I carryover, and 5.0 FTE will be discontinued.
- The duties assigned to the closed FTE positions will be assigned to existing staff.

Action 4.5 – Family Resource Teacher to support Family Teacher Academic Teams (FTAT)*

- Effective July 1, 2025, 1.0 FTE was funded by Title IV, and 2.0 FTE were funded by LREBG. Effective July 1, 2026, as LREBG funds are expended, 1.0 FTE will continue to be funded by LREBG, and 1.0 FTE will be discontinued.
- The duties assigned to the closed FTE positions will be assigned to existing staff.

Action 4.6 – Mental Health Therapist – Family & Community Engagement (FACE)

- Effective July 1, 2026, as LREBG funds are expended, the action will be discontinued.
- The duties assigned to the closed FTE positions will be assigned to existing staff.

Action 4.7 – Program Educators – Newcomer Welcome Center (FACE)

- Effective July 1, 2026, as LREBG funds are expended, the action will be funded by the CalNEW grant.

Action 4.8 – Program Specialist (FACE)

- Effective July 1, 2026, as LREBG funds are expended, the action will be funded by the Learning Communities for School Success Program (LCSSP) grant.

Action 4.9 – Regional Team Program Technician (Homeless)

- Effective July 1, 2026, as LREBG funds are expended, the action will be funded by the JUUL settlement.

Action 4.10 – SOA II Front office staff or increase of existing office staff*

- The additional SOA position will no longer be a part of our plan during the 2026-27 school year. Three itinerant SOAs will be centrally retained and will be strategically deployed to specific sites based on coverage and workload needs.
- The duties assigned to the closed FTE positions will be assigned to existing staff.

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

- Effective July 1, 2025, the action was funded/absorbed into Action 4.3.

Action 4.12 – Average Daily Attendance Dashboard

- Implementation will continue into the 2026-27 school year, starting with pilots in the Florin and Valley regions. The action will extend beyond tracking software (including support and training) and data reports, and will include a mentoring program at Samuel Jackman and James Rutter middle schools, as well as intentional SEL support for students with attendance challenges. Funding for this action is being supplied by a grant that was awarded in October 2025.

The following actions are no longer funded by LREBG in 2026-27: 4.4, 4.6, 4.7, 4.8, 4.9, and 4.11.

*Denotes LREBG action

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

Local Control and Accountability Plan

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance Support: Transportation	Provide transportation services to identified low-income students to improve attendance.	$8,031,552	Y
4.2	Family & Community Engagement and Attendance Support: Attendance Improvement Program	Provide staffing for attendance improvement program to give assistance to schools, students, and parents in support of regular student attendance. Family support is primarily targeted to parents of unduplicated pupils and individuals with exceptional needs.	$2,116,364	Y
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.	$2,251,276	Y
4.4	Family Community Liaisons	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 Parent Teacher Association/Parent Teacher Organization (PTA/PTO) groups); support attendance improvement efforts; collaborate with attendance improvement technicians to assist with calls/concerns.	As of July 1, 2026, no longer funded by LREBG $77,905	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 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	LREBG Funds Used: $454,815	N

		Advancement Via Individual Determination (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 & Community Engagement (FACE)	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.	Action is discontinued	N/A
4.7	Program Educators – Newcomer Welcome Center (FACE)	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, immunizations, adult education, English as a second language (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.	As of July 1, 2026, no longer funded by LREBG $224,221	N
4.8	Program Specialist (FACE)	Supervise, manage, support, and evaluate FACE teams; provide guidance to program educators, liaisons, attendance	As of July 1, 2026, no longer	N

		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 Student Attendance Review Team (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.	funded by LREBG $179,590	
4.9	Regional Team Program Technician (Homeless)	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 (PD) and outreach activities in the District and community; increase support to homeless families through community collaboration.	As of July 1, 2026, no longer funded by LREBG $227,805	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. 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.	LREBG Funds Used: $207,925	N

		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)	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.	As of July 1, 2026, no longer funded by LREBG $1,944,749	N
4.12	Average Daily Attendance Dashboard	Development of an Average Daily Attendance dashboard enabling the District to analyze ADA and chronic absenteeism daily.	$180,625	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

Local Control and Accountability Plan

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.

Goal 5 became Goal 2. Please see Goal 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.

Goal 5 became Goal 2. Please see Goal 2.

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

Goal 5 became Goal 2. Please see Goal 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.

Goal 5 became Goal 2. Please see Goal 2.

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, 2027, the percentage of students at William Daylor High School who are chronically absent will decrease by 10% from 76.4% to 66.4%%.	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 a local education agency (LEA) that generates a Local Control Funding Formula (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.
- Through this needs analysis process, it was determined that low-income students experience disproportionately higher rates of chronic absenteeism compared to other student groups. It was also identified that English Learner (EL) and Long-Term English Learner (LTEL) students experience higher suspension rates than other student groups. These challenges reduce students' access to instructional time and learning opportunities. Additionally, William Daylor High School's Dashboard data identified continued areas of need related to student outcomes, including suspension rates for African American students, graduation rates for EL and LTEL students, and College/Career Indicator (CCI) outcomes for Hispanic students and socioeconomically disadvantaged students. These data highlight the need for targeted strategies that address disparities in student engagement, academic achievement, graduation success, and college and career readiness. 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 State Content Standards (SCS) in English Language Arts (ELA), Math, English Language Development (ELD), Science, History/Social Science, physical education (PE), Health, CTE, and visual and performing arts (VAPA) Source: Elk Grove Unified School District (EGUSD) Staff Perspectives Survey	50% in 2022-23	82% in 2023-24	83% in 2024-25	80% of teachers reporting full implementation of state content standards	33%
6.2	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	-113 in 2022-23	-134 in 2023-24	-114 in 2024-25	-100 DFS in ELA as measured by CAASPP	-1 DFS

	Operations Management System					
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	-163 in 2024-25	-200 DFS in Math as measured by CAASPP	49 DFS
6.4	Progress Toward English Proficiency: Percentage of English learner students making progress toward English proficiency as measured by English Learner Progress Indicator (ELPI) levels Source: Educational Testing Service's Test Operations Management System	58% in 2022-23	54.3% in 2023-24	74% in 2024-25	55% of EL students making progress toward English proficiency as measured by ELPI levels	16%
6.5	Reclassification: Percentage of English learners reclassified	0% in 2022-23	5% in 2023-24	3% in 2024-25	10% of English learners reclassified	3%

	Source: Synergy Student Information System					
6.6	CTE Sequence Completion: Percentage of students completing CTE sequence upon graduation Source: California Longitudinal Pupil Achievement Data System (CALPADS) Report 3.20 Career Technical Education Completers – Student List	3% in 2022-23	2% in 2023-24	0% in 2024-25	10% of students completing CTE sequence upon graduation	-3%
6.7	Chronic Absenteeism: Percentage of students who are chronically absent Source: Synergy Student Information System	80.3% in 2022-23	81.5% in 2023-24	78.7% in 2024-25	58% or better chronic absenteeism rate	-1.6%
6.8	Suspension: Percentage of suspended students Source: Synergy Student Information System	4.0% in 2022-23	6.5% in 2023-24	6.6% in 2024-25	3% of students suspended	2.6%

6.9	Suspension: Percentage of suspended African American students Source: Synergy Student Information System	5.0% in 2022-23	4.7% in 2023-24	13.0% in 2024-25	3% of students suspended	8.0%
6.10	Graduation: Percentage of English leaner and long-term English learner graduates Source: CALPADS	2022-23 EL: 68.4% LTEL: 64.7%	2023-24 EL: 62.2% LTEL: 63.3%	2024-25 EL: 58.8% LTEL: 62.1%	71.1% of students graduate	EL: - 9.6% LTEL: -2.6%
6.11	College and Career Indicator: Percentage of Hispanic and Socioeconomically disadvantaged students who are college and career ready Source: CA School Dashboard – CCI Percentage Prepared	2022-23 Hispanic: 4.2% SED: 3.8%	2023-24 Hispanic: 5.7% SED: 4.1%	2024-25 Hispanic: 0% SED: 1.1%	6% of students meet college and career readiness	Hispanic: -4.2% SED: -2.7%

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, success criteria, and student talk. As an alternative education region, teachers met in content groups with the District instructional coaches to set smart goals and share strategies. Social science focused on using success criteria, math focused on active participation, ELA and VAPA focused on student talk and the development of a common rubric, and science focused on increasing student talk opportunities.
    - The site 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 included ensuring teacher training reinforced staff holding high expectations for all students and consistent movement from learning to implementing and translating to improved student outcomes.
    - In addition, it was also a challenge ensuring teachers had the capacity to meet the unique academic, behavioral, and social emotional needs to Daylor students.
- Successes with implementation
    - The principal conducted classroom observations using the District's Framework Observation Notetaking Toolkit (FONT) with a focus on learning targets, success criteria, active participation, and student talk. Daylor administration also participated in regional school classroom walkthroughs to observe teacher implementation of the instructional framework, specifically active participation and student talk. FONT data was gathered and reviewed with instructional coaches to provide timely feedback to Daylor teachers.

Action 6.2 – Socioeconomic Status Support: Extended Day

- Description of overall implementation
    - Daylor provided a comprehensive academic support system, headlined by a targeted tutoring program every Thursday. To accommodate students with varying schedules, faculty also offered flexible office hours before school, during lunch, and on early-release Mondays, ensuring that academic intervention was accessible to all.
- 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 challenge with implementation continued to be limited student engagement—fewer than 15 students regularly stayed after school. Student absenteeism was also a challenge.
- 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. In addition, students who regularly attended school increased the number of passing grades.

Action 6.3 – Socioeconomic Status Support: English Learner Professional Learning

- Description of overall implementation

    - Staff professional learning was focused on differentiated instruction specific to EL and high-quality instructional strategies, with a focus on setting clear learning targets, success criteria, and student engagement. The focus was 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
    - To improve student outcomes, alternative education schools must move toward a model of specialized instructional coaching. This includes providing staff with research-based strategies and implementing a more rigorous system of follow-up to ensure these practices are applied with fidelity and accountability.
- Successes with implementation
    - Administrative calibrated walkthroughs (using FONT) focusing on learning targets, success criteria and student engagement, sharing opportunities in staff meetings, and an increase in staff sharing learning targets and success criteria with students during class were 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
    - At Daylor, the Building Trades and Careers with Children CTE pathways prioritize experiential learning. These inclusive programs removed barriers to entry by providing students with all required resources and materials, allowing them to focus entirely on mastering technical skills through hands-on projects.
- 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
    - Classroom size and space continued to be a challenge. Students would benefit from a larger covered area to complete building trade projects.
    - Not all students are able to finish the pathway due to additional credit requirements towards graduation.
- Successes with implementation
    - Students who pass articulated and dual enrollment courses graduated with college credits and the ability to earn additional job-related skills.

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 = $3,000

Action 6.2 – Socioeconomic Status Support: Extended Day

- Budgeted Expenditure = $4,931
- Actual Expenditure = $4,709
- Spent $222 less due to other available funding sources

Action 6.3 – Socioeconomic Status Support: English Learner Professional Learning

- Budgeted Expenditure = $900
- Actual Expenditure = $900

Action 6.4 – Socioeconomic Status Support: Career Technical Education

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

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. Approximately 75% of staff consistently implement the learning strategies with fidelity and share the positive results. Based on the walkthrough feedback, there is a lack of follow-through by the remaining 25% of teachers. Colleagues and instructional coaches sharing strategies through the alternative education regional meetings resulted in an increase in staff trying new strategies.

Action 6.2 – Socioeconomic Status Support: Extended Day

- Data indicates that students participating in Extended Day programming demonstrate measurable growth in both academic performance and socioemotional development, largely driven by the strengthened relationships they form with staff.
  - The percentage of students who met or exceeded standards in CAASPP English Language Arts increased from 7.7% in 2023-24 to 12.5% in 2024-25.
  - The percentage of students who met or exceeded standards in CAASPP mathematics increased from 0% in 2023-24 to 7.9% in 2024-25.

Action 6.3 – Socioeconomic Status Support: English Learner Professional Learning

- Implementation of the professional learning strategies differs for individual staff members. Approximately 75% of staff consistently implement strategies with fidelity and share the positive results. Based on the walkthrough feedback, there is a lack of follow-through or accountability with the remaining 25% of staff. Colleagues and instructional coaches sharing strategies through the alternative education regional meetings resulted in an increase in staff trying new strategies.

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, develop closer staff rapport/trust, and graduate with certifications or internships allowing them to directly enter the workforce.

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:

- By May 30, 2027, the percentage of students at William Daylor High School who are chronically absent will decrease by 10% from 76.4% to 66.4%.

Changes to the metrics:

- Metric 6.5 related to Reclassification was previously computed to reflect the percent of EL students reclassified as Fluent-English Proficient during the time period between successive August 15 dates. The metric has been realigned to report on the time periods between successive July 1 dates consistent with the District's school year calendar and other LCAP metrics. As such, the baseline and Year 1 data was changed to enable consistent comparison over time. This change was made to enable earlier, more efficient reporting of LCAP metrics.
- Metric 6.6, CTE Sequence Completion: typographic errors in the reported value for Year 1 were corrected.
- Metrics 6.9, 6.10, and 6.11 were added to address lowest performing level student groups on the Dashboard.

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

- Daylor administration is allocating funds to expand professional development (PD) through specialized training and conference attendance. This initiative is designed to foster inter-school collaboration among alternative education staff and to provide sustainable funding for dedicated instructional coaches tailored to the unique needs of the students.
- Administrative staff will present and follow up on the expectation that these strategies be used to support student learning and continue to conduct FONT walkthroughs as part of the process.

Action 6.2 – Socioeconomic Status Support: Extended Day

- There are no changes to the action.

Action 6.3 – Socioeconomic Status Support: English Learner Professional Learning

- Daylor administration is allocating funds to expand PD through specialized training and conference attendance. This initiative is designed to foster inter-school collaboration among alternative education staff and to provide sustainable funding for dedicated instructional coaches tailored to the unique needs of our student population
- Administrative staff will present and follow up on the expectation that these strategies be used to support student learning at Daylor and continue to conduct FONT walkthroughs as part of the process.
- “English Learner” was added to the action title to differentiate it from Action 6.1.

Action 6.4 – Socioeconomic Status Support: Career Technical Education

- There are no changes to the action.

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 professional learning communities (PLC).	$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, math, 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 PD.	$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, 2027, the percentage of students at Rio Cazadero High School who are chronically absent will decrease by 15.7% from 75.7% to 60%.	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 a local education agency (LEA) that generates a Local Control Funding Formula (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 (EL) and Long-Term English Learner (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 and learning opportunities for students. Additionally, Rio Cazadero's Dashboard data identified areas of need related to suspension rates for English Learner students, graduation rates for African American and socioeconomically disadvantaged students, and

College/Career Indicator (CCI) outcomes for SED students. The goal will address these identified disparities by implementing targeted strategies to improve student engagement, reduce barriers to consistent attendance, strengthen behavioral supports, and provide academic and college/career readiness interventions designed to improve graduation and postsecondary outcomes for EL, African American, and SED 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 State Content Standards (SCS) in English Language Arts (ELA), Math, English Language Development (ELD), Science, History/Social Science, physical education (PE), Health, CTE, and visual and performing arts (VAPA) Source: Elk Grove Unified School District (EGUSD)	80% in 2022-23	59% in 2023-24	86% in 2024-25	90% of teachers reporting full implementation of state content standards	6%

	Staff Perspectives Survey					
7.2	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	-125 in 2022-23	-123 in 2023-24	-123 in 2024-25	-115 DFS in ELA as measured by CAASPP	2 DFS
7.3	CAASPP Math: DFS in Math as measured by CAASPP Source: Educational Testing Service's Test Operations Management System	-206 in 2022-23	-200 in 2023-24	-199 in 2024-25	-196 DFS in Math as measured by CAASPP	7 DFS
7.4	Progress Toward English Proficiency: Percentage of English learner students making progress toward English proficiency as measured by	63% in 2022-23	36% in 2023-24	63% in 2024-25	55% of EL students making progress toward English proficiency as measured by ELPI levels	0%

	English Learner Progress Indicator (ELPI) levels Source: Educational Testing Service's Test Operations Management System					
7.5	Reclassification: Percentage of English learners reclassified Source: Synergy Student Information System	0% in 2022-23	18% in 2023-24	15% in 2024-25	15% of English learners reclassified	15%
7.6	CTE Sequence Completion: Percentage of students completing CTE sequence upon graduation Source: California Longitudinal Pupil Achievement Data System (CALPADS) Report 3.20 Career Technical Education Completers – Student List	0% in 2022-23	5% in 2023-24	4% in 2024-25	10% of students completing CTE sequence upon graduation	4%
7.7	Suspension: Percentage of	11% in 2022-23	23% in 2023-24	12% in 2024-25	6% of students suspended	1%

	students suspended Source: Synergy Student Information System					
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	76.8% in 2024-25	55.5% or better chronic absenteeism rate	-6.3%
7.9	Suspension: Percentage of suspended English learner students Source: Synergy Student Information System	11.5% in 2022-23	17.6% in 2023-24	16.4% in 2024-25	65 of suspended students	4.9%
7.10	Graduation: Percentage of African American and Socioecomically Disadvantaged student graduates Source: CALPADS	2022-23 African American: 38.9% SED: 41.7%	2023-24 African American: 60.5% SED: 53.2%	2024-25 African American: 62.9% SED: 68.7%	66.4% of students graduate	African American: 24% SED: 27%
7.11	College and Career Indicator: Percentage of Socioeconomically disadvantaged	0% in 2022-23	0% in 2023-24	1.1% in 2024-25	6% of students meet college and career readiness	1.1%

	students who are college and career ready Source: CA School Dashboard – CCI Percentage Prepared					

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 continued to focus on high quality instruction, particularly student talk and active participation. Staff members participated in a combined professional learning series for alternative education schools. Staff members attended the California Continuation Education Association conference.
- Substantive differences in planned actions and implementation of these planned actions
  - Instructional coaches were utilized to develop professional learning to meet the unique instructional considerations for students in the alternative education setting.
- Challenges with implementation
  - The instructional coaching model was a challenge to successful implementation. It requires further refinement to transition from an intermittent, request-based system to a more intentional and sustained framework. Establishing a focused, ongoing coaching presence is essential to gaining the traction necessary for consistent instructional growth.
- Successes with implementation
  - Framework Observation Notetaking Toolkit (FONT) data showed an increase in the implementation of student talk and active participation. There was positive feedback from teachers participating in alternative education sessions.

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

- Description of overall implementation
  - Rio Cazadero offered Extended Day programming both before and after school, with additional sessions available during non-traditional days and times to accommodate student schedules.
- Substantive differences in planned actions and implementation of these planned actions

    - Rio Cazadero expanded and formalized Extended Day options this year. Additional community-based organizations increased targeted options to meet student needs and interests.
- Challenges with implementation
    - Limited space for providers, such as school social workers and community-based organization partners, continued to present challenges.
- Successes with implementation
    - There was increased awareness among students and families after formalizing some of the offerings into the lunch and after school schedule. Additional community-based organization providers broadened the scope and interest.

Action 7.3 – Hispanic and Socioeconomic Status Support: English Learner Professional Learning

- Description of overall implementation
    - Professional learning at Rio Cazadero focused on high quality instruction, particularly student talk and active participation. Staff members participated in a combined professional learning series for alternative education schools. They also attended the California Continuation Education Association conference.
- Substantive differences in planned actions and implementation of these planned actions
    - Instructional coaches were utilized to develop professional learning to meet the unique instructional considerations for students in the alternative education setting.
- Challenges with implementation
    - The instructional coaching model was a challenge to successful implementation. It requires further refinement to transition from an intermittent, request-based system to a more intentional and sustained framework. Establishing a focused, ongoing coaching presence is essential to gaining the traction necessary for consistent instructional growth.
- Successes with implementation
    - FONT data showed an increase in the implementation of student talk and active participation. There was positive feedback from teachers participating in alternative education sessions.

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

- Description of overall implementation
    - The Video Production Career Pathway served as a cornerstone of Rio Cazadero’s academic identity. Fully integrated into the daily master schedule, this CTE program equipped students with the technical proficiency and essential soft skills required for success across diverse professional industries.
- 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 was a staple of both the school and the local community. By fostering student leadership, the program empowered participants to create original content for weekly broadcasts and campus displays. Beyond these technical achievements, the program was distinguished by the significant personal growth and development observed in its students.

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

- Description of overall implementation
    - The PBIS program at Rio Cazadero was built on the foundation that successful behaviors must be explicitly taught and supported. This framework emphasized that academic and lifelong success depends on intentional, structured interventions designed to guide student conduct.
- 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's PBIS program achieved platinum state-level status last year. PBIS framework was foundational to Rio Cazadero's student support and preparation strategy. Deeply integrated into the school's daily operations, the PBIS model served as the primary mechanism for case-managing student needs that exceed Tier 1 interventions. This structured process ensured consistent follow-up and prevented critical student needs from being overlooked. Teachers could identify students who were absent and not doing well academically in their classes, and the school counselor and administrative team followed up for additional supports.

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 = $7,285
- Spent $215 less due to other available professional development funding sources

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

- Budgeted Expenditure = $7,500
- Actual Expenditure = $6,578
- Spent $922 less due to other available funding sources

Action 7.3 – Hispanic and Socioeconomic Status Support: English Learner Professional Learning

- Budgeted Expenditure = $1,950

- Actual Expenditure = $2,203
- Spent $253 more due to additional timesheets

Action 7.4 – African American, Hispanic, and Socioeconomic Status Support: Career Technical Education
- Budgeted Expenditure = $10,000
- Actual Expenditure = $9,852
- Spent $148 less due to other available CTE funding sources

Action 7.5 – African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS)
- Budgeted Expenditure = $5,000
- Actual Expenditure = $3,785
- Spent $1,215 less due to site not spending full allocation

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 student engagement and student talk based on observational data.
- Students meeting or exceeding standards in CAASPP Math increased from 0% in 2023-24 to 9.3% in 2024-25.

Action 7.2 – African American, Hispanic, and Socioeconomic Status Support: Extended Day
- The Extended Day program serves a dual purpose: while it facilitates credit recovery, it also fosters deeper school connectivity. Many of these offerings are specifically designed to strengthen peer relationships and provide targeted SEL support, moving beyond mere academic requirements.
- The graduation rate increased from 57.6% in 2023-24 to 62.9% in 2024-25.

Action 7.3 – Hispanic and Socioeconomic Status Support: English Learner Professional Learning
- Classrooms that implement high quality instruction strategies have greater student engagement and student talk based on observational data.
- Students meeting or exceeding standards in CAASPP Math increased from 0% in 2023-24 to 9.3% in 2024-25.

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 beyond high school.

- The percentage of CTE course completers increased for all subgroups from 2023-24 to 2024-25. African American students increased from 6.3% to 7.7%. Hispanic students increased from0% to 4.3%. Low socioeconomic status (low income) students increased from 3.2% to 5.1%.

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

- Rio Cazadero received platinum PBIS recognition this year. In 2024-25, Rio Cazadero was at level 4 with a 90.9% implementation.

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:

- By May 30, 2027, the percentage of students at Rio Cazadero High School who are chronically absent will decrease by 15.7% from 75.7% to 60%.

Changes to the metrics:

- Metric 7.5 related to Reclassification was previously computed to reflect the percent of EL students reclassified as Fluent-English Proficient during the time period between successive August 15 dates. The metric has been realigned to report on the time periods between successive July 1 dates consistent with the District's school year calendar and other LCAP metrics. As such, the baseline and Year 1 data was changed to enable consistent comparison over time. This change was made to enable earlier, more efficient reporting of LCAP metrics.
- Metrics 7.9, 7.10, and 7.11 were added to address lowest performing level student groups on the Dashboard.

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

- Rio Cazadero is prioritizing the use of supplemental and comprehensive support and improvement (CSI) funding to develop a coaching model tailored to the unique needs of alternative education sites. Because these schools lack traditional department chair structures, there will be a shift from an on-demand, request-based system to a proactive framework. This ensures instructional support reaches all educators, specifically targeting those who may not self-solicit assistance but would benefit most from expert guidance.

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

- Based on an ongoing review of school practices, Rio Cazadero will refine implementation by formally integrating specific offerings into the master schedule. Additionally, student options were expanded by establishing contracts with community-based providers.

Action 7.3 – Hispanic and Socioeconomic Status Support: English Learner Professional Learning

- The District will leverage supplemental and CSI resources to implement a coaching model specifically designed for the unique needs of alternative education. By shifting from a request-based system to a proactive framework, the District compensates for the absence of site-level department chairs. This ensures that instructional support is directed to those who need it most, rather than relying on individual teacher solicitation.
- “English Learner” was added to the action title to differentiate it from Action 7.1.

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

- There are no changes to the action.

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. The school plans to hire a program implementer to provide case management and connect students and their families to site, district, and community resources.

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 PD, 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, math, social science, science, and other graduation requirements.	$7,500	N

7.3	Hispanic and Socioeconomic Status Support: English Learner Professional Learning – Rio Cazadero High School	Provide PD for teachers to identify and implement research based instructional strategies that are particularly effective with English learners, including the development of academic language.	$1,950	N
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 PD 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 PD 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 2026-27 school year, the percentage of students at Calvine High School who are chronically absent will decrease by 5% from 57% to 52%.	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 a local education agency (LEA) that generates a Local Control Funding Formula (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 and learning opportunities for students. Additionally, Calvine High School's 2025 Dashboard data identified the College/Career Indicator (CCI) as an area of need for Hispanic students and socioeconomically disadvantaged students. The goal will address these identified disparities by implementing targeted strategies to improve student engagement, increase access to college and career readiness opportunities, and provide supports that strengthen postsecondary preparation and outcomes for Hispanic and SED 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 State Content Standards (SCS) in English Language Arts (ELA), Math, English Language Development	50% in 2022-23	79% in 2023-24	73% in 2024-25	90% of teachers reporting full implementation of state content standards	23%

	(ELD), Science, History/Social Science, physical education (PE), Health, CTE, and visual and performing arts (VAPA) Source: Elk Grove Unified School District (EGUSD) Staff Perspectives Survey					
8.2	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	-79 in 2022-23	-110 in 2023-24	-97 in 2024-25	-100 DFS in ELA as measured by CAASPP	-18
8.3	CAASPP Math: Distance From Standard (DFS) in Math as measured by CAASPP Source: Educational Testing	-181 in 2022-23	-192 in 2023-24	-192 in 2024-25	-200 DFS in Math as measured by CAASPP	-11

	Service's Test Operations Management System					
8.4	Reclassification: Percentage of English learners reclassified Source: Synergy Student Information System	7% in 2022-23	3% in 2023-24	6% in 2024-25	15% of English learners reclassified	-1%
8.5	CTE Sequence Completion: Percentage of students completing CTE sequence upon graduation Source: (CALPADS) Report 3.20 Career Technical Education Completers – Student List	8% in 2022-23	9% in 2023-24	5% in 2024-25	10% of students completing CTE sequence upon graduation	-3%
8.6	Suspension: Percentage of students suspended Source: Synergy Student Information System	5% in 2022-23	6.4% in 2023-24	3.9% in 2024-25	6% of students suspended	-1.1%

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	70.2% in 2024-25	15% or better chronic absenteeism rate	-7.5%
8.8	College and Career Indicator: Percentage of Hispanic and Socioeconomically disadvantaged students who are college and career ready Source: CA School Dashboard – CCI Percentage Prepared	2022-23 Hispanic: 0% SED: 0.9%	2023-24 Hispanic: 1.7% SED: 1.9%	2024-25 Hispanic: 0% SED: 0%	6% of students meet college and career readiness	Hispanic: 0% SED: -0.9%

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 8.1 – African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Calvine High School

- Description of overall implementation
  - Professional learning at Calvine High School focused on high quality instruction, particularly student talk and active participation.
- 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 coaching model was a challenge to successful implementation. It requires further refinement to transition from an intermittent, request-based system to a more intentional and sustained framework. Establishing a focused, ongoing coaching presence is essential to gaining the traction necessary for consistent instructional growth.
- Successes with implementation
    - Framework Observation Notetaking Toolkit (FONT) data showed an increase in the implementation of student talk and active participation.
    - African American students reduced distance from met on CAASPP English Language Arts from -110 in 2023-24 to -97 in 2024-25.
    - Low socioeconomic status (low income) students reduced distance from met on CAASPP English Language Arts from -115 in 2023-24 to -98 in 2024-25.

Action 8.2 – African American, Hispanic, and Socioeconomic Status Support: Extended Day – Calvine High School

- Description of overall implementation
    - Calvine High School provided 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
    - 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
    - Having formalized offerings into the lunch and after school schedule increased awareness among students and families. It now shows as part of the student schedule and increases accountability.
    - Low socioeconomic status (low income) students reduced distance from met on CAASPP mathematics from -194 in 2023-24 to -189 in 2024-25.

Action 8.3 – Hispanic and Socioeconomic Status Support: English Learner Professional Learning – Calvine High School

- Description of overall implementation
    - Professional learning at Calvine focused on high quality instruction, particularly student talk and active participation.
- 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 coaching model was a challenge to successful implementation. It requires further refinement to transition from an intermittent, request-based system to a more intentional and sustained framework. Establishing a focused, ongoing coaching presence is essential to gaining the traction necessary for consistent instructional growth.

- Successes with implementation
    - FONT data shows an increase in the implementation of student talk and active participation.

Action 8.4 – African American, Hispanic, and Socioeconomic Status Support: Career Technical Education – Calvine High School

- Description of overall implementation
    - The IT Support Pathway CTE program at Calvine 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
    - Student enrollment in the IT Support Pathway is the main challenge due to low enrollment and the number of students who complete the course sequence.
- Successes with implementation
    - The IT Support program is fully integrated into the school program.

Action 8.5 – African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Calvine High School

- Description of overall implementation
    - Calvine'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
    - Calvine received gold-level recognition again this year. The PBIS program remained central to the ways the school prepares and supports students. It continued to be well-recognized and embedded into daily life at the school. PBIS was also the primary way the school case-managed the needs of students which go beyond Tier 1 support. The process ensured follow-up to all identified students and that they received appropriate interventions and supports.

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 8.1 – African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Calvine High School

- Budgeted Expenditure = $13,000

- Actual Expenditure = $11,258
- Spent $1,742 less due to other available professional development funding sources

Action 8.2 – African American, Hispanic, and Socioeconomic Status Support: Extended Day – Calvine High School
- Budgeted Expenditure = $5,490
- Actual Expenditure = $5,115
- Spent $375 less due to other available Extended Day funding sources

Action 8.3 – Hispanic and Socioeconomic Status Support: English Learner Professional Learning – Calvine High School
- Budgeted Expenditure = $2,671
- Actual Expenditure = $2,795
- Spent $124 more due to additional timesheets

Action 8.4 – African American, Hispanic, and Socioeconomic Status Support: Career Technical Education – Calvine High School
- Budgeted Expenditure = $5,000
- Actual Expenditure = $5,000

Action 8.5 – African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Calvine High School
- Budgeted Expenditure = $2,250
- Actual Expenditure = $2,126
- Spent $124 less due to site not spending full allocation for PBIS

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

Action 8.1 – African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Calvine High School
- Classrooms that implement high quality instruction strategies have greater engagement based on observational data.
    - African American students reduced distance from met on CAASPP English Language Arts from -110 in 2023-24 to -97 in 2024-25.
    - Low socioeconomic status (low income) students reduced distance from met on CAASPP English Language Arts from -115 in 2023-24 to -98 in 2024-25.

Action 8.2 – African American, Hispanic, and Socioeconomic Status Support: Extended Day – Calvine High School
- 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.

Action 8.3 – Hispanic and Socioeconomic Status Support: English Learner Professional Learning – Calvine High School

- Classrooms that implement high quality instruction strategies have greater engagement based on observational data.
- “English Learner” was added to the action title to differentiate it from Action 8.1.

Action 8.4 – African American, Hispanic, and Socioeconomic Status Support: Career Technical Education – Calvine High School

- Content created by the students in the class showed a high level of technical skills and reflected student learning. Since the course required students to step into leadership roles, they developed additional skills which are beneficial for future success.

Action 8.5 – African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Calvine High School

- Calvine received gold level recognition for the second consecutive 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:

- By the end of the 2026-27 school year, the percentage of students at Calvine High School who are chronically absent will decrease by 5% from 57% to 52%.

Changes to the metrics:

- Metric 8.4 related to Reclassification was previously computed to reflect the percent of English learner (EL) students reclassified as Fluent-English Proficient during the time period between successive August 15 dates. The metric has been realigned to report on the time periods between successive July 1 dates consistent with the District’s school year calendar and other LCAP metrics. As such, the baseline and Year 1 data was changed to enable consistent comparison over time. This change was made to enable earlier, more efficient reporting of LCAP metrics.
- Metric 8.8 was added to address the lowest performing level student group on the Dashboard.

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 8.1 – African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Calvine High School

- Calvine is prioritizing the use of supplemental and comprehensive support and improvement (CSI) funding to develop a coaching model tailored to the unique needs of alternative education sites. Because these schools lack traditional department chair structures,

there will be a shift from an on-demand, request-based system to a proactive framework. This ensures instructional support reaches all educators, specifically targeting those who may not self-solicit assistance but would benefit most from expert guidance.

Action 8.2 – African American, Hispanic, and Socioeconomic Status Support: Extended Day – Calvine High School

- Based on an ongoing review of school practices, Calvine refined implementation by formally integrating specific offerings into the master schedule. Additionally, student options were expanded by establishing contracts with community-based providers.

Action 8.3 – Hispanic and Socioeconomic Status Support: English Learner Professional Learning – Calvine High School

- The District will leverage supplemental and CSI resources to implement a coaching model specifically designed for the unique needs of alternative education. By shifting from a request-based system to a proactive framework, the District compensates for the absence of site-level department chairs. This ensures that instructional support is directed to those who need it most, rather than relying on individual teacher solicitation.
- “English Learner” was added to the action title to differentiate it from Action 8.1.

Action 8.4 – African American, Hispanic, and Socioeconomic Status Support: Career Technical Education – Calvine High School

- There are no changes to the action.

Action 8.5 – African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Calvine High School

- There were no changes to the planned goal.

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, math, 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, math, social science, science, and other graduation requirements.	$5,490	N
8.3	Hispanic and Socioeconomic Status Support: English Learner Professional Learning – Calvine High School	Provide professional development (PD) for teachers and/or classified staff specific to instructional best practices for English learners, including, but not limited to, conferences, workshops, release time, English Learner Advisory Committee (ELAC) or District English Learner Advisory Committee (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. • 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.	$5,000	N
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 2026-27 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 a local education agency (LEA) that generates a Local Control Funding Formula (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 and learning opportunities for students. Additionally, Las Flores High School's 2025 Dashboard data identified areas of need related to chronic absenteeism for African

American students, students identifying as Two or More Races, and White students, as well as College/Career Indicator (CCI) outcomes for Hispanic students and socioeconomically disadvantaged students. The goal will address these identified disparities by implementing targeted strategies to improve attendance, increase student engagement, and expand access to college and career readiness opportunities to support improved academic and postsecondary outcomes for these student groups.

- 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 State Content Standards (SCS) in English Language Arts (ELA), Math, English Language Development (ELD), Science, History/Social Science, physical education (PE), Health, CTE, and visual and performing arts (VAPA) Source: Elk Grove Unified School District (EGUSD)	69% in 2022-23	84% in 2023-24	83% in 2024-25	90% of teachers reporting full implementation of state content standards	14%

	Staff Perspectives Survey					
9.2	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	-25 in 2022-23	-33 in 2023-24	-15 in 2024-25	-100 DFS in ELA as measured by CAASPP	10 DFS
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	-58 in 2024-25	-200 DFS in Math as measured by CAASPP	26 DFS
9.4	Progress Toward English Proficiency: Percentage of English learner students making progress toward English proficiency	70% in 2022-23	43% in 2023-24	57% in 2024-25	55% of EL students making progress toward English proficiency as measured by ELPI levels	-13%

	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	8% in 2024-25	15% of English learners reclassified	-4%
9.6	Suspension: Percentage of students suspended Source: Synergy Student Information System	0% in 2022-23	0.2% in 2023-24	0% in 2024-25	6% of students suspended	0%
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	44.0% in 2024-25	15% or better chronic absenteeism rate	-15.4%

9.8	Chronic Absenteeism: Percentage of African American, two or more races, and white students who are chronically absent Source: Synergy Student Information System	2022-23 African American: 72.0% Two or More: 54.4% White:45.5%	2023-24 African American: 65.1% Two or More: 47.8% White: 45.8%	2024-25 African American: 47.8% Two or More: 36.4% White: 41.8%	33% of students are chronically absent	African American: -24.2% Two or More: -18.0% White: -3.7%
9.9	College and Career Indicator: Percentage of Hispanic and Socioeconomically disadvantaged students who are college and career ready Source: CA School Dashboard – CCI Percentage Prepared	2022-23 Hispanic: 9.2% SED: 7.6%	2023-24 Hispanic: 7.1% SED: 10.9%	2024-25 Hispanic: 8.9% SED: 9.2%	6% of students meet college and career readiness	Hispanic: -0.3% SED: 1.6%

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 9.1 – African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Las Flores High School

- Description of overall implementation
    - A yearlong professional development (PD) plan was created in collaboration with Educational Equity to better equip staff to support the District's African American, Hispanic, and high poverty students through culturally responsive, equity-centered instruction. Trainings included helping staff to understand the reasons for the academic achievement gaps, and to

develop practical strategies to close them in our virtual learning environment. Staff analyzed student data including attendance, participation, and assessment results to implement targeted interventions.

- Substantive differences in planned actions and implementation of these planned actions
    - Since an online curriculum provides the first instruction, the fidelity of the targeted instructions differed from teacher to teacher. In addition, the targeted interventions were based on students volunteering to attend the supports, and not all families chose to engage.
- Challenges with implementation
    - Some staff initially viewed the equity-focused training as an "additional" responsibility and raised workload concerns. In addition, staff struggled with the root cause analysis and fell back on discussions of factors out of their control, and some struggled with conversations around systemic inequities and questioned some data as misleading. Providing time for the full coaching cycle was difficult.
- Successes with implementation
    - Staff began to interpret their own individual student data and developed targeted interventions for each student that supported areas of weakness. Tutoring offerings were increased so that every core subject and world language offered had additional tutoring opportunities with a credentialed teacher outside of the individual meetings.

Action 9.2 – Hispanic and Socioeconomic Status Support: English Learner Professional Learning – Las Flores High School

- Description of overall implementation
    - Teachers learned and explored instructional strategies that validated and reflected students' cultural backgrounds, histories, and lived experiences. Using student performance dashboards, teachers analyzed attendance, participation, and assessment data to identify early warning signs and implemented targeted interventions for at-risk students.
- Substantive differences in planned actions and implementation of these planned actions
    - Some staff struggled with the new learnings and discussions. Coaches and administrators adjusted the trainings to include additional supports.
- Challenges with implementation
    - Accountability of staff to implement the agreed upon actions and follow up from administrators to ensure these implementations happened with fidelity. Teachers met one-on-one with students, and it was not feasible for administrators to observe every appointment.
- Successes with implementation
    - Staff collaborated in grade level or room teams to support one another in sharing strategies that were successful and in co-teaching small group learning sessions based on the information from the PD sessions.

Action 9.3 – African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Las Flores High School

- Description of overall implementation

    - The PBIS team focused on creating school expectations and norms that reflected students' cultural identities and communication styles and supported teachers in explicitly teaching the online engagement expectations (acknowledging that it is different than in-person learning).
    - There was a clear focus in shifting discipline issues from only punitive to proactive and restorative.
    - For students that have been historically marginalized or that face external stressors, the goal of the site's layered tiers of support was to ensure early intervention and prevent concerns.
- Substantive differences in planned actions and implementation of these planned actions
    - The team started the year with a strong plan, but implementation was varied.
- Challenges with implementation
    - To be consistent with acknowledgement of students, there were virtual outreaches to families to invite them to awards ceremonies, but many were unable to attend. It was a challenge to find a way to publicly acknowledge students meeting behavior expectations.
- Successes with implementation
    - Students that were recognized appreciated the efforts. Students that struggled in a different learning environment and found success in the virtual program flourished.

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 9.1 – African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Las Flores High School
- Budgeted Expenditure = $5,000
- Actual Expenditure = $5,000

Action 9.2 – Hispanic and Socioeconomic Status Support: English Learner Professional Learning – Las Flores High School
- Budgeted Expenditure = $5,000
- Actual Expenditure = $4,958
- Spent $42 less due to other available funding sources

Action 9.3 – African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Las Flores High School
- Budgeted Expenditure = $2,500
- Actual Expenditure = $1,752
- Spent $748 less due to site not spending full allocation for PBIS

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

Action 9.1 – African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Las Flores High School

- Teachers explored instructional strategies that validate and reflect students' cultural backgrounds, histories, and lived experiences. Facilitators guided educators through reflective exercises to identify and address implicit bias. With instructional coaches, using student data, teachers learned to analyze attendance, participation, and assessment data to identify early warning signs and implement targeted interventions for at-risk students. A teaching and learning cycle was started to measure the impact of the professional learning on student academic achievement.
    - The graduation rate for African American students increased from 64% in 2023-24 to 77.8% in 2024-25.
    - The graduation rate for low socioeconomic status (low income) students increased from 76.2% in 2023-24 to 79.5% in 2024-25.

Action 9.2 – Hispanic and Socioeconomic Status Support: English Learner Professional Learning – Las Flores High School

- Recognizing the disproportionate impact of economic hardship, teachers received guidance on trauma-informed practices and strategies to foster a sense of belonging in a virtual environment. Teachers were introduced to instructional strategies that affirm and understand the barriers faced by the school's virtual students. Feedback via surveys showed an increase in school satisfaction by student and families.
    - The percentage of Hispanic students who met or exceeded standards on CAASPP English Language Arts increased from 31.6% in 2023-24 to 47.5% in 2024-25, and on CAASPP Math increased from 14.3% in 2023-24 to 33.3% in 2024-25.
    - The percentage of low socioeconomic status (low income) students who met or exceeded standards on CAASPP English Language Arts increased from 32.5% in 2023-24 to 43.1% in 2024-25, and on CAASPP Math increased from 23.4% in 2023-24 to 28.7%in 2024.25.

Action 9.3 – African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Las Flores High School

- The PBIS team focused on using data to identify patterns and to reduce subjective decision-making. Teachers developed targeted supports for students showing early signs of disengagement and to use the multi-tiered system of supports (MTSS) referral process to support students with attendance/engagement issues and academic concerns. As a result, chronic absenteeism reduced from 48.9% in 2023-24 to 44% in 2024-25.

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:

- By the end of the 2026-27 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).
- Las Flores will continue the focus on fidelity of implementation across the K-12 school. Instructional coaches will continue to present quarterly topics determined by staff survey and needs analysis and to support the complete process of the cycle of inquiry based on identified needs.
- Administrative staff will follow up on the expectation that these strategies will be used to support student learning and that all staff will

participate.

Changes to the metrics:

- Metric 9.4 related to Reclassification was previously computed to reflect the percent of English learner (EL) students reclassified as Fluent-English Proficient during the time period between successive August 15 dates. The metric has been realigned to report on the time periods between successive July 1 dates consistent with the District's school year calendar and other LCAP metrics. As such, the baseline and Year 1 data was changed to enable consistent comparison over time. This change was made to enable earlier, more efficient reporting of LCAP metrics.
- Metrics 9.8 and 9.9 were added to address lowest performing level student groups on the Dashboard.

Changes to the target outcomes:

- No identified changes as goals were not met last year.

Changes to the actions:

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

Action 9.1 – African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Las Flores High School

- Administration will continue to use funding to send staff to trainings and conferences focused on supporting virtual learning to targeted groups.
- Using student performance dashboards, teachers will be supported in learning to analyze attendance, participation, and assessment data to identify early warning signs and implement targeted interventions for at-risk students.

Action 9.2 – Hispanic and Socioeconomic Status Support: English Learner Professional Learning – Las Flores High School

- Administration will continue to use funding to send staff to trainings and conferences focused on supporting virtual learning to targeted groups.
- Using student performance dashboards, teachers will be supported in learning to analyze attendance, participation, and assessment data to identify early warning signs and implement targeted interventions for at-risk students.
- "English Learner" was added to the action title to differentiate it from Action 9.1.

Action 9.3 – African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Las Flores High School

- Recognizing the disproportionate impact of economic hardship, teachers will receive guidance on trauma-informed practices and strategies to foster belonging in virtual classrooms.
- Using student performance dashboards, teachers will be supported in learning to analyze attendance, participation, and assessment

data to identify early warning signs and implement targeted interventions for at-risk students.

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 PD (including conference attendance) for teachers to become familiar with resources and high quality virtual instructional strategies to enhance student learning in English, math, 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: English Learner Professional Learning – Las Flores High School	Provide PD 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 academic achievement, resulting in a higher graduation rate for English learner students.	$5,000	N
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 PD 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 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$126,930,792	$8,328,678

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
17.212%	0%	$0	17.216%

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: Despite modest gains from the previous year, foster youth, English learners (EL) (including long-term English learners (LTEL)), and low-income students continue to demonstrate need for English Language Arts (ELA) and math academic improvement. The achievement gap persists: 23%, 24%, and 45% of foster youth, ELs, and low-	Elk Grove Unified School District (EGUSD) is committed to supporting ELs, foster youth, and low-income students by providing teachers with continuous professional development (PD), instructional coaching, and specialist guidance. All district staff will participate in ongoing training centered on the EGUSD instructional framework, with a specific focus on mastering strategies that address the unique	To evaluate the presence of essential classroom conditions and the application of instructional principles, the District will continue to use the Teaching & Learning program implementation continuum (PIC). This dataset tracks progress for the general student population while providing specific insights into the outcomes of unduplicated students.

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
	income students met/exceeded ELA standards, respectively, compared to 54% for all students. Similarly, 13%, 22% and 34% of foster youth, EL/LTEL, and low-income students met/exceeded math standards, respectively, compared to 43% for all students.	academic requirements of these unduplicated student groups. Educational research supports teachers communicating grade/content-specific learning targets, identifying success criteria, lesson planning for active participation and student talk, and formatively assessing to provide feedback. Program specialists and EL instructional coaches will provide ongoing professional learning to enhance instructional and assessment practices that support accelerated language acquisition for all typologies of ELs, including newcomer and immigrant students, LTELs, students with limited or interrupted formal education (SLIFE), and students who are dually identified.	Furthermore, EGUSD will analyze the relationship between program implementation and academic performance in ELA and math. By utilizing both California Assessment of Student Performance and Progress (CAASPP) and district-level interim assessments, we can monitor how closely following these actions correlates with achievement for all student groups. The EL PIC continues to be used to measure the relationship between EL program implementation and various student outcome measures for ELs and LTELs. The data collected will be based on five components: EL program structure, teacher preparation, assessment participation, access to curriculum, and EL instructional strategies. Metric 1.7 – California Assessment of Student Performance and Progress (CAASPP) ELA: Distance From Standard (DFS) in ELA as measured by CAASPP Metric 1.8 – CAASPP Math: DFS in Math as measured by CAASPP
1.3 Curriculum/ Program Specialists and	Data for unduplicated subgroups: Despite modest gains from the previous year, foster youth, EL (including LTELs), and low-income students continue to	Our program specialists and instructional coaches serve as the primary architects of educator growth, delivering targeted support in the following ways: 1) Expert Guidance on	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

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
Instructional Coaches	demonstrate need for ELA and math academic improvement. The achievement gap persists: 23%, 24%, and 45% of foster youth, ELs/LTEL, and low-income students met ELA standards, respectively, while 54% of all students met ELA standards. Similarly, 13%, 22% and 34% of foster youth, ELs, and low-income students met math standards, respectively, while 43% of all students met math standards.	the EGUSD Framework: These specialists lead comprehensive training sessions, translating the EGUSD instructional framework into actionable strategies that directly address identified student academic gaps; 2) Continuous, Data-Driven Support: Rather than one-off workshops, they facilitate ongoing professional learning that prioritizes pedagogical alignment and content mastery specifically designed to uplift unduplicated student groups; 3) Priority Foundation Building: To ensure a strong start for our youngest learners, specialists provide district-level, priority training specifically for targeted primary grade teachers; and 4) Flexible, Tiered Implementation: Recognizing that every campus is unique, our coaches offer school-based, regional, and after-school sessions. This allows them to differentiate their coaching based on educator surveys and real-time implementation needs. Program specialists provide ongoing guidance to site leaders and EL coordinators to ensure effective delivery of EL programs and services. EL instructional coaches offer targeted assistance by analyzing both formative and summative achievement data to determine student needs, inform instructional planning, and strengthen learning outcomes for EL students across the District.	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 math for all students and students in unduplicated groups. The EL PIC will be used to measure the relationship between EL program implementation and various student outcome measures for ELs and LTELs. The data collected will be based on five components: EL program structure, teacher preparation, assessment participation, access to curriculum, and EL instructional strategies.

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
1.7 CTE/CPA Program Development	Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American demonstrate a need for increased awareness of CTE/CPA programs, program benefits, and program access. These student groups require targeted outreach and guidance to ensure they have equitable access to information about available programs, the benefits of participation, and pathways for successful enrollment and completion.	A focused outreach and communication plan is being implemented and evaluated for targeted student subgroups. By collaborating with departments such as Student Support & Health Services (SSHS), Special Education, and Educational Equity, the District will gain the deep insights necessary to align this plan with specific family and student needs. Key areas of focus include promoting CTE/Pathway opportunities, highlighting the benefits of early college credit, and utilizing the Always Be Learning (Abl) master scheduling platform to ensure equitable program access. Through District participation in the California Department of Education's (CDE) Long-Term English Learner Community of Practice, the Department of Multilingual Education (MLE) is creating and piloting a combined CTE/English Language Development (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. EL PIC data Metric 1.7 – CAASPP ELA: DFS in ELA as measured by CAASPP Metric 1.8 – CAASPP Math: DFS in Math as measured by CAASPP Metric 1.12 – Progress Toward English Proficiency: Percentage of English Learner students making progress toward English proficiency as measured by English Learner Progress Indicator (ELPI) levels Metric 1.13 – Progress Toward English Proficiency: Percentage of Long-Term English Learner (LTEL) students making progress toward English proficiency as measured by ELPI levels

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
			Metric 1.14 – Reclassification: Percentage of English learners reclassified Metric 1.15 – Reclassification: Percentage of LTELs reclassified
1.9 Equity	African American, Native American, low-income, English learner/Redesignated – Fluent English Proficient (RFEP), foster youth, students experiencing homelessness, and students with disabilities continue to show disparities in discipline and/or chronic absenteeism.	To address the continued disparities experienced by African American, Native American, low-income EL/RFEP, foster youth, students experiencing homelessness, and students with disabilities, the District will continue to provide opportunities through existing targeted student programming while refining professional development for staff focused on strategies to support these student groups. Professional learning will emphasize restorative practices, culturally responsive teaching practices, inclusive practices, and alignment with the District's Multi-Tiered System of Supports (MTSS) Framework. If the District implements culturally responsive practices and aligned professional learning opportunities, then teachers and staff will be better equipped to identify and address the specific academic, behavioral, and social-emotional barriers experienced by unduplicated students and other identified student groups. As a result,	African American and Native American student survey data and metrics will be monitored along with targeted student programmatic participation. Metric 3.6 – Overall School Climate – Students Metric 3.9 – Social-emotional learning (SEL) Metric 4.2 – Chronic Absenteeism Rate

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
		the District expects to see improved student engagement and a proportional decrease in suspension rates among these student groups.	
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 Math, and Progress towards English Proficiency measured by the English Learner Progress Indicator (ELPI). There is a need for targeted academic supports, interventions, and resources to address opportunity and achievement gaps and improve access to outcomes aligned with their peers.	While students overall showed gains in CAASPP scores, disparities remain with foster youth, students experiencing homelessness, African American students, low-income students and ELs on standardized test scores. The District will continue to provide secondary schools with additional staffing to lower class sizes in ELA and math. Additional full-time equivalent (FTE) will also be given for schools to provide supplemental newcomer content-area courses to support EL instruction for immigrant youth. Additional FTE is also provided for Title I schools to support targeted intervention classes and programs for low-income students.	Metric 1.7 – CAASPP ELA: DFS in ELA as measured by CAASPP Metric 1.8 – CAASPP Math: DFS in Math as measured by CAASPP Metric 1.12 – Progress Toward English Proficiency: Percentage of English Learner students making progress toward English proficiency as measured by English Learner Progress Indicator (ELPI) levels
1.12 Gifted and Talented Education (GATE)	Unduplicated students, including low-income students, EL/RFEP students, and foster youth, require increased access to GATE opportunities and advanced learning experiences.	GATE provides equitable identification for all students, including EL, 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 EL, 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.	The total number of students identified as GATE in EGUSD is 5,972. Total identified students consisted of the following demographic groups: African American 5%, Native American 0.1%, Asian 43%, Filipino 7%, Hispanic 18%, Pacific Islander 1%, Two or More 11%, and White 15%. Metric 1.5 – Percentage of middle school students who had taken an honors/accelerated or Advancement Via Individual Determination (AVID) course upon promotion to high school

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
			Metric 1.6 – Percentage of high school students enrolled in honors and Advanced Placement (AP)/ International Baccalaureate (IB) courses Results will be reviewed by student group, including unduplicated students such as low-income students, EL/RFEP students, and foster youth, to evaluate the impact of the action on academic outcomes.
1.13 Academic Competition, Advanced Placement (AP)/ International Baccalaureate (IB), Honors, MYP	There are disparities with the groups noted below pertaining to course access to AP/IB, honors, and middle years programme (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. Additional professional learning amongst master schedule teams at secondary schools is also provided EGUSD continues with increased staffing support for secondary schools to increase the number of AP/IB, honors, and MYP classes being offered.	Metric 1.5 – Percentage of middle school students who had taken an honors/accelerated or Advancement Via Individual Determination (AVID) course upon promotion to high school Metric 1.6 – Percentage of high school students enrolled in honors and Advanced Placement (AP)/ International Baccalaureate (IB) courses
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 1, need supplemental academic, behavioral, and social emotional supports and resources.	AVID focuses on preparing unduplicated students for college success through integrated academic and emotional support. By encouraging students to embrace rigorous coursework, the program builds the confidence needed to thrive at the university level. This action provides dedicated staffing and materials to every middle and high	Disaggregated program enrollment data, and results from the Student Perspective Survey. Metric 1.5 – Percentage of middle school students who had taken an honors/accelerated or Advancement Via Individual Determination (AVID) course upon promotion to high school

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
		school. (Note: AVID expanded to elementary schools using non-supplemental/concentration funds.)	Metric 1.7 – CAASPP ELA: DFS in ELA as measured by CAASPP Metric 1.8 – CAASPP Math: DFS in Math as measured by CAASPP Metric 1.6 – Percentage of high school students enrolled in honors and Advanced Placement (AP)/ International Baccalaureate (IB) courses Metric 3.4 – Suspension Metric 3.5 – Expulsion Metric 4.1 – Attendance Rate
1.15 LCFF Supplemental – Elementary/ Secondary	Ongoing needs analysis processes confirm that students, most notably unduplicated student groups, as well as those identified in the District's LCAP Goal 2, require supplemental academic, behavioral, and social-emotional supports and resources. The analysis also reveals significant variation across schools in the unique needs of unduplicated students, requiring school-specific strategies and resources to address those differing needs effectively.	All schools receive a student enrollment-based supplemental/concentration funding amount. Principals engage their educational partners including the School Site Council (SSC), English Learner Advisory Committee (ELAC), and staff leadership team in a continuous improvement process, using the school's annual Perspective Survey data to identify the needs of unduplicated students within the school. Through this process, actions and services are developed that address these needs. Each action/service is then highlighted in the school's site LCAP, also termed the Single Plan for Student	A systematic and comprehensive site LCAP review process is conducted by a broad base of District staff, led by the Executive Director of School Accountability with a focus on goal development, action alignment to student needs, and valid/reliable action evaluation methodologies. Metric 1.7 – CAASPP ELA: DFS in ELA as measured by CAASPP Metric 1.8 – CAASPP Math: DFS in Math as measured by CAASPP

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
		Achievement (SPSA), noting the actions/services, the student subgroup(s) who are the principal recipients of the actions/services, and means of program evaluation. As actions/services identified often benefit more than just unduplicated students, this action is being implemented LEA-wide.	
1.16 Evaluation Support	Analyses of student outcomes reveal persistent disparities in favorable outcomes for unduplicated students. Equity evaluations of district programs related to MTSS 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. The identified need is equitable student access to	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 related to MTSS. 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?	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, positive behavioral interventions and supports (PBIS), social-emotional learning (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. Metric 1.7 – CAASPP ELA: DFS in ELA as measured by CAASPP Metric 1.8 – CAASPP Math: DFS in Math as measured by CAASPP

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
	evidence based programs under the umbrella of MTSS.	• How do student groups experience program implementation differently? • Are disparities of program implementation associated with disparities of outcome? Evaluation support services are provided for the entire local education agency (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; 55% Districtwide CAASPP Math meeting or exceeding standards: 23% of African American students; 44% of Districtwide Suspension rate: 9.9% for African American students; 3.6% District average	The Improve Your Tomorrow (IYT) program is designed to increase college access and completion for young men of color through leadership development, near-peer mentoring, career preparation, and college and career advising. While the program is available to all students, it is principally directed toward addressing the needs of unduplicated students who are disproportionately represented among the program's target population and who experience disparities in college readiness, access to postsecondary opportunities, and educational outcomes. By providing targeted academic support, mentoring, and college and career advising, the program is intended to improve outcomes for unduplicated students while allowing all students to benefit from the services. Educational Equity staff will continue to provide all students	Student participation data Program completion data College-going rate Metric 1.16 – A-G Completion: Percentage of students meeting A-G requirements upon graduation Metric 2.6 – African American Disparity Aggregate Metric 3.3 – Graduation Rate The effectiveness of this action will be monitored through disaggregated analysis of student participation data, program completion data, college-going rates, A–G completion, graduation rates, and student outcome data related to identified student groups. Data will be reviewed to evaluate the impact of the

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
		with additional opportunities to explore and experience postsecondary options.	program on unduplicated students, including low-income students, EL/RFEP students, and foster youth within the targeted student groups. Additional data sources, including PIC data, will be used to cross-reference student participation and outcomes to ensure the District can evaluate the impact of the program on unduplicated students and adjust supports as needed.
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 second to the lowest for favorability on overall school climate when compared to other district student subgroup survey responses. These results indicate a need for targeted efforts to strengthen culturally responsive practices, student relationships, and inclusive school environments that promote belonging, engagement, and positive school experiences for Native American students.	Providing culturally responsive and academic teaching and learning opportunities to Native American students, with a particular focus on addressing the needs of low-income students within this student group, will assist in reducing disparities in academic outcomes and access to supports. These actions are principally directed toward unduplicated students by addressing the unique academic, social-emotional, and cultural needs of Native American students who also experience the impacts of economic disadvantage. Providing these supports on a districtwide and schoolwide basis ensures that all eligible students have access to meaningful opportunities and resources. Collaboration with local tribal groups and community-based organizations will continue to strengthen culturally responsive practices and support the	Student academic outcomes (course grades, interim assessments) Student and Parent Perspectives survey data Metric 1.7 – CAASPP ELA: DFS in ELA as measured by CAASPP Metric 1.8 – CAASPP Math: DFS in Math as measured by CAASPP Metric 3.9 – Social-emotional learning (SEL) Metric 4.1 – Attendance Rate Metric 4.2 – Chronic Absenteeism Rate The effectiveness of this action will be monitored through disaggregated analysis of student academic outcomes, including course grades and interim assessments, and student and family

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
		academic and social-emotional needs of Native American students, particularly those identified as unduplicated students.	survey data, including the Student and Parent Perspectives Survey results. These metrics will be disaggregated by student group and cross-referenced with PIC data to evaluate outcomes for unduplicated students within each identified subgroup. Findings will be used to assess the effectiveness of supports and inform continuous improvement efforts.
3.2 PBIS	The following student groups continue to have a disparity in suspensions: African American (9%), Hispanic (4%), Native American (5%), Two or More (4%), LTEL (7%), foster youth (15%), homeless (9%), low-income (4%), and students with disabilities (6%), compared to the overall district (3%). These disparities indicate a need for continued implementation and refinement of positive behavioral interventions and supports (PBIS) and other evidence-based behavioral supports to address the unique social-emotional and behavioral needs of these student groups.	EGUSD provides 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 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.	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. Metric 3.4 – Suspension
3.3 Mental Health/SEL Support Training	Data confirms positive perceptions of school climate are slightly lower for foster youth (73%) and students experiencing homelessness (69%). Positive SEL self-ratings are lower for English learners (including LTELs) (69%), foster youth (70%) and low-income students (74%) than all	To address the needs of foster youth, EL, 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	The District will monitor the effectiveness of the implementation of the actions through the Student Perspectives Survey. Metric 3.9 – Social-emotional learning (SEL)

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
	students (76%). These findings indicate a need for targeted mental health, SEL, and school connectedness supports that address the unique social-emotional needs of unduplicated student groups.	Question, Persuade, Refer suicide prevention training.	
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. These barriers indicate a need for targeted attendance and transportation supports to reduce obstacles to school participation, improve daily attendance, and ensure low-income students have equitable access to learning.	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 liaisons, Special Education case managers using the Section 504 compliance guide, and the free lunch programs. EGUSD's Transportation Plan outlines details on how these services will be provided.	Metric 4.1 – Attendance Rate (for unduplicated student groups) Metric 4.2 – Chronic Absenteeism Rate (for unduplicated student groups)
4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Chronic absenteeism rates continue to be higher for certain student populations including African American (30.3%), Pacific Islander (35.5%), English Learner (20.3%), foster youth (34.6%), and those who qualify as SED (25.0%). Additionally, the chronic absenteeism rate for the Kindergarten population is 29.7%. These results indicate a need for targeted attendance improvement strategies, family and community engagement efforts, and individualized attendance supports that	To address attendance and chronic absenteeism trends, with a focus on English learners, low-income students, and foster youth, staff and families are provided with information via workshop presentations, face-to-face conversations and campus-based communications 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 when attendance challenges arise. EGUSD is aligning attendance intervention strategies to the	Metric 4.1 – Attendance Rate (for unduplicated student groups) Metric 4.2 – Chronic Absenteeism Rate (for unduplicated student groups)

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
	address barriers to consistent school participation.	MTSS framework to strengthen Tier 1 practices that promote positive attendance habits for all students and families. Training is provided for front office on accurate attendance coding and data entry, ensuring staff remain informed about current policies and procedures impacting attendance practices. Additionally, through the Learning Communities for School Success Plan grant, the attendance improvement team is implementing a new attendance tracking software system designed to support proactive, family-friendly messaging, and establish more consistent procedures across two pilot regions. Together, these efforts improve data accuracy, strengthen communication, and provide targeted support to remove barriers to attendance and create a more supportive and responsive system.	

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, particularly low-income students with disabilities, continue to demonstrate the need for English Language Arts (ELA) and math academic improvement. The	In the 2026-27 academic year, program managers within the Department of Special Education, in partnership with general education staff, will deliver preservice training to general education	Dashboard data Annual Determination Letter

	achievement gap decreased: 21.16% met standards in ELA and 16.37% met standards in math. 54.36% of all students met or exceeded standard in ELA, while 43.41% of all students met or exceeded standard in math. While academic outcomes have improved, data indicate that low-income students with disabilities continue to experience greater barriers to academic achievement compared to their general education peers.	teaching staff, focused on best practices in Universal Design for Learning (UDL). This initiative will enhance inclusive instructional strategies and strengthen the implementation of multi-tiered system of supports (MTSS), with an emphasis on Tier 1 interventions within general education settings. These instructional supports are designed to address the achievement gap experienced by low-income students with disabilities by increasing access to rigorous, standards-aligned instruction while proactively addressing barriers related to both disability-related learning needs and economic disadvantages. Additionally, special education program staff will facilitate bimonthly and quarterly PD sessions for special education service providers and education specialists. These sessions will promote evidence-based, outcome-driven practices to improve academic performance among students with disabilities, with a focus on ensuring that low-income students with disabilities receive instruction and supports that address their unique learning needs.	Metric 1.7 – CAASPP ELA: DFS in ELA as measured by CAASPP Metric 1.8 – CAASPP Math: DFS in Math as measured by CAASPP Metric 2.5 – Students with Disabilities Disparity Aggregate
2.13 Foster Youth Support (Funding Source: Unrestricted)	Positive perceptions of school climate are lower for foster youth (73%). Positive social-emotional learning (SEL) self-ratings are lower for foster youth (70%). Foster youth students continue to demonstrate the need for ELA and math academic improvement. The achievement gap persists: 23% met standards in ELA and 13% met standards in math, while 54% of all students met	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 (FYS) staff provide assistance with school enrollment as foster youth often move from school to school within a school year, academic	Student Perspectives Survey Metric 1.7 – CAASPP ELA: DFS in ELA as measured by CAASPP Metric 1.8 – CAASPP Math: DFS in Math as measured by CAASPP

	standards in ELA and 43% met standards in math. These outcomes indicate a need for coordinated academic, behavioral, and social-emotional supports that address the unique barriers faced by foster youth and promote improved engagement, belonging, and academic success.	tutoring, a focus on A-G completion, and graduation support.	
2.14 Homeless Student Support (Funding Source: Unrestricted)	Students experiencing homelessness continue to graduate at lower rates than their housed peers (74% compared to 91%) and demonstrate a need for ongoing academic support. These students require targeted resources and interventions that address barriers related to housing instability.	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.	Metric 1.7 – CAASPP ELA: DFS in ELA as measured by CAASPP Metric 1.8 – CAASPP Math: DFS in Math as measured by CAASPP
4.3 Bilingual Teaching Associates Translator/Interpreters (BTATI)	Families of English learners (EL), particularly those whose primary language is not English, require clear, accurate, and timely communication in order to fully participate in their children's education. Schools with significant populations of families who speak a language other than English—including those meeting the 15 percent threshold under Education Code 48985, as well as smaller language groups—have a demonstrated need for translation, interpretation, and culturally responsive communication supports to ensure equitable access to information and services.	Bilingual staff (BTATIs) provide comprehensive translation and interpretation services across the District to remove language barriers between schools and families. These services include translating required written communications, interpreting during parent conferences and school meetings, and facilitating two-way communication between school personnel and families. Support is provided both at sites that meet the 15% threshold for a specific language and for additional language groups that may not meet the threshold but still require access to meaningful communication. By serving as cultural and linguistic liaisons, BTATIs strengthen family engagement and ensure families can effectively participate in educational decision-making.	The CDE's Reporting Office analyzes student information submitted by the District as part of the annual Fall data submission, conducted on the first Wednesday in October (California Basic Educational Data System (CBEDS) day). This report identifies, by specific language, schools in which students who speak a language other than English comprise at least 15 percent of total enrollment. The results are then used to determine which sites require designated language support. Metric 4.3 – Relationships

			between school staff and families: Percentage of parents indicating a respectful and welcoming school environment

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
- 2.13 Foster Youth Support – staff to support foster youth students, including social workers, counselors, and academic intervention teachers (AITs)
- 2.14 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	56 students : 1 staff	50 students : 1 staff
Staff-to-student ratio of certificated staff providing direct services to students	19 students : 1 staff	18 students : 1 staff

2026-27 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 %)
2026-27	$ 737,445,874	$ 126,930,792	17.212%	0.000%	17.212%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 603,282,273	$ 203,136,408	$ 91,692	$ 18,952,129	$ 825,462,502.00	$ 776,490,302	$ 48,972,200

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	$ 446,232,071	$ 2,500	$ 446,234,571	$ -	$ -	$ -	$ 446,234,571	0.000%
1	2	Professional Learning	All	Yes	LEA-wide	All	All	Ongoing	$ 4,135,284	$ 575,059	$ 4,710,343	$ -	$ -	$ -	$ 4,710,343	0.000%
1	3	Curriculum/Program Specialists and Instructional Coaches	All	Yes	LEA-wide	All	All	Ongoing	$ 11,795,833	$ 1,618,075	$ 11,823,634	$ -	$ -	$ 1,590,274	$ 13,413,908	0.000%
1	7	CTE/CPA Program Development	All	Yes	LEA-wide	All	Secondary Schools	Ongoing	$ 3,621,312	$ 1,153,533	$ 3,511,845	$ 1,263,000	$ -	$ -	$ 4,774,845	0.000%
1	9	Equity	All	Yes	LEA-wide	All	All	Ongoing	$ 1,369,355	$ 2,050,978	$ 3,420,333	$ -	$ -	$ -	$ 3,420,333	0.000%
1	10	Teacher Support Staffing for At-Risk Students (Secondary)	All	Yes	LEA-wide	All	Secondary Schools	Ongoing	$ 8,613,556	$ -	$ 8,613,556	$ -	$ -	$ -	$ 8,613,556	0.000%
1	12	Gifted and Talented Education (GATE)	All	Yes	LEA-wide	N/A	All	Ongoing	$ 81,779	$ 168,221	$ 250,000	$ -	$ -	$ -	$ 250,000	0.000%
1	13	Academic Competition, AP/IB, Honors, MYP	All	Yes	LEA-wide	N/A	Secondary Schools	Ongoing	$ 1,130,007	$ 196,817	$ 1,326,824	$ -	$ -	$ -	$ 1,326,824	0.000%
1	14	Achievement Via Individual Determination (AVID)	All	Yes	LEA-wide	All	Secondary Schools	Ongoing	$ 1,136,680	$ 198,291	$ 1,334,971	$ -	$ -	$ -	$ 1,334,971	0.000%
1	15	LCFF Supplemental - Elementary/Secondary	All	Yes	LEA-wide	All	All	Ongoing	$ 3,905,548	$ 7,372,762	$ 11,278,310	$ -	$ -	$ -	$ 11,278,310	0.000%
1	16	Evaluation Support	All	Yes	LEA-wide	All	All	Ongoing	$ 1,874,655	$ 203,014	$ 2,077,669	$ -	$ -	$ -	$ 2,077,669	0.000%
1	17	Academic Intervenion Teacher (Homeless) - Funding Source: LREBG	Homeless	No	Limited	N/A	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	18	Academic Intervenion Teachers at TK-6 site - Funding Source: LREBG, Title I	All	No	LEA-wide	N/A	Elementary Schools	One Year	$ 7,708,454	$ -	$ -	$ 5,607,982	$ -	$ 2,100,472	$ 7,708,454	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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	20	Administrative Salaries/Coordinator – AVID – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	21	AVID coaches – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	22	Curriculum specialists (VAPA) – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	24	Elementary Academic Intervention Teacher (Foster Youth) – Funding Source: LREBG	Foster Youth	No	Limited	Foster Youth	Elementary Schools	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	25	Equity/SEL Coaches – Teachers, Wellness – Funding Source: LREBG	All	No	LEA-wide	All	All	One Year	$ 302,957	$ -	$ -	$ 302,957	$ -	$ -	$ 302,957	0.000%
1	26	Restorative Practices Program Specialist – Funding Source: LREBG	All	No	LEA-wide	All	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	27	Program Specialists – Universal Equity Programs; Targeted Equity Programs – Funding Source: LREBG	All	No	LEA-wide	All	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	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
1	28	Secondary Academic Intervention Teacher (Foster Youth) – Funding Source: LREBG	Foster Youth	No	Limited	Foster Youth	Secondary Schools	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	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	$ 635,902	$ -	$ -	$ 635,902	$ -	$ -	$ 635,902	0.000%
1	30	Site-based Desktop Support Technicians – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 1,933,112	$ -	$ -	$ 1,933,112	$ -	$ -	$ 1,933,112	0.000%
1	31	Teacher to support needs of secondary English learners – Funding Source: LREBG	All	No	Limited	English Learners	Secondary Schools	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	32	Vice Principals at Various TK-6 schools – Funding Source: LREBG	All	No	LEA-wide	N/A	Elementary Schools	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	33	Additional FTE for English learner program specialist – Funding Source: LREBG	All	No	LEA-wide	English Learners	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	3	Students with Disabilities Instructional Support – Low-Income	SWD	Yes	LEA-wide	All	All	Ongoing	$ 59,575,967	$ -	$ 59,575,967	$ -	$ -	$ -	$ 59,575,967	0.000%
2	4	Students with Disabilities Instructional Support – Non-Low Income	SWD	No	LEA-wide	N/A	All	Ongoing	$ 164,088,624	$ 28,140,445	$ -	$ 180,733,262		$ 11,495,807	$ 192,229,069	0.000%
2	5	Foster Youth Support (Funding Source: Federal)	Foster Youth	No	Limited	Foster Youth	Grades TK-12	Ongoing	$ 1,783,300	$ 10,000	$ -	$ -	$ -	$ 1,793,300	$ 1,793,300	0.000%
2	6	Homeless Student Support (Funding Source: Federal)	Homeless	No	Limited	All	All	Ongoing	$ 355,685	$ 59,714	$ -	$ -	$ -	$ 415,399	$ 415,399	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	$ 51,620	$ 15,412	$ -	$ -	$ -	$ 67,032	$ 67,032	0.000%
2	9	Native American Student Support – Funding Source: Unrestricted	Native American	Yes	Limited	All	All	Ongoing	$ 86,344	$ 17,807	$ 104,151	$ -	$ -	$ -	$ 104,151	0.000%
2	10	Master Scheduling Prioritization	All	No	LEA-wide	N/A	Secondary Schools	Ongoing	$ -	$ 274,870	$ -	$ 274,870	$ -	$ -	$ 274,870	0.000%
2	11	Project Implementer (Homeless) – Funding Source: LREBG	Homeless	No	Limited	All	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	13	Foster Youth Support – Funding Source: Unrestricted	Foster Youth	Yes	Limited	Foster Youth	Grades TK-12	Ongoing	$ 1,188,350	$ 11,714	$ 1,200,064	$ -	$ -	$ -	$ 1,200,064	0.000%
2	14	Homeless Student Support – Funding Source: Unrestricted	Homeless	Yes	Limited	All	All	Ongoing	$ 191,786	$ -	$ 191,786	$ -	$ -	$ -	$ 191,786	0.000%
3	1	State-Funded Mental Health Services	All	No	LEA-wide	N/A	All	Ongoing	$ 4,852,548	$ 279,992	$ -	$ 5,132,540	$ -	$ -	$ 5,132,540	0.000%
3	2	PBIS	All	Yes	LEA-wide	All	All	Ongoing	$ 1,102,730	$ -	$ 1,102,730	$ -	$ -	$ -	$ 1,102,730	0.000%
3	3	Mental Health/SEL Support and Training	All	Yes	LEA-wide	All	All	Ongoing	$ 3,536,034	$ 790,577	$ 4,326,611	$ -	$ -	$ -	$ 4,326,611	0.000%
3	4	Custodial Services	All	No	LEA-wide	N/A	All	Ongoing	$ 26,886,846	$ 2,000,000	$ 28,886,846	$ -	$ -	$ -	$ 28,886,846	0.000%
3	5	Campus Supervisors – At each TK-6 site – Funding Source: LREBG, ELO-P	All	No	LEA-wide	N/A	Elementary Schools	One Year	$ 3,042,792	$ -	$ -	$ 3,042,792	$ -	$ -	$ 3,042,792	0.000%
3	6	Counselors (Pupil Personnel Services (PPS) Credential) at all TK-6 sites – Funding Source: LREBG	All	No	LEA-wide	N/A	Elementary Schools	One Year	$ 1,983,338	$ -	$ -	$ 1,983,338	$ -	$ -	$ 1,983,338	0.000%
3	7	Guided recess activity	All	No	LEA-wide	N/A	Elementary Schools	One Year	$ -	$ 920,000	$ -	$ -	$ -	$ 920,000	$ 920,000	0.000%
3	8	Health Assistants – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	9	Social Workers at Secondary Schools – Funding Source: LREBG, Title I	All	No	LEA-wide	N/A	Secondary Schools	One Year	$ 1,825,177	$ -	$ -	$ 1,255,332	$ -	$ 569,845	$ 1,825,177	0.000%
3	10	Project Implementer (Youth Development) – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	11	School Nurses – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 582,771	$ -	$ -	$ 582,771	$ -	$ -	$ 582,771	0.000%
3	12	Coordinator – Behavioral Services – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Attendance Support: Transportation	Low-Income	Yes	Limited	Low-Income	All	Ongoing	$ 6,564,928	$ 1,466,624	$ 8,031,552	$ -	$ -	$ -	$ 8,031,552	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
4	2	Family & Community Engagement and Attendance Support: Attendance Improvement Program	All	Yes	LEA-wide	All	All	Ongoing	$ 1,855,756	$ 260,608	$ 2,116,364	$ -	$ -	$ -	$ 2,116,364	0.000%
4	3	Bilingual Teaching Associates Translator/Interpreters (BTATI)	All	Yes	Limited	English Learners	All	Ongoing	$ 2,251,276	$ -	$ 2,251,276	$ -	$ -	$ -	$ 2,251,276	0.000%
4	4	Family Community Liaisons – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	6	Mental Health Therapist – Family & Community Engagement (FACE) – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	7	Program Educators – Newcomer Welcome Center (FACE) – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	8	Program Specialist (FACE) – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	9	Regional Team Program Technician (Homeless) – Funding Source: LREBG	Homeless	No	Limited	N/A	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	10	School Office Assistant II Front office staff or increase hours of existing office staff – Funding Source: LREBG	All	No	LEA-wide	N/A	All	One Year	$ 207,925	$ -	$ -	$ 207,925	$ -	$ -	$ 207,925	0.000%
4	11	Bilingual Teaching Associates Translator/Interpreters (BTATI) – Funding Source: LREBG	All	No	LEA-wide	English Learners	All	One Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	12	Average Daily Attendance Dashboard	All	No	LEA-wide	N/A	All	One Time	$ -	$ 180,625	$ -	$ 180,625	$ -	$ -	$ 180,625	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: English Learner 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%
8	3	Hispanic and Socioeconomic Status Support: English Learner Professional Learning – Calvine High School	All	No	Schoolwide	All	Calvine High School	Ongoing	$ -	$ 2,671	$ -	$ -	$ 2,671	$ -	$ 2,671	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	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: English Learner 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%

2026-27 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
$737,445,874	$ 126,930,792	17.212%	0.000%	17.212%	$ 128,160,856	0.000%	17.379%	**Total:**	$ 128,160,856
								LEA-wide Total:	$ 115,469,157
								Limited Total:	$ 12,691,699
								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	$ 4,710,343	0.000%
1	3	Curriculum/Program Specialists and Instructional Coaches	Yes	LEA-wide	All	All	$ 11,823,634	0.000%
1	7	CTE/CPA Program Development	Yes	LEA-wide	All	Secondary Schools	$ 3,511,845	0.000%
1	9	Equity	Yes	LEA-wide	All	All	$ 3,420,333	0.000%
1	10	Teacher Support Staffing for At-Risk Students (Secondary)	Yes	LEA-wide	All	Secondary Schools	$ 8,613,556	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	$ 1,326,824	0.000%
1	14	Achievement Via Individual Determination (AVID)	Yes	LEA-wide	All	Secondary Schools	$ 1,334,971	0.000%
1	15	LCFF Supplemental - Elementary/Secondary	Yes	LEA-wide	All	All	$ 11,278,310	0.000%
1	16	Evaluation Support	Yes	LEA-wide	All	All	$ 2,077,669	0.000%
2	3	Students with Disabilities Instructional Support – Low-Income	Yes	LEA-wide	All	All	$ 59,575,967	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	$ 104,151	0.000%
2	13	Foster Youth Support – Funding Source: Unrestricted	Yes	Limited	Foster Youth	Grades TK-12	$ 1,200,064	0.000%
2	14	Homeless Student Support – Funding Source: Unrestricted	Yes	Limited	All	All	$ 191,786	0.000%
3	2	PBIS	Yes	LEA-wide	All	All	$ 1,102,730	0.000%
3	3	Mental Health/SEL Support and Training	Yes	LEA-wide	All	All	$ 4,326,611	0.000%
4	1	Attendance Support: Transportation	Yes	Limited	Low-Income	All	$ 8,031,552	0.000%
4	2	Family & Community Engagement and Attendance Support: Attendance Improvement Program	Yes	LEA-wide	All	All	$ 2,116,364	0.000%
4	3	Bilingual Teaching Associates Translator/Interpreters (BTATI)	Yes	Limited	English Learners	All	$ 2,251,276	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 813,765,599.50	$ 816,667,936.00

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	$ 432,998,694	$ 457,982,679
1	2	Professional Learning	Yes	$ 4,259,460	$ 4,179,147
1	3	Curriculum/Program Specialists and Instructional Coaches	Yes	$ 13,052,891	$ 13,545,954
1	7	CTE/CPA Program Development	Yes	$ 4,612,454	$ 4,382,720
1	9	Equity	Yes	$ 2,714,710	$ 2,012,469
1	10	Teacher Support Staffing for At-Risk Students (Secondary)	Yes	$ 8,310,467	$ 9,149,383
1	12	Gifted and Talented Education (GATE)	Yes	$ 250,000	$ 143,489
1	13	Academic Competition, AP/IB, Honors, MYP	Yes	$ 1,316,921	$ 1,306,920
1	14	Achievement Via Individual Determination (AVID)	Yes	$ 1,888,386	$ 1,202,260
1	15	LCFF Supplemental - Elementary/Secondary	Yes	$ 11,117,698	$ 9,693,144
1	16	Evaluation Support	Yes	$ 2,014,771	$ 2,087,092
1	17	Academic Intervention Teacher (Homeless) - Funding Source: LREBG	No	$ 148,197	$ 150,301
1	18	Academic Intervention Teachers at each TK-6 site - Funding Source: LREBG	No	$ 6,301,950	$ 6,302,892
1	19	Additional FTE for English learner Coordination at Secondary Schools - Funding Source: LREBG	No	$ 1,308,042	$ 1,308,253
1	20	Administrative Salaries/Coordinator - AVID - Funding Source: LREBG	No	$ 181,669	$ 190,049
1	21	AVID coaches - Funding Source: LREBG	No	$ 751,977	$ 318,238

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	22	Curriculum specialists (VAPA) - Funding Source: LREBG	No	$ 541,032	$ 240,114
1	23	English learner Coordinator at Florin and Valley high schools - Funding Source: LREBG	No	$ 312,628	$ 313,265
1	24	Elementary Academic Intervention Teacher (FY) - Funding Source: LREBG	No	$ 161,784	$-
1	25	Equity/SEL Coaches - Teachers, Wellness - Funding Source: LREBG	No	$ 1,576,365	$ 739,420
1	26	Restorative Practices Program Specialist - Funding Source: LREBG	No	$ 170,803	$-
1	27	Program Specialists - Universal Equity Programs; Targeted Equity Programs - Funding Source: LREBG	No	$ 346,290	$ 187,819
1	28	Secondary Academic Intervention Teacher (Foster Youth) - Funding Source: LREBG	No	$ 168,343	$ 79,066
1	29	Secondary counselor staffing to create ratio of 375:1 - Funding Source: LREBG	No	$ 1,751,268	$ 1,324,248
1	30	Site-based Desktop Support Technicians - Funding Source: LREBG	No	$ 2,231,739	$ 2,010,744
1	31	Teacher to support needs of secondary EL - Funding Source: LREBG	No	$ 1,620,670	$ 1,373,210
1	32	Vice Principals at Various TK-6 schools - Funding Source: LREBG	No	$ 1,288,166	$ 862,223
1	33	Additional FTE for English learner Program Specialist - Funding Source: (LREBG)	No	$ 181,061	$ 190,118
2	3	Students with Disabilities Instructional Support - Low-Income	Yes	$ 60,025,580	$ 56,780,295
2	4	Students with Disabilities Instructional Support - Non-Low-Income	No	$ 183,414,052	$ 178,759,509
2	5	Foster Youth Support	Yes	$ 2,964,123	$ 2,598,364
2	6	Homeless Student Support	Yes	$ 377,385	$ 293,158
2	7	African American Student Support	Yes	$ 912,870	$ 912,870
2	8	Native American Student Support - Funding Source: Federal	No	$ 63,888	$ 63,888

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)
2	9	Native American Student Support - Funding Source: Unrestricted	Yes	$ 108,466	$ 93,838
2	10	Master Scheduling Prioritization	No	$ 274,870	$ 274,870
2	11	Project Implementor (Homeless) - Funding Source: LREBG	No	$ 129,259	$ 136,135
2	12	Program Educators - Black Excellence, Young Men of Color, Student Equity Councils - Funding Source: LREBG	No	$ 299,623	$ 205,796
3	1	State-Funded Mental Health Services	No	$ 5,450,044	$ 5,450,044
3	2	PBIS	Yes	$ 951,095	$ 836,191
3	3	Mental Health/SEL Support and Training	Yes	$ 4,191,897	$ 3,570,674
3	4	Custodial Services	No	$ 26,704,520	$ 26,432,450
3	5	Campus Supervisors - At each TK-6 site - Funding Source: LREBG	No	$ 2,813,233	$ 2,877,584
3	6	Counselors (PPS Credential) at all TK-6 sites - Funding Source: LREBG	No	$ 1,781,295	$-
3	7	Guided recess activity	No	$ 1,290,000	$ 1,290,000
3	8	Health Assistants - Funding Source: LREBG	No	$ 523,966	$ 144,288
3	9	Social Workers at Secondary Schools - Funding Source: LREBG	No	$ 1,647,926	$-
3	10	Project Implementor (Youth Development) - Funding Source: LREBG	No	$ 327,066	$ 325,711
3	11	School Nurses - Funding Source: LREBG	No	$ 590,106	$ 552,503
3	12	Coordinator - Behavioral Services - Funding Source: LREBG	No	$ 192,037	$ 3,574
4	1	Attendance Support: Transportation	Yes	$ 8,257,705	$ 7,343,644
4	2	Family & Community Engagement and Attendance Support: Attendance Improvement Program	Yes	$ 1,850,888	$ 1,677,893
4	3	Bilingual Teaching Associates Translator/Interpreters (BTATI)	Yes	$ 2,176,612	$ 1,944,749
4	4	Family Community Liaisons - Funding Source: LREBG	No	$ 679,942	$ 486,180

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)
4	5	Family Resource Teacher to support Family Teacher Academic Teams (FTAT) - Funding Source: LREBG	No	$ 454,815	$ 308,280
4	6	Mental Health Therapist – Family and Community Engagement (FACE) – Funding Source: LREBG	No	$ 374,754	$ 204,040
4	7	Program Educators – Newcomer Welcome Center (FACE) – Funding Source: LREBG	No	$ 224,221	$ 233,779
4	8	Program Specialist (FACE) – Funding Source: LREBG	No	$ 525,125	$ 204,144
4	9	Regional Team Program Technician (Homeless) – Funding Source: LREBG	No	$ 227,318	$ 199,918
4	10	SOA II Front office staff or increase hours of existing office staff – Funding Source: LREBG	No	$ 2,100,234	$ 1,099,842
4	11	Bilingual Teaching Associates Translator/Interpreters (BTATI) – Funding Source: LREBG	No	$ 190,557	$ 2,192
4	12	Average Daily Attendance Dashboard	No	$ -	$-
6	1	Socioeconomic Status Support: Professional Learning – William Daylor High School	No	$ 3,000	$ 3,000
6	2	Socioeconomic Status Support: Extended Day – William Daylor High School	No	$ 4,931	$ 4,709
6	3	Socioeconomic Status Support: English Learner Professional Learning – William Daylor High School	No	$ 900	$ 900
6	4	Socioeconomic Status Support: Career Technical Education – William Daylor High School	No	$ 10,000	$ 10,000
7	1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Rio Cazadero High School	No	$ 7,500	$ 7,285
7	2	African American, Hispanic, and Socioeconomic Status Support: Extended Day – Rio Cazadero High School	No	$ 7,500	$ 6,578

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)
7	3	Hispanic and Socioeconomic Status Support: Professional Learning – Rio Cazadero High School	No	$ 1,950	$ 2,203
7	4	African American, Hispanic, and Socioeconomic Status Support: Career Technical Education – Rio Cazadero High School	No	$ 10,000	$ 9,852
7	5	African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Rio Cazadero High School	No	$ 5,000	$ 3,785
8	1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Calvine High School	No	$ 13,000	$ 11,258
8	2	African American, Hispanic, and Socioeconomic Status Support: Extended Day – Calvine High School	No	$ 5,490	$ 5,115
8	3	Hispanic and Socioeconomic Status Support: Professional Learning – Calvine High School	No	$ 2,671	$ 2,795
8	4	African American, Hispanic, and Socioeconomic Status Support: Career Technical Education – Calvine High School	No	$ 5,000	$ 5,000
8	5	African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Calvine High School	No	$ 2,250	$ 2,126
9	1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Las Flores High School	No	$ 5,000	$ 5,000
9	2	Hispanic and Socioeconomic Status Support: Professional Learning – Las Flores High School	No	$ 5,000	$ 4,958

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)
9	3	African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Las Flores High School	No	$ 2,500	$ 1,752

2025-26 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)
$ 109,704,517	$ 125,150,007	$ 123,754,254	$ 1,395,753	0.000%	0.000%	0.000% - 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	$ 4,259,460	$ 4,179,147.00	0.000%	0.000%
1	3	Curriculum/Program Specialists and Instructional Coaches	Yes	$ 11,679,274	$ 13,545,954.00	0.000%	0.000%
1	7	CTE/CPA Program Development	Yes	$ 3,364,454	$ 4,382,720.00	0.000%	0.000%
1	9	Equity	Yes	$ 2,714,710	$ 2,012,469.00	0.000%	0.000%
1	10	Teacher Support Staffing for At-Risk Students (Secondary)	Yes	$ 8,310,467	$ 9,149,383.00	0.000%	0.000%
1	12	Gifted and Talented Education (GATE)	Yes	$ 250,000	$ 143,489.00	0.000%	0.000%
1	13	Academic Competition, AP/IB, Honors, MYP	Yes	$ 1,316,921	$ 1,306,920.00	0.000%	0.000%
1	14	Achievement Via Individual Determination (AVID)	Yes	$ 1,888,386	$ 1,202,260.00	0.000%	0.000%
1	15	LCFF Supplemental - Elementary/Secondary	Yes	$ 11,117,698	$ 9,693,144.00	0.000%	0.000%
1	16	Evaluation Support	Yes	$ 444,705	$ 2,087,092.00	0.000%	0.000%
2	3	Students with Disabilities Instructional Support - Low-Income	Yes	$ 60,025,580	$ 56,780,295.00	0.000%	0.000%
2	5	Foster Youth Support	Yes	$ 1,140,267	$ 2,598,364.00	0.000%	0.000%
2	6	Homeless Student Support	Yes	$ 188,552	$ 293,158.00	0.000%	0.000%
2	7	African American Student Support	Yes	$ 912,870	$ 912,870.00	0.000%	0.000%
2	9	Native American Student Support - Funding Source: Unrestricted	Yes	$ 108,466	$ 93,838.00	0.000%	0.000%
3	2	PBIS	Yes	$ 951,095	$ 836,191.00	0.000%	0.000%
3	3	Mental Health/SEL Support and Training	Yes	$ 4,191,897	$ 3,570,674.00	0.000%	0.000%
4	1	Attendance Support: Transportation	Yes	$ 8,257,705	$ 7,343,644.00	0.000%	0.000%
4	2	Family & Community Engagement and Attendance Support: Attendance Improvement Program	Yes	$ 1,850,888	$ 1,677,893.00	0.000%	0.000%
4	3	Bilingual Teaching Associates Translator/Interpreters (BTATI)	Yes	$ 2,176,612	$ 1,944,749.00	0.000%	0.000%

2025-26 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)
$ 704,880,510	$ 109,704,517	0.000%	15.564%	$ 123,754,254	0.000%	17.557%	$0.00 - No Carryover	0.00% - No Carryover

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

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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

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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

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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

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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

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	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

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).