

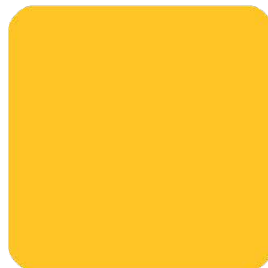
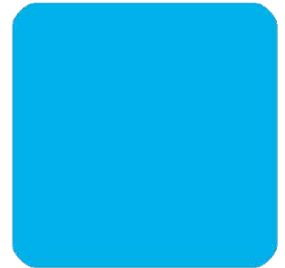
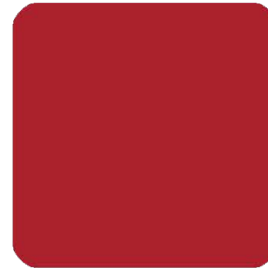
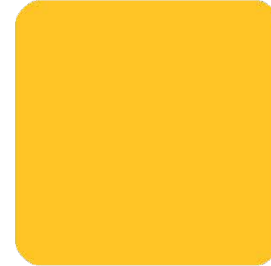


ELK GROVE UNIFIED SCHOOL DISTRICT

2021-2024 Local Control Accountability Plan

Year 1: 2021-22

Approved by the Board of Education: June 25, 2021



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

ACRONYM	DEFINITION
12MCI	12 Month Continuous Improvement
AIO	Attendance Improvement Office
AIT	Academic Intervention Teacher
AP	Advanced Placement
ASES	After School Education & Safety
AVID	Advancement Via Individual Determination
BSU	Black Student Union
BTA	Bilingual Teaching Associate
CAASPP	California Assessment of Student Performance and Progress
CASEL	Collaborative for Academic, Social, and Emotional Learning
CCC	College and Career Connections
CCGI	California College Guidance Initiative
CCI	College/Career Indicator
CCPT	California Career Pathways Trust
CCRT	COVID-19 Case Response Team
CDE	California Department of Education
CLSW	Clinically Licensed Social Worker
CNA	Certified Nursing Assistants
CPA	California Partnership Academy
CPL	Curriculum and Professional Learning
CSI	Comprehensive Support and Improvement
CSR	Class Size Reduction
CTE	Career Technical Education
DAC	District Advisory Committee
DELAC	District English Learner Advisory Committee
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
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
ELS	English Learner Services
EMAT	Educational Model Advisory Team
ESS	Education Services and Schools
ESSA	Every Student Succeeds Act
ESY	Extended School Year
FACE	Family and Community Engagement
FAFSA	Free Application For Student Aid
FBSU	Families of Black Students United
FHQI	Framework for High Quality Instruction
FIT	Facility Inspection Tool
FONT	Framework Observation and Notetaking Tool
FNS	Food & Nutrition Services
FTE	Full-Time Equivalent
FYS	Foster Youth Services
GATE	Gifted and Talented Education
GLAD	Guided Language Acquisition Design
HVP	Home Visit Program
HS	High School
IB	International Baccalaureate
IEP	Individualized Education Plan

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

ACRONYM	DEFINITION
ILP	Independent Living Program
IYT	Improve Your Tomorrow
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LCP	Learning Continuity and Attendance Plan (different from Local Control Accountability Plan - LCAP)
LEA	Local Education Agency
LETRS	Language Essentials for Teachers of Reading and Spelling
LPSBG	Low Performing Student Block Grant
LSS	Learning Support Services
LTEL	Long Term English Learner
LVN	Licensed Vocational Nurse
M&O	Maintenance & Operations
MERV	Minimum Efficiency Reporting Value
MHT	Mental Health Therapist
MOU	Memorandum of Understanding
MS	Middle School
MTSS	Multi-Tiered Systems of Support
MYP	Middle Years Programme
NGSS	Next Generation Science Standards
OGLR	On Grade Level Reading
PAT	Parent Advisory Team
PBIS	Positive Behavioral Intervention Systems
PE	Physical Education
PIC	Program Implementation Continuum
PPE	Personal protective equipment
REAT	Racial and Equity Advisory Team
RED	Research and Evaluation
RFA	Request for Assistance
RFEP	Redesignated - Fluent English Proficient
SAFE Centers	Student and Family Empowerment Centers
SBAC	Smarter Balanced Assessment Consortium
SCS	State Content Standards
SDAIE	Specially Designed Academic Instruction in English
SEAL	Sobrato Early Academic Language
SED	Socio-economically Disadvantaged (see LI - Low Income)
SEL	Social Emotional Learning
SIS	Student Information System
SPSA	School Plan for Student Achievement
SSC	School Site Council
SSHS	Student Support and Health Services
SWD	Students with Disabilities
TK	Transitional Kindergarten
TUPE	Tobacco Use Prevention Education
VAPA	Visual and Performing Arts
VP	Vice Principal
WBL	Work-based Learning

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

CDS Code: 34-673140000000

School Year: 2021-22

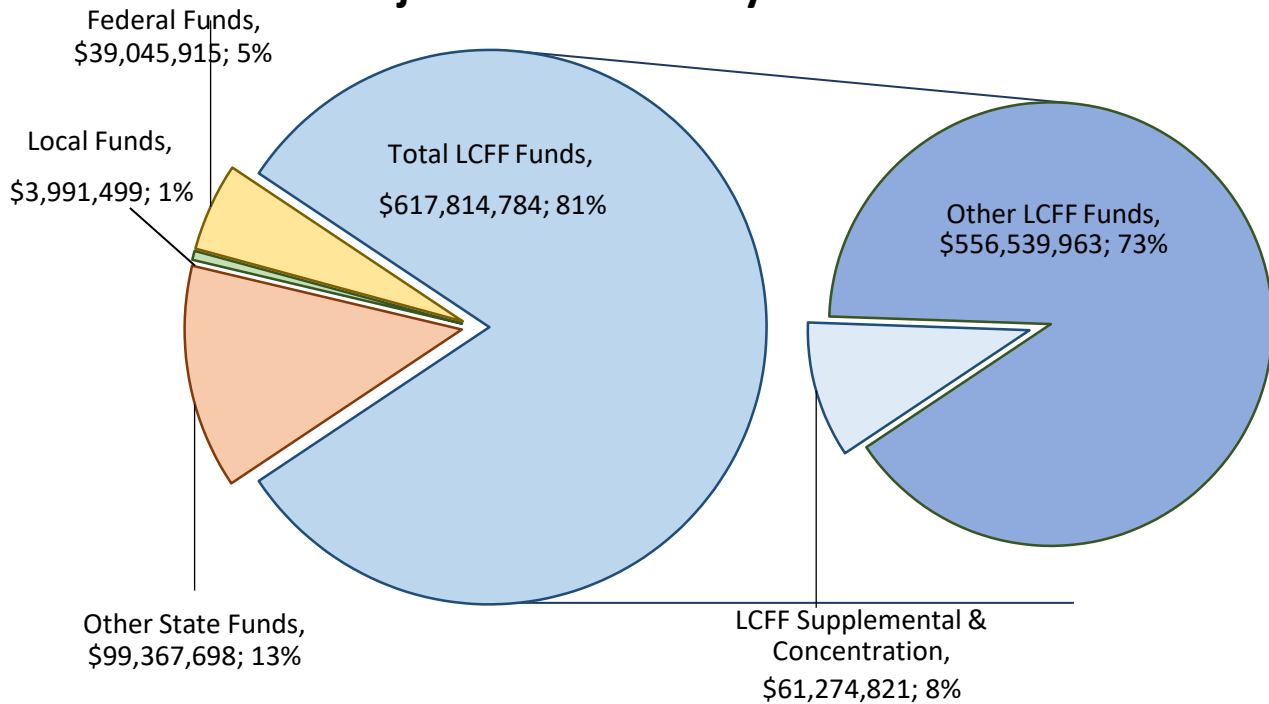
LEA contact information: Mark Cerutti, Deputy Superintendent of Education Services & Schools

