ELK GROVE UNIFIED SCHOOL DISTRICT

2024-2027 Local Control Accountability Plan
Year 1: 2024-25 DRAFT

Public Hearing: June 11, 2024
Adopted: June 25, 2024

Elk Grove Unified School District

EGUSD

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

ACRONYM	DEFINITION
12MCI	12 Month Continuous Improvement
Abl	Always Be Learning
ADA	Average Daily Attendance
AIT	Academic Intervention Teacher
AP	Advanced Placement
AVID	Advancement Via Individual Determination
BTATI	Bilingual Teaching Associate Translator Interpreter
CAASPP	California Assessment of Student Performance and Progress
CAC	Community Advisory Committee
CALPADS	California Longitudinal Pupil Achievement Data System
CASEL	Collaborative for Academic, Social, and Emotional Learning
CBEDS	California Basic Educational Data System
CCC	(Department of) College & Career Connections
CCGI	California College Guidance Initiative
CCI	College/Career Indicator
CDE	California Department of Education
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
DMM	Decision-Making Model
EAP	Early Assessment Program
EGEA	Elk Grove Education Association
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
ELS	(Department of) English Learner Services
ESSER	Elementary and Secondary School Emergency Relief
FACE	(Department of) Family & Community Engagement
FBSU	Families of Black Students United
FIT	Facilitator of Instructional Teams
FIT	Facility Inspection Tool
FONT	Framework Observation and Notetaking Tool
FPM	Federal Program Monitoring
FTAT	Family Teacher Academic Teams
FTE	Full-Time Equivalent
FYS	Foster Youth Services
GATE	Gifted and Talented Education
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

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

ACRONYM	DEFINITION
LSLT	Learning System Leadership Team
LTEL	Long Term English Learner
MHT	Mental Health Therapist
MTSS	Multi-Tiered System of Supports
MYP	Middle Years Programme
NGSS	Next Generation Science Standards
PBIS	Positive Behavioral Intervention and Supports
PE	Physical Education
PIC	Program Implementation Continuum
RCM	Rapid Cycle Measures
RED	(Department of) Research & Evaluation
RFA	Request for Assistance
RFEP	Redesignated - Fluent English Proficient
SAEBRS	Social, academic, and emotional behavior risk screener
SAFE Centers	Student and Family Empowerment Centers
SCS	State Content Standards

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elk Grove Unified School District
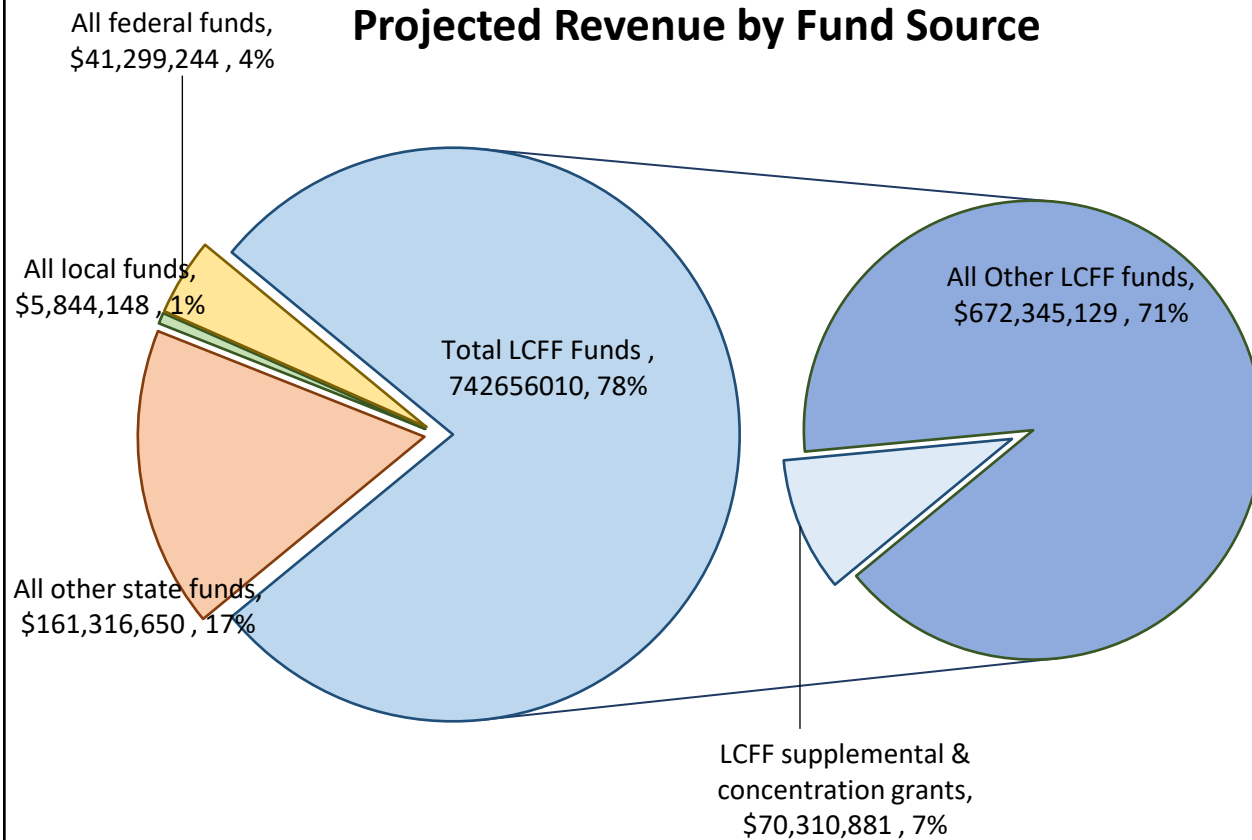
CDS Code: 34-673140000000

School Year: 2024 - 25

LEA contact information: Mark Cerutti, Deputy Superintendent of Education Services & Schools

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 2024 - 25 School Year

Projected Revenue by Fund Source

All federal funds, $41,299,244 , 4%

All local funds, $5,844,148 , 1%

Total LCFF Funds , 742656010, 78%

All Other LCFF funds, $672,345,129 , 71%

All other state funds, $161,316,650 , 17%

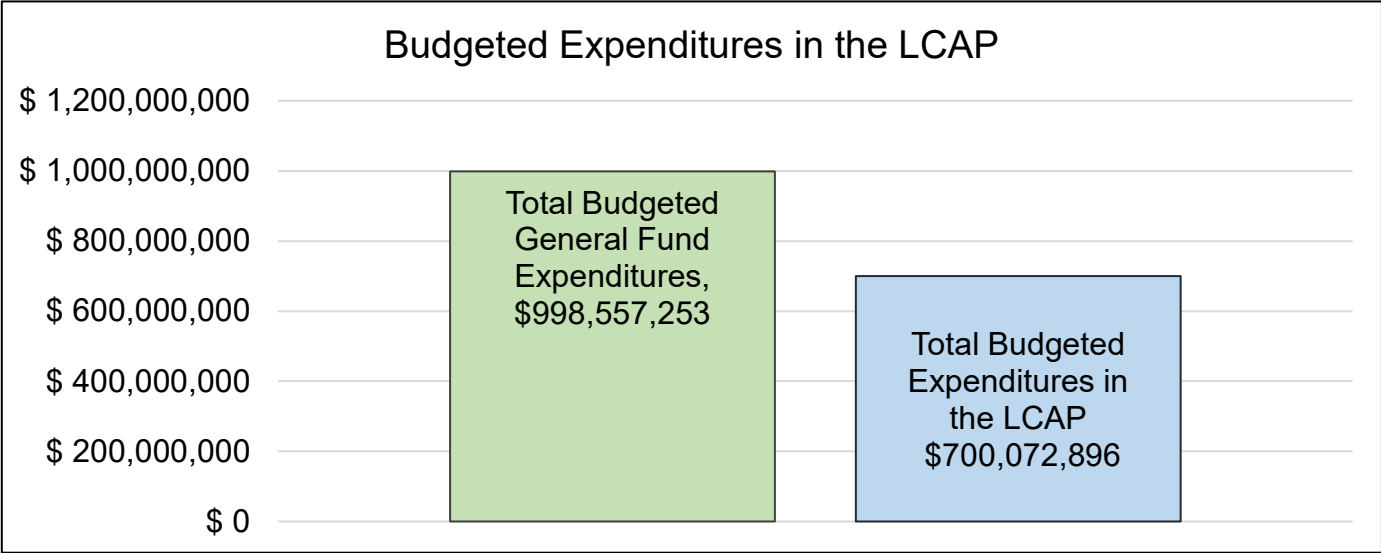LCFF supplemental & concentration grants, $70,310,881 , 7%

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 $951,116,052.00, of which $742,656,010.00 is Local Control Funding Formula (LCFF), $161,316,650.00 is other state funds, $5,844,148.00 is local funds, and $41,299,244.00 is federal funds. Of the $742,656,010.00 in LCFF Funds, $70,310,881.00 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $998,557,253	
	Total Budgeted Expenditures in the LCAP $700,072,896

(Chart values shown against a vertical axis ranging from $0 to $1,200,000,000 in increments: $0, $200,000,000, $400,000,000, $600,000,000, $800,000,000, $1,000,000,000, $1,200,000,000)

This chart provides a quick summary of how much Elk Grove Unified School District plans to spend for 2024 - 25. 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 $998,557,253.00 for the 2024 - 25 school year. Of that amount, $700,072,896.00 is tied to actions/services in the LCAP and $298,484,357.00 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 70% 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 on the learning environment and are not included: instructional administration - 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, 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.
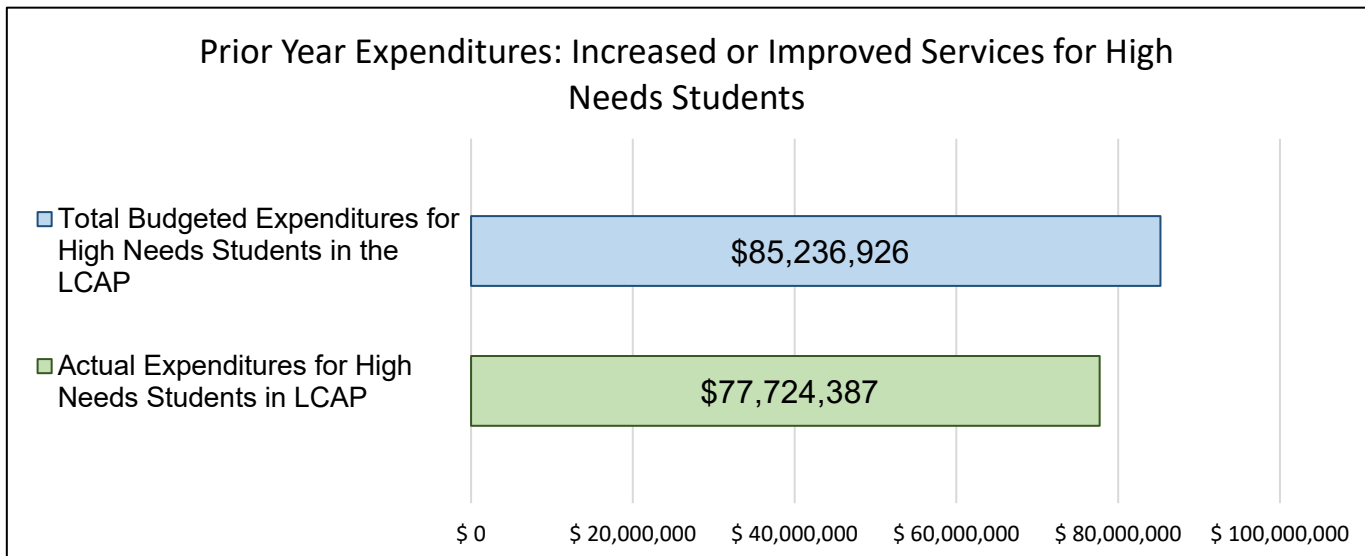
LCFF Budget Overview for Parents

Increased or Improved Services for High Needs Students in the LCAP for the 2024 - 25 School Year

In 2024 - 25, Elk Grove Unified School District is projecting it will receive $70,310,881.00 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 $75,891,966.00 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 2023 - 24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$85,236,926**
- ☐ Actual Expenditures for High Needs Students in LCAP: **$77,724,387**

(Bar chart axis values: $0, $20,000,000, $40,000,000, $60,000,000, $80,000,000, $100,000,000)

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 2023 - 24, Elk Grove Unified School District's LCAP budgeted $85,236,926.00 for planned actions to increase or improve services for high needs students. Elk Grove Unified School District actually spent $77,724,387.00 for actions to increase or improve services for high needs students in 2023 - 24. The difference between the budgeted and actual expenditures of $7,512,539.00 had the following impact on Elk Grove Unified School District's ability to increase or improve services for high needs students:

The total estimated actual expenditures came in less than originally budgeted for as we faced staffing shortages in various areas including Special Education.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	High-Quality Curriculum & Instruction: All students will have access to standards-aligned curriculum and receive high-quality classroom instruction to promote college-, career-, and life-readiness and eliminate the achievement gap.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Assignment: Percentage of teachers appropriately assigned and fully credentialed/certified in the subject areas in which they teach	99% in 2019-20	99% in 2020-21 2021-22 outcomes will be available in summer 2022	92.9% in 2021-22, new value given new state process and data source 2021-22 outcomes will be available from DataQuest in summer 2023	91% in 2022-23 2023-24 outcomes will be available from DataQuest in summer 2024	100% of teachers appropriately assigned and fully credentialed/certified in the subject areas in which they teach
Instructional Materials: Percentage of students with access to standards-aligned instructional materials	100% in 2019-20 100% in 2020-21	100% in 2021-22	100% in 2022-23	100% in 2022-23 2023-24 outcomes will be available in fall 2024	100% of students with access to standards-aligned instructional materials
Content Standards Implementation: Percentage of teachers reporting full implementation of State Content Standards (SCS) in ELA, Mathematics, ELD, Science, History/Social Science, physical education (PE), Health, School Library, CTE, visual and performing arts (VAPA), and World Language	66% in 2018-19 N/A in 2019-20	N/A in 2020-21 2021-22 outcomes will be available in summer 2022	74% in elementary in 2021-22 2022-23 outcomes will be available in summer 2023 for both elementary and secondary	72% in 2022-23 2023-24 outcomes will be available in fall 2024 for both elementary and secondary	80% of teachers reporting full implementation of SCS
A broad course of study will be measured by:					

Percentage of elementary students provided English, Mathematics, Social Science, Science/Health, VAPA, and PE instruction	82% in 2018-19 83% in 2019-20	85% in 2020-21 2021-22 outcomes will be available in summer 2022	99% in 2021-22 2022-23 outcomes will be available in summer 2023	99% in 2022-23 2023-24 outcomes will be available in fall 2024	100% of elementary students provided English, Mathematics, Social Science, Science/Health, VAPA, and PE instruction
Percentage of middle school students who had taken an Honors/Accelerated or AVID course upon promotion to high school	57% in 2019-20 56% in 2020-21 (preliminary)	56% in 2020-21 53% in 2021-22 (preliminary) Final 2021-22 outcomes will be available in summer 2022	55% in 2021-22 2022-23 outcomes will be available in summer 2023	54% in 2022-23 2023-24 outcomes will be available in fall 2024	65% of middle school students who had taken an Honors/Accelerated or AVID course upon promotion to high school
Percentage of high school students enrolled in Honors and AP/IB courses	47% in 2019-20 47% in 2020-21 (preliminary)	47% in 2020-21 42% in 2021-22 (preliminary) Final 2021-22 outcomes will be available in summer 2022	42% in 2021-22 2022-23 outcomes will be available in summer 2023	46% in 2022-23 2023-24 outcomes will be available in fall 2024	60% of high school students enrolled in Honors and AP/IB courses
California Assessment of Student Performance and Progress (CAASPP) English language arts (ELA): Distance From Standard (DFS) in ELA as measured by CAASPP	7.6 DFS in 2018-19 N/A in 2019-20 N/A in 2020-21	-3.2 DFS in 2020-21 2021-22 outcomes will be available in summer 2022	1 DFS in 2021-22 2022-23 outcomes will be available in summer 2023	-2 DFS in 2022-23 2023-24 outcomes will be available in fall 2024	18 DFS in ELA as measured by CAASPP

CAASPP Mathematics: DFS in Mathematics as measured by CAASPP	-19.6 DFS in 2018-19 N/A in 2019-20 N/A in 2020-21	-30.9 DFS in 2020-21 2021-22 outcomes will be available in summer 2022	-34 DFS in 2021-22 2022-23 outcomes will be available in summer 2023	-33 DFS in 2022-23 2023-24 outcomes will be available in fall 2024	-9 DFS in Mathematics as measured by CAASPP
CAASPP Science: DFS in Science as measured by CAASPP	-13 DFS in 2018-19 N/A in 2019-20 N/A in 2020-21	N/A in 2020-21 2021-22 outcomes will be available in summer 2022	-11 DFS in 2021-22 2022-23 outcomes will be available in summer 2023	-11 DFS in 2022-23 2023-24 outcomes will be available in fall 2024	-3 DFS in Science as measured by CAASPP
Early Assessment Program (EAP) in ELA: Percentage of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 ELA CAASPP	63% in 2018-19 N/A in 2019-20 N/A in 2020-21	64% in 2020-21 2021-22 outcomes will be available in summer 2022	56% in 2021-22 2022-23 outcomes will be available in summer 2023	57% in 2022-23 2023-24 outcomes will be available in fall 2024	70% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 ELA CAASPP
EAP in Mathematics: Percentage of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 Mathematics CAASPP	40% in 2018-19 N/A in 2019-20 N/A in 2020-21	45% in 2020-21 2021-22 outcomes will be available in summer 2022	33% in 2021-22 2022-23 outcomes will be available in summer 2023	34% in 2022-23 2023-24 outcomes will be available in fall 2024	50% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 Mathematics CAASPP

Progress Toward English Proficiency: Percentage of English learner students making progress toward English proficiency as measured by English Learner Progress Indicator (ELPI) levels	48.7% in 2018-19 N/A in 2019-20 N/A in 2020-21	55.8% in 2020-21 2021-22 outcomes will be available in summer 2022	53.7% in 2021-22 2022-23 outcomes will be available in summer 2023	52% in 2022-23 2023-24 outcomes will be available in fall 2024	55% of EL students making progress toward English proficiency as measured by ELPI levels
Reclassification: Percentage of English learners reclassified	9% in 2018-19, reported fall 2019 1% in 2019-20, reported fall 2020 (COVID-19 impacted)	10.5% in 2020-21, reported fall 2021 2021-22 outcomes will be available in summer 2022	13.1% in 2021-22, reported fall 2022 2022-23 outcomes will be available in summer 2023	14% in 2022-23 2023-24 outcomes will be available in fall 2024	Maintain at least 15% of English learners reclassified
A-G Completion: Percentage of students meeting A-G requirements upon graduation	54% in 2019-20 (Class of 2020)	55% in 2020-21 2021-22 outcomes will be available in summer 2022	56% in 2021-22 2022-23 outcomes will be available in summer 2023	59% in 2022-23 2023-24 outcomes will be available in fall 2024	58% of students meeting A-G requirements upon graduation
CTE Sequence Completion: Percentage of students completing CTE sequence upon graduation	16% in 2019-20	22% in 2020-21 2021-22 outcomes will be available in summer 2022	24% in 2021-22 2022-23 outcomes will be available in summer 2023	20% in 2022-23 2023-24 outcomes will be available in fall 2024	25% of students completing CTE sequence upon graduation

A-G and CTE Sequence Completion: Percentage of students meeting A-G requirements and completing CTE sequence upon graduation	12% in 2019-20	17% in 2020-21 2021-22 outcomes will be available in summer 2022	19% in 2021-22 2022-23 outcomes will be available in summer 2023	17% in 2022-23 2023-24 outcomes will be available in fall 2024	20% of students meeting A-G requirements and completing CTE sequence upon graduation
AP/IB Exams: Percentage of students passing an AP/IB exam upon graduation	29% in 2019-20	27% in 2020-21 2021-22 outcomes will be available in summer 2022	27% in 2021-22 2022-23 outcomes will be available in summer 2023	30% in 2022-23 2023-24 outcomes will be available in fall 2024	35% of students passing an AP/IB exam upon graduation

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The 2023-24 school year started with in-person preservice sessions held at all 68 schools on four different dates in July and August to accommodate multiple school calendars. The Curriculum & Professional Learning department and additional District staff provided a site-based experience that focused on building community through connections. Teacher and staff training throughout the year included technology integration, the use of assessments both embedded in existing curriculum and those that are part of the Illuminate student assessment system, targeted instruction, and support to all content areas.

Year two of a nine-part principal series provided specific training on instructional leadership and created calibration opportunities for observing four of the instructional framework principles: learning targets and success criteria, student talk, active participation, and formative assessment. Sessions also included a focus on the cycle of continuous improvement and how to strengthen site-based actions to enhance student outcomes.

Elk Grove Unified School District (EGUSD) entered the 2023-24 school year completing six months of its two-year focus on diversity, equity, and inclusion (DEI). As of April 2024, 87% of all certificated staff members and paraeducators completed three instructional framework modules, totaling six hours of training; 16 months into the program, 278 DEI courses were released with 769 sections for staff to choose from. Professional development sections offered for English Language Arts (ELA), English Language Development (ELD), history/social science, mathematics, and science totaled 442 as of April 2024.

During the 2024-25 school year, preservice will once again be site-based and will follow the theme "Building Community: Every Interaction Counts." Professional development opportunities will continue supporting diversity, equity, and inclusion holistically.

The English Learner Services department continues to support all typologies of multilingual learners by understanding each student's linguistic and academic backgrounds, proficiency levels, and building upon their assets and strengths. English learner instructional coaches provide support and districtwide professional development to all staff, focused on creating classrooms that have intentional and explicit language instruction, embedded within grade-level content, through integrated and designated ELD. Professional development also focuses on specific typologies on English learners (including, but not limited to, newcomers, long-term English learners (LTEL), and dually identified students). In addition to professional development, the District's EL Instructional coaches partnered with ELD teachers to explore designing language acquisition programs specific to meeting the needs of LTELs. Continued cross-departmental collaboration allows staff to establish and nurture home, school, and family partnerships, specifically for the District's newcomer population, which continues to steadily increase. EGUSD's multilingual learners are immersed in environments that promote the linguistic, academic, and social skills required to be future leaders and global citizens in college, career, and life.

Support for students with disabilities continues 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. Efforts are made to maintain and exceed related services to continue to address regressions.

Support for foster youth and students experiencing homelessness continued and was provided by educational case managers and support staff. Staff facilitated needs assessments, ongoing outreach, referrals, and access to mental health support. Students in foster care and students experiencing homelessness received academic support from academic intervention teachers. In addition, students in foster care received academic support from teaching associates. Support also included student, family, and collaborative team meetings. Foster Youth

Services and homeless education program staff also received trauma-informed care and educational rights training and consultation to best support these student groups. They also received training in multi-tiered system of supports (MTSS) and how to complete a request for assistance (RFA) when a student needs academic, social-emotional, or behavioral support.

High school students were provided access to high-quality summer learning opportunities for credit recovery through a variety of learning opportunities. Students who are enrolled in career technical education (CTE) pathways at Elk Grove and Pleasant Grove high schools may experience scheduling conflicts due to the six-period day master schedule. Summer accelerated learning opportunities enable students to fit in courses that they are unable to do during the school year. This allows them to fully participate in CTE programs during the regular school year. Students are identified for the need to participate in summer school as they are selecting classes for the 2023-24 school year and counselors work closely with summer school administration to ensure students are enrolled in the correct course(s) for both graduation and A-G credit requirements.

Twelve instructional coaches within the Educational Equity department were built into the Elementary and Secondary School Emergency Relief (ESSER) Fund plan. Eleven have been hired to date. The coaches provide direct support to school/department staff, students, and families including: 1) staff professional development aligning with the District's DEI guidelines, along with the districtwide Restorative Practices implementation; 2) instructional lesson planning/development and model lesson opportunities that highlight equitable practices including building community, belonging, and relationships in a classroom and/or school; and 3) content curation connected to the District's cultural/ethnic/life-style resolutions and recognitions.

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: Spent $2 million less than planned on professional learning due to staffing vacancies.

- Action 3: Spent $94k more than planned. The English Learner Services and Curriculum & Professional Learning departments continued to collaborate to deliver professional learning specific to developing early literacy and high-quality instruction. The English Learner Services department updated two chapters of the English Learner Strategic Plan. One additional English learner instructional coach was hired.

- Action 6: Spent $4 million less than planned. The District used one-time funds for Expanded Learning, AVID, etc.

- Action 7: Spent $824k less than planned. The District was unable to fulfill this action due to ongoing staffing teacher substitute shortages.

- Action 9: Spent $300k less than planned. The Educational Equity department took on additional projects designated by the Board to support students who identify as African American/Black and their families. Educational Equity was given emergency funding to address these needs.

- Action 10: Spent $700k more than planned on teacher support staffing for at-risk students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Only actions/services that are funded by supplemental/concentration monies (designated with a Y) are included in this section.

EGUSD continues to actively develop and use data feedback loops to support formative evaluation of the quality of implementation of various efforts, as well as to accurately evaluate educational programs/services in a summative fashion. The level of priority this has is evidenced in

the fact that it is part of one of the District's five strategic goals (Strategic Goal 2). A summary of the successes and challenges of the District's major Strategic Goal 1 programs/services is noted below:

Professional Learning (Action 2)

- EGUSD continues to utilize four levels of evaluation for professional learning: applicability to the learner, knowledge/skill acquisition, knowledge/skill utilization, and improved performance. Feedback is gathered and assessed after every training session. The data reveal high levels of participant satisfaction, high levels of learning, and moderate-high levels of implementation. The acquisition of CA Learning Standards-aligned instructional materials and related professional learning has significantly enhanced the District's ability to support high-quality instruction. The work of the 2022-23 school year was spent developing the capacity of site administrators and their leadership with the instructional framework. Certificated staff and paraeducators began receiving professional development designed specifically for them in spring 2023. To measure the fourth level of professional learning evaluation—improved performance—an online system to collect, display, share, and formatively use data was developed to capture classroom observations. The online system, Framework Observation and Notetaking Tool (FONT), was fully implemented during the 2022-23 school year and calibration of the tool continues. An evaluation of the instructional framework, reflecting the work done in 2022-23, confirmed prior findings from earlier evaluations that implementation of the principles was associated with favorable student outcomes in ELA and mathematics, student discipline, and social-emotional competencies. Additionally, findings from the same evaluation confirmed the strategic next steps for the program—calibration of classroom observations aligned to the framework. The Curriculum & Professional Learning department developed a Description of Practice rubric to measure additional dimensions of fidelity for each of the instructional principles, enhancing efforts to calibrate observations both within and across schools. Corresponding changes to the FONT brought the observational tool into greater alignment with the FONT, creating a more cohesive system to support instructional leadership.

- All 43 elementary schools hired and retained an academic intervention teacher. Eight monthly, 2.5-hour trainings were planned and delivered with representation from all schools to assure that students with disabilities, foster youth, and African American students were supported with their learning needs. The training opportunities were effective in building staff capacity, knowledge, and skills focused on analyzing data, selecting appropriate instructional methods, and monitoring student progress. Evidence of success includes favorable responses from participants and improved student scheduling. Survey results from participants indicated individual practice had been improved as a result of utilizing and understanding assessment resources and creating successful phonics lessons. A determination that the scope of work for intervention teachers was too broad and a committee determination was made to focus academic intervention support at kindergarten, first grade, and second grade and focus solely on reading instruction during the next two school years.

Curriculum/Program Specialists and Instructional Coaches (Action 3)

- Curriculum specialists, program specialists, and instructional coaches in the Curriculum and Professional Learning department supported both the development and implementation of the EGUSD Instructional Framework. The Instructional Framework provides principles for planning for instruction and the methods for how students best receive content knowledge. There was a continued focus on literacy and the building of teacher knowledge about the science of reading through formalized training using Language Essentials for Teachers of Reading and Spelling (LETRS). Since this work began in fall 2019, 403 elementary teachers were trained, with 177 participants completing the two-year program and 226 participants working towards completion. Ten certificated staff members provide LETRS training at EGUSD. LETRS provides knowledge and tools that teachers can apply to a wide variety of curricula and instructional strategies. Current student data with phonics and phonemic awareness demonstrates growth in students which is attributed to the changes in teacher practices. An impact evaluation, examining student outcomes from 2022-23, showed a statistically significant result

that students who were taught by LETRS-trained teachers were 7 percentage points more likely to meet standard on spring interim ELA assessments than students who were taught by teachers who were not yet trained.

- Program specialist and English learner instructional coaches: The English Learner Services department worked collaboratively with the Research & Evaluation department to measure site implementation of English learner programs. Data analysis from the 2022-23 school year continues to show that a student's perception of implementation is positively associated with progress toward English proficiency and student achievement. Greater implementation of English learner programs at a school, particularly in the component of teacher preparation, also resulted in improved outcomes for multilingual learners. Program specialists provided targeted support to English learner coordinators and administrators regarding policy, legislation, and compliance. Instructional coaches continued to coach, train, facilitate, and offered professional development for classified and certificated staff regarding second language acquisition and implementation of the California English Learner Roadmap as part of a multi-year, district-wide professional development plan.

Students with Disabilities Instructional Support (Action 4; also noted in Goal 5, Action 1)

- In conjunction with District universal supports such as MTSS and positive behavioral intervention and supports (PBIS) resources, students with disabilities are connected to services to ensure progress on IEP goals and objectives. Monthly staff trainings on IEP development, collaboration with the general education staff, and behavior support were 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 was decreased to an average of 24 students to provide additional time for collaboration and inclusion support.

- The additional instructional support resulted in the following changes in the past year for students with disabilities: a 1% increase in both mathematics and ELA from the previous year on CAASPP testing; a 2% decrease in suspensions; a 1% increase in A-G and CTE Sequence Completion; a 1% decrease in passing AP/IB exams; and a 2.5% decrease in graduation.

Targeted Supplemental Programming (Action 6)

- Site-based Supplemental Funding: School allocations for supplemental programs and services were used to address school priorities as documented and evaluated in each of the District's 68 school LCAPs (sometimes referred to as "site LCAPs"). School LCAPs include areas of need based on a review of data, a gap and cause analyses, and input from school staff, school site councils (SSCs), and school English Learner Advisory Committees (ELAC) to determine what specific improvement actions are to be taken. School LCAPs are structured in alignment with the District's LCAP focusing on the District's five Strategic Goals. District program administrators review and approve the plans. The online plan template and functional review usability features make the review-feedback-adjustment approval process interactive and seamless.

- Research shows a positive correlation between academic intervention and enrichment opportunities and increases in targeted student group participation in gifted and talented education (GATE), Honors and AP/IB courses, and graduation rates. Attendance and participation data is gathered for all sites and the overall increase in students served in after school intervention and enrichment opportunities more than doubled during the 2022-23 school year. Summer learning program participation increased from 17,271 students districtwide in 2022 to 17,894 in summer 2023. Among surveyed parents, satisfaction with 2023 summer learning models ranged from 98% for the Early Literacy Camp to 83% for High School Credit Recovery.

Career Technical Education (CTE)/California Partnership Academy (CPA) Program Course Development (Action 7)

- Efforts to increase the District's College/Career Indicator (CCI) status are demonstrated by the development and implementation of 12 Essential Elements of a High-Quality College and Career Pathway. Building awareness of the pathways through career exploration in

middle school and again in grade 9 will increase students' awareness and equitable access and pathway opportunities and college/career readiness. Ensuring that students who complete a pathway have a competitive advantage after high school with either or both early college credit and industry recognized certification(s) with the realignment of all pathways to grades 10-12. Every high school also has CTE pathway leads and have been provided FTE to support release period(s) for recruitment and promotion of their programs.

Foster Youth Support (Action 8; also noted in Goal 5, Action 3)

- The expansion of support services has broadened the overall network provided to foster youth students and families. There has been a focused goal to increase foster youth staff and school administrator understanding of foster youth laws and practices. This in turn will better prepare them to educate students and families on these very important topics. School administration and school support staff received training on services for foster youth.

- Staff survey data showed high levels of knowledge about laws and practices surrounding the alternate graduation plan. 73% of schools showed the highest level of program implementation on the Knowledge of Educational Laws component.

- Foster youth student achievement as measured by CAASPP assessments declined in 2023. District 2023 mathematics scores improved by 1 percentage point compared to 2022 while foster youth student results decreased by 2 percentage points. District 2023 ELA scores decreased by 1 percentage point while foster youth decreased by 1 percentage point. For elementary Renaissance pre- and post-assessment results, students who received tutoring services averaged a 1.32 grade level equivalency increase over a three-month duration of foster youth tutoring services.

Equity (Action 9)

- The Division of Education Services & Schools has focused on increasing collaboration and coordination across all departments and Elementary and Secondary Education. The District also leveraged COVID-19 relief monies to expand educational equity staffing to support the implementation of equity actions and services across all school sites. As of spring 2024, the Department of Educational Equity staffing expanded to 23 positions. This expansion of equity staffing has led to increased equity-based services/supports including the development of affinity-based student groups, student-based conferences and summits, and professional development opportunities.

Teacher Support Staffing for At-Risk Students (Secondary) (Action 10)

- Secondary schools were provided with additional staffing to add sections and reduce class sizes in ELA and mathematics. Comprehensive middle schools received 1.0 FTE and comprehensive high schools received 2.0 FTE. This increase in staffing led to stronger relationships between students and teachers, increased opportunities for one-on-one instruction, and an increase in Tier 1 supports for at-promise students.

Homeless Student Support (Action 11; also noted in Goal 5, Action 9)

- Homeless Support: The additional staff of homeless guidance technician support facilitated increased direct services for homeless students and their families. Staff from the Student and Family Empowerment (SAFE) office effectively support students' basic needs as well as academic, social-emotional, and behavioral needs. Homeless program staff received ongoing support and training on providing services to families and students experiencing homelessness.

These actions were effective in making progress toward Goal 1: High-Quality Curriculum & Instruction.

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

After reflecting upon local and statewide trends in student achievement in ELA, mathematics, and science (as measured by CAASPP) over the past three years, the District will change the desired outcomes for these metrics to make reasonable progress from our new baseline measurements. The new desired outcomes for these metrics will be based off an intent to increase average distance from standard (DFS) scores in ELA, mathematics, and science by 10 scale score points over the three-year period from the new baseline.

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.

Goal

Goal #	Description
2	Student Assessment and Program Evaluation: All students will benefit from instruction guided by assessment results (formative, interim, and summative) and continuous programmatic evaluation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data and Program Evaluation: Number of identified PIC measures developed and operational (of 15 programs) Original: 12 Programs: PBIS, EL, Family and Community Engagement, CTE, Special Education, Attendance Improvement, Foster Youth, Homeless, MTSS, Equity, Instructional Coach, Teaching & Learning Adjusted: 15 Programs: PBIS, EL, Family and Community Engagement, CTE, Special Education, Attendance Improvement, Foster Youth, Homeless, MTSS, Equity, Teaching & Learning, Social Emotional Learning, AVID, Expanded Learning, CCGI	2 programs in 2019-20 5 programs in 2020-21 (impacted by COVID-19)	10 programs in 2021-22	12 programs in 2022-23	12 programs in 2022-23 2023-24 outcomes will be available in fall 2024	Original: 12 PIC measures developed and operational Adjusted: 15 PIC measures developed and operational
Assessment System: Test participation rate on districtwide assessments	67% on K-1 in 2018-19 N/A in 2019-20	88% at least one required assessment 64% all required assessments in 2021-22 (preliminary, by mid-year)	86% at least one required assessment 22% all required assessments in 2021-22 (final) 2022-23 outcomes will be available in summer 2023	88% at least one required assessment 28% all required assessments in 2022-23 2023-24 outcomes will be available in fall 2024	95% test participation rate on districtwide assessments

Data Reports: Percentage of identified reports developed and operational	5% in 2019-20 5% in 2020-21	5% in 2021-22	50% in 2022-23	50% in 2022-23 2023-24 outcomes will be available in fall 2024	100% of identified reports developed and operational

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

As in prior years, Program Implementation Continuum (PIC) measures and related data were released to principals in early fall 2023 in the context of a series of professional development related to leading the instructional framework. Principals received implementation data sets for the following PICs: Teaching & Learning (i.e., the instructional framework), English learner program, multiple tiered system of supports (MTSS), positive behavior interventions and supports (PBIS), social-emotional learning (SEL), and family and community engagement. Building on feedback from prior work, principals received individualized PIC reports that indicated areas of relative strength and challenge. Continuing a multi-year investment in improving high-quality first instruction, principals were asked to center their attention on the implementation of the instructional framework as captured in the Teaching & Learning PIC. Principals used reports alongside an analytic protocol to identify an area of focus and a monitoring plan for the remainder of 2023-24. As the school year progressed, subsequent professional development opportunities and collaboration resulted in enhanced data gathering tools (i.e., the Framework Observation Note-taking Tool (FONT) was integrated with the Description of Practice for the Instructional Framework) and increased calibration in the use of formative assessment of implementation of the framework via instructional walkthroughs. After reflecting on their focused work related to leading and monitoring implementation of the instructional framework within the year, principals returned to their site to conduct a root-cause analysis process with their staff to codesign goals and actions related to the instructional framework for their school LCAPs for 2024-25.

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.

Spent $400k less due to staffing vacancies.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Only actions/services that are funded by supplemental/concentration monies (designated with a Y) are included in this section.

Strategic Goal 2, while directly related to supporting students, is not measured by student data. The development of a comprehensive program and student assessment system is paramount to the District's ability to continuously improve the quality of its educational programs. Both student and program assessment systems are being viewed through the lenses of design/development, implementation, and evaluation. Key performance indicators have been identified, evidence of progress is tracked, and progress is reported to key stakeholders. A brief analysis of successes and challenges of evaluation and assessment efforts is described below.

Evaluation Support (Action 1)

The District continued to make progress in bringing program evaluation to scale. Evaluation strategies for high-impact educational programs are in place. Ongoing formative and summative program evaluation processes are established for each strategic goal. The District continues to make notable progress in program leaders' and principals' understanding of the Decision-Making Model—the District's continuous improvement model—goal setting, progress monitoring, and communicating results. The development of the Program Implementation Continuum (PIC) rating system for the major educational program efforts will assist school leaders in monitoring program components and quality expectations of their school programs. After a successful fall 2019 PIC launch with school leaders, end-of-year data collection efforts to derive PIC measures for the 2019-20 and 2020-21 years were curtailed due to COVID-19. In addition, the major student assessments

were waived by federal and state authorities (CAASPP and ELPAC assessments) and other outcome measures were altered due to adjustments and impacts to the educational settings caused by COVID-19 (e.g., attendance rate, discipline rate). Consequently, the District could not fully evaluate the relationship between program implementation and student outcomes as intended for the 2019-20 and 2020-21 years. However, for 2021-22, the District was back on schedule and produced 12 program PICs. Principals embraced access to PIC data, along with access to other real-time dashboards created on the Power BI platform, to monitor and improve site efforts.

Regarding school planning and evaluation, improved School Plan for Student Achievement (SPSA) development and review protocols were put into place to enhance site planning, evaluation efforts, and improvement processes. Program staff use an annual comprehensive continuous improvement timeline, termed 12MCI—or 12-Month Continuous Improvement—to assist principals with their annual planning cycle by identifying for them progress benchmarks and providing planning tools and resources. Other SPSA efforts included refining and clarifying how to set goals, develop associated actions, and measure and monitor inputs, outputs, and outcomes to evaluate their efforts. This provided district and school leaders clarification and understanding to be better able to develop, monitor, and assess the success of specific actions. In 2022-23, the District continued to increase capacity to evaluate programs at scale, increasing the number of operational PICs to 12. A longitudinal meta-evaluation of the District's program evaluation efforts has found associations between work associated with the theory of action and shifts in associated student outcomes over time. The District was the recipient of the Strategic Data Excellence Award from Harvard University's Center for Education Policy Research in 2023 for its unique, self-developed program evaluation system.

New efforts and tools were created to facilitate comprehension and use of the PIC data. At a series of professional development opportunities for principals related to leading the instructional framework, evaluation staff collaborated with program leaders to provide new, timely reports that showed additional details for PIC measures and intuitive keys that highlighted areas of success for celebration and areas of challenge to address in the year ahead. Qualitative feedback gathered from principals indicated this was a promising new practice to repeat in future reporting iterations. Additionally, the District launched a new initiative, Rapid Cycle Measures (RCM), designed to provide teachers and schools with formative measures of implementation of programs aligned to summative measures. Through the RCM system, teachers identify areas of program focus (e.g., the instructional framework, PBIS, etc.), administer on-demand student surveys, and receive formative data about the state of implementation within 24 hours. Ideally, teachers and schools could use this information for iterative plan-do-study-act cycles in which they examine baseline data, implement changes, and assess effectiveness. RCM was released in January 2024 through an optional pilot available to opt-in schools. The District will evaluate the RCM pilot to design enhancements for fall 2024-25, including new forms for parents and staff. In summary, activities covered under Evaluation Support were found to be effective in making progress towards the District's goal of operationalizing 12 of the desired 15 PICs.

Assessment Support (Action 2)

Professional development specific to formative, interim, and summative assessments continued through steering committees and related messaging through various leadership groups and staff trainings to build knowledge and awareness of the beneficial uses of a district assessment system. The K-12 assessments were revised, and full implementation of ELA and mathematics interim assessments were made available. Training to support the meaningful use of data was provided to site leaders, knowing that development and implementation of additional assessment training experiences will continue into subsequent school years. Development of next-step guidance for elementary assessments provides purposeful use of data collected through the interim assessments to drive instruction. Assessment participation is lower in elementary grade levels where fluency assessments were new to the grade level requirements. Continued guidance on the purpose and use of these assessments will be a focus in the coming school year. Participation for all assessments at the secondary level is lower in mathematics where there are multiple assessments throughout the school year. This different approach to assessment may affect the ability to involve students at the full participation rate due to absence and other factors. The data from the 20222-23 school year was analyzed to design assessment revisions for 2023-24 as well as identifying direct application of assessment data to classroom instruction.

These actions were effective in making progress toward Goal 2: Student Assessment and Program Evaluation.

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

The District's theory of action for continuous improvement is that if the District can measure implementation of programs and services, it can improve implementation, thereby improving student outcomes. Under this theory of action, it is important to measure the breadth and depth of implementation of programs, which were addressed by previously established metrics and desired outcomes under this goal (i.e., number of identified PIC measures). However, equally critical to the District's theory of action is the implicit understanding that implementation of programs drives student outcomes. Summative program evaluations annually test the associations of school-level program implementation measures with student outcomes. As the District's continuous improvement efforts continue to mature, the next step towards ensuring that all students will benefit from continuous programmatic evaluation is to formally monitor that it is creating and maintaining high-quality measures of program implementation that show significant associations with improved student outcomes. This new measure will provide accountability for not only building and reporting measures of program fidelity, but also that we continue to produce evidence that District programs do what they are expected.

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.

Goal

Goal #	Description
3	Wellness: All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	0.14% in 2018-19 0.09% in 2019-20 (COVID-19 impacted)	0.13% in 2020-21 2021-22 outcomes will be available in summer 2022	0.58% in 2021-22 2022-23 outcomes will be available in summer 2023	0.79% in 2022-23 2023-24 outcomes will be available in fall 2024	Maintain 0.2% or better middle school dropout rate
High School Dropout Rate	3.8% in 2018-19 3.0% in 2019-20 (COVID-19 impacted)	5.5% in 2020-21 2021-22 outcomes will be available in summer 2022	4.3% in 2021-22 2022-23 outcomes will be available in summer 2023	4.8% in 2022-23 2023-24 outcomes will be available in fall 2024	2.0% high school dropout rate
Graduation Rate: Combined cohort graduation rate for comprehensives and 1-year graduation rate for alternative/ continuation	90.5% in 2018-19 93.1% in 2019-20 (COVID-19 impacted)	89.5% in 2020-21 2021-22 outcomes will be available in summer 2022	92.0% in 2021-22 2022-23 outcomes will be available in summer 2023	90.3% in 2022-23 2023-24 outcomes will be available in fall 2024	95% graduation rate
Suspension: Percentage of students suspended	5.0% in 2018-19 3.1% in 2019-20 (COVID-19 impacted)	0.1% in 2020-21 2021-22 outcomes will be available in summer 2022	3.8% in 2021-22 2022-23 outcomes will be available in summer 2023	3.6% in 2022-23 2023-24 outcomes will be available in fall 2024	3.5% of students suspended
Expulsion: Percentage of students expelled	0.05% in 2018-19 0.03% in 2019-20 (COVID-19 impacted)	0.0% in 2020-21 2021-22 outcomes will be available in summer 2022	0.02% in 2021-22 2022-23 outcomes will be available in summer 2023	0.02% in 2022-23 2023-24 outcomes will be available in fall 2024	Maintain 0.03% or better of students expelled

School Climate: Average favorability rating as measured by EGUSD's Climate survey, which is comprised of the 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 (Original LCAP plan did not list the detailed constructs)					
Students	71% in 2019-20	74% in 2021-22	2022-23 outcomes will be available in summer 2023	73% in 2022-23 2023-24 outcomes will be available in fall 2024	80% average favorable climate rating from students
Parents	87% in 2018-19 N/A in 2019-20 due to COVID-19	N/A in 2021-22 2021-22 outcomes will be available in summer 2022	89% in 2021-22 2022-23 outcomes will be available in summer 2023	90% in 2022-23 2023-24 outcomes will be available in fall 2024	95% average favorable climate rating from parents
Staff	82% in 2019-20	79% in 2021-22	2022-23 outcomes will be available in summer 2023	78% in 2022-23 2023-24 outcomes will be available in fall 2024	90% average favorable climate rating from staff

SEL: Average favorability rating as measured by EGUSD's SEL survey, which is comprised of the 5 CASEL competencies: 1. Self-awareness 2. Self-management 3. Social Awareness 4. Relationship Skills 5. Responsible Decision Making (Original LCAP plan included editing error, listing Climate constructs rather than SEL constructs)	75% in 2019-20 77% in fall 2020	72% in winter 2022	74% in fall 2022	74% in fall 2022 As part of the District's survey consolidation effort, the SEL survey window was shifted from fall 2023 to spring 2024 2023-24 outcomes will be available in fall 2024	90% average favorability rating as measured by EGUSD's SEL survey
Facilities: Percentage of students with clean, safe, and well-maintained facilities as measured by the Facilitator of Instructional Teams (FIT) Healthy School Survey and Williams Reviews	100% in 2020-21	100% in 2020-21 2021-22 outcomes will be available in summer 2022	100% in 2021-22 2022-23 outcomes will be available in summer 2023	100% in 2022-23 2023-24 outcomes will be available in fall 2024	100% of students with clean, safe, and well-maintained facilities as measured by the FIT Healthy School Survey and Williams Reviews

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- In 2022-23, the District was going to pilot the social, academic, and emotional behavior risk screener (SAEBRS) at five schools. Technical issues prevented SAEBRS from gathering the information from the district database and smoothly integrating it with the current assessment. The District will start using the Early Warning section in the District's student information system. The Early Warning section is part of the MTSS module within Synergy and will help identify students in need of MTSS support.

- The inability to fully staff school social workers and elementary counselors impacted Tier 2 and Tier 3 services to students. The District is fully staffed with school social workers. Hiring elementary counselors is still a challenge and it has impacted Tier 2 services at schools.

- MTSS implementation was impacted due to the inability to hire all school social workers and elementary counselors. The District is fully staffed with school social workers but the inability to hire elementary counselors has impacted MTSS implementation.

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: Spent approximately $100K more.

- Action 3: Spent $250K more. District provided more PBIS (3:2) and SEL/mental health trainings.

- Action 4: Spent $3 million less due to staff vacancies.An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Only actions/services that are funded by supplemental/concentration monies (designated with a Y) are included in this section.

Positive Behavioral Interventions and Supports (Action 2)

- All schools are moving towards deeper implementation of PBIS. Coaching support will be increased at all schools and coaches will work closely with site administration and Tier 1 teams in identifying artifacts that show implementation of PBIS at a high level. All schools will complete applications for recognition by the California PBIS Coalition. In 2022-23, implementation of PBIS improved, with 55 schools recognized by the California PBIS Coalition for their implementation of PBIS. In 2023-24 the District PBIS team trained 46 schools in Tier 1/2/3 practices. The District anticipates an increase in the number of schools recognized by the California PBIS Coalition for the 2023-24 school year.

Mental Health/SEL Support and Training (Action 3)

- District trainings on social-emotional learning, youth mental health first aid, trauma informed care, and suicide awareness and prevention continue to increase staff understanding and ability to support the mental health needs of students. All schools have a multi-disciplinary MTSS team that meets at least two times per month to review new student referrals and progress monitor students who are receiving interventions. These teams use a comprehensive team meeting structure that facilitates problem solving and identifying the appropriate resources and supports to meet the student's needs. District and school wellness providers continue to provide direct

services through group and individual counseling as well as push-in SEL support in the classroom. There was also an increase in the number of mental health and behavioral health trainings offered in the District for all staff.

- Foster Youth staff attended all extension of suspension meetings involving students in foster care. Foster Youth 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 Request for Assistance (RFA) process to provide additional support to students in foster care.

These actions were effective in making progress toward Goal 3: Wellness.

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

After reflecting upon student performance over the prior three-year period on the identified metrics, the District will change the desired outcomes for several metrics to make reasonable progress from our new baseline measurements. For the middle school dropout rate, the new desired outcome will be set at 0.2% of students, targeting a 0.3 percentage point decrease from current performance over the three-year period. For the high school dropout rate, the new desired outcome will be set at 2.5% of students, targeting a 2.3 percentage point decrease from current performance over the three-year period. For the suspension rate, the new desired outcome will be set at 3.0% of students, targeting a 0.6 percentage point decrease from current performance over the three-year period. For the expulsion rate, the new desired outcome will be set at 0.02% of students, targeting a desire to maintain or decrease from the current level of performance over the three-year period. For staff climate favorability rating, the new desired outcome will be 85% average favorability rating, targeting a desire to increase 7 percentage points from the current level of performance over the three-year period. For student social-emotional learning favorability rating, the new desired outcome will be 85% average favorability rating, targeting a desire to increase 11 percentage points from the current level of performance over the three-year period.

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.

Goal

Goal #	Description
4	Family and Community Engagement: All students will benefit from programs and services designed to inform and involve family and community partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95.8% in 2019-20	96.1% in 2020-21 2021-22 outcomes will be available in summer 2022	91.6% in 2021-22 2022-23 outcomes will be available in summer 2023	91.7% in 2022-23 2023-24 outcomes will be available in fall 2024	Maintain 95% or better attendance rate
Chronic Absenteeism Rate	10.2% in 2019-20	10.2% in 2020-21 2021-22 outcomes will be available in summer 2022	30.2% in 2021-22 2022-23 outcomes will be available in summer 2023	25.6% in 2022-23 2023-24 outcomes will be available in fall 2024	8.0% chronic absenteeism rate
Relationships between school staff and families: Percentage of parents indicating a respectful and welcoming school environment	93% in 2018-19 N/A in 2019-20 due to COVID-19	N/A in 2020-21 2021-22 outcomes will be available in summer 2022	91% in 2021-22 2022-23 outcomes will be available in summer 2023	92% in 2022-23 2023-24 outcomes will be available in fall 2024	98% of parents indicating a respectful and welcoming school environment
Partnerships for student outcomes: Percentage of parents indicating effective opportunities for parent involvement or parent education	84% in 2018-19 N/A in 2019-20 due to COVID-19	N/A in 2020-21 2021-22 outcomes will be available in summer 2022	84% in 2021-22 2022-23 outcomes will be available in summer 2023	91% in 2022-23 2023-24 outcomes will be available in fall 2024	88% of parents indicating effective opportunities for parent involvement or parent education

| Input in decision making: Percentage of parents indicating effective opportunities for parent input in making decisions for schools or the district | 76% in 2018-19

N/A in 2019-20 due to COVID-19 | N/A in 2020-21

2021-22 outcomes will be available in summer 2022 | 82% in 2021-22

2022-23 outcomes will be available in summer 2023 | 87% in 2022-23

2023-24 outcomes will be available in fall 2024 | 82% of parents indicating effective opportunities for parent input in making decisions for schools or the district |

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Programmatic actions were slowed due to staffing challenges. End-of-year implementation is expected to be near planned expectations.

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.

Spent $668k less in Goal 4 due to staffing vacancies.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Attendance Support: Transportation (Action 1)

- 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. Continuous improvement practices are applied to all aspects of the Transportation department to ensure the highest levels of efficiency and effectiveness. Average daily attendance (ADA) has increased from the pandemic period of approximately 87% to approximately 92%. Pre-pandemic ADA was approximately 95%.

Family & Community Engagement and Attendance Support: Attendance Improvement Office (Action 2)

- Family and Community Engagement: 4,015 positive relationship-building home visits were conducted by teachers and counselors that allow families and teachers the opportunity to connect and provides teachers with the ability to learn about the families' hopes and dreams for their child, meet their new students before school starts, and learn what they enjoy doing outside of school. This opportunity helps build trust between the home and school and allows students and families to feel more comfortable in the school learning environment. When needed, interpretation is provided during the visit, allowing families to speak in their home language. The Family & Community Engagement department's family resource teacher and three bilingual program educators support all newcomer and refugee students and families in the District. Additionally, the department's two family-focused mental health therapists (MHT), one of whom is bilingual, creates resources and support groups to help families learn how to better support their children both at home and at school.

- The use of attendance improvement interventions was still found to be associated with short-term improvements in attendance for individual students. In examining the correlation between implementation and attendance outcomes, it was found that greater implementation was related to an increased attendance rate and a lower chronic absenteeism rate. In fall 2023, the regional family school community liaisons, program educator, and program specialist focused on supporting schools with attendance and enrollment. A stronger program-to-parent connection will serve to increase the implementation of attendance improvement actions and similarly improve fidelity of implementation to improve program evaluation.

Bilingual Teaching Associates Translator Interpreters (Action 3)

- Schools that meet the 15 percent threshold of students enrolled who speak a primary language other than English receive support from an assigned Bilingual Teaching Associate Translator Interpreter (BTATI). BTATIs ensure all students and families have equitable

access to important information and educational opportunities at the school and district level. They play a crucial role in fostering cultural understanding within the school community and collaborate with staff to best support the District's linguistically diverse students. The BTATIs are invaluable in providing guidance and support to students and families to be able to navigate the educational system, access important resources, and understand school policies and procedures. BTATIs are directly supervised by the program specialists in the English Learner Services department. They attend bi-monthly meetings to stay up to date with current program policies and maintain a monthly report to document and reflect on their work. Program specialists use their reports to identify bright spots, challenges, or any growth opportunities. Their support ensures all of EGUSD's multilingual students and families have the best educational experience possible.

These actions were effective in making progress toward Goal 4: Family and Community Engagement.

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

After reflecting upon student performance over the prior three-year period on the identified metrics, the District will change the desired outcomes for several metrics to make reasonable progress from new baseline measurements. For the chronic absenteeism rate, the new desired outcome will be set at 8.0% of students, targeting a 12.5 percentage point decrease from current performance over the three-year period. For the attendance rate, the new desired outcome will be set at 93.0% average days attended, targeting a 1.3 percentage point increase from current performance over the three-year period. For the percentage of parents indicating a respectful and welcoming school environment, the new desired outcome will be set at 95% of parents, targeting a 3-percentage point increase from the current level of performance. For the percentage of parents indicating effective provision of opportunities for parent involvement/parent education, the new desired outcome will be set at 95% of parents, targeting a 4-percentage point increase from the current level of performance. For the percentage of parents indicating effective provision of opportunities for parent input in making decisions for school/district, the new desired outcome will be set at 90% of parents, targeting a 3-percentage point increase from the current level of performance.

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.

Goal

Goal #	Description
5	Targeted Supports: Students with Disabilities, Foster Youth, Homeless, African American, and Native American students 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities Disparity Aggregate risk ratio of all student LCAP metrics, denoting X times less likely to perform or occur as favorably as non-students with disabilities students	0.44 in 2020-21 56% less likely to occur as favorably as non-students with disabilities students	2021-22 outcomes will be available in summer 2022	0.51 in 2021-22 49% less likely to occur as favorably as non-students with disabilities students 2022-23 outcomes will be available in summer 2023	0.53 in 2022-23 47% less likely to occur as favorably as students without disabilities 2023-24 outcomes will be available in fall 2024	0.60 in 2023-24 40% less likely to occur as favorably as non-students with disabilities students
Foster Disparity Aggregate risk ratio of all student LCAP metrics, denoting X times less likely to perform or occur as favorably as non-Foster students	0.51 in 2020-21 49% less likely to occur as favorably as non-foster youth students	2021-22 outcomes will be available in summer 2022	0.62 in 2021-22 38% less likely to occur as favorably as non-foster youth students 2022-23 outcomes will be available in summer 2023	0.52 in 2022-23 48% less likely to occur as favorably as non-foster youth students 2023-24 outcomes will be available in fall 2024	0.75 in 2023-24 25% less likely to occur as favorably as non-foster youth students
African American Disparity Aggregate risk ratio of all student LCAP metrics, denoting X times less likely to perform or occur as favorably as non-African American students	0.62 in 2020-21 38% less likely to occur as favorably as non-African American students	2021-22 outcomes will be available in summer 2022	0.66 in 2021-22 34% less likely to occur as favorably as non-African American students 2022-23 outcomes will be available in summer 2023	0.65 in 2022-23 35% less likely to occur as favorably as non-African American students 2023-24 outcomes will be available in fall 2024	0.85 in 2023-24 15% less likely to occur as favorably as non-African American students

Native American Disparity Aggregate risk ratio of all student LCAP metrics, denoting X times less likely to perform or occur as favorably as non-Native American students	0.74 in 2021-22 26% less likely to occur as favorably as non-Native American students	N/A	N/A 2022-23 outcomes will be available in summer 2023	0.75 in 2022-23 25% less likely to occur as favorably as non-Native American students 2023-24 outcomes will be available in fall 2024	0.85 in 2023-24 15% less likely to occur as favorably as non-Native American students
Homeless Disparity Aggregate risk ratio of all student LCAP metrics, denoting X times less likely to perform or occur as favorably as non-homeless students	0.50 in 2021-22 50% less likely to occur as favorably as non-homeless students	N/A	N/A 2022-23 outcomes will be available in summer 2023	0.49 in 2022-23 51% less likely to occur as favorably as non-homeless students 2023-24 outcomes will be available in fall 2024	0.60 in 2023-24 40% less likely to occur as favorably as non-homeless students

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Programmatic actions were slowed due to staffing challenges. End-of-year implementation is expected to be near planned expectations.

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: Spent $400k less due to staffing vacancies in Special Education.
- Action 2: Spent $50 million more as contracted services for Special Education students increased.
- Action 4: Improve Your Tomorrow contract costs increased by $269K.
- Action 5: Always Be Learning was paid for with one-time funds for 2023-24.
- Action 6: Increased Academic Intervention Teacher costs by $1.6 million.
- Action 7: Spent $400K less due to staffing vacancies (salaries/benefits).
- Action 8: Utilized available one-time funds for Native American student support (spent $30K less).
- Action 9: Used one-time American Rescue Plan Homeless Children and Youth funds for homeless support (spent $300K less).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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. The disparity measure is a ratio that is calculated by dividing the target group metric by the non-target group metric and is called a risk ratio.

Risk ratio trends, defined and outlined above in Measuring and Reporting Results, indicate Goal 5 actions are having the desired impacts on reducing disparities between students with disabilities, foster youth, and African American students and their non-target groups.

Students with Disabilities Instructional Support (Action 1; also noted in Goal 1, Action 4)

- Baseline in 2020-21 for students with disabilities indicated 56% less likely to occur as favorably as non-students with disabilities students, with this declining to 47% in 2022-23. In conjunction with District universal supports such as MTSS and positive behavioral intervention and supports (PBIS) resources, students with disabilities were connected to services to ensure progress on IEP goals and objectives. Monthly staff trainings on IEP development, collaboration with the general education staff, and behavior support were provided to foster access to the general education setting and progress on IEP goals for students with disabilities. Additionally, the case load average for learning center and resource teachers was decreased to an average of 24 students to provide additional time for collaboration and inclusion support.
- The additional instructional support resulted in the following changes in the past year for students with disabilities: 1% increase in both mathematics and ELA from the previous year on CAASPP testing; 2% decrease in suspensions; 1% increase in A-G and CTE Sequence Completion; 1% decrease in passing AP/IB exams; 2.5% decrease in graduation

Foster Youth Support (Action 3; also noted in Goal 1, Action 8)

- Baseline in 2020-21 for foster youth indicated 49% less likely to occur as favorably as non-foster youth, with this declining to 48% in 2022-23

- The services provided to students in foster care were effective. The expansion of support services broadened the overall network provided to students in foster care and their families. There has been a focused goal to increase foster youth staff and school administration understanding of foster youth laws and practices. This better prepared staff to educate students and families on these very important topics. School administration and school support staff received training on services for foster youth. Staff survey data showed high levels of knowledge about laws and practices surrounding the alternative graduation plan.

- Support for students in foster care continued and was provided by educational case managers and support staff. Staff facilitated needs assessments, ongoing outreach, referrals, and access to mental health support. Students in foster care received academic support from academic intervention teachers. In addition, students in foster care received academic support from teaching associates. Support also included student, family, and collaborative team meetings. Foster Youth Services program staff also received trauma-informed care and educational rights training and consultation to best support these student groups. They also received training in multi-tiered system of supports (MTSS) and how to complete a request for assistance (RFA) when a student needs academic, social-emotional, or behavioral support.

African American Student Support (Action 4; also noted in Goal 1, Action 9)

- The Division of Education Services & Schools has focused on increasing collaboration and coordination across all departments and Elementary and Secondary Education. The District also leveraged COVID-19 relief monies to expand educational equity staffing to support the implementation of equity actions and services across all school sites. As of spring 2024, the Department of Educational Equity staffing expanded to 23 positions. This expansion of equity staffing has led to increased equity-based services/supports including the development of affinity-based student groups, student-based conferences and summits, and professional development opportunities.

- Baseline in 2020-21 for African American students indicated 38% less likely to occur as favorably as non-African American students, with this declining to 35% in 2022-23.

Master Scheduling Prioritization (Action 5)

- The percentage of high school students enrolled in one or more Honors, Advanced Placement, or International Baccalaureate increased 4 percentage points from 42% in 2021-22 to 46% in 2022-23. An examination of this same metric found mostly similar patterns of growth among targeted subgroups, with the exception of Native American students: -2 percentage points for American Indian students (30% in 2021-22 to 28% in 2022-23).

- +4 percentage points for African American students (24% in 2021-22 to 28% in 2022-23)

- +10 percentage points for Foster Youth students (6% in 2021-22 to 16% in 2022-23)

- +3 percentage points for students experiencing homelessness (14% in 2021-22 to 17% in 2022-23)

- +5 percentage points for socioeconomically disadvantaged students (35% in 2021-22 to 39% in 2022-23)

Academic Support (Action 6)

- All 43 elementary sites hired and retained an academic intervention teacher. Eight monthly, 2.5 hour trainings were planned and delivered with representation from all school sites to assure that students with disabilities, foster youth, and African American students were supported with their learning needs. The training opportunities were effective in building staff capacity, knowledge, and skills focused on analyzing data, selecting appropriate instructional methods, and monitoring student progress. Evidence of success includes favorable responses from participants and improved student scheduling. Survey results from participants indicated individual practice had been improved as a result of utilizing and understanding assessment resources and creating successful phonics lessons. A determination that the scope of work for intervention teachers was too broad and a committee determination was made to focus academic intervention support at kindergarten, first grade, and second grade and focus solely on reading instruction during the next two school years.

Native American Student Support (Action 8)

- Baseline in 2020-21 for Native American students indicated 26% less likely to occur as favorably as non-Native American students, with this declining to 25% in 2022-23.

- Personal academic tutoring is offered on individual student portals through Tutor.com, a 24/7 support in all academic content areas for students K-12. Yearly academic student check-ins for secondary students at their schoolwill increase to twice per year in 2024-25. The Educational Equity department has a program educator that provides one-on-one support when requested by schools/families to assist students who may be struggling with behavior, academics, or attendance. This staff member offers culture classes monthly after school for students to engage in Native American curriculum offerings in areas such as pottery, basketweaving, drumming, beading, herbology, flute, and other traditional teachings, as well as facilitates quarterly parent input meetings to guide programming.

Homeless Student Support (Action 9; also noted in Goal 1, Action 7)

- Support for students experiencing homelessness continued and was provided by educational case managers and support staff. Staff facilitated needs assessments, ongoing outreach, referrals, and access to mental health support. Students experiencing homelessness received academic support from academic intervention teachers. Support also included student, family, and collaborative team meetings. Homeless education program staff also received trauma-informed care and educational rights training and consultation to best support these student groups. They also received training in multi-tiered system of supports (MTSS) and how to complete a request for assistance (RFA) when a student needs academic, social-emotional, or behavioral support.

2023-24 outcomes will be available in summer 2024.

These actions were effective in making progress toward Goal 5: Targeted Supports.

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

While the District is no longer in Differentiated Assistance, Goal 5 will persist into the next 3-year LCAP cycle to continue providing equitable, targeted supports where they are needed most. The districtwide Restorative Practices implementation began in August 2023 with a regional pilot. The implementation will continue in the 2024-25 school year including the rest of the District schools.

After reflecting upon student performance over the prior three-year period on the identified metrics, the District will change the desired outcomes for one metric to improve consistency in programmatic targets. For the foster youth disparity metric, the new desired outcome will be set at 0.60 (40% less likely to occur as favorably), targeting a 0.08 increase from current performance over the three-year period.

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.

Goal

Goal #	Description
6	District-Provided Supports: To ensure all students attending Calvine High School demonstrate proficiency/mastery of the State Content Standards (SCS), ongoing professional development is needed for both certificated and classified staff to deepen implementation of the District's student assessment system and ensure all students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Calvine Dashboard		N/A	N/A		
Suspension	High (2022)				Green
Graduation Rate	High (2022)				Green
College/Career	Red (2019)				Medium
ELA	Yellow (2019)				Green
Math	Orange (2019)				Green

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Calvine High School began the 2023-24 school year with in-person preservice sessions provided by the Curriculum & Professional Learning department. The Curriculum & Professional Learning department and additional District staff provided a site-based experience that focused on building community through connections. Teacher and staff training throughout the year included technology integration, the use of assessments both embedded in existing curriculum and those that are part of the Illuminate student assessment system, targeted instruction, and support to all content areas.

Calvine High School in their second year of a nine-part principal series provided specific training on instructional leadership and created calibration opportunities for advancing two of the four of the instructional framework principles: student talk and active participation. Calvine High School staff continued their professional development with district English, mathematics and English learner coaches every Monday during staff release time. Professional learning sessions also included a focus on equitable grading practices and social emotional learning.

EGUSD also entered the 2023-24 school year completing six months of its two-year focus on diversity, equity, and inclusion (DEI). As of April 2024, 89% of Calvine staff have begun their DEI training and 30% have completed their required hours.

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.

Calvine spent $4,700 less than planned. Calvine received funding from the Sacramento County Office of Education to help support professional development for staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the 2023-24 school year, Calvine conducted four professional learning opportunities on student engagement and active participation and five professional learning opportunities on grading for equity. While all certificated staff participated in the professional learning, it does not appear that the professional learning was implemented with fidelity as Calvine CAASP scores in English Language Arts and mathematics both declined from the previous year. CAASP scores declined in English Language Arts from 25% met or exceeded standard in 2022-23 to 9% in 2023-24. CAASP scores also declined in mathematics from 3% met or exceeded standard in 2022-23 to 2% in 2023-24.

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

Calvine staff reflected upon the 2023-24 school year and will continue their implementation of consistent practices and full implementation of professional learning with work on grading for equity, partnering with academic coaches on student talk and active participation, as well as adding in additional supports for English learners.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

- o 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, desired 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.

  - o 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.

California Department of Education
November 2023

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

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Elk Grove Unified School District (EGUSD), located in one of the most diverse areas of California, is an award-winning district known for its commitment to academic excellence and learning for all students. The District is the fifth largest school district in California and the largest in Northern California, serving approximately 63,000 students with approximately 120 different languages spoken. It has 68 schools (43 elementary schools, nine middle schools, nine high schools, four alternative schools including one virtual online K-8 program, one charter school, one special education school, one adult education school, and offers preschool programs at 19 elementary and one high school). The District spans 320 square miles within the cities of Elk Grove, Sacramento, and Rancho Cordova, and the unincorporated area of Sacramento County. Offering a multitude of educational programs, including 67 career-themed academies, pathways, and programs within 13 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.

William Daylor and Rio Cazadero high schools were identified as Equity Multiplier schools and will receive Equity Multiplier funding.

Reflections: Annual Performance

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

The District identified multiple student groups at one or more schools with needs specific to English Language Arts (ELA) (i.e., African American, Asian, Hispanic, Pacific Islander, White, Two or More, English learner/long-term English learner (LTEL), homeless, low-income, and students with disabilities) and mathematics (i.e., African American, Asian, Hispanic, Pacific Islander, White, Two or More, English learner/LTEL, 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 increasingly implementing with fidelity two foundational educational programs that are in place at all schools: 1) the Instructional Framework, and 2) multi-tiered system of supports (MTSS). The Instructional Framework is the District's primary vehicle for improving high-quality first instruction, which supports Tier 1 student needs related to academic performance. Multi-tiered system of supports, in particular, services provided by academic intervention teachers (AITs), address Tier 2/3 academic concerns. For

English learner/LTEL students, the District implements, monitors, and evaluates a comprehensive English learner program that is effective at improving academic achievement and language development for all typologies of English learners (including, but not limited to, LTEL, newcomers, and dually identified students). While these programs are designed and implemented in all grades levels, in all elementary, middle, and high schools, the District recognizes that effective instruction at the early primary level is key 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.

The District identified multiple student groups at one or more schools with needs specific to chronic absenteeism (i.e., African American, Asian, Hispanic, Two or More, White, English learner/LTEL, homeless, 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 increasing 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 and intervening in a timely manner to provide messaging and resources appropriate to each circumstance. 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.

The District identified multiple student groups at one or more schools with needs specific to suspension rate (i.e., African American, American Indian, Filipino, Hispanic, Two or More, White, English learner/LTEL, homeless, 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 increasing implementation of: 1) the Teaching & Learning program, 2) MTSS, and 3) positive behavior interventions and supports (PBIS). The Teaching & Learning program encompasses implementation of the Instructional Framework and the provision of classroom conditions that support student learning; the District's theory of action is that effective instruction and classrooms result in student learning, and successful learning reduces the rates of behavioral incidents, resulting in lower rates of exclusionary discipline. Positive behavior interventions and supports is a proactive districtwide program aimed at developing the necessary processes and procedures at schools to encourage and reinforce positive student behavior, thus promoting a positive school climate as a vital antecedent in service of reducing student behavior 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. Multi-tiered system of supports addresses Tier 2/3 student behavioral needs via correct identification of student need, followed by the delivery of appropriate and effective interventions.

The District identified multiple student groups at one or more schools with needs specific to graduation rate (i.e., foster youth, low-income, and students with disabilities) and college/career (i.e., African American, Hispanic, White, 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 increasing implementation of the following programs and initiatives: Advancement Via Individual Determination (AVID) and Improve Your Tomorrow (IYT). Advancement Via Individual Determination is implemented in EGUSD through professional development and coaching for teachers to implement practices that engage students in rigorous instruction and promote scholarly habits. Improve Your Tomorrow's College Academy program provides wraparound services to young men of color in service of improving college preparation and matriculation.

The District annually evaluates the impact of each of these districtwide programs and has generated a body of evidence across multiple years to have confidence that fidelity of implementation results in improved outcomes for our students. The District considers this a long-term

area of focus that involves assessing the level of implementation at each school, conducting root cause analysis on implementation deficits, and devising school-based corrective actions to improve schoolwide implementation in service of driving student outcomes. This general strategy of improvement is increasingly drawing attention to how fidelity of implementation varies in service delivery and perception among student groups. The District believes 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 by attending to gaps in fidelity of implementation, there will be a mitigation or elimination of opportunity gaps, which will result in more equitable and consistent student outcomes across groups.

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

Chronic Absenteeism

Per the California School Dashboard, the District's performance in 2022-23 was Very High (25.3% chronically absent), and Declined Significantly (-4.9%) from 2021-22, resulting in Yellow overall performance. Among student groups, 11 received Yellow and 2 received Orange. The District received the same performance level (i.e., Yellow) as the State. Among the top 100 largest unified school districts in California, EGUSD's performance on Chronic Absenteeism ranked #61 (where #1 is the most favorable).

Suspension Rate

Per the California School Dashboard, the District's performance was Medium (3.7% suspended at least one day), and Maintained (-0.1%) from 2021-22, resulting in Yellow overall performance. Among student groups, 4 received Green, 2 received Yellow, and 7 received Orange/Red performance. The District received a higher performance level of Yellow for Suspension compared to the State's Orange. Among the top 100 largest unified school districts in California, EGUSD's performance on Suspension Rate ranked #20 (where #1 is the most favorable). To address the needs of our student groups in Red (i.e., African American and American Indian) for Suspension Rate, the District will continue to monitor and deepen implementation of programs that are effective in mitigating student behavioral concerns and reducing the use of exclusionary discipline: the Instructional Framework (Action 1.2 Professional Learning and Action 1.3 Curriculum/Program Specialists and Instructional Coaches), Positive Behavior Interventions and Supports (Action 1.2 Professional Learning, Action 3.1 MTSS/PBIS and Action 3.2 PBIS), and Multi-Tiered System of Support (Action 1.2 Professional Learning, Action 1.3 Curriculum/Program Specialists and Instructional Coaches, Action 3.1 MTSS/PBIS, and Action 3.3 Mental Health/SEL Support and Training).

English Learner Progress

Per the California School Dashboard, the District's performance was Medium (51.2% making progress), and Maintained (-1.8%) from 2021-22, resulting in Yellow overall performance. The District received the same performance level (i.e., Yellow) as the State. Among the top 100 largest unified school districts in California, EGUSD's performance on English Learner Progress ranked #47 (where #1 is the most favorable).

Graduation Rate

Per the California School Dashboard, the District's performance was Medium (90.2% graduated), and Declined (-1.9%) from 2021-22, resulting in Orange overall performance. Among student groups, 3 received Blue/Green, 1 received Yellow, and 8 received Orange/Red performance. The District received the same performance level (i.e., Orange) as the State. Among the top 100 largest unified school districts in California, EGUSD's performance on Suspension Rate ranked #68 (where #1 is the most favorable). To address the needs of our student groups in Red (i.e., Foster Youth) related to Graduation Rate, the district will implement the following actions: Action 1.6 Supplemental Programming and Action 1.8 Foster Youth Support.

College/Career

Per the California School Dashboard, the District's performance was Medium (49.8% prepared). Among student groups, 3 received High, 4 received Medium, and 5 received Low/Very Low performance. The District received the same performance level (i.e., Medium) as the State. Among the top 100 largest unified school districts in California, EGUSD's performance on the College/Career indicator ranked #35 (where #1 is the most favorable). To address the needs of our student groups in Red (i.e., Students with Disabilities) related to College/Career, the district will implement the following actions: Action 1.4 Students with Disabilities Instructional Support – Low-Income, Action 1.5 Students with Disabilities Instructional Support – Non-Low Income, Action 1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, and Action 5.4 Master Scheduling Prioritization.

English Language Arts

Per the California School Dashboard, the District's performance was Medium (0.2 points above standard) and Maintained (-2.4 points) from 2021-22, resulting in Yellow overall performance. Among student groups, 3 received Blue/Green, 1 received Yellow, and 9 received Orange/Red performance. The District received a higher performance level of Yellow for English Language Arts compared to the state's Orange. Among the top 100 largest unified school districts in California, EGUSD's performance on English Language Arts ranked #53 (where #1 is the most favorable). To address the needs of our student groups in Red (i.e., Homeless Youth) for English Language Arts achievement, the district will continue to monitor and deepen implementation of programs that have been found to be effective in improving ELA achievement: the Instructional Framework (Action 1.2 Professional Learning and Action 1.3 Curriculum/Program Specialists and Instructional Coaches).

Mathematics

Per the California School Dashboard, the District's performance was Low (30.3 points below standard), and Maintained (+0.5 points) from 2021-22, resulting in Orange overall performance. Among student groups, 3 received Green, 3 received Yellow, and 7 received Orange performance. The District received the same performance level (i.e., Orange) as the State. Among the top 100 largest unified school districts in California, EGUSD's performance on mathematics ranked #64 (where #1 is the most favorable).

Basics: Teachers, Instructional Materials, Facilities

This Local Indicator is currently reported as "met."

Teacher Assignment Monitoring and Outcome data:

- 90.6% of teachers reported as Clear

- 5.1% of teachers Incomplete (missing or incorrect information about the assignment was reported to California Longitudinal Pupil Achievement Data System.)

- 2.1% of teachers reported as Out-of-Field (teacher with a credential but has not yet demonstrated subject matter competence in the subject area(s) or for the student population associated with the assignment.)

- 1.4% of teachers Ineffective (one or more relevant attributes of the assignment had no legal authorization from a permit, credential or waiver, or one or more relevant attributes of the assignment were authorized by a short-term or substitute permit.)

- 0.7% of teachers Intern (teacher with a bachelor's degree and has demonstrated subject matter competency in the subject area(s) or for the student population associated with the assignment, and who holds an intern credential while they complete coursework requirements to obtain a preliminary credential.)

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 Teaching & Learning Survey which asks teachers to specify the extent to which they are familiar, 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 2023 and received 1,183 responses, representing about 36% of teachers districtwide. Across all content standards, the percentage of teachers rating their implementation of state standards as Early Applying or Applying was 74%. The remaining 26% of teachers rated their implementation of state standards as Early Developing or Developing. Across all subjects, 48% of teachers indicated that they use District-adopted core materials for their content area at least 60% of the time or more.

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 2023:

- 93% of parent survey respondents (n=6,944) agreed that their school has been effective in providing a respectful and welcoming environment, constituting a 1 percentage point increase from spring 2022.

- 91% of parent survey respondents (n=6,578) agreed that their school has been effective in providing parent involvement or parent education opportunities, constituting a 6 percentage point increase from spring 2022.

- 87% of parent survey respondents (n=6,126) agreed that their school has been effective in providing opportunities for parent input in making decisions for the school or district, constituting a 5 percentage point increase from spring 2022.

- 92% of parent survey respondents (n=6,919) agreed that they felt welcome to participate at their school, constituting a 2 percentage point increase from spring 2022.

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 2023.

The overall student (n=33,964) climate favorability rating was 73%. By ethnicity, the percentage was 69% for African American students, 70% for American Indian students, 75% for Asian students, 75% for Filipino students, 72% for Hispanic students, 74% for Pacific Islander students, 74% for White students, and 73% for students of Two or More ethnicities. For other student groups, the percentage was 70% for English learner students, 69% for LTEL students, 71% for foster youth, 69% for homeless, 72% for low-income students, and 68% for students with disabilities. Three items stood out as strengths: 1) knowing expectations for behavior in class (91%), 2) knowing class rules (90%), and 3) teachers treating students with respect (89%). The two items with the lowest ratings were: 1) having feelings hurt on campus (60% indicating they have), and 2) having feelings hurt in class (48% indicating they have). The overall staff (n=2,823) climate favorability rating was 81%, with Climate of Support for Academic Learning receiving the highest rating (93%) while Safety had the lowest rating (68%). The overall parent (n=7,160) climate favorability was 91%, ranging from 87% for American Indian parents to 96% for Filipino parents. The item with the highest rating was school staff treats me with respect (94%), while the item with the lowest rating was at this school, discipline is fair (84%).

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 English Language Arts, mathematics, social sciences, science/health, visual

and performing arts, and physical education. 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. 2022-23 is the latest full year representing this measure and is described below.

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 2022-23, 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 English, mathematics, science/health, social science, 99% received visual and performing arts (same as in 2021-22), and 100% received physical education.

In 2022-23, data show 54% of middle school students have taken an Honors/accelerated or AVID course upon promotion to high school. By ethnicity, this ranged from 39% for American Indian students to 68% for Filipino students. For other student groups, the percentage was 21% for English learner students, 25% for long-term English learner students, 36% for foster youth, 26% for homeless, 45% for low-income students, and 10% for students with disabilities. By school, this ranged from 42% of students at James Rutter Middle School to 63% at Toby Johnson Middle School.

At the high school level, 46% of students were enrolled in one or more Honors, AP, or IB courses in 2022-23. By ethnicity, the percentage of students ranged from 28% for African American and American Indian students to 65% for Filipino students. For other student groups, the percentage was 12% for English learner students, 11% for LTEL students, 16% for foster youth, 17% for homeless, 39% for low-income students, and 5% for students with disabilities. By comprehensive high school, this ranged from 37% of students at Florin High School and Sheldon High School to 56% at Franklin High School.

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

- Elitha Donner Elementary – Red on English Learner Progress

- Robert J. Fite Elementary – Red on Chronic Absenteeism

- Florin Elementary – Red on English Learner Progress

- Florence Markofer Elementary – Red on English Learner Progress

- Robert J. McGarvey Elementary – Red on Chronic Absenteeism

- Prairie Elementary – Red on English Language Arts

- David Reese Elementary – Red on English Learner Progress

- Sierra Enterprise Elementary – Red on English Learner Progress

- Samuel Jackman Middle School – Red on English Language Arts, Mathematics, English Learner Progress, and Suspension Rate

- James Rutter Middle School – Red on Mathematics and Suspension Rate

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

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

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

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

Local Data

Strategic Goal 1

- Teacher Assignment – % of Credentialed/Certified Teachers: In 2021-22, the most recent year for which the California Department of Education has published Teaching Assignment and Monitoring Outcomes, 91% of District teachers were appropriately assigned and fully credentialed/certified in the subject areas in which they teach.

- Instructional Materials – % of Students Having Access to Materials: In 2022-23, 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 2022-23, 72% of teachers reported full implementation of state content standards in the subjects in which they teach; by subject, this ranged from 96% for English Language Arts to 54% for Visual and Performing Arts.

- Access to Courses – % Students Enrolled in Elementary School Broad Course of Study: In 2022-23, 99% of students in grades 1-6 received at least 1 grade in all 6 required subjects: mathematics, English Language Arts, science, physical education, history/social science, and visual and performing arts. Performance in 2022-23 was the same as in 2021-22.

- Access to Courses – % Students Enrolled in Middle School Honors/Accelerated or AVID Course Upon Promotion: In 2022-23, 54% of middle school students had been enrolled in 1 or more Honors, accelerated, or AVID courses upon promotion to high school. Performance in 2022-23 was the same as in 2021-22.

- Access to Courses – % Students Enrolled in High School Honors, AP, or IB Course Upon Promotion: In 2022-23, 46% of high school students were enrolled in 1 or more Honors, AP, or IB courses, constituting a 4 percentage point increase since 2021-22.

- California Assessment of Student Performance and Progress – Distance from Standard in English Language Arts: In spring 2023, on average, students scored 2 scale score points below standard on the Smarter Balanced English Language Arts assessments, constituting a decrease of 3 scale score points since spring 2022.

- California Assessment of Student Performance and Progress – Distance from Standard in Mathematics: In spring 2023, on average, students scored 33 scale score points below standard on the Smarter Balanced mathematics assessments, constituting an increase of 1 scale score points since spring 2022.

- California Assessment of Student Performance and Progress – Distance from Standard in Science: In spring 2023, on average, students scored 11 scale score points below standard on the California Science Tests, the same as in spring 2022.

- California Assessment of Student Performance and Progress – % Standard Met or Exceeded in English Language Arts: In spring 2023, 52% of students scored standard met or exceeded on the Smarter Balanced English Language Arts assessments, constituting a decrease of 1 percentage point since spring 2022.

- California Assessment of Student Performance and Progress – % Standard Met or Exceeded in Mathematics: In spring 2023, 41% of students scored standard met or exceeded on the Smarter Balanced mathematics assessments, constituting an increase of 1 percentage point since spring 2022.

- California Assessment of Student Performance and Progress – % Standard Met or Exceeded in Science: In spring 2023, 35% of students scored standard met or exceeded on the California Science Tests, the same as in spring 2022.

- California State University's Early Assessment Program – % Conditionally Ready and Ready for College-Level Coursework in English Language Arts: In spring 2023, 57% of 11th grade students demonstrated college preparedness in English Language Arts, constituting a 1 percentage point increase from spring 2022.

- California State University's Early Assessment Program – % Conditionally Ready and Ready for College-Level Coursework in Mathematics: In spring 2023, 34% of 11th grade students demonstrated college preparedness in mathematics, constituting a 1 percentage point increase from spring 2022.

- Progress toward English Proficiency – % Increasing English Learner Progress Indicator Level: In 2022-23, 52% of English Learner students increased their overall level of English proficiency, as measured by the English Language Proficiency Assessment for California or maintained performance at the highest level, constituting a 2 percentage point decrease from the prior year.

- Reclassified – % of English Learners Reclassified: In 2022-23, 14% of English learners were redesignated fluent English proficient, the same as in 2021-22.

- A-G Completion – % of Graduates Completing A-G Requirements: In 2022-23, 59% of graduating seniors met minimum UC/CSU entrance requirements via completion of rigorous coursework and grades, constituting a 2 percentage point increase from the prior year. The District met its goal of 58% for this metric.

- Career Technical Education Sequence Completion – % of Graduates Completing a Career Technical Education Sequence: In 2022-23, 20% of graduating seniors completed a Career Technical Education sequence, the same as in the prior year.

- A-G and Career Technical Education Sequence Completion – % of Graduates meeting A-G requirements and completing Career Technical Education sequence: In 2022-23, 17% 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, the same as in the prior year.

- Advanced Placement/International Baccalaureate Exams – % of Graduates Passing an AP/IB Exam: In 2022-23, 30% of graduating seniors passed 1 or more AP/IB exams, constituting a 2 percentage point increase from the prior year.

Strategic Goal 2

- Test Participation Rate on Districtwide Assessments: In 2022-23, 88% of students were assessed with 1 or more districtwide interim assessments, constituting a 4 percentage point increase from the prior year. Additionally, 28% of students were assessed with all required districtwide interim assessments, constituting a 7 percentage point increase from the prior year.

Strategic Goal 3

- Middle School Dropout Rate: In 2021-22, the middle school dropout rate was 0.8%, constituting a 0.3 percentage point increase from the prior year.

- High School Dropout Rate: In 2022-23, the high school dropout rate was 4.8%, constituting a 0.7 percentage point increase from the prior year.

- Cohort Graduation Rate with 5th-year Grads and 1-year 12th Grade Grad Rates for Alternatives: In 2022-23, the high school cohort graduation rate was 90.3%, constituting a 1.9 percentage point decrease from the prior year.

- Suspension Rate: In 2022-23, 3.6% of students were suspended one or more times, constituting a 0.1 percentage point decrease from the prior year.

- Expulsion Rate: In 2022-23, 0.02% of students were expelled, the same as in the prior year. The District met its goal of 0.03% for this metric.

- School Climate – Average Favorability Rating as Reported by Students: In 2022-23, the overall average climate favorability rating among student survey respondents was 73%. Broken down by climate topic: sense of belonging showed 68% favorability among students, with 79% favorability for support for academic learning, 81% favorability for knowledge & fairness of discipline/rules/norms, and 65% favorability for safety.

- School Climate – Average Favorability Rating as Reported by Parents: In 2022-23, the overall average climate favorability rating among parent survey respondents was 90%. Broken down by climate topic: sense of belonging showed 91% favorability among parents, with 88% favorability for support for academic learning, 92% favorability for knowledge & fairness of discipline/rules/norms, and 89% favorability for safety.

- School Climate – Average Favorability Rating as Reported by Staff: In 2022-23, the overall average climate favorability rating among staff survey respondents was 78%. Broken down by climate topic: sense of belonging showed 80% favorability among staff, with 86% favorability for support for academic learning, 80% favorability for knowledge & fairness of discipline/rules/norms, and 68% favorability for safety.

- Social-Emotional Learning – Average Favorability Rating: In 2022-23, the overall average social-emotional learning favorability rating among students was 74%. Broken down by topic: social awareness showed 80% favorability among students, with 73% favorability for self-management, 65% favorability for self-awareness, 81% favorability for responsible decision-making, and 70% favorability for relationship skills.

- Facilities – % of Facilities in Good Repair: In 2022-23, 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 2022-23, students attend 91.7% of scheduled school days, an increase of 0.9 percentage points from the prior year.

- % Chronically Absent: In 2022-23, 25.6% of students attended 90% or fewer scheduled school days, constituting a decrease of 5.3 percentage points from the prior year.

- Parents indicating a respectful and welcoming environment: In 2022-23, 92% of parent survey respondents indicated a respectful and welcoming environment at their school, constituting a 1 percentage point increase from the prior year.

- Parents indicating effective provision of opportunities for parent involvement/parent education: In 2022-23, 91% of parent survey respondents indicated opportunities for parent involvement at their school, constituting a 7 percentage point increase from the prior year. The District met its goal of 88% for this metric.

- Parents indicating effective provision of opportunities for parent input in making decisions for school/district: In 2022-23, 87% of parent survey respondents indicated opportunities for parent input, constituting a 5 percentage point increase from the prior year. The District met its goal of 82% for this metric.

Strategic Goal 5

- Students with Disabilities Disparity: In 2022-23, students with disabilities were 47.4% less likely, on average, to have a favorable outcome on identified local metrics, compared with students not in the group.

- African American Disparity: In 2022-23, African American students were 34.6% less likely, on average, to have a favorable outcome on identified local metrics, compared with students not in the group.

- American Indian Disparity: In 2022-23, American Indian students were 25.3% less likely, on average, to have a favorable outcome on identified local metrics, compared with students not in the group.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Samuel Jackman Middle School

William Daylor High School (also identified as an Equity Multiplier school)

Rio Cazadero High School (also identified as an Equity Multiplier 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.

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

Monitoring and Evaluating Effectiveness

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

As part of the continuous improvement process, schools develop plans for monitoring progress in achieving goals. Schools are expected to evaluate and provide updates on their progress every quarter. This information is captured on their school LCAP. The School Improvement Support department provides ongoing coaching and consultation in the continuous improvement process throughout the year to assist with the monitoring of progress and achievement of goals. In the spring, the work is reviewed in anticipation of exiting CSI as part of the site LCAP development and continuous improvement work that all schools complete.

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: October 26, 2023; agenda items: consolidation of surveys, LCAP mid-year progress report, emergency management system, local control funding formula (LCFF) adjustments and one-time funds update, 2023-24 budget adjustment considerations February 1, 2024; agenda items: State and District budget update, Facility Master Plan/Transportation Plan, budget priority prioritization process, emergency management system update February 29, 2024; agenda item: Using a priority/impact logic, each labor group team member engaged in a ranking process of the District's budget priority items.

Educational Partner(s)	Process for Engagement
District Advisory Committee	The District Advisory Committee (DAC) meets throughout the school year in September, October, November, January, February, March, April, and May. All schools that receive Title I funding are asked to select a representative for the DAC. The first meeting provides an overview of the District LCAP, including the "Why, How, What" of the document. At each subsequent meeting, two to three program leaders are asked to provide the DAC with an overview of their program. The DAC is given an opportunity to ask questions and provide feedback on the program. At the final two meetings of the year, the committee reviews portions of the District LCAP draft, asks questions for understanding, and provides feedback. Participants have an opportunity to formally submit questions to District leadership and receive answers to their questions. Committee members are also eligible to participate in the districtwide feedback process in May.

District English Learner Advisory Committee	Engaging all educational partners is critical to the development of the LCAP process. The EGUSD District English Learner Advisory Committee (DELAC) engages parents, educators, and community members in an ongoing, annual process. The five LCAP goals and information regarding district programs and services for all typologies of English learners were highlighted at each meeting. In addition to connecting parents of English learners to specific programs featured in the District LCAP, the committee also meets to fulfill Federal Program Monitoring (FPM) requirements. In September, DELAC met to provide training and materials to assist committee members to carry out their legal advisory responsibilities for implementing English Learner Advisory Committee (ELAC) at the school level. In December, a districtwide English learner needs assessment was distributed to DELAC members. The English learner needs assessment consisted of a series of questions created to elicit input from parents regarding English learner student services and needs. At this time, DELAC members were also trained on how to implement a schoolwide English learner needs assessment for the development and input of services and needs for their own site LCAP.
	The LCAP draft was presented to DELAC while adhering to the requirements of the Greene Act. Notification of the date, time, location, and agenda describing each item to be discussed was provided and posted 72 hours prior to the meeting. To allow for inclusiveness, accessibility, and equity, all communication and information was provided in Spanish, Hmong, and Vietnamese. An opportunity for comment was provided for any member of the public wishing to address the committee. Dedicated time for school staff and parents to collaborate and discuss the LCAP was provided. Committee members were also given the opportunity during and after the meeting to submit questions or written comments to district leadership regarding specific actions and expenditures proposed. Committee members were further eligible to participate in the districtwide feedback process in May.
	EGUSD DAC and DELAC members often engage collaboratively. The District's goal is to familiarize its educational partners with the LCAP process, collect input, and highlight parent voice. During the meeting held on April 11, 2024, the directors of School Improvement Support and English Learner Services guided the attendees through the LCAP template, how it is organized, the steps entailed in the LCAP feedback process, and why the District engages in the process.
	DAC/DELAC meeting dates:
	September 7, 2023 (DELAC only): 36 attendees
	October 12, 2023: 15 attendees
	November 2, 2023: 43 attendees
	December 7, 2023 (DELAC only): 50 attendees
	January 11, 2024: 50 attendees
	February 8, 2024: 50 attendees

Educational Partner(s)	Process for Engagement
	March 7, 2024: 38 attendees
	April 11, 2024: 34 attendees
	May 9, 2024: 30 attendees
School LCAP process • School Site Council • English Learner Advisory Committee • Site leadership team, including administration and staff (certificated and classified) • School-specific LCAP Needs Analysis survey (administered to students, staff, and parents)	The school (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 site-based educational partners, including leadership teams, School Site Council (SSC), and ELAC to examine available data and determine what needs to change. During this time, they receive their allocations for supplemental funds for at-risk students and can use this funding to determine how to manage their resources. By May, school administrators enter the tentative site LCAP into a template that prompts them to set goals aligned with District goals and using District LCAP metrics. Their focus is typically on their Tier I support for all students and their Tier II interventions for their most at-risk student groups. 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.

Educational Partner(s)	Process for Engagement
Special Education Local Plan Area (SELPA) and Community Advisory Committee (CAC)	The District Special Education Local Plan Area (SELPA) facilitates high-quality educational programs and services for students with special needs and training for parents and educators. The EGUSD SELPA is a single district SELPA designed to collaborate with county agencies to develop and maintain healthy and enriching environments in which students with special needs can succeed. As mandated by the California Education Code Sections 56190-56194, the EGUSD SELPA facilitates a Community Advisory Committee (CAC). This committee serves in an advisory capacity to the EGUSD Board of Education and administration by raising District and community awareness regarding the needs of students and their families in EGUSD's special education programs, actively reviewing the SELPA Local Plan for special education and making recommendations to enhance the education of students with disabilities, providing a forum to facilitate parent communication with other parents and with the District, and providing information, education, and resources for families, the District, the community, and the Board of Education.

The CAC meets five times per year. Membership is available for parents wishing to participate on an ongoing basis. Members serve two-year terms, serve on subcommittees, may be nominated for the CAC executive board, and maintain voting rights. The meetings include District updates, informational presentations by local agencies, and parent training in a variety of topics relevant to families of students with disabilities. The District provides childcare and dinner for attendees. This year's meetings are being held at both the Robert L. Trigg Education Center and various schools throughout the District. The meetings are live streamed for those unable to attend in person. Spanish, Hmong, and Vietnamese interpreters are available to allow for inclusiveness, accessibility, and equity. Each meeting allows an opportunity for public comment for any member of the public wishing to address the committee either in person or via the chat feature for those joining the live stream.

2023-24 CAC meeting dates:

September 13, 2023; agenda item: Introduction to Special Education in EGUSD & Overview of Special Education Services, 20 attendees

November 8, 2023; agenda item: IEP Training Basics for Parents, 21 attendees

January 10, 2024; agenda item: Behavior Support, 30 attendees

March 20, 2024; agenda item: Transitions, 41 attendees

June 12, 2024; agenda item: Summer Extracurricular Activities, attendance to follow |
| Public comment posting | Draft LCAP posted on District website for public comment – target window: May 20-31, 2024 |

Educational Partner(s)	Process for Engagement
LCAP Needs Analysis • Students = 34,188 • Parents = 9,491 • Staff (certificated and classified) = 5,153	October – November 2022 As of the time the LCAP was completed, the most recent comprehensive LCAP Needs Analysis administered via online survey was conducted during fall 2022. During the 2023-24 school year, the District made the strategic decision to change the timeframe on which the annual LCAP Needs Analysis survey was administered from fall to spring. The decision to change the timeframe was primarily driven by feedback from educational partners who felt that the District administered too many surveys. By combining the LCAP Needs Analysis Survey with spring climate surveys, the District can realize the following change benefits: • Decreased survey burden on educational partners • Respondents will benefit from additional experiences during the spring to inform their input • The survey will be easier and more efficient to administer • Data from the survey will be available earlier to better inform planning for the next school year

Educational Partner(s)	Process for Engagement
William Daylor High School (Equity Multiplier school)	School Site Council: October 4 and November 29, 2023; February 6, March 27, and May 1, 2024; attendees averaged 2 parents, 1 student at each meeting
	English Learners Advisory Committee: October 24, February 28, and May 8; attendees averaged 1 parent, 1 student at each meeting)
	Staff: August 7, November 13, February 26, March 18, and April 29; attendees averaged 15 at each meeting
	Title I Parent Night: August 31; attendees: approximately 30 families, 10 staff
	Leadership class: ongoing; attendees: approximately 10 students and teacher
	Additional data was reviewed with educational partners throughout the year as William Daylor High School administrators prepared for their Western Association of Schools and Colleges (WASC) Accreditation visit including: - Graduation rate - CAASPP and Illuminate test scores - Attendance - Discipline - MTSS referral data - Progress towards English proficiency rates - Family engagement data from family nights - California Healthy Kids Survey data - PBIS data - WASC self-study data

Rio Cazadero High School (Equity Multiplier school)	School Site Council: September 27 and December 7, 2023; February 21, April 24, and May 15, 2024; attendees averaged 1 parent, 2 students, 7 staff at each meeting
	English Learner Advisory Committee: September 13 and December 5, 2023; April 4, 2024; attendees averaged 5 parents, 1 student, 3 staff at each meeting
	Raptor Team Meetings: August 21, September 18, October 16, November 6, and December 4, 2023; January 29 and February 26, 2024; attendees averaged 12 teachers, 6 other staff
	Title I Parent Night: September 13, 2023
	Back To School Night: September 13, 2023; attendees: 19 parents, 17 students, 18 staff
	Open House: April 4, 2024; attendees: 11 parents, 13 students, 17 staff
	WASC Parent Luncheon: 8 parents
	LCAP metrics, California School Dashboard, and various data sources available through the REDDIY app in the EGUSD Portal were reviewed with educational partners in developing the plan, including school data, specifically related to: • Graduation rate • Progress toward English proficiency • Attendance and absences • Discipline data, including suspensions and expulsions • School connectedness and climate • Family and community engagement • CAASPP • California Healthy Kids Survey • WASC Self Study
	Staff regularly reviewed data at staff meetings and other school meetings listed above.
	Data was reviewed with SSC at each meeting with particular focus for development of the plan in February. Evaluation of the previous plan with implications for development of new plan took place in April. Since Rio Cazadero High School underwent a WASC Self Study, the review and evaluation of the plan was thorough and presented multiple opportunities for educational partners to shape the development of the new plan.
	Rio Cazadero High School operates in a transparent manner with regard to identifying priorities and allocating resources. All meeting opportunities are utilized to discuss the needs of the students and steps that the school can take to meet those needs and provide opportunities for student success.
	The ongoing inclusion of Rio Cazadero High School's education partners allowed them to provide meaningful input that was integrated into the plan. This process also allowed the school to gather

Educational Partner(s)	Process for Engagement
	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.

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

School Staffing
School staffing and class size reduction was a significant theme of parent and staff feedback received through the most recent LCAP Needs Analysis process. While students did not overwhelmingly indicate smaller class sizes as one of their highest priorities, they did indicate an 83% satisfaction rate with current class sizes. Dissatisfied students remarked that classrooms sometimes felt cramped and recommended hiring additional teachers with priority for lower grade levels.

Professional Learning
Feedback received through the most recent LCAP Needs Analysis process showed that, in general, professional learning remains a priority for staff. Parents and students in particular highlighted a desire for professional learning for teachers related to equity, social-emotional learning (SEL), and mental health support.

Curriculum/Program Specialists and Instructional Coaches
Through the most recent LCAP Needs Analysis process, staff have identified the need to support English learner students (specifically newcomers and long-term English learners (LTELs) through increased staffing, targeted instruction, and additional services. Among the new themes that emerged was coaching for instruction related to the development of social-emotional competencies. The most recent evaluation of the District's Teaching and Learning program, which is primarily focused on the impact of implementation of the instructional framework that these positions support, found that implementation of the principals of the instructional framework was significantly associated with more favorable student outcomes like higher academic achievement in English Language Arts and mathematics, lower rates of exclusionary discipline, and higher self-reported ratings of social-emotional competencies and school climate.

Students with Disabilities Instructional Support
Educational partner feedback through the most recent LCAP Needs Analysis process points to a need to continue to prioritize services for students with special needs, including parent support, increased staffing (e.g., paraeducators), services, and materials. The LCAP Needs Analysis results also showed support for wrap-around services for students with unique needs (homeless, foster youth, low-income, special education, etc.).

Non-Low Income Instructional Support for IEPs
Educational partner feedback through the most recent LCAP Needs Analysis process points to a need to continue to prioritize services for students with special needs, including parent support, increased staffing (e.g., paraeducators), services, and materials.

Supplemental Programming

Educational partner feedback noted that improving the quality of instruction alone would be insufficient to address perceived deficits in student learning caused by the pandemic—instructional time would need to be expanded to offer additional opportunities for students to learn, and engage with teachers, and their peers. The LCAP Needs Analysis process showed general support for adjustments and services necessary to help students remediate missing credits including opportunities to participate in credit recovery courses after school or during summer learning programs. Additional academic supports such as small group instruction, tutoring, academic intervention, and academic recovery programs were highlighted by the LCAP Needs Analysis process. Relevant feedback from these sources also supports updating libraries, curriculum, and instruction to increase student engagement, and offering more options for challenging and interesting courses or learning opportunities for AVID, Honors, Advanced Placement (AP), and International Baccalaureate (IB). The most recent District evaluation of the AVID program found findings consistent with external research: students who enrolled in four years of the AVID program showed higher graduation rates and college enrollment rates than students who were not enrolled in AVID for any length of time.

Career Technical Education (CTE)/California Partnership Academy (CPA) Program Development
Students, parents, and staff who contributed to the LCAP Needs Analysis process noted the need to devote more staffing and resources to CTE programs. Comments were primarily oriented towards improving student access to courses and pathways and increasing community awareness of the programs. The necessity of orienting educational services towards college and career readiness and support for the application and transition process to post-secondary life cut across many of the themes that emerged. Analyses of districtwide patterns in student outcomes show that students who complete CTE pathways generally show more favorable outcomes than those who do not.

Foster Youth Support
The LCAP Needs Analysis process showed support for additional resources and wrap-around services for students with unique needs (e.g., homeless, foster youth, low-income). Feedback noted students are enduring higher levels of anxiety than in the past, driven at least in part by academic workload and pressure. Comments provided by students and parents have requested flexibility from teachers with grades and assignments, as well as flexible options for course completion and credit recovery.

Equity
The LCAP Needs Analysis process showed substantial educational partner feedback in support of an increased focus on equity generally, emphasizing culturally and linguistically responsive instruction, school environment, and representation of staffing consistent with the diversity of the Elk Grove community. Additional feedback from students highlighted the need for equity in the context of discipline and aberrant behavior de-escalation training.

Teacher Support Staffing for At-Risk Students
Feedback collected through the LCAP Needs Analysis process showed that students, parents, and staff ascribed high levels of importance to increased staffing to support at-risk students with additional support or smaller class sizes to allow for additional focus on targeted students and increased academic achievement.

Homeless Student Support
Input received through the LCAP Needs Analysis process showed that students, parents, and staff advocated for increased resources to attend to the unique needs of students and families experiencing homelessness.

Evaluation Support

Comments received through the LCAP Needs Analysis process highlighted the need for accountability and transparency in the delivery of educational services. The District's theory of action for program evaluation is if fidelity of program implementation can be measured, then the tools needed to improve implementation will be available, and if implementation is improved, then student outcomes can be improved. A longitudinal meta-evaluation of the District's program evaluation efforts found associations between work associated with the theory of action and shifts in associated student outcomes over time. The District was the recipient of the Strategic Data Excellence Award from Harvard University's Center for Education Policy Research in 2023 for its unique, self-developed program evaluation system.

Assessment Support
Through the LCAP Needs Analysis process, students, parents, and staff all indicated that useful and timely feedback from teachers was of the highest importance. Both staff and parents submitted comments about the importance of assessing students and providing immediate feedback, and high-quality instruction.

IEP-based Educationally Related Mental Health Services
Feedback received through the LCAP Needs Analysis process highlighted the importance of providing appropriate supports for students with identified disabilities, with a particular emphasis on providing the most inclusive services possible.

Multi-Tiered System of Supports (MTSS)/Positive Behavioral Interventions and Supports (PBIS)
Feedback received through the LCAP Needs Analysis process highlighted the importance of positive school climates and concerns specific to bullying. Respondents made specific requests for additional resources for schoolwide PBIS and recognition/rewards for positive student behavior. The District annually evaluates the PBIS program and has found a longitudinal history of significant associations between fidelity of implementation of the program and improved climate and lower rates of suspensions. The most recent evaluation of the program in 2022-23 added measures associated with student perspective on implementation of PBIS across their schools, and these measures continue to be associated with more favorable student outcomes associated with school climate and discipline.

Mental Health/SEL Support and Training
From the LCAP Needs Analysis process, supporting the mental and social-emotional health of students emerged as two of the most prevalent concerns for parents, students, and staff. Emergent themes to improve mental health support for students included reducing student stress/anxiety, increasing awareness and empathy for mental health, and greater access to services and counseling. The District annually evaluates the impact of mental health therapists, behavior support specialists, and other Tier 2 and 3 supports associated with social-emotional and behavioral concerns via the MTSS evaluation. In 2022-23, implementation of MTSS was found to be significantly associated with more favorable student achievement in mathematics, lower suspension rates, and higher self-reported social-emotional competencies. Additionally, a supplementary evaluation of the provision of Tier 2 and 3 supports from service providers (e.g., social workers, mental health therapists, etc.) found evidence that those interventions appear to mitigate student concerns. The District also annually evaluates the Tier 1 SEL program. In 2022-23, implementation of the SEL program was found to be significantly associated with more favorable student achievement in mathematics, lower suspension rates, and more favorable student climate measures related to a sense of belonging.

Custodial Services
The importance of cleanliness and hygiene in EGUSD schools has emerged as a theme through the LCAP Needs Analysis process.

Attendance Support: Transportation
Feedback received through the LCAP Needs Analysis process emphasized the importance of transportation. Comments from respondents voiced support for ensuring transportation is available to the students with the most need.

Family and Community Engagement and Attendance Support: Attendance Improvement Program
Through the LCAP Needs Analysis process, the District received many comments describing the importance of communication, empathy, family engagement, parent input, and connecting families with important information and services. Staff comments provided through the LCAP Needs Analysis process voiced support for additional resources to improve attendance. More generally, all groups emphasized the importance of improving student engagement. The District annually evaluates the impact of the attendance improvement program. In 2022-23, school-level implementation of the attendance improvement program—specifically the timeliness of Tier 2 interventions provided by attendance improvement staff—was found to be significantly associated with decreased chronic absenteeism. Additional time-series analyses continue to show compelling evidence for the effectiveness of interventions provided by regional attendance improvement technicians in reversing negative attendance trajectories among students served.

Bilingual Teaching Associates Translator Interpreter (BTATI)
The LCAP EL Needs Assessment is an opportunity for parents, staff, and other educational partners to identify and provide input to the specific needs of English learner students. This feedback allows the District to develop targeted actions and services and effectively allocate resources to support the academic success and language development of all multilingual learners. The 2023-24 EL Needs Assessment and LCAP Needs Analysis process indicated a need for additional information and professional learning regarding site and District English learner programs, resources available to parents and families, translation and interpretation support, English Language Development (ELD) proficiency levels, support for LTELs and newcomers, and the reclassification process.

African American Support
Comments received through the LCAP Needs Analysis process indicated that the District should hire more staff of color and more staff from diverse backgrounds and cultures. Additional feedback advocated for more affinity groups and safe spaces for Black/African American students in particular. Among the various supports provided under this action, the District annually evaluates the impact of the Improve Your Tomorrow (IYT) program. The most recent evaluation of services provided in 2022-23, found significant and compelling evidence that participation in the program was associated with higher graduation rates—these findings were consistent with those from prior years.

Master Scheduling Prioritization
Through the LCAP Needs Analysis process, parents and staff identified having access to challenging and interesting courses as a high priority. The usage of Always Be Learning (Abl) assists sites with creating more equitable master schedules focused on student needs and having access to advanced and Honors-level courses.

Academic Support
The LCAP Needs Analysis process showed support for additional resources for students who struggle academically, as evidenced by persistent achievement gaps (e.g., students with disabilities, foster youth, and African American students). In addition, given the favorable response and impact of the Facilitators of Instructional Teams (FIT) in grades K-2, teachers in grades 3-6 were offered similar training in 2022-23 school year.

William Daylor High School (Equity Multiplier school)
The conversations with staff, students, and families guided the setting of goals and spending priorities for the following year. In 2023-24, funds were moved into the development of a multimedia elective class so students could create virtual newscasts.

Funding the following areas were suggested: Expanded Learning opportunities; student and family engagement activities, including family events and field trips; collaboration with educational partners including spoken word and art events; a community mural; professional development for all staff to support student learning; expansion of college/career support for students including field trips and job fairs; focusing on increasing student attendance and engagement; and expanding the school garden and murals to increase attendance on campus

Rio Cazadero High School (Equity Multiplier school)
The SSC, ELAC, and staff reviewed input from all educational partners. Participants synthesized the input to include the following school priorities in the LCAP:
1. Increase extended learning opportunities for all students, particularly those at risk of not graduating.
2. Provide professional development opportunities for certificated and classified personnel to support student academic and personal needs.
3. Continue professional learning in AVID and implement instructional strategies in the classroom.
4. Increase opportunities for parental and community involvement.
5. Increase opportunities for academic support to enable all students to engage in rigorous instruction to prepare them for college and career options.
6. Develop a strong college/career focus and support. Provide opportunities for students to adjust plans and connect academic training to personal goals.
7. Expand experiential learning experiences, including project-based instruction, field trips, speakers, and performances.
8. Create opportunities in the classroom and beyond to make learning relevant and engaging.
9. Provide academic and non-academic support for students to help them be successful. Embed SEL instruction in classes.
10. Strengthen MTSS implementation and supports. Seek additional support utilizing District and community-based resources.
11. Continue implementation of PBIS and develop onboarding process for new students.
12. Emphasize the importance of attendance and provide support and follow-up to ensure that students can be at school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	High-Quality Curriculum & Instruction: All students will have access to standards-aligned curriculum and receive high-quality classroom instruction to promote college-, career-, and life-readiness and eliminate the achievement gap.	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)

An explanation of why the LEA has developed this goal.

- The District provides 92.9% 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 homeless students show disparity.

- To ensure all students demonstrate proficiency/mastery of the State Content Standards (SCS), ongoing professional development is needed for both certificated and classified staff. Input from staff indicates professional learning is needed to further the connection between the SCS, pedagogy, and appropriate technology tools. Additional areas include comprehensive assessment practices, research-based 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 EGUSD Comprehensive Curriculum Acquisition Plan, which is aligned to the District's State Content Standards Strategic Plan, targets and prioritizes curriculum needs. Areas of need include, but are not limited to, K-12 mathematics, K-6 visual and performing arts (VAPA), 5-8 comprehensive sexual health education, and AP (mathematics, science, and social science).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher Assignment: Percentage of teachers appropriately assigned and fully credentialed/certified in the subject areas in which they teach	91.0% in 2021-22			100% of teachers appropriately assigned and fully credentialed/certified in the subject areas in which they teach	
1.2	Instructional Materials: Percentage of students with access to standards-aligned instructional materials	100% in 2022-23			100% of students with access to standards-aligned instructional materials	
1.3	Content Standards Implementation: Percentage of teachers reporting full implementation of state content standards in English Language Arts (ELA), Mathematics, English Language Development (ELD), Science, History/Social Science, physical education (PE), Health, School Library, CTE, VAPA, and World Language	72.0% in 2022-23			80.0%of teachers reporting full implementation of state content standards	

		A broad course of study will be measured by:					
	1.4	Percentage of elementary students provided English, Mathematics, Social Science, Science/Health, VAPA, and PE instruction	99.0% in 2022-23			100% of elementary students provided English, Mathematics, Social Science, Science/Health, VAPA, and PE instruction	
	1.5	Percentage of middle school students who had taken an Honors/Accelerated or AVID course upon promotion to high school	54.0% in 2022-23			65.0% of middle school students who had taken an Honors/Accelerated or AVID course upon promotion to high school	
	1.6	Percentage of high school students enrolled in Honors and AP/IB courses	46.0% in 2022-23			60.0% of high school students enrolled in Honors and AP/IB courses	
	1.7	California Assessment of Student Performance and Progress (CAASPP) ELA: Distance From Standard (DFS) in ELA as measured by CAASPP	-2 in 2022-23			8 DFS in ELA as measured by CAASPP	
	1.8	CAASPP Mathematics: DFS in Mathematics as measured by CAASPP	-33 in 2022-23			-23 DFS in Math as measured by CAASPP	

1.9	CAASPP Science: DFS in Science as measured by CAASPP	-11 in 2022-23			-1 DFS in Science as measured by CAASPP	
1.10	EAP in ELA: Percentage of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 ELA CAASPP	57.0% in 2022-23			65.0% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 ELA CAASPP	
1.11	EAP in Mathematics: Percentage of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 Mathematics CAASPP	34.0% in 2022-23			45.0% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 Mathematics CAASPP	
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	52.2% in 2022-23			55.0% of English learner students making progress toward English proficiency as measured by ELPI levels	

1.13	Progress Toward English Proficiency: Percentage of Long-Term English Learner (LTEL) students making progress toward English proficiency as measured by ELPI levels	52.6% in 2022-23			55.0% of LTEL students making progress toward English proficiency as measured by ELPI levels	
1.14	Reclassification: Percentage of English learners reclassified	14.4% in 2022-23			15.0% of English learner students reclassified	
1.15	Reclassification: Percentage of LTELs reclassified	19.8% in 2022-23			15.0% of LTEL students reclassified	
1.16	A-G Completion: Percentage of students meeting A-G requirements upon graduation	59.0% in 2022-23			62.0% of students meeting A-G requirements upon graduation	
1.17	CTE Sequence Completion: Percentage of students completing CTE sequence upon graduation	20.0% in 2022-23			25.0% of students completing CTE sequence upon graduation	
1.18	A-G and CTE Sequence Completion: Percentage of students meeting A-G requirements and completing CTE sequence upon graduation	17.0% in 2022-23			20.0% of students meeting A-G requirements and completing CTE sequence upon graduation	

| 1.19 | AP/IB Exams: Percentage of students passing an AP/IB exam upon graduation | 30.0% in 2022-23 | | | 33.0% of students passing an AP/IB exam upon graduation | |

Goal Analysis for 2024-25

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

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

This will be completed in the 2025-26 LCAP.

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

This will be completed in the 2025-26 LCAP.

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

This will be completed in the 2025-26 LCAP.

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

This will be completed in the 2025-26 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Staffing	Funds to support school staffing (certificated and classified), including class size reduction in grades 4-6 and implementation of universal transitional kindergarten.	$399,336,825	N
1.2	Professional Learning Also noted in Action 2.2	Provide ongoing training in 1) multi-tiered system of support (MTSS) anchored in the three frameworks for instruction, SEL, and positive behavior intervention systems (PBIS); 2) content-specific areas including ELD; 3) mindsets/community building (e.g., Outward Mindset – Arbinger); 4) diversity, equity, and inclusion (DEI); 5) targeted supports for low-income students, English learners/Reclassified – Fluent English Proficient, foster youth, and homeless students/families; 5) EL Roadmap Principles and second language acquisition; 6)integrated and designated ELD; and 7) evidence-based practices to support all typologies of English learners.	$4,660,744	Y
1.3	Curriculum/Program Specialists and Instructional Coaches	Provide instructional coaches, whose role it is to coach, train, and facilitate focusing on District initiatives of instructional support via the EGUSD Instructional Framework principles and methods as well as MTSS Tier I support. Coordinators and program/curriculum specialists provide administrative support, oversee programs, facilitate districtwide practices, and supervise instructional coaches with the goal of increasing student achievement. Additionally, English learner instructional coaches support assessment, monitoring, and intervention for all typologies of English learners. English learner program specialists support English learner coordinators and site administrators with English learner program implementation and compliance.	$12,504,908	Y
1.4	Students with Disabilities Instructional Support – Low-Income Also noted in Action 5.1	Provide students with disabilities instruction support and resources to promote academic achievement as appropriate to supplement each student's individualized education program (IEP). Special education supplemental/concentration activities are non-IEP supports and services principally directed toward low-income students.	$18,007,963	Y
1.5	Students with Disabilities Instructional Support – Non-Low Income Also noted in Action 5.2	Provide non-low income students with disabilities instructional support and resources to promote academic achievement in accordance with IEP needs.	$181,552,590	N

1.6	Supplemental Programming	Site-based supplemental/concentration funding, non-Expanded Learning Opportunities Program (ELO-P) summer funding, Gifted and Talented Education (GATE), AVID, Honors, AP, IB, Middle Years Programme (MYP), additional language acquisition programs and pathways specific to newcomers and LTELs (secondary).	$12,318,408	Y
1.7	CTE/CPA Program Development	Provide staffing and support to ensure robust and inclusive CTE experiences for all students, regardless of background or circumstance. Ensuring CTE courses are aligned to A-G and the Graduate Profile, preparing students for success in both college and career. Professional development and one-on-one support for staff focusing on industry skills, work-based learning, early college credit, pathway completion and wrap around student supports.	$4,450,819	Y
1.8	Foster Youth Support	Professional development will be provided to school and district staff related to foster youth legal requirements and best practice 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. Academic intervention teachers (AIT) will provide tutoring, credit recovery, and academic supports. Regional program technicians provide case management support and connect families to school district and community-based resources. Foster youth students and families will experience collaborative events and year-ending student awards and recognition ceremonies.	$2,624,720	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, and Hispanic students/families, and evaluation programs/services.	$1,709,936	Y
1.10	Teacher Support Staffing for At-Risk Students (Secondary)	Staffing to support at-risk students in mathematics and ELA and smaller class size (secondary).	$7,760,535	Y

| 1.11 | Homeless Student Support

Also noted in Action 5.7 | Professional development will be provided to schools and related to homeless legal requirements and best practice educational services. Enrollment and transition support will be provided to schools enrolling homeless youth. 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 homeless youth with a focus on students identified as unaccompanied youth. Academic intervention teachers provide tutoring, credit recovery, and academic support. Regional program technicians provide case management support and connect families to school district and community-based resources. | $461,404 | Y |

Goal

Goal #	Description	Type of Goal
2	Student Assessment and Program Evaluation: All students will benefit from instruction guided by assessment results (formative, interim, and summative) and continuous programmatic evaluation.	Maintenance Goal

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 3: Parent Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

- Improved data feedback systems are needed for accurate and timely programmatic evaluation of actions and services.

- Increased transparency and accountability are needed to ensure the District's continuous improvement system provides guidance and support aligned with local evidence of impact.

- An improved student assessment system is needed that includes formative, interim, and summative assessments and includes academic, social-emotional, and behavioral functionality.

- An improved student information system is needed that supports more frequent and improved reporting of student academic, social and emotional, and school climate data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Data and Program Evaluation: Number of identified Program Implementation Continuum (PIC) measures developed and operational (of 15 programs) PBIS, EL, Family and Community Engagement, CTE, Special Education, Attendance Improvement, Foster Youth, Homeless, MTSS, Teaching and Learning, Social-Emotional Learning, AVID, Expanded Learning, Student Equity Councils, VAPA	12 of 15 PIC measures developed and operational in 2022-23			15 of 15 PIC measures developed and operational	

2.2	High Quality Measures of Program Implementation: The percentage of selected LCAP metrics for which the district has identified significant associations with program outputs, operationalized as Program Implementation Continuum (PIC) measures: SBAC ELA Distance from Met, SBAC Math Distance from Met, Suspension Rate, Student Climate, Student SEL Competency, and Chronic Absenteeism	100% of selected measures were significantly associated with at least 1 PIC measure in 2022-23			100% of selected measures will be significantly associated with at least 1 PIC measure	
2.3	Assessment System: percentage of required assessments administered districtwide	64.0% of required district interim assessments were administered in 2022-23			95.0% of required district interim assessments will be administered	
2.4	Data Reports: Percentage of identified reports developed and operational	50.0% of identified reports have been developed			100% of identified reports have been developed	

Goal Analysis for 2024-25

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

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

This will be completed in the 2025-26 LCAP.

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

This will be completed in the 2025-26 LCAP.

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

This will be completed in the 2025-26 LCAP.

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

This will be completed in the 2025-26 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Evaluation Support	Provide data analysis and program evaluation staff and support to guide continuous improvement planning and decision making.	$1,974,730	Y
2.2	Professional Learning: Assessment Support Also noted in Action 1.2	Deepen implementation of the District's student assessment system through continued professional learning for teachers and administrators on assessment literacy and used as an instructional tool.	See Action 1.2	Y

Goal

Goal #	Description	Type of Goal
3	Wellness: All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Student Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

District data trends indicate overall incremental and continuous increases in high school graduation rates, decreases in middle and high school dropouts (until impacted by COVID-19), and decreasing suspensions/expulsions; disparities among specific student groups exist (foster youth, homeless, low-income, English learners, students with disabilities, African American, Hispanic, and Native American/Alaskan Native). Specific areas of need include:

- Continued development of MTSS processes and programs. All staff are receiving MTSS-related training including how to make a Request for Assistance (RFA).

- Continued utilization of the PBIS framework to guide and measure development and implementation of MTSS. Continue to provide training at all three tiers of PBIS.

- Continued utilization of Collaborative for Academic, Social, and Emotional Learning (CASEL) framework to guide and develop social-emotional learning within MTSS. Staff are receiving additional training on SEL as well as training on SEL curriculum.

- Expanding Foster Youth Services. Foster youth staff are attending extension of suspension meetings and collaborating with county social workers to identify additional supports.

- Additional custodial services at targeted schools supports expanded learning opportunities and thus expanded hours of operation.

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	0.8% in 2022-23			0.5% or lower middle school dropout rate	
3.2	High School Dropout Rate	4.8% in 2022-23			2.5% high school dropout rate	
3.3	Graduation Rate: Combined cohort graduation rate for comprehensives and 1-year graduation rate for alternative/ continuation	90.3% in 2022-23			95.0% graduation rate	
3.4	Suspension: Percentage of students suspended	3.6% in 2022-23			3.0% of students suspended	
3.5	Expulsion: Percentage of students expelled	0.02% in 2022-23			0.02% or fewer expelled students	
	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					

3.6	Students	Overall Climate 73.2% in 2022-23 Connectedness 68.1% in 2022-23 Safety 65.2% in 2022-23			80.0% average favorable overall climate rating 75.0% average favorable connectedness rating 72.0% average favorable safety rating	
3.7	Parents	Overall Climate 89.9% in 2022-23 Connectedness 90.8% in 2022-23 Safety 89.4% in 2022-23			95.0% average favorable overall climate rating 95.0% average favorable connectedness rating 95.0% average favorable safety rating	
3.8	Staff	Overall Climate 78.5% in 2022-23 Connectedness 80.0% in 2022-23 Safety 67.7% in 2022-23			85.0% average favorable overall climate rating 85.0% average favorable connectedness rating 73.0% average favorable safety rating	

3.9	SEL: Average favorability rating as measured by EGUSD's SEL survey, which is comprised of the 5 CASEL competencies: 1. Self-awareness 2. Self-management 3. Social Awareness 4. Relationship Skills 5. Responsible Decision Making	74.0% in 2022-23			85.0% average favorability rating	
3.10	Facilities: Percentage of students with clean, safe, and well-maintained facilities as measured by the FIT Healthy School Survey and Williams Reviews	100% in 2022-23			100% of students with clean, safe, and well-maintained facilities	

Goal Analysis for 2024-25

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

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

This will be completed in the 2025-26 LCAP.

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

This will be completed in the 2025-26 LCAP.

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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS/PBIS	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.	$4,680,417	N
3.2	PBIS	Program coordination, signage, and student recognition support, training in Tier 2/3 implementation.	$860,685	Y
3.3	Mental Health/SEL Support and Training	Mental health therapists and behavior support specialists, SEL professional development, SEL curriculum, and PBIS focused training on trauma-informed care, calibration of discipline, and progressive responses to discipline. Wellness providers will participate in restorative practices training.	$4,085,270	Y
3.4	Custodial Services	Provide sufficient custodial staffing to ensure clean and safe schools.	$25,196,450	N

Goal

Goal #	Description	Type of Goal
4	Family and Community Engagement: All students will benefit from programs and services designed to inform and involve family 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.

- District data trends indicate increases in overall student attendance and decreases in chronic absenteeism, though disparities among specific student groups exist (foster youth, homeless, low-income, English learners/LTEL, students with disabilities, African American, Hispanic, Pacific Islander, and Native American/Alaskan Native).

- Feedback from parents and community members indicates a need to focus on strategies to increase opportunities for parents to be actively and meaningfully engaged in their child's learning, in their social-emotional well-being, and in the planning and decision-making at both the school and district levels. Feedback also indicates the need to make the complexities of schools and a large school district simpler to understand and navigate.
- A clearly defined model of effective family and community partnerships is in place, full implementation is in process and measures of implementation at the site level have been developed. The model will be accompanied by a short/long-range strategic plan that includes evaluative strategies and identified metrics.

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	91.7% in 2022-23			93.0% or better attendance rate	
4.2	Chronic Absenteeism Rate	25.6% in 2022-23			15.0% chronic absenteeism rate	
4.3	Relationships between school staff and families: Percentage of parents indicating a respectful and welcoming school environment	92.0% in 2022-23			95.0% of parents indicating a respectful and welcoming school environment	
4.4	Partnerships for student outcomes: Percentage of parents indicating effective opportunities for parent involvement or parent education	91.0% in 2022-23			95.0% of parents indicating effective opportunities for parent involvement or parent education	
4.5	Input in decision-making: Percentage of parents indicating effective opportunities for parent input in making decisions for schools or the District	87.0% in 2022-23			90.0% of parents indicating effective opportunities for parent input in making decisions for schools or the District	

Goal Analysis for 2024-25

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

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

This will be completed in the 2025-26 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.

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Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance Support: Transportation	Provide transportation services to identified low-income students to improve attendance.	$6,778,786	Y
4.2	Family & Community Engagement and Attendance Support: Attendance Improvement Program	Provide staffing for attendance improvement program to give assistance to sites, students, and parents in support of regular student attendance. Family supports are primarily targeted to parents of unduplicated pupils and individuals with exceptional needs.	$1,686,697	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.	$2,053,854	Y

Goal

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.

Priority 1: Basic Services (Conditions of Learning)

Priority 5: Student Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

- Even though the District has shown progress on many academic indicators over the years, the achievement gap has persisted. In addition, while notable progress was shown on suspension rates overall, EGUSD has not made sufficient progress for all student groups, particularly for students with disabilities and African American students.

- Feedback from parents and community members indicates a need to focus on targeted supports for various student groups. Targeted programs are needed to increase the achievement of all students while reducing disparity among student groups, particularly students with disabilities and African American students. The disparity of the outcomes for academic achievement, suspension rates, and sense of belongingness is highest for these three groups.

- Metrics for this goal focus on the disparity between each specific targeted student group and its counterpart, i.e., students with disabilities compared to students without disabilities and African American students compared to students who are not African American. For practical purposes, the counterpart references are shortened with the prefix "non-" such as "non-African American." The disparity measure is a ratio that is calculated by dividing the target group metric by the non-target group metric. The resulting value is interpreted as [target group] is X% less likely than the non-[target group] to have met a certain standard (such as meeting ELA proficiency, meeting A-G requirements, being chronically absent), and is called a risk ratio. Because the focus is on the performance of students in the target groups compared with the performance of students not in those groups across all LCAP metrics, the average risk ratio across all LCAP metrics for each targeted student group represents the LCAP metrics for this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	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	0.53 (47.0% less likely) in 2022-23			0.60 (40.0% less likely to occur as favorably as students without disabilities)	
5.2	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	0.65 (35.0% less likely) in 2022-23			0.85 (15.0% less likely to occur as favorably as non-African American students)	
5.3	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	0.75 (25.0% less likely) in 2022-23			0.85 (15.0% less likely to occur as favorably as non-Native American students)	
5.4	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	0.51 (49.0% less likely) in 2022-23			0.60 (40.0% less likely to occur as favorably as non-homeless students)	

Goal Analysis for 2024-25

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Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Students with Disabilities Instructional Support – Low-Income Also noted in Action 1.4	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. Data and program analysis and ongoing MTSS training specific to disproportionality of African American students in special education programs. Regionalize service model to calibrate programmatic services for students and increase proportional time of inclusion settings. Expand affinity and/or peer support groups for students with disabilities.	See Action 1.4	Y
5.2	Students with Disabilities Instructional Support – Non-Low Income Also noted in Action 1.5	Provide non-low income students with disabilities instructional support and resources to promote academic achievement in accordance with IEP needs.	See Action 1.5	N
5.3	African American Student Support	Expand contracted support programs provided by community organizations to provide culturally affirming social-emotional and academic support to African American students. Expand affinity and/or peer support groups for African American students (such as Black Student Unions, safer spaces) and provide support for black student events, activities, and advocacy, as well as staff training for support of these groups/programs. Expand targeted family programs (such as Families of Black Students United (FBSU), Black Excellence Family workshops, black family outreach and advocacy, and black community partnerships, and Improve Your Tomorrow (IYT)). Coordinate the districtwide implementation of Restorative Practices to site administration, classified, and certificated staff. Funding sources are noted above in previous actions specific to the Educational Equity and Family & Community Engagement departments. IYT programming will be funded through Title I.	$912,870	N
5.4	Master Scheduling Prioritization	Always Be Learning (Abl) is used at all nine high schools and one middle school to identify underrepresented students into Honors and advanced coursework.	$198,870	N

| 5.5 | Academic Support | At the elementary level expand Facilitators of Instructional Teams (FIT) and AIT staffing to focus on academic support to students with disabilities, foster youth, and African American students. Staff will focus on analyzing data, targeting instruction, and communicating progress to parents and instructional support teams to improve outcomes for identified students and reduce special education identification. | $6,000,974 | N |
| 5.6 | Native American Student Support | Academic, social-emotional, and cultural supports will be provided for identified students and their families. These supports include tutoring opportunities, community events, student recognition ceremonies, cultural celebrations, college and career readiness, and collaborative events. Professional development and informational support will be available for school and District staff related to the unique conditions impacting native students and their families. | $203,660 | Y |
| 5.7 | Homeless Student Support

Also noted in Action 1.11 | Professional development will be provided to schools and related to homeless legal requirements and best practice educational services. Enrollment and transition support will be provided to schools enrolling homeless youth. 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 homeless youth with a focus on students identified as unaccompanied youth. AITs provide tutoring, credit recovery, and academic support. Regional program technicians provide case management support and connect families to school district and community-based resources. | See Action 1.11 | Y |

Goal

Goal #	Description	Type of Goal
6	By May 30, 2025, the percentage of students at William Daylor High School who are chronically absent will decrease by 10% from 80.2% to 70.2%.	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 was identified as an Equity Multiplier school. California School Dashboard (Dashboard) and local data indicate that low-income students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students.
- Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism and suspension rates that include approaches to support student engagement. Furthermore, student survey data indicates that 2% of low-income students in middle and high school participate in student clubs or leadership groups. When asked for reasons for not signing up in student group opportunities, students identified the following reasons: not feeling welcome, feeling a low sense of belonging, not feeling valued and in some cases, not having transportation to enable participation in such after school activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Content Standards Implementation: Percentage of teachers reporting full implementation of SCS in ELA, Mathematics, ELD, Science, History/Social Science, physical education (PE), Health, CTE, and VAPA	50.0% in 2022-23			80.0% of teachers reporting full implementation of state content standards	
6.2	CAASPP ELA: Distance From Standard (DFS) in ELA as measured by CAASPP	-113 in 2022-23			-100 DFS in ELA as measured by CAASPP	
6.3	CAASPP Math: Distance From Standard (DFS) in Math as measured by CAASPP	-212 in 2022-23			-200 DFS in ELA as measured by CAASPP	
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	58.0% in 2022-23			55.0% of EL students making progress toward English proficiency as measured by ELPI levels	
6.5	Reclassification: Percentage of English learners reclassified	4.0% in 2022-23			10.0% of English learners reclassified	
6.6	CTE Sequence Completion: Percentage of students completing CTE sequence upon graduation	3.0% in 2022-23			10.0% of students completing CTE sequence upon graduation	

Goal Analysis for 2024-25

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

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Actions

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

Goal

Goal #	Description	Type of Goal
7	By May 30, 2025, the percentage of students at Rio Cazadero High School who are chronically absent will decrease by 10% from 85.7% to 75.7%.	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 was identified as an Equity Multiplier school. California School Dashboard (Dashboard) and local data indicate that low-income students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students.

- Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism and suspension rates that include approaches to support student engagement. Furthermore, student survey data indicates that 2% of low-income students in middle and high school participate in student clubs or leadership groups. When asked for reasons for not signing up in student group opportunities, students identified the following reasons: not feeling welcome, feeling a low sense of belonging, not feeling valued and in some cases, not having transportation to enable participation in such after school activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Content Standards Implementation: Percentage of teachers reporting full implementation of SCS in ELA, Mathematics, ELD, Science, History/Social Science, physical education (PE), Health, CTE, and VAPA	80.0% in 2022-23			90.0% of teachers reporting full implementation of state content standards	
7.2	CAASPP ELA: Distance From Standard (DFS) in ELA as measured by CAASPP	-125 in 2022-23			-115 DFS in ELA as measured by CAASPP	
7.3	CAASPP Mathematics: DFS in Mathematics as measured by CAASPP	-206 in 2022-23			-196 DFS in ELA as measured by CAASPP	
7.4	Progress Toward English Proficiency: Percentage of English learner students making progress toward English proficiency as measured by English Learner Progress Indicator (ELPI) levels	63.0% in 2022-23			55.0% of EL students making progress toward English proficiency as measured by ELPI levels	
7.5	Reclassification: Percentage of English learners reclassified	14.0% in 2022-23			15.0% of English learners reclassified	
7.6	CTE Sequence Completion: Percentage of students completing CTE sequence upon graduation	0.0% in 2022-23			10.0% of students completing CTE sequence upon graduation	

| 7.7 | Suspension: Percentage of students suspended | 11.0% in 2022-23 | | | 6.0% of students suspended | |

Goal Analysis for 2024-25

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Actions

Action #	Title	Description	Total Funds	Contributing
7.1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning	Provide opportunities for professional development, including but not limited to conferences, workshops, release time during the school year, hourly pay during the summer, or salary credit beyond work hours for teachers to learn about and develop curriculum and refine instructional strategies to meet the needs of students.	$7,500	N
7.2	African American, Hispanic, and Socioeconomic Status Support: Extended Day	Provide learning options including out of school time, extended day learning opportunities, and credit recovery programs for students not meeting proficiency standard or who are behind in ELA, mathematics, social science, science, and other graduation requirements.	$7,500	N
7.3	Hispanic and Socioeconomic Status Support: Professional Learning	Provide professional development 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	Promote enrollment in CTE courses and other options to boost connections to college and career. Provide professional development and support for teachers to enhance connections to relevant college and career skills.	$10,000	N
7.5	African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS)	Provide professional development for staff to support all students by implementing MTSS, PBIS, and Restorative Practices. Work with school, District, and community resources to support students.	$5,000	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$70,310,881	$0

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
10.55%	0%	$0	10.55%

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 Also see 2.2	Foster youth, English learner (including LTELs), and low-income students continue to demonstrate need for ELA and mathematics academic improvement. The achievement gap persists: 21%, 25%, and 40% of foster youth, English learner, and low-income students met/exceeded ELA standards, respectively, compared to 52% for all students. Similarly, 13%, 22% and 30% of foster youth, English learner/LTEL, and low-income students met/exceeded mathematics standards, respectively, compared to 41% for all students.	To address this condition of foster youth, English learner, and low-income students, professional learning for teachers and support from curriculum specialists and instructional coaches will continue to be provided. Training related to the instructional framework and the methods that best support identified academic student needs will be provided. Training encompasses the consideration of all students, is provided districtwide, and calls out the need of unduplicated students.	The Teaching & Learning program implementation continuum (PIC) will be used to measure the implementation of instructional principles and the necessary classroom conditions that are needed for student success. This data is identified for all students and is specific to unduplicated students as well. The District will continue to monitor the association between fidelity of implementation of actions and student achievement in ELA and mathematics for all students and students in unduplicated groups.
1.3	Foster youth, English learner (including LTELs), and low-income students continue to demonstrate need for ELA and mathematics academic improvement. The achievement gap persists: 21%, 25%, and 40% of foster youth, English learner/LTEL, and low-income students met ELA standards, respectively, while 52% of all students met ELA standards. Similarly, 13%, 22% and 30% of foster youth, English learner, and low-income students met mathematics standards, respectively, while 41% of all students met mathematics standards.	Training provided to staff on the instructional framework and the methods that best support identified academic student needs will be provided by skilled and knowledgeable program specialists, coaches, and curriculum specialists. Through ongoing support staff professional development, identified positions previously mentioned will continue to provide pedagogical and content-aligned sessions to District staff that address the identified academic needs of unduplicated student groups.	The Teaching & Learning PIC will be used to measure the implementation of instructional principles and the necessary classroom conditions that are needed for student success. This data is identified for all students and is specific to unduplicated students as well. The District will continue to monitor the association between fidelity of implementation of actions and student achievement in ELA and mathematics for all students and students in unduplicated groups.

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
1.4 Also see 5.1	Students with disabilities continue to demonstrate the need for ELA and mathematics academic improvement. The achievement gap persists: 17% met standards in ELA and 14% met standards in mathematics, while 52% of all students met ELA standards and 41% of all students met mathematics standards.	In 2024-25, the Special Education department program managers will conduct research to determine how special education is being implemented and how implementation is associated with student outcomes. The intent of this evaluation and PIC is to evaluate the aspects of the program that are primarily oriented towards serving students who have at least some contact with the general education program and who would not be annually assessed with the California Alternate Assessment (CAA). Special Education program staff will create a recommendation for tools and a detailed plan for audit-based data collection. The mutual intent of special education program staff and research project staff is to collect rich, meaningful audit-based implementation measures to be collected and operational in 2025-26. Operationalization will include ongoing professional development and training to support outcome-based best practice methods. The outcome will best help improve academic achievement for students with disabilities. As 2024-25 will be the first year for the special education evaluation, the work associated with this research question during this school year is intended to build habits, evaluate the quality of baseline implementation data, and develop recommendations to refine efforts for an operational PIC in 2025-26.	The Special Education PIC will continue to monitor the association between fidelity of actions and ELA and mathematics achievement for students with disabilities.

| 1.6 | Ongoing needs analysis processes confirm students, most notably the student unduplicated subgroups as well as those found within the District's Strategic Goal 5, need supplemental academic services, behavioral, and social-emotional supports and resources. | Student needs are districtwide:

• School-based supplemental/concentration funding – All schools receive a formulaically-determined supplemental/concentration funding amount. Principals engage their educational partners including the school's Site Council (SSC), English Learner Advisory Committee (ELAC), and staff leadership team in a continuous improvement process, using the school's annual Education Partner Perspective Survey data to identify student needs. These funds are specifically highlighted in each school's site LCAP, also termed the Single Plan for Student Achievement (SPSA) noting the actions/services, the student subgroup/s who are the principal recipients of the actions/services and means of program evaluation.

• Non-Expanded Learning Opportunities Program (ELO-P) summer funding – Provides credit recovery opportunities for high school students, middle-to-high school transition opportunities, and enrichment and recreational summer learning opportunities for elementary students across the District.

• Gifted and Talented Education (GATE) – Supports school programs and the District's assessments system with an emphasis on expanding GATE opportunities through the lens of equity and disproportionality. | • School-based supplemental/concentration funding – A systematic and comprehensive site LCAP review process is conducted by a broad base of District staff, led by the District's Director of School Improvement Support with a focus on goal development, action alignment to student needs, and valid/reliable action evaluation methodologies.

• Non-ELO-P summer funding – Disaggregated program enrollment data, credit completion, summer program survey feedback.

• GATE – Disaggregated program participation data and ongoing program entry process review

• AVID – Disaggregated program enrollment data, academic, attendance, behavioral data analysis, and results from the Student Perspective Survey.

• Honors, AP, IB, MYP – Disaggregated program enrollment and related academic data. |

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
		• Advancement Via Individual Determination (AVID) – Provides staffing and support resources for AVID programming at all middle and high schools. (Note – AVID is expanding to elementary schools using non-supplemental/concentration funds) • Honors, advanced placement (AP), International Baccalaureate (IB), Middle Years Programme (MYP) – Provides staffing and support resources for Honors, AP, IB and MYP. These resources are closely linked to schools' counseling services to ensure equitable opportunities are afforded all students, particularly those student subgroups that have historically been underrepresented in these programs.	
1.7	As a result of a comprehensive student needs analysis and program implementation assessment it has been determined students districtwide within the unduplicated student subgroups and student groups identified in Strategic Goal 5 are lacking information and awareness of Career Technical Education (CTE)/California Partnership Academy (CPA) programs, program benefits, and program access.	A targeted outreach and communication plan will be developed, implemented, and evaluated. Coordination with the Student Support & Health Services, Family & Community Engagement, and Educational Equity departments, and counseling, will result in a deeper understanding of specific student group and family needs informing plan development and implementation. Thematic foci of the targeted outreach and communication plan include CTE/Pathway information, program benefits such as early college credit and career exploration, and master schedule (Always Be Learning (AbI)) for student schedule development for purposes of program access.	Assuming the outreach/communication plan is implemented in alignment with design specifications, the District anticipates a student outcome of increased student enrollment or parity of student subgroups in CTE/CPA programs resulting in improved academic achievement as measure 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.

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
1.9	African American and Native American students continue disparities in suspensions and chronic absenteeism.	To address the disparities of African American and Native American students, the District will provide expanded supports for opportunities to connect. Expanding programs include Black Student Unions, Student Equity Councils and Young Men of Color programs.	Chronic absenteeism rates and metrics 3.6 and 3.9 will be used to monitor the effectiveness of this action.
1.10	There is a disparity for various groups: foster youth, students experiencing homelessness, African American students, low-income students, and English learners on standardized test scores.	To address the disparities of foster youth, students experiencing homelessness, African American students, low-income students and English learners on standardized test scores, the District will provide secondary sites with additional staffing to lower class sizes in English Language Arts and mathematics.	Metrics 1.7, 1.8, and 1.12 will be used to monitor the effectiveness of implementation of this action.
1.11 Also see 5.7	Students experiencing homelessness continue to demonstrate a need for academic support with 22% meeting standards in ELA and 12% meeting standards in mathematics. Students experiencing homelessness continue to have a disparity in suspension rates of 10.1%. Full implementation of PBIS provides the necessary supports to improve behavioral outcomes for all students.	Students experiencing homelessness are provided direct support through academic intervention teachers, social workers, as well as additional guidance and counseling to meet basic and academic needs. EGUSD increased PBIS coaching support to all schools. Coaches meet weekly with the Tier 1 team and have regular meetings with site administration. School staff is provided coaching support in developing Tier 1 meeting structure, developing schoolwide PBIS activities, and provide Tier 1, 2, and 3 training to sites. Site teams will review disciplinary data with a focus on unduplicated students to identify patterns and develop an action plan to address disparities.	Metrics 1.7 and 1.8 will be used to monitor the effectiveness of implementation of this action. We will monitor the effectiveness of the implementation of the actions through the Tiered Fidelity Inventory (TFI) and metric 3.4

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
2.1	Consistent with statewide patterns, the District continues to monitor disparities in critical outcomes (ELA achievement, mathematics achievement, graduation rates, suspension rates, chronic absenteeism, social-emotional competencies, and perceived school climate) between students in unduplicated groups and those students who are not in unduplicated groups.	The District posits that disparities in educational outcomes, such as those reflected in the California School Dashboard state indicators, are driven by gaps in educational opportunities experienced by students in these 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 then result in more equitable and consistent student outcomes across groups. For this work to be effective, it must be conducted in a districtwide manner, as school level differences in program implementation are a crucial ingredient in the ability to conduct summative evaluations of program to determine program impact.	Metrics 2.1 and 2.2 will be used to monitor effectiveness of implementation of this action—they will be used to answer the following questions: 1. Has the District developed a sufficiently broad set of program implementation measures to monitor? 2. Does the District have measures of program implementation that are significantly associated with critical student outcomes? Metrics 5.1 through 5.4 will be used to evaluate the impact of this action.

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
2.2 Also see 1.2	Consistent with statewide patterns, the District continues to monitor disparities in student academic achievement between students in unduplicated groups and those students who are not in unduplicated groups.	Local evaluations of the District's instructional framework consistently find strong and significant associations between school-level implementation of formative assessment processes and academic achievement for all students and those in unduplicated groups. Interim assessments are a crucial ingredient in a comprehensive assessment system in that they provide teachers with standardized and uniform measures of student progress on the standards at multiple points throughout the year for local formative evaluation of teaching and learning. A high-quality assessment system (including professional development) is necessarily implemented by teachers and schools for all students, not just those in unduplicated groups.	Metric 2.3 will be used to monitor effectiveness of implementation of this action—it will answer the following question: 1. To what extent are students being assessed with all required interim assessments? Metrics 1.7 and 1.8 will be used to evaluate the impact of this action.

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
3.1	There is a disparity for various groups: foster youth, students experiencing homelessness, African American students, low-income students, and English learners on the climate survey, SEL survey, suspension rates, chronic absenteeism and standardized test scores. The District is identifying the needs of students through the implementation of MTSS.	To address the academic, social-emotional, and behavioral needs of unduplicated students, the District will continue to strengthen implementation of MTSS. Principals will continue to receive training on Tier 1 practices. School MTSS teams will receive training on developing goals for students receiving Tier 2 or Tier 3 support. School MTSS teams will progress monitor interventions and supports so the team can make decisions about continuing support, changing support, or fading support for students. Schools will continue to receive training in all three tiers of PBIS and will monitor implementation of PBIS through the TFI, as well as receive additional support from PBIS coaches. The District will continue to offer SEL training and MTSS overview training for all staff, as well as hire elementary counselors to support Tier 1 and 2 of the MTSS framework.	The District will monitor the effectiveness of the implementation of the actions through the MTSS, SEL, Teaching & Learning, and PBIS PICs, favorability scores on the Student Perspectives Survey, the TFI, and metrics 1.7, 1.8, and 3.4.

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
3.2	Students in foster care continue to have a disparity in suspension rates (14.4%). Full implementation of PBIS provides the necessary supports to improve behavioral outcomes for all students.	EGUSD increased PBIS coaching support to all schools. Coaches meet weekly 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 provide Tier 1, 2, and 3 training 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 TFI in the spring. The TFI measures the implementation of PBIS at each tier. Review of student disciplinary data. Metric 3.4
3.3	Data confirms positive perceptions of school climate are slightly lower for foster youth (71%) and students experiencing homelessness (69%). Positive SEL self-ratings are lower for English learners (including LTELs) (66%), foster youth (62%) and low-income students (71%) than all students (74%).	In order to address the needs of foster youth, English learner, and low-income students, all staff are receiving training in the Multi-Tier Systems of Support (MTSS) Framework. All schools are using Board-adopted SEL curriculum and school staff have been trained in trauma-informed care, SEL, the Youth Mental Health First Aid action plan, and Question, Persuade, Refer suicide prevention training.	The District will monitor the effectiveness of the implementation of the actions through the Student Perspectives survey.
4.1	Provide transportation services to identified low-income students to improve attendance, prioritizing TK-6th grade students aligned to EGUSD Board-approved Transportation Plan.	Unduplicated students will be provided access to EGUSD transportation or the ability to use local transit based on EGUSD transportation capacity at no charge. The District will use internal resources to help students access transportation such as the District's homeless and foster youth liaison, Special Education case managers using the Section 504 compliance guide, and the free lunch programs.	Attendance rate, chronic absenteeism rates for unduplicated student groups

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
4.2	To support families, the Attendance Improvement program, the Family & Community Engagement department, and school staff followed up on absences and made connections between home and school for the most vulnerable families. Family & Community Engagement also provided schools and families with resources to help get their children to school on time and attend school every day. Targeted support was provided to the schools with the lowest attendance rates. Additionally, the nine regional family, school, community liaisons continued to help bridge the gap between home and school and connected families with resources to improve attendance and decrease chronic absenteeism. Family & Community Engagement, along with the Attendance Improvement team, provided direct support to some of Elk Grove's most vulnerable populations and began to shift the service model from informing parents of their responsibility to comprehensive whole child and family support. The liaisons and the attendance team continued to connect with families to provide strategies and information to help mitigate chronic absenteeism and improve daily attendance. The attendance team and liaisons often collaborated with the District's School and Family Empowerment (SAFE) centers to make sure families experiencing homelessness got needed services and support.	To address attendance and chronic absenteeism trends, staff and families are provided with information via workshop presentations, face-to-face conversations and information posted on campuses regarding the importance of on-time, daily attendance, when it is appropriate to stay home, how to excuse absences and how to get support and resources to help when attendance is a challenge. EGUSD is aligning attendance intervention strategies with the MTSS process to reflect Tier 1 practices as strategies for all students and families that promote consistent attendance.	Attendance rate, chronic absenteeism rates 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
5.1 Also see 1.4	See 1.4	See 1.4	See 1.4
5.6	EGUSD's Native American student population demonstrates some of the lowest student outcomes of any student affinity group.	Providing cultural and academic teaching and learning opportunities to native students, with a particular focus on low-income students, will assist in addressing the historical and current racialized negative disproportionality demonstrated by this student group. Providing these actions on a district/schoolwide basis helps to ensure that all appropriate students have access to the supports.	Student academic outcomes (course grades, interim assessments), students' time away from instruction (attendance, behavioral, social emotional), student and family survey data.
5.7 Also see 1.11	See 1.11	See 1.11	See 1.11

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 #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	Positive perceptions of school climate are slightly lower for foster youth (71%). Positive SEL self-ratings are lower for foster youth (62%). Foster youth students continue to demonstrate the need for ELA and mathematics academic improvement. The achievement gap persists: 21% met standards in ELA and 13% met standards in mathematics, while 52% of all students met standards in ELA and 41% in met standards in mathematics.	Students in foster care are provided direct support through academic intervention teachers, teaching associates, school social workers, as well as additional guidance and counseling to support their academic needs. Professional development will be provided to schools and related to foster youth legal requirements and best practice educational services. Enrollment and transition support will be provided to schools enrolling foster youth. Social workers provide social-emotional support for foster youth. Academic intervention teachers provide tutoring, credit recovery, and academic support. Regional program technicians provide case management support and connect families to District and community-based resources.	Student Perspective survey, metrics 1.7 and 1.8.

| 4.3 | Bilingual Teaching Associates Translator Interpreters (BTATIs) serve as translators and interpreters for the District. They support EGUSD schools who meet the 15 percent threshold where a primary language other than English is spoken (Education Code 48985). In addition to sending the required parental notifications, BTATIs also provide support for parent meetings and serve as a liaison between staff, students, and families. | Effective communication between school and home is vital to student success. Many parental notifications such as report cards, assessment notices, and the District's student handbook contain important information to which all parents should have access. Access to this type of information allows parents to be active and knowledgeable participants in their child's education and ensure that no parent is excluded, regardless of what language they speak. | The California Department of Education's Reporting Office calculates data provided by the District via CALPADS (Californian Pupil Achievement Data System) during the fall data collection, or California Basic Educational Data System (CBEDS) day, which is the first Wednesday in October. The report lists by language group the number of students speaking a language other than English that constitutes 15 percent or more of a school's enrollment. This data is used to assign and monitor language support for schools who meet this requirement.

Metrics 1.14 and 1.15 |

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.

Not applicable. EGUSD unduplicated pupil percentage is below 55% and does not generate concentration funding.

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	46 students : 1 staff	43 students : 1 staff
Staff-to-student ratio of certificated staff providing direct services to students	19 students : 1 staff	17 students : 1 staff

California Department of Education

2024-25 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 %)
2024-25	$ 666,423,226	$ 70,310,881	10.550%	0.000%	10.550%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 612,366,081	$ 67,627,283	$ 4,298,439	$ 15,781,093	$ 700,072,896.00	$ 639,467,914	$ 60,604,982

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	$ 399,336,825	$ -	$ 399,336,825	$ -	$ -	$ -	$ 399,336,825	0.000%
1	2	Professional Learning	All	Yes	LEA-wide	All	All	Ongoing	$ 3,397,069	$ 1,263,675	$ 4,660,744	$ -	$ -	$ -	$ 4,660,744	0.000%
1	3	Curriculum/Program Specialists and Instructional Coaches	All	Yes	LEA-wide	All	All	Ongoing	$ 10,880,523	$ 1,624,385	$ 11,216,125	$ -	$ -	$ 1,288,783	$ 12,504,908	0.000%
1	4	Students with Disabilities Instructional Support - Low-Income	SWD	Yes	LEA-wide	Low-Income	All	Ongoing	$ 18,007,963	$ -	$ 18,007,963	$ -	$ -	$ -	$ 18,007,963	0.000%
1	5	Students with Disabilities Instructional Support - Non-Low-Income	SWD	No	LEA-wide	N/A	All	Ongoing	$ 144,042,780	$ 37,509,810	$ 110,829,100	$ 56,675,821	$ 2,744,623	$ 11,303,046	$ 181,552,590	0.000%
1	6	Supplemental Programming	All	Yes	LEA-wide	All	All	Ongoing	$ 5,257,637	$ 7,060,771	$ 12,318,408	$ -	$ -	$ -	$ 12,318,408	0.000%
1	7	CTE/CPA Program Development	All	Yes	LEA-wide	All	Secondary Schools	Ongoing	$ 3,313,971	$ 1,136,848	$ 3,006,819	$ 1,444,000	$ -	$ -	$ 4,450,819	0.000%
1	8	Foster Youth Support	Foster Youth	Yes	Limited	Foster Youth	Grades TK-12	Ongoing	$ 2,453,964	$ 170,756	$ 999,508	$ -	$ -	$ 1,625,212	$ 2,624,720	0.000%
1	9	Equity	All	Yes	LEA-wide	All	All	Ongoing	$ 522,925	$ 1,187,011	$ 1,709,936	$ -	$ -	$ -	$ 1,709,936	0.000%
1	10	Teacher Support Staffing for At-Risk Students (Secondary)	All	Yes	LEA-wide	All	Secondary Schools	Ongoing	$ 7,760,535	$ -	$ 7,760,535	$ -	$ -	$ -	$ 7,760,535	0.000%
1	11	Homeless Student Support	Homeless	Yes	Limited	Low-Income	All	Ongoing	$ 179,904	$ 281,500	$ 179,904	$ -	$ -	$ 281,500	$ 461,404	0.000%
2	1	Evaluation Support	All	Yes	LEA-wide	All	All	Ongoing	$ 1,683,655	$ 291,075	$ 420,914	$ -	$ 1,553,816	$ -	$ 1,974,730	0.000%
2	2	Professional Learning: Assessment Support	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	MTSS/PBIS	SWD	No	LEA-wide	N/A	All	Ongoing	$ 4,252,103	$ 428,314	$ -	$ 4,680,417	$ -	$ -	$ 4,680,417	0.000%
3	2	Positive Behavioral Interventions and Supports	All	Yes	LEA-wide	All	All	Ongoing	$ 860,685	$ -	$ 860,685	$ -	$ -	$ -	$ 860,685	0.000%
3	3	Mental Health/SEL Support and Training	All	Yes	LEA-wide	All	All	Ongoing	$ 3,297,693	$ 787,577	$ 4,085,270	$ -	$ -	$ -	$ 4,085,270	0.000%
3	4	Custodial Services	All	No	LEA-wide	N/A	All	Ongoing	$ 24,263,977	$ 932,473	$ 25,196,450	$ -	$ -	$ -	$ 25,196,450	0.000%
4	1	Attendance Support: Transportation	Low-Income	Yes	Limited	Low-Income	All	Ongoing	$ 5,783,735	$ 995,051	$ 6,778,786	$ -	$ -	$ -	$ 6,778,786	0.000%
4	2	Family & Community Engagement and Attendance Support: Attendance Improvement Program	All	Yes	LEA-wide	All	All	Ongoing	$ 1,392,525	$ 294,172	$ 1,686,697	$ -	$ -	$ -	$ 1,686,697	0.000%
4	3	Bilingual Teaching Associates Translator Interpreters (BTATI)	All	Yes	Limited	English Learners	All	Ongoing	$ 2,053,854	$ -	$ 2,053,854	$ -	$ -	$ -	$ 2,053,854	0.000%
5	1	Students with Disabilities Instructional Support - Low-Income	SWD	Yes	LEA-wide	Low-Income	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	2	Students with Disabilities Instructional Support - Non-Low Income	SWD	No	LEA-wide	N/A	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	African American Student Support	African American/ Black	No	Limited	All	Grades TK-12	Ongoing	$ -	$ 912,870	$ 912,870	$ -	$ -	$ -	$ 912,870	0.000%
5	4	Master Scheduling Prioritization	All	No	LEA-wide	N/A	Secondary Schools	One-time	$ -	$ 198,870	$ 198,870	$ -	$ -	$ -	$ 198,870	0.000%
5	5	Academic Support	All	No	LEA-wide	All	All	Ongoing	$ 600,974	$ 5,400,000	$ -	$ 4,776,264	$ -	$ 1,224,710	$ 6,000,974	0.000%
5	6	Native American Student Support	Native American	Yes	Limited	Low-Income	All	Ongoing	$ 124,617	$ 79,043	$ 145,818	$ -	$ -	$ 57,842	$ 203,660	0.000%
5	7	Homeless Student Support	Homeless	Yes	Limited	Low-Income	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
6	1	Socioeconomic Status Support: Professional Learning - 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 - Daylor High School	All	No	Schoolwide	All	Daylor High School	Ongoing	$ -	$ 4,931	$ -	$ 4,931	$ -	$ -	$ 4,931	0.000%
6	3	Socioeconomic Status Support: Professional Learning - Daylor High School	All	No	Schoolwide	All	Daylor High School	Ongoing	$ -	$ 900	$ -	$ 900	$ -	$ -	$ 900	0.000%
6	4	Socioeconomic Status Support: Career Technical Education - Daylor High School	All	No	Schoolwide	All	Daylor High School	Ongoing	$ -	$ 10,000	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%
7	1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning - Rio Cazadero High School	All	No	Schoolwide	All	Rio Cazadero High School	Ongoing	$ -	$ 7,500	$ -	$ 7,500	$ -	$ -	$ 7,500	0.000%
7	2	African American, Hispanic, and Socioeconomic Status Support: Extended Day - Rio Cazadero High School	All	No	Schoolwide	All	Rio Cazadero High School	Ongoing	$ -	$ 7,500	$ -	$ 7,500	$ -	$ -	$ 7,500	0.000%
7	3	Hispanic and Socioeconomic Status Support: Professional Learning - Rio Cazadero High School	All	No	Schoolwide	All	Rio Cazadero High School	Ongoing	$ -	$ 1,950	$ -	$ 1,950	$ -	$ -	$ 1,950	0.000%
7	4	African American, Hispanic, and Socioeconomic Status Support: Career Technical Education - Rio Cazadero High School	All	No	Schoolwide	All	Rio Cazadero High School	Ongoing	$ -	$ 10,000	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%
7	5	African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) - Rio Cazadero High School	All	No	Schoolwide	All	Rio Cazadero High School	Ongoing	$ -	$ 5,000	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%

2024-25 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
$ 666,423,226	$ 70,310,881	10.550%	0.000%	10.550%	$ 75,891,966	0.000%	11.388%	**Total:**	$ 75,891,966
								LEA-wide Total:	$ 65,734,096
								Limited Total:	$ 10,157,870
								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	$ 4,660,744	0.000%
1	3	Curriculum/Program Specialists and Instruct	Yes	LEA-wide	All	All	$ 11,216,125	0.000%
1	4	Students with Disabilities Instructional Suppo	Yes	LEA-wide	Low-Income	All	$ 18,007,963	0.000%
1	6	Supplemental Programming	Yes	LEA-wide	All	All	$ 12,318,408	0.000%
1	7	CTE/CPA Program Development	Yes	LEA-wide	All	Secondary Schools	$ 3,006,819	0.000%
1	8	Foster Youth Support	Yes	Limited	Foster Youth	Grades TK-12	$ 999,508	0.000%
1	9	Equity	Yes	LEA-wide	All	All	$ 1,709,936	0.000%
1	10	Teacher Support Staffing for At-Risk Studen	Yes	LEA-wide	All	Secondary Schools	$ 7,760,535	0.000%
1	11	Homeless Student Support	Yes	Limited	Low-Income	All	$ 179,904	0.000%
2	1	Evaluation Support	Yes	LEA-wide	All	All	$ 420,914	0.000%
2	2	Professional Learning: Assessment Support	Yes	LEA-wide	All	All	$ -	0.000%
3	2	Positive Behavioral Interventions and Suppo	Yes	LEA-wide	All	All	$ 860,685	0.000%
3	3	Mental Health/SEL Support and Training	Yes	LEA-wide	All	All	$ 4,085,270	0.000%
4	1	Attendance Support: Transportation	Yes	Limited	Low-Income	All	$ 6,778,786	0.000%
4	2	Family & Community Engagement and Atter	Yes	LEA-wide	All	All	$ 1,686,697	0.000%
4	3	Bilingual Teaching Associates Translator Int	Yes	Limited	English Learners	All	$ 2,053,854	0.000%
5	1	Students with Disabilities Instructional Suppo	Yes	LEA-wide	Low-Income	All	$ -	0.000%
5	6	Native American Student Support	Yes	Limited	Low-Income	All	$ 145,818	0.000%
5	7	Homeless Student Support	Yes	Limited	Low-Income	All	$ -	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 636,537,965.00	$ 703,396,446.24

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	$ 386,165,732	$ 412,022,238
1	2	Professional Learning	Yes	$ 4,750,850	$ 2,771,461
1	3	Curriculum/Program Specialists and Instructional Coaches	Yes	$ 11,570,629	$ 11,664,977
1	4	Students with Disabilities Instructional Support	Yes	$ -	$ -
1	5	Non-Low Income Instructional Support for IEPs	No	$ -	$ -
1	6	Targeted Supplemental Programming	Yes	$ 15,090,476	$ 11,153,270
1	7	CTE/CPA Program Course Development	Yes	$ 4,446,731	$ 3,622,319
1	8	Foster Youth Support	Yes	$ -	$ -
1	9	Equity	Yes	$ 1,893,935	$ 1,585,947
1	10	Teacher Support Staffing for At-Risk Students	Yes	$ 7,069,507	$ 7,734,347
1	11	Homeless Student Support	Yes	$ -	$ -
2	1	Evaluation Support	Yes	$ 1,849,527	$ 1,446,472
2	2	Assessment Support	Yes	$ -	$ -
3	1	IEP-based educationally related Mental Health Services	No	$ -	$ -
3	2	Positive Behavior Instructional Supports (PBIS)	Yes	$ 696,674	$ 802,745
3	3	Mental Health/SEL Support and Training	Yes	$ 3,278,388	$ 3,524,520
3	4	Custodial Services	No	$ 27,158,141	$ 24,737,560
4	1	Attendance Support: Transportation	Yes	$ 6,379,356	$ 6,398,611
4	2	Family and Community Engagement (FACE)	Yes	$ 2,095,601	$ 1,784,096
4	3	Bilingual Teaching Associates	Yes	$ 1,624,167	$ 1,248,124
4	4	Family and Community Engagement (FACE)	No	$ -	$ -
5	1	Targeted Students with Disabilities Support	Yes	$ 27,320,986	$ 26,991,912
5	2	Targeted Non-Low Income Students with Disabilities Support	No	$ 120,339,833	$ 170,310,449
5	3	Targeted Foster Youth Support	Yes	$ 2,888,055	$ 2,866,759
5	4	Targeted African American Student Support	No	$ 600,000	$ 869,400
5	5	Targeted Master Scheduling Prioritization	No	$ 200,000	$ -
5	6	Targeted Academic Support	No	$ 6,086,250	$ 7,643,501
5	7	Targeted Social-Emotional Supports for Students with Disabilities	No	$ 4,369,061	$ 3,915,371
5	8	Targeted Native American Student Support	Yes	$ 171,509	$ 143,785
5	9	Targeted Homeless Student Support	Yes	$ 428,807	$ 106,750
6	1	Professional Learning - Calvine HS	Yes	$ 10,250	$ 8,795
6	2	Curriculum/Program Specialists and Instructional Coaches - Calvine HS	Yes	$ 12,000	$ 10,578
6	3	MTSS/PBIS Implementation - Calvine HS	Yes	$ 30,500	$ 28,671
6	4	Family and Community Engagement (FACE) - Calvine HS	Yes	$ 11,000	$ 3,786

2023-24 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)
$ 67,945,323	$ 85,236,926	$ 77,724,387	$ 7,512,539	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Professional Learning	Yes	$ 4,750,850	$ 2,771,461.00	0.00%	0.00%
1	3	Curriculum/Program Specialists and Instructional Coaches	Yes	$ 10,256,955	$ 9,644,960.00	0.00%	0.00%
1	4	Students with Disabilities Instructional Support	Yes	$ -	$ -	0.00%	
1	6	Targeted Supplemental Programming	Yes	$ 15,090,476	$ 11,153,270.00	0.00%	0.00%
1	7	CTE/CPA Program Course Development	Yes	$ 3,024,731	$ 2,447,257.00	0.00%	0.00%
1	8	Foster Youth Support	Yes	$ -	$ -		
1	9	Equity	Yes	$ 1,893,935	$ 1,585,947.00	0.00%	0.00%
1	10	Teacher Support Staffing for At-Risk Students	Yes	$ 7,069,507	$ 7,734,347.00	0.00%	0.00%
1	11	Homeless Student Support	Yes	$ -	$ -		
2	1	Evaluation Support	Yes	$ 382,263	$ 302,473.00	0.00%	0.00%
2	2	Assessment Support	Yes	$ -	$ -	0.00%	
3	2	Positive Behavior Instructional Supports (PBIS)	Yes	$ 696,674	$ 802,745.00	0.00%	0.00%
3	3	Mental Health/SEL Support and Training	Yes	$ 3,278,388	$ 3,524,520.00	0.00%	0.00%
4	1	Attendance Support: Transportation	Yes	$ 6,379,356	$ 6,398,611.00	0.00%	0.00%
4	2	Family and Community Engagement (FACE)	Yes	$ 2,095,601	$ 1,784,096.00	0.00%	0.00%
4	3	Bilingual Teaching Associates	Yes	$ 1,624,167	$ 1,248,124.00	0.00%	0.00%
5	1	Targeted Students with Disabilities Support	Yes	$ 27,320,986	$ 26,991,912.00	0.00%	0.00%
5	3	Targeted Foster Youth Support	Yes	$ 1,081,342	$ 1,096,015.00	0.00%	0.00%
5	8	Targeted Native American Student Support	Yes	$ 100,638	$ 97,147.00	0.00%	0.00%
5	9	Targeted Homeless Student Support	Yes	$ 147,307	$ 89,672.00	0.00%	0.00%
6	1	Professional Learning - Calvine HS	Yes	$ 10,250	$ 8,795.00	0.00%	0.00%
6	2	Curriculum/Program Specialists and Instructional Coaches - Calvine HS	Yes	$ 12,000	$ 10,578.00	0.00%	0.00%
6	3	MTSS/PBIS Implementation - Calvine HS	Yes	$ 15,500	$ 28,671.00	0.00%	0.00%
6	4	Family and Community Engagement (FACE) - Calvine HS	Yes	$ 6,000	$ 3,786.00	0.00%	0.00%

2023-24 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)
$ 656,349,717	$ 67,945,323	0.00%	10.35%	$ 77,724,387	0.00%	11.84%	$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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 5.3 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
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), 5.4 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), 5.4 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), 5.4 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 African American Student Support	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 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
Charles E. Mack Elementary	White	Not Red	Not Red	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	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, 1.11 Homeless Student Support, 5.7 Homeless Student Support	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 1.11 Homeless Student Support, 5.7 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 1.6 Supplemental Programming, 2.2 Professional Learning: Assessment Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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
	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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 African American Student Support	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	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, 1.11 Homeless Student Support, 5.7 Homeless Student Support	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 1.11 Homeless Student Support, 5.7 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), 5.4 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), 5.4 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), 5.4 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), 5.4 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 5.3 African American Student Support	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 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, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 1.6 Supplemental Programming, 2.2 Professional Learning: Assessment Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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), 5.4 Master Scheduling Prioritization, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 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, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 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

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
Florence Markofer Elementary	English Learners	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/ Program Specialists and Coaches, 1.6 Supplemental Programming, 2.2 Professional Learning: Assessment Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 1.6 Supplemental Programming, 2.2 Professional Learning: Assessment Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity	Not Red	Not Red	Not Red	Not Red	Not Red	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 MTSS/PBIS, 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
Florin High	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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 1.11 Homeless Student Support, 5.7 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 MTSS/PBIS, 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, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red
	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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 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
James Rutter Middle	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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support	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, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 African American Student Support	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 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 MTSS/PBIS, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 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 MTSS/PBIS, 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red
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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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
Laguna Creek High	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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 1.11 Homeless Student Support, 5.7 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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), 5.4 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), 5.4 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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), 5.4 Master Scheduling Prioritization, 1.9 Equity
	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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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
Las Flores High (Alternative)	Asian	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support	Not Red	Not Red	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 5.4 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 5.3 African American Student Support	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 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), 5.4 Master Scheduling Prioritization, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic 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
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), 5.4 Master Scheduling Prioritization, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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
Prairie Elementary	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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support	Not Red	Not Red	Not Red	Not Red	Not Red	Not Red
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), 5.4 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), 5.4 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 MTSS/PBIS, 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), 5.4 Master Scheduling Prioritization, 1.9 Equity	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 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), 5.4 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 African American Student Support	1.6 Supplemental Programming, 1.7 CTE/CPA Program Development, 1.10 Teacher Support Staffing for At-Risk Students (Secondary), 5.4 Master Scheduling Prioritization, 1.9 Equity, 5.3 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), 5.4 Master Scheduling Prioritization	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 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), 5.4 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

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

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

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

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Robert J. McGarvey Elementary	Students with Disabilities	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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
Robert J. McGarvey 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, 5.3 African American Student Support	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
	Asian	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red
	All Students	Not Red	Not Red	Not Red	3.1 MTSS/PBIS, 4.1 Attendance Support: Transportation, 4.2 Family & Community Engagement and Attendance Support: Attendance Improvement Program	Not Red	Not Red	Not Red

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

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

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

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Samuel Jackman Middle	Students with Disabilities	Not Red	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity	Not Red

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

School	Group	ELA	Math	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI
Samuel Jackman Middle	English Learners	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity	1.2 Professional Learning, 1.3 Curriculum/ Program Specialists and Coaches, 1.6 Supplemental Programming, 2.2 Professional Learning: Assessment Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support	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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training	Not Red
	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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support	1.1 School Staffing, 1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 1.10 Teacher Support Staffing for At-Risk, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 African American Student Support	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 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 MTSS/PBIS, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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), 5.4 Master Scheduling Prioritization, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 African American Student Support	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 African American Student Support	Not Red
	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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic 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
Sierra-Enterprise Elementary	English Learners	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/ Program Specialists and Coaches, 1.6 Supplemental Programming, 2.2 Professional Learning: Assessment Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity	Not Red	Not Red	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 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 MTSS/PBIS, 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 MTSS/PBIS, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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 MTSS/PBIS, 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 MTSS/PBIS, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 Students with Disabilities Instructional Support – Non-Low Income	Not Red	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 1.9 Equity, 5.3 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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), 5.4 Master Scheduling Prioritization, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 Students with Disabilities Instructional Support – Non-Low Income	1.2 Professional Learning, 1.3 Curriculum/Program Specialists and Coaches, 3.1 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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), 5.4 Master Scheduling Prioritization, 5.1 Students with Disabilities Instructional Support – Low-Income , 5.2 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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, 2.2 Professional Learning: Assessment Support, 3.1 MTSS/PBIS, 5.5 Academic Support, 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 MTSS/PBIS, 3.2 PBIS, 3.3 Mental Health/SEL Support and Training, 1.9 Equity, 5.3 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]).

- o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);

    - **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 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **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) (California Legislative Information) 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.

  o 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:

- o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

- o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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.

  - o 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).

  - o 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.

  - o Indicate the school year to which the baseline data applies.

  - o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o   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.

    o   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.

    o   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

- 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.

- o 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.

- 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.

- 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:

  - o 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.

  - o These required actions will be effective for the three-year LCAP cycle.

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:

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.

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.

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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).

  o **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.

  o **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.

  o 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%).

  o 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)**

  - o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - o   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)**

  - o   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 of 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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).

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