LEA contract information: Shannon Hayes, Chief Financial Officer (Fiscal Matters)

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 Local Education Agencies (LEA) 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 2021 – 22 School Year

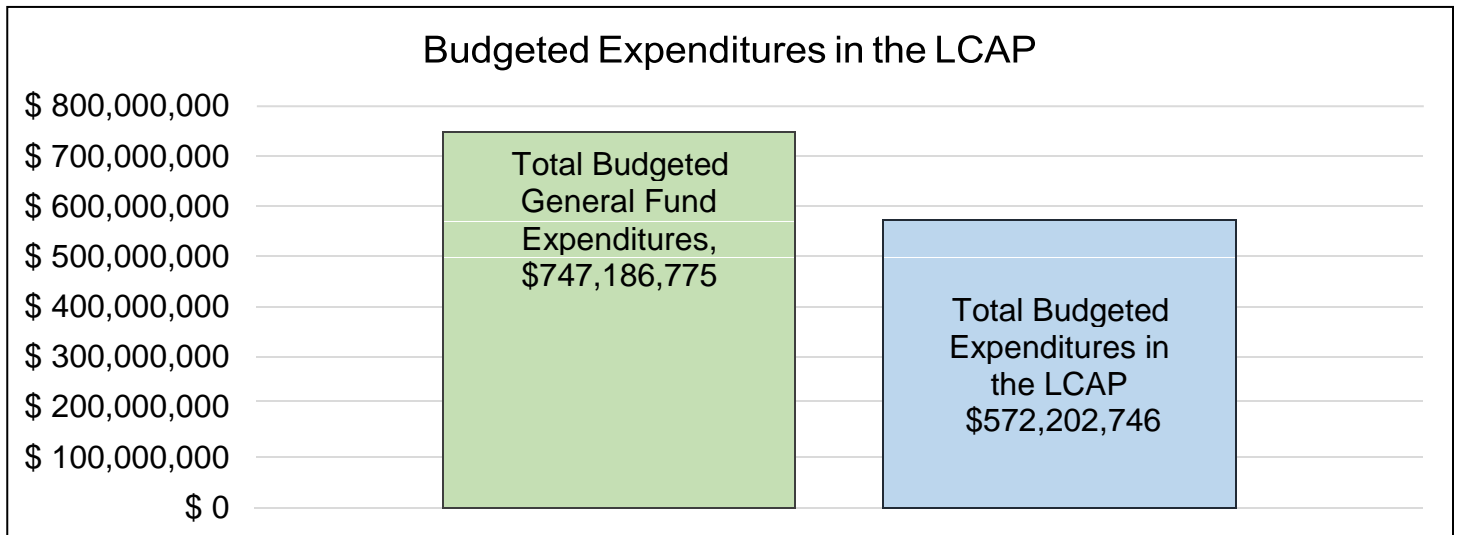
Projected Revenue by Fund Source



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

The total revenue projected for Elk Grove Unified School District is \$760,219,896.00, of which \$617,814,784.00 is Local Control Funding Formula (LCFF), \$99,367,698.00 is other state funds, \$3,991,499.00 is local funds, and \$39,045,915.00 is federal funds. Of the \$617,814,784.00 in LCFF Funds, \$61,274,821.00 is generated based on the enrollment of high needs students (foster youth, English Learner, and low income students).

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



This chart provides a quick summary of how much Elk Grove Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

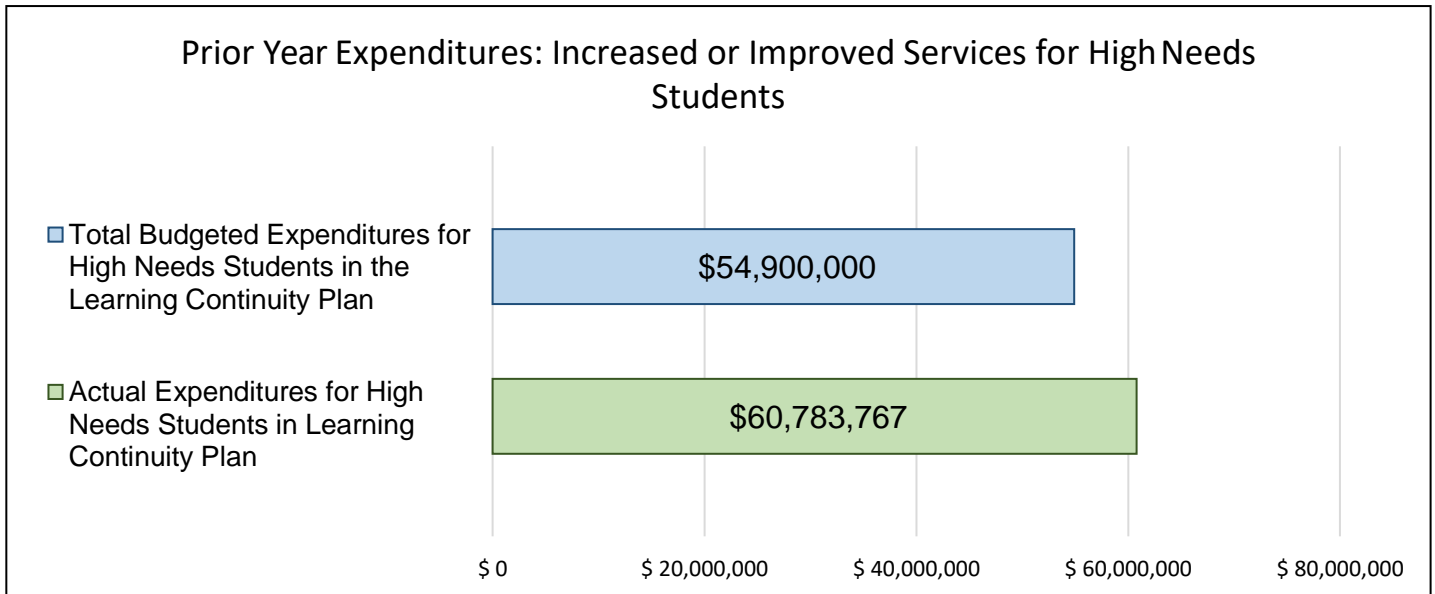
Elk Grove Unified School District plans to spend \$747,186,775.00 for the 2021-22 school year. Of that amount, \$572,202,746.00 is tied to actions/services in the LCAP and \$174,984,029.00 is not included in the LCAP.

Currently, the District’s LCAP outlines approximately 78% of its expenditures, specifically identifying the initiatives and corresponding expenditures that demonstrate a direct correlation to the State’s eight priorities. Some of the District’s expenditures have an indirect impact to the learning environment and are not included: Instructional Administration which is staff and other resources that support instructional staff in planning, developing, and evaluating the learning process and experiences for students; Guidance and Counseling Services, Health Services, and Transportation; General Administration which includes District oversight by the Superintendent and administration of business operations as well as items such as rents and facilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Elk Grove Unified School District is projecting it will receive \$61,274,821.00 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 \$73,150,788.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Elk Grove Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Elk Grove Unified School District's Learning Continuity Plan budgeted \$54,900,000.00 for planned actions to increase or improve services for high needs students. Elk Grove Unified School District actually spent \$60,783,767.00 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, Implementation of State Standards, Pupil Achievement, Course Access, Other Pupil Outcomes

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
100% of core courses have teachers who are appropriately assigned and fully credentialed/certified in the subject areas in which they teach.	2019-20: 99%; Target not met 2018-19: 98% 2017-18: 99%
100% of students have access to standards-aligned instructional materials.	2019-20: 100%; Target met 2018-19: 100% 2017-18: 100%
Increase in percentage of teachers surveyed reporting full implementation of State Content Standards (SCS) in English Language Arts (ELA), Mathematics, English Language Development (ELD), Science, History/Social Science, Physical Education (PE), Health, School Library, Career Technical Education (CTE), Visual and Performing Arts (VAPA), and World Language	2019-20: Not available due to COVID-19 2018-19: 66% 2017-18: 59%
A broad course of study will be measured by: 52% of middle school students will be enrolled in Honors courses.	2019-20: 47%; Target not met 2018-19: 49% 2017-18: 50%
52% of high school students will be enrolled in Honors and Advanced Placement/International Baccalaureate (AP/IB) courses.	2019-20: 47%; Target not met 2018-19: 47% 2017-18: 47%
Increase percentage of high school students enrolled in CTE courses.	2019-20: 57%; Target met 2018-19: 56% 2017-18: 55%
Reduce disparity among student groups by 10%.	Middle School Honors: 6% increase for African American, 20% increase for Hispanic, and 14% increase for low income; Target not met High School Honors/AB/IB: 20% reduction for African American, 0% change for Hispanic, and 6% reduction for low income; Target not met

<p>100% of elementary students are provided English, Mathematics, Social Science, Science/Health, VAPA, and PE instruction.</p>	<p>CTE: 94% increase for African American, achieved parity for Hispanic and low income; Target not met 2019-20: 83%; Target not met 2018-19: 82% 2017-18: Not available, not measured in a comparable way As measured by report card grades/marks given in each subject area. Students who received a grade in each subject area in any trimester reporting period are considered to have been provided a broad course of study.</p>
<p>60% of students will meet or exceed standards in ELA as measured by California Assessment of Student Performance and Progress (CAASPP); reduce disparity among student groups by 10%.</p>	<p>2019-20: Not available due to COVID-19 2018-19: 56% 2017-18: 55%</p>
<p>50% of students will meet or exceed standards in Mathematics as measured by CAASPP; reduce disparity among student groups by 10%.</p>	<p>2019-20: Not available due to COVID-19 2018-19: 45% 2017-18: 45%</p>
<p>5% increase in students meeting or exceeding standards in Science as measured by CAASPP.</p>	<p>2019-20: Not available due to COVID-19 2018-19: 33% 2017-18: Not available, test in development</p>
<p>66% of students will demonstrate college preparedness (conditional and unconditional) as measured by the Early Assessment Program (EAP) in ELA.</p>	<p>2019-20: Not available due to COVID-19 2018-19: 63% 2017-18: 56%</p>
<p>43% of students will demonstrate college preparedness (conditional and unconditional) as measured by the EAP in Mathematics.</p>	<p>2019-20: Not available due to COVID-19 2018-19: 40% 2017-18: 35%</p>
<p>Increase in progress toward English proficiency as measured by English Learner Proficiency Assessments for California (ELPAC).</p>	<p>2019-20: Not available due to COVID-19 2018-19: 50% progress as measured by the English Learner Progress Indicator (ELPI) of the Dashboard 2017-18: Not available, test in development</p>
<p>13% reclassification rate for English Learners (ELs).</p>	<p>2019-20 reclass, reported fall 2020: 1% (COVID-19 impacted) 2018-19 reclass, reported fall 2019: 9% 2017-18 reclass, reported fall 2018: 23%</p>

59% of students will complete A-G requirements upon graduation.	2019-20: 54%; Target not met 2018-19: 51% 2017-18: 54%
Increase percentage of students completing CTE sequence upon graduation.	2019-20: 16%; Target not met 2018-19: 17% 2017-18: 20%
30% of students will pass an AP/IB exam upon graduation.	2019-20: 29%; Target not met 2018-19: 29% 2017-18: 29%

Actions / Services [NOTE: THESE ARE ALL ACTIONS LAID OUT FOR LAST 3 YEAR PLAN, NEXT 3 YEAR PLAN WILL CONSOLIDATE ACTIONS]

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
ACTION 1: Review and monitor authorizations and/or certifications of teachers, assure appropriate assignment to courses taught, and monitor changes to state policies/procedures as new Every Student Succeeds Act (ESSA) laws and regulations are implemented.	\$40,516 Local Control Funding Formula (LCFF)-Base Resource: 0000 Object: 2000/3000	\$36,568 LCFF-Base Resource: 0000 Object: 2000/3000
ACTION 2a: Maintain state mandated student to teacher ratios of 24:1 in grades Transitional Kindergarten (TK)-3.	\$94,731,717 LCFF Base/Education Protection Act Resource: 0000/1400 Object: 1000/3000	\$86,928,432 LCFF Base/Education Protection Act Resource: 0000/1400 Object: 1000/3000
ACTION 2b: Maintain staffing ratios for students in grades 4-6, 7-8, and 9-12 to provide all students positive and productive learning experiences and promote academic achievement. Also provide support staffing for the operation of the school and support of instructional staff (all elementary and secondary schools, grades 4-6, 7-8, 9-12).	\$229,401,870 LCFF - Base Resource: 0000 Object: 1000/2000/3000	\$228,996,313 LCFF - Base Resource: 0000 Object: 1000/2000/3000

<p>ACTION 2c: Maintain augmented instructional staffing levels to expand course offerings and section numbers at middle schools and comprehensive high schools utilizing what was formerly non-instructional full-time equivalent (FTE) (13.5 FTE high school; 9.0 FTE middle school) (all secondary schools).</p>	<p>\$3,706,854 LCFF - Base Resource: 0000 Object: 1000/3000</p>	<p>\$3,645,990 LCFF - Base Resource: 0000 Object: 1000/3000</p>
<p>ACTION 3a: Maintain class size reduction (CSR) staffing levels at middle and high schools to allow for additional focus on targeted students and increased academic achievement.</p>	<p>\$3,209,776 LCFF Supp/Conc Resource: 0000 Object: 1000/3000</p>	<p>\$3,198,538 LCFF Supp/Conc Resource: 0000 Object: 1000/3000</p>
<p>ACTION 3b: Maintain grade 9 CSR.</p>	<p>\$945,048 LCFF Base (\$288,850) Title II (\$655,000) Resource: 0000/4035 Object: 1000/3000</p>	<p>\$892,708 LCFF Base (\$237,711) Title II (\$655,179) Resource: 0000/4035 Object: 1000/3000</p>
<p>ACTION 4: Provide TK-12, SCS, ELD and Next Generation Science Standards (NGSS) professional learning resulting in student access to standards aligned instructional materials and strategies. Increase in services—districtwide Arbinger (Mindset training)</p>	<p>\$3,072,036 LCFF Supp/Conc Resource: 0000 Object: 1000/2000/3000/4000/ 5000</p>	<p>\$2,451,484 LCFF Supp/Conc Resource: 0000 Object: 1000/2000/3000/4000/ 5000</p>
<p>ACTION 5: Professional learning and support resources focused on supporting low income, EL/Redesignated – Fluent English Proficient (RFEP), foster youth, and homeless students, including one day of pre-service. Training specific to the implementation of the new History and Social Science curriculum.</p>	<p>\$1,862,470 LCFF Supp/Conc Resource: 0000 Object: 1000/3000</p>	<p>\$1,661,688 LCFF Supp/Conc Resource: 0000 Object: 1000/3000</p>
<p>ACTION 6a: Provide SCS and ELA/Mathematics coaches and administrative instructional support. Maintain the 6 additional instructional coaches from 2016-17.</p>	<p>\$3,141,163 LCFF Supp/Conc Resource: 0000 Object: 1000/3000</p>	<p>\$2,927,696 LCFF Supp/Conc Resource: 0000 Object: 1000/3000</p>

<p>ACTION 6b: Maintain On Grade Level Reading (OGLR) (K-3 literacy) including instructional coaches, professional learning, and supplemental resources.</p>	<p>\$1,250,000 LCFF Supp/Conc Resource: 0000 Object: 1000/3000/4000/5000</p>	<p>\$962,077 LCFF Supp/Conc Resource: 0000 Object: 1000/3000/4000/5000</p>
<p>ACTION 7: Implement K-12 SCS aligned materials.</p> <ul style="list-style-type: none"> • Implement K-12 ELA/ELD instructional materials • Implement 4-12 ELA intervention curriculum • Implement 7-12 Mathematics intervention materials 	<p>\$7,022,836 LCFF Base (\$3,700,000) Prop 20 Lottery (\$3,322,836) Resource: 0000/6300 Object: 4000/5000</p>	<p>\$6,151,401 LCFF Base (\$3,700,000) Prop 20 Lottery (\$2,451,401) Resource: 0000/6300 Object: 4000/5000</p>
<p>ACTION 8: Provide replacement classroom equipment and support access to curriculum at Title I schools. Project Completed in 2017-18</p>	<p>\$0 LCFF Supp/Conc Resource: 0000 Object: 4000/5000</p>	<p>\$0 LCFF Supp/Conc Resource: 0000 Object: 4000</p>
<p>ACTION 9: Provide students with disabilities (SWD) 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.</p>	<p>\$22,044,703 LCFF Supp/Conc Resource: 0000 as a contribution to resource 6500 Object: 8980/1000/2000/3000</p>	<p>\$20,398,323 LCFF Supp/Conc Resource: 0000 as a contribution to resource 6500 Object: 8980/1000/2000/3000</p>
<p>ACTION 10: Provide non-low income SWD instructional support and resources to promote academic achievement in accordance with IEP needs.</p>	<p>\$116,302,295 Special Education Resource: 0000 as a contribution to resources 3310/6500 and 3310/6500</p>	<p>\$117,959,621 Special Education Resource: 0000 as a contribution to resources 3310/6500 and 3310/6500</p>

	Object: 1000/2000/3000/4000/ 5000/7000	Object: 1000/2000/3000/4000/ 5000/7000
ACTION 11a: Provide supplemental programs and services for K-12 such as staffing, professional development (PD), academic intervention, extended learning opportunities, instructional materials, and supplies (LEA-wide).	\$4,683,783 LCFF Supp/Conc Resource: 0000 Object: 1000/2000/3000/4000/ 5000	\$3,466,309 LCFF Supp/Conc Resource: 0000 Object: 1000/2000/3000/4000/ 5000
ACTION 11b: Provide expanded learning opportunities such as summer school, intersession, before and after school programs for enrichment, acceleration, academic intervention, and credit recovery, including support for 6-7, 8-9 transitions (LEA-wide).	\$3,826,083 LCFF Supp/Conc Resource: 0000 Object: 1000/2000/3000/4000/ 5000	\$2,289,380 LCFF Supp/Conc Resource: 0000 Object: 1000/2000/3000/4000/ 5000
ACTION 11c: Provide FTE teacher staffing (from 2016-17) to support low income secondary schools, reducing class size, increasing course offerings, and increasing instructional support. (Florin, Laguna Creek, and Valley high schools; Eddy, Jackman, and Rutter middle schools)	\$426,634 LCFF Supp/Conc Resource: 0000 Object: 1000/3000	\$430,673 LCFF Supp/Conc Resource: 0000 Object: 1000/3000
ACTION 11d: Maintain vice principal (VP) staffing to high density, low income schools to support increased instructional leadership and academic support (Title I schools).	\$824,746 LCFF Supp/Conc Resource: 0000 Object: 1000/3000	\$775,851 LCFF Supp/Conc Resource: 0000 Object: 1000/3000
ACTION 11e: Provide 4.0 FTE VP to support alternative schools by increasing instructional leadership and academic support (Calvine, William Daylor, Rio Cazadero, Las Flores).	\$573,404 LCFF Supp/Conc Resource: 0000 Object: 1000/3000	\$569,195 LCFF Supp/Conc Resource: 0000 Object: 1000/3000
ACTION 11f: 1.0 FTE principal-on-special assignment (from 2016-17) duties were redistributed among other existing staff in 2018-19 and no longer	\$0 LCFF Supp/Conc	\$0 LCFF Supp/Conc

considered supplemental/concentration activities. Supplemental/concentration funding ended in 2017-18.	Resource: 0000 Object: 1000/3000	Resource: 0000 Object: 1000/3000
ACTION 12a: Provide supplemental staff, programs and services to implement the English Learner Strategic Plan and support the English language proficiency and academic achievement of ELs including Program Specialist and Instructional Coaches.	\$5,197,720 LCFF Supp/Conc Resource: 0000 Object: 1000/2000/3000/4000/ 5000	\$4,742,123 LCFF Supp/Conc Resource: 0000 Object: 1000/2000/3000/4000/ 5000
ACTION 12b: Continue to provide instructional coaches to implement SCS, ELA/Mathematics, ELD, and NGSS; emphasis on Long Term English Learners (LTEL) and professional learning for Specially Designed Academic Instruction in English (SDAIE) teachers.	\$987,826 Title III Resource: 4203 Object: 1000/3000	\$1,219,062 Title III Resource: 4203 Object: 1000/3000
ACTION 13: Maintain Advancement Via Individual Determination (AVID) programming at all middle/high schools.	\$9,883,296 LCFF Supp/Conc Resource: 0000 Object: 1000/3000/4000/5000	\$8,837,725 LCFF Supp/Conc Resource: 0000 Object: 1000/3000/4000/5000
ACTION 14: Maintain expanded Improve Your Tomorrow (IYT) program at two school sites (Monterey Trail High School, James Rutter Middle School).	\$546,000 LCFF Supp/Conc Resource: 0000 Object: 5000	\$546,000 LCFF Supp/Conc Resource: 0000 Object: 5000
ACTION 15a: Maintain secondary Gifted and Talented Education (GATE), Honors, and AP/IB programs to increase access and participation of historically under-represented student groups.	\$1,112,291 LCFF Supp/Conc Resource: 0000 Object: 1000/3000/4000	\$992,684 LCFF Supp/Conc Resource: 0000 Object: 1000/3000/4000
ACTION 15b: Provide stipends for K-6 GATE coordination principally targeted to historically under-represented student groups.	\$200,000 LCFF Supp/Conc Resource: 0000	\$126,023 LCFF Supp/Conc Resource: 0000

	Object: 1000/3000/4000	Object: 1000/3000/4000
ACTION 15c: Maintain secondary counseling support for targeted student populations.	\$335,017 LCFF Supp/Conc Resource: 0000 Object: 1000/3000	\$337,946 LCFF Supp/Conc Resource: 0000 Object: 1000/3000
ACTION 15d: Maintain staffing levels at non-block schedule schools that enable them to expand the number of course sections and curricular offerings.	\$1,141,748 LCFF Supp/Conc Resource: 0000 Object: 1000/3000	\$1,084,615 LCFF Supp/Conc Resource: 0000 Object: 1000/3000
ACTION 15e: Support the implementation and evaluation of the Laguna Creek High School IB program and the Eddy Middle School IB Middle Years Programme (MYP).	\$65,000 LCFF Supp/Conc Resource: 0000 Object: 1000/3000/4000	\$26,522 LCFF Supp/Conc Resource: 0000 Object: 1000/3000/4000
Support the management and continuous improvement of state un-funded partnership academies with Academy Coordinator staffing. Development activities were completed in 2018-19 and action/services will not continue into 2019-20.	\$256,953 LCFF Supp/Conc Resource: 0000 Object: 1000/3000	\$207,592 LCFF Supp/Conc Resource: 0000 Object: 1000/3000
ACTION 17: Support ongoing CTE/California Partnership Academy (CPA) course development and student participation in courses.	\$2,652,418 LCFF Supp/Conc Resource: 0000 Object: 1000/3000	\$3,054,439 LCFF Supp/Conc Resource: 0000 Object: 1000/3000
ACTION 18: Continue implementation of the Linked Learning initiative, funded through the CA Career Pathways Trust Grant (CCPT), to expand work-based learning (WBL) activities and opportunities to receive college credit. Development activities were completed in 2018-19. Action/Service no longer needed for 2019-20.	\$0 CCPT Grant Funds Resource: 6382	\$0 CCPT Grant Funds Resource: 6382

	Object: 1000/3000/4000/5000	Object: 1000/3000/4000/5000
ACTION 19: Provide foster youth staffing: Social Worker (+2.0 FTE) and Guidance Technician (+2.0 FTE). This also includes services for foster youth and neglected students provided through supplemental/concentration and categorical funds.	\$2,235,012 LCFF Supp/Conc (\$873,508) Title I (\$1,361,504) Resource: 0000/3010 Object: 1000/2000/3000/4000/ 5000	\$1,979,368 LCFF Supp/Conc (\$802,812) Title I (\$1,176,556) Resource: 0000/3010 Object: 1000/2000/3000/4000/ 5000
ACTION 20: Maintain homeless student counseling technician staffing.	\$156,548 LCFF Supp/Conc Resource: 0000 Object: 2000/3000	\$158,155 LCFF Supp/Conc Resource: 0000 Object: 2000/3000
ACTION 21a: Provide educational equity services with an emphasis on ELs, foster youth, homeless students, and low income students/families.	\$284,510 LCFF Supp/Conc Resource: 0000 Object: 1000/2000/3000/4000/ 5000	\$262,865 LCFF Supp/Conc Resource: 0000 Object: 1000/2000/3000/4000/ 5000
ACTION 21b: Provide innovative programming, academic services, and cultural education for Native American students.	\$76,068 LCFF Supp/Conc Resource: 0000 Object: 1000/2000/3000/4000/ 5000	\$53,936 LCFF Supp/Conc Resource: 0000 Object: 1000/2000/3000/4000/ 5000
ACTION 22: Develop a long-range vision for Elk Grove Unified School District's (EGUSD) secondary education program with a particular emphasis on alternative high schools with the overall goal of increasing graduation rates.	\$468,633 ESSA: School Improvement	\$34,223 ESSA: School Improvement

	Resource: 3185 Object: 1000/3000/5000	Resource: 3185 Object: 1000/3000/5000
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19, many Goal 1 actions/services were adjusted to provide support for distance learning to all students and to assure that the District's low income, EL, foster youth, and homeless students and families were connected and supported in their home learning environments.

Once schools closed, the District immediately developed, and within four weeks fully implemented, a distance learning educational program. Curriculum and Professional Learning (CPL) staff pivoted from their planned spring teacher trainings to the development of Distance Learning Guidance for PreK-12 teachers and new trainings on online pedagogy and digital platforms. Content specialists and instructional coaches provided over 50 professional learning opportunities over three weeks on 15 digital platforms; developed a distance learning website containing resources such as online tutorial, FAQs, and technology support; offered office hours; and scheduled collaboration opportunities for teachers.

EL student needs were met through the distance learning platform. The English Learner Services (ELS) department contributed to the Distance Learning Guidance document, covering designated and integrated ELD, with regularly updated best practice examples, training videos, and other support materials. For EL newcomers, ELS collaborated with the Office of Family and Community Engagement (FACE) to assist families in the transition to the country and to help teachers connect to newcomer students and families. EL instructional coaches continued to provide teacher check-ins, office hours, co-teaching, demos, and professional development.

Special Education services, to the greatest extent possible, were provided in alignment with student's individualized education plans using District-approved distance learning platforms. The District developed new processes for IEPs, consent, dual-identification, and assessment to accommodate the new learning platforms. Ongoing training and support were provided to special education teachers, related service providers, and administrators on new procedures and legal mandates and provision.

Support for foster youth and homeless students continued through educational case managers and support staff such as needs assessments, ongoing outreach, referrals and access to mental health supports, and included virtual student, family and collaborate team meetings. Foster Youth and Homeless Student staff also received trauma-informed care and educational rights training and consultation to best support these students in need.

High school students were given the opportunity to participate in high quality summer school for credit recovery and course acceleration through distance learning platforms. Students were identified and recruited by school counselors and matched to courses taught by

fully credentialed subject-area teachers. The summer session was extended from four weeks to six weeks and continuing students who did not complete all coursework during the summer session were given additional opportunities to complete the courses begun during the summer session to earn credits in the fall.

Distance learning was implemented with an equity lens, addressing students' various educational and social emotional learning (SEL) needs. The office of Educational Equity collaborated with various departments to assure and affirm all identities were welcomed and included in the new format.

Electronic devices and hotspots were distributed to students and staff to augment existing digital connections. A concerted effort was made to reach and assist the District's most vulnerable students as an assurance of equity of access. After School Education & Safety (ASES) grant funds were leveraged to provide in-person learning hubs for students at 17 elementary schools to access distance learning on campus. Students recruited for the ASES day programs included students experiencing homelessness, foster youth, students who qualify for migrant education, and students who were having difficulty connecting with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

EGUSD continued 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 four 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:

- English Learner Services (ELS) – Program implementation measures are captured each year and show improvements over time. While COVID-19 precluded many of the data collection activities required to derive the implementation measure for 2019-20, past data show steady improvements over time. In the 2018-19 year, program implementation increased on average across the District by about 9% (from 58.5% of schools scoring applying or above in 2017-18 to 67.7% in 2018-19). In addition, past data show a positive relationship between EL program implementation and improved student achievement. At the subcomponent level of program implementation, there was a positive relationship between the quality of implementation of instructional strategies, well-structured instructional programs, teacher familiarity of instructional strategies, and teacher perception of knowledge/skill with improved student achievement. Digital tools and targeted, supplemental supports for curriculum and home/school communication were paired to support all levels of ELs during COVID-19. Based on feedback from families, school sites, and students, ELS staff was able to adjust and add professional development opportunities specific to English Learners through the Zoom platform. Zoom and the highlighted needs of EL students and families allowed for higher professional development attendance than in previous years.
- Expanded Learning – Research shows a positive correlation between academic intervention and enrichment opportunities and increases in targeted student group participation in GATE, Honors and AP/IB courses, and graduation rates. Graduation rates remain high across the District at 90% or higher, likely due in part to expanded learning and credit recovery opportunities. Overall graduation rates increased from 90.0 to 92.7, with all ethnicities and all student groups increasing. One of the challenges in assessing the Distinct impact of program efforts is capturing a measure of implementation of the various expanded learning

programs, as schools offer a wide range of programs, with varying program focuses, with the aim of impacting different student outcomes. District staff are working toward standardizing program offerings while continuing to meet student interests so that a more thorough evaluation of program impacts can be conducted.

- Foster Youth Services (FYS) – The expansion of support services has broadened the overall service network provided to foster youth students, as well as knowledge about foster youth laws and practices. Survey data on foster youth laws showed high levels of knowledge (90% to 100% correct) for the third straight year, and large initial gains in knowledge about laws and practices surrounding the alternate graduation plan. The percentage of survey respondents answering test questions correctly increased from 44% in 2016-17, to 84% in 2017-18, then remained at about the same level at 83% in 2018-19 (latest data). Foster youth student achievement as measured by CAASPP assessments improved, moving from red to orange on both ELA and Mathematics Dashboard indicators in 2018-19 (latest data). Foster youth students participating in online interventions tailored to individuals showed progress (33% of students receiving 3 or more months of tutoring achieved at least 2 months of academic growth per month of tutoring). In addition, the chronic absenteeism Dashboard improved from red to yellow by 2018-19 (latest data), and behavioral outcomes improved (suspension rate improved from 50.8 in 2017-18 to 48.0 in 2018-19—latest full year of data), dropout rate improved from 20.5 in 2018-19 to 6.3 in 2019-20, and graduation rates increased from 59.1 in 2018-19 to 81.3 in 2019-20.
- Professional Learning – EGUSD utilizes 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 District developed a Framework for High Quality Instruction (FHQI), centered on lesson design and supported by key components of effective instruction. This will enable the District to move more deeply into level four of professional learning evaluation. The work of the 2019-20 year centered on training site leaders and calibrating observations. 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 piloted with two school sites, and full usage across the District was pushed to 2021-22 due to COVID-19.
- Wellness/Positive Behavioral Interventions and Supports (PBIS)/Multi-Tiered Systems of Support (MTSS) – All students continued to have access to mental health services during COVID-19 closures, while teachers were provided with guidance on how to respond to mental health concerns given the new teacher and learning environment. A program evaluation is in place to comprehensively measure PBIS implementation, track progress over time, and assess its relationship with student outcomes. While COVID-19 precluded the derivation of a 2019-20 implementation measure, past program data has shown districtwide increases in implementation and a positive relationship between targeted student services delivered under PBIS/MTSS and decreases in problematic student behaviors.
- College and Career – Given the Comprehensive Support and Improvement (CSI) designation of some of the District’s alternative school programs, the Secondary Education division performed a deep dive cause-analysis, and then focused efforts on measuring and monitoring implementation of new and existing programming to improve graduation rates and College/Career Indicator (CCI) Dashboard progress. The District’s focus on data quality, AVID expansion, improvements in WBL opportunities, and implementation of California College Guidance Initiative (CCGI) likely contributed to the improvement in graduation rates and the student outcomes

that comprise the College and Career Indicator. Using publicly published data on EGUSD and its secondary schools to calculate Dashboard values, the District would have moved from its 2019 Yellow performance level on the Graduation Rate Indicator to a 2020 Green performance level if the 2020 Dashboard would have been published by the state. Similarly, the District would have moved from its 2019 Orange performance level on the College/Career Indicator to a 2020 Green performance level.

- K-3 Early Literacy/Numeracy – During the 2019-20 school year, the District started the transition from a program known as On Grade Level Reading to Early Literacy and Numeracy, The Science of Reading. Professional learning evaluation data on the previous program is extremely positive with teachers overwhelmingly reporting favorable learning experiences, with around 78% of surveyed teachers reporting they are "extremely likely" to implement ideas from trainings into the classroom. Given results from the teacher test, teacher knowledge of early literacy continues to increase over time. Preliminary analysis of teacher knowledge and 3rd grade student outcomes showed a small positive correlation, particularly with teacher knowledge of pedagogy.
- Educational Equity Implementation – During the 2019-20 school year, the District made progress in implementing services to further educational equity strategic plan goals. The District engaged nine schools in an intensive equity leadership institute that led to the development of school equity plans. Student Equity Councils, a program that engages a diverse group of students as key stakeholders in equity-driven decision making at the school and district level, were launched at all high schools. In addition, a variety of other stakeholder groups were launched including the Educators for Equity Collaborative, Leaders for Equity Collaborative, and the Equity Coalition, a collective of all interested stakeholders. Professional learning opportunities were offered on culturally responsive teaching, recognizing implicit biases, and applying an equity lens to instructional design. The challenge of building coherence across a large, diverse system remained an obstacle to fully implementing equity services. Developing a coherent vision amongst district leadership and establishing systems and processes for facilitating systemic transformation has helped to move the equity work forward.

These actions were effective in achieving Goal 1, that 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.

Goal 2

All students will benefit from instruction guided by assessment results (formative, interim, and summative) and continuous programmatic evaluation.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, Implementation of State Standards

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
<p>100% of the following programs are evaluated: EL, Special Education, Wellness, Expanded Learning, Attendance Improvement Initiative, Instructional Coach Model, Tobacco Use Prevention Education (TUPE), IYT, Safety and Security, OGLR, foster youth, homeless, and FACE.</p>	<p>2019-20: 23%, 3 of 13 programs evaluated, 3 programs with partial data, other programs did not have required data due to COVID-19 2018-19: 92%, 11 of 12 program evaluated (rescheduled 1 evaluation to occur in 2018-19 rather than 2017-18) 2017-18: 100%, 11 of 11 program evaluated (rescheduled 1 to occur in 2018-19)</p>
<p>The District's student assessment system will be implemented.</p>	<p>2019-20: Target not met. Assessment system not implemented due to COVID-19. Preparations for implementation and training in late 2019-20 were thwarted with COVID-19. Districtwide release and optional utilization will occur in 2020-21, with full utilization expected in 2021-22. 2018-19: Assessment system selection occurred 2017-18: Assessment system planning occurred</p>
<p>95% of employees will express satisfaction with implementation of the new Student Information System (SIS).</p> <p>100% of student discipline reports will be completed and operational.</p> <p>A timeline for the development and implementation of all other education services and school data reports will be developed, monitored with the goal being 100% adherence to the timeline.</p>	<p>2019-20: Not available due to COVID-19 2018-19: 62% 2017-18: 44%</p> <p>2019-20: 95%, Target not met 2018-19: N/A, new measure in 2019-20 2017-18: N/A, new measure in 2019-20</p> <p>2019-20: Target not met. A timeline was not developed as sufficient resources could not be directed to development work given the implementation of the new assessment and professional learning systems. 2018-19: N/A, new measure in 2019-20 2017-18: N/A, new measure in 2019-20</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>ACTION 1: Research and Evaluation Department (RED) manages and evaluates student and programmatic data to support and guide continuous improvement planning and decision making.</p>	<p>\$1,139,196 LCFF Base (\$854,397) LCFF Supp/Conc (\$284,799) Resource: 0000 Object: 2000/3000</p>	<p>\$1,107,353 LCFF Base (\$830,515) LCFF Supp/Conc (\$276,838) Resource: 0000 Object: 2000/3000</p>
<p>ACTION 2: Implementation of the District's student assessment system (supported by Synergy), and continued PL for teachers and administrators specific to assessment literacy.</p>	<p>See Goal 1, Item #4</p>	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19, some end-of-year program evaluation activities were curtailed and research staff were diverted to survey research to monitor and support distance learning efforts. Research and program staff concentrated efforts to make contact and obtain survey responses from low income, EL, foster youth, and homeless students and families. Survey questions sought to primarily ensure communications and efforts to provide computer devices and internet access were reaching families, as well as obtain feedback on satisfaction with distance learning, and additional support needed. Training teachers on how to use the new district assessment system, Illuminate, was curtailed and replaced with training and support for immediate implementation of distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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.

- Districtwide Program Evaluation: 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 support is in place for efforts in all goal areas and is now established practice. The District continues to make great progress in program leaders' and principals' understanding of the Decision Making Model, goal setting, continuous learning, and improvement cycle. 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 site programs. After a successful fall 2019 PIC

launch with site leaders, end-of-year data collection efforts to derive PIC measures for the 2019-20 year 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 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 year.

- **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 developed and released an annual comprehensive continuous improvement timeline, termed 12 MCI—or 12 Month Continuous Improvement—to assist principals in keeping on track with their annual planning cycle. 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. Overall, these efforts provided district and site leaders more clarification and understanding to be better able to develop, monitor, and assess the success of specific actions.
- **Student Assessment System:** Professional development around formative, interim, and summative assessment continued through steering committees and related messaging through various venues to build knowledge and awareness of the beneficial uses of a district assessment system. The K-12 Assessment Steering Committee planned the districtwide implementation of its assessment system, Illuminate. Illuminate was launched and assessments were created and/or loaded in preparation for the 2020-21 districtwide release. Unfortunately, spring 2020 training plans for Illuminate were canceled due to COVID-19 and pushed to the fall. The 2020-21 year became a transitional, optional year for district assessments within Illuminate, and full implementation of the District’s assessment system was pushed to 2021-22.

These actions were effective in achieving Goal 2, that students will benefit from programmatic evaluation and student assessment.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, Pupil Engagement, School Climate

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
Increase attendance rate to 96.3%.	2019-20: 95.8%, Target not met 2018-19: 95.7% 2017-18: 95.8%
Decrease chronic absenteeism to 10.2%.	2019-20: 10.2%, Target met 2018-19: 10.8% 2017-18: 10.4%
Decrease middle school dropout rate to 0.18%.	2019-20: 0.09%, Target met 2018-19: 0.14% 2017-18: 0.05%
Decrease high school cohort dropout rate to 3.7%.	2019-20: 3.0%, Target met 2018-19: 3.8% 2017-18: 3.7%
92.5% of students will graduate high school on time.	2019-20: 92.7%, Target met 2018-19: 90.0% 2017-18: 91.2%
Decrease suspension rate to 7.3%, and reduce disparity among student groups by 10%.	2019-20: 4.1%, Target met 2018-19: 7.3% 2017-18: 7.3% While the suspension rate target was met, students were in a distance learning environment for the 3rd quarter of the 2019-20 year, which dramatically reduced situations requiring discipline/suspensions. Disparity: 14% reduction for African American, 21% reduction for Hispanic, and 5% reduction for low income, Target not met
Decrease expulsion rate to 0.01%, and reduce disparity among student groups by 10%.	2019-20: 0.03%, N=19, Target not met 2018-19: 0.05% 2017-18: 0.05% Disparity: 89% reduction for African American, 88% reduction for Hispanic, and 19% increase for low income, Target not met

Improvement in school climate as reported by students, school staff, and parents.	<p>Students: 2019-20: 71% favorable, Target met 2018-19: 69% 2017-18: 66%</p> <p>School Staff: 2019-20: 82% favorable, Target not met 2018-19: 84% 2017-18: 85%</p> <p>Parents: 2019-20: Not available due to COVID-19 2018-19: 87% 2017-18: 86%</p>
100% of students will have clean, safe, and well-maintained facilities as measured by the Facility Inspection Tool (FIT) Healthy School Survey and Williams Reviews.	<p>2019-20: 100%, Target met 2018-19: 100% 2017-18: 100%</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
ACTION 1: Continue to provide transportation services to identified low income students to improve attendance.	\$4,335,169 LCFF Supp/Conc Resource: 0000 Object: 2000/3000/4000	\$4,359,160 LCFF Supp/Conc Resource: 0000 Object: 2000/3000/4000
ACTION 2: Maintain increased Attendance Improvement Office (AIO) staffing and services.	\$665,852 LCFF Supp/Conc Resource: 0000	\$638,834 LCFF Supp/Conc Resource: 0000

	Object: 1000/2000/3000/5000	Object: 1000/2000/3000/5000
ACTION 3: Provide services and resources for full implementation of Multi-Tiered Systems of Supports (MTSS) at all schools, including PBIS programs.	\$3,773,296 Special Ed Mental Health Funds Resource: 6512 Object: 1000/2000/3000/4000/5000	\$3,522,633 Special Ed Mental Health Funds Resource: 6512 Object: 1000/2000/3000/4000/5000
ACTION 4a: Supplemental PBIS support principally directed to targeted students with an increased focused on trauma informed care, calibration of discipline, utilization of progressive responses to discipline, and state guidelines and best practices (LEA-wide): 4a As part of the Low Performing Student Block Grant (LPSBG), the \$1,000 site allocations will be paid from the grant for 2 years (2019-20 and 2020-21).	\$65,000 LCFF Supp/Conc Resource: 0000 Object: 1000/3000/4000/5000	\$31,827 LCFF Supp/Conc Resource: 0000 Object: 1000/3000/4000/5000
ACTION 4b: Secondary PBIS Coordinator staffing (2.3 FTE for middle schools, 3.3 FTE for high schools) to support management of PBIS implementation (all secondary schools).	\$556,559 LCFF Supp/Conc Resource: 0000 Object: 1000/3000	\$569,597 LCFF Supp/Conc Resource: 0000 Object: 1000/3000
ACTION 4c: LPSBG funds will be used for: <ul style="list-style-type: none"> Supporting SEL and school culture/climate with 9.0 FTE Clinically Licensed Social Worker (CLSW) (1 day high school region) to provide Tier 2 support (small group and individual student services) at the secondary level. Adding social workers at the secondary level will allow for concentration of existing Mental Health Therapists (MHT) at the elementary level to provide SEL professional learning and teacher coaching support, primarily focused on grades K-3. Funds will also be provided for SEL curriculum and training, as well as support current culture/climate efforts at school sites. 	\$959,839 LPSBG Resource: 7510 Object: 1000/3000 \$2,507,742 LCFF Supp/Conc Resource: 0000 Object: 2000/3000	\$844,717 LPSBG Resource: 7510 Object: 1000/3000 \$2,488,709 LCFF Supp/Conc Resource: 0000 Object: 2000/3000
ACTION 4d: Middle School Conference to support SEL and student wellness (all secondary schools).	\$15,030 LCFF Supp/Conc	\$11,904 LCFF Supp/Conc

	Resource: 0000 Object: 1000/3000/4000/5000	Resource: 0000 Object: 1000/3000/4000/5000
ACTION 5: Continue augmentation of student activities funds for secondary Title I schools to increase student engagement and connections to school.	\$30,000 LCFF Supp/Conc Resource: 0000 Object: 4000	\$30,000 LCFF Supp/Conc Resource: 0000 Object: 4000
ACTION 6: Provide supervision to promote student health, safety, and discipline (breakfast program supervision).	\$224,692 LCFF Supp/Conc Resource: 0000 Object: 2000/3000	\$224,692 LCFF Supp/Conc Resource: 0000 Object: 2000/3000
ACTION 7: Continue to provide increased services and personnel to Title I elementary schools with high concentrations of low income students to allow for expanded learning opportunities and to ensure a clean and safe learning environment.	\$395,247 LCFF Supp/Conc Resource: 0000 Object: 2000/3000	\$292,525 LCFF Supp/Conc Resource: 0000 Object: 2000/3000
ACTION 8: Continue to provide services, equipment and personnel to ensure student and staff have access to clean, safe and well-maintained facilities. 2019-20 – Addition of 23 FTE Custodians	\$31,250,416 LCFF Base (\$18,065,441) RRM (\$13,184,975) Resource: 0000/8150 Object: 2000/3000/4000/5000	\$34,194,067 LCFF Base (\$19,534,925) RRM (\$14,659,142) Resource: 0000/8150 Object: 2000/3000/4000/5000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In spring 2020, due to COVID-19, many actions/services were adjusted to assure that low income, EL, foster youth, and homeless students and families were supported in their home learning environment.

During the school closures, the District's Food and Nutritional Services (FNS) department adjusted its distribution of breakfast and lunches, in accordance with county and CDC health and safety guidelines. FNS staff immediately mobilized to provide well-balanced, nutritionally-sound meals. As the need for meals increased, the capacity to serve quickly ramped up to meet the needs of the community, starting from a drive-thru meal service at 13 of the District's highest needs schools. As need increased to 39 schools, capacity to serve was increased and four bus routes were used to serve high need families residing in apartment housing a notable distance from schools.

Transportation services for students were immediately curtailed and staff and resources were redeployed to support the food service program to assure that all students who were unable to pick up food from school sites were brought food to their localities. Maintenance staff continued services but with a focus on deep cleaning and sterilization, as well as preparation for a very different, but unknown environment for the 2020-21 school year.

Attendance Improvement Office staff focused on making connections between home and school for vulnerable families, and messaging and follow up to assure continued student attendance. While the state released districts from average daily attendance reporting requirements, it was important to continue to record and track student attendance to assure all students were connected and continued their learning. The District developed a process whereby a student-teacher communication through a Google Form would not only generate an attendance measure, but also serve as a daily opportunity for the student and teacher to check in with each other. The teacher was able to track student attendance as well as see how students were feeling and if and what support the students needed. For students who were not checking in, teachers reached out to families to offer assistance. If that did not work, school administrators, Tier 2 MTSS teams, and/or the District's Attendance Improvement Office followed up to remove any impediments to regular attendance and staying connected in school.

Positive Behavioral Interventions and Support (PBIS) staff adjusted services to provide support to students and families experiencing further trauma compounded by the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A summary of the successes and challenges of the District's major Strategic Goal 3 programs/services is noted below:

- Special Education Transportation – The provision of transportation services for students with disabilities supported high levels of attendance, which correlates to academic success. Attendance rates for SWD have maintained at 95%; ELA and Mathematics CAASPP scores increased by 2 percentage points for SWD from 2017-18 to 2018-19, the most recent year for which scores are available.
- Attendance Improvement Office (AIO) – A quantitative measure of implementation of attendance improvement procedures was derived in 2018-19 with a relatively low level of implementation. In 2019-20, implementation improved, but still remained relatively low across the District. While overall implementation of interventions is relatively low, the use of attendance improvement interventions was 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. Organizational changes are planned to take place in July 2021 moving the AIO from Student Support and Health Services (SSHS) to the FACE office. With a stronger program to parent connection, this will serve to increase implementation of attendance improvement actions and similarly improve fidelity of implementation to improve program evaluation.

- Positive Behavioral Interventions and Supports – While a PBIS PIC, a programmatic evaluation methodology, was not fully measured by the end of the 2019-20 school year, the schools’ implementation of Tier I school-wide PBIS activities had improved over several years. The 2018-19 PBIS PIC showed that increased implementation of Tier I PBIS was positively associated with improved student discipline. Students who received MHT and Behaviorist services showed marked and statistically significant decreases in home suspensions relative to similar students who did not receive services. Students who received behaviorist services also demonstrated statistically significant improvements in attendance relative to similar students who did not receive services.
- Student Activities Funding Augmentation – Funds were applied directly to secondary schools with high density, low income populations. These monies provided enhanced leadership, student unity, and community outreach opportunities and activities.
- Enhanced Cafeteria Supervision – These resources, targeted to high density, low income population schools, directly and positively impacted the breakfast programs that serve thousands of the District’s low income elementary students. Maintaining an orderly, respectful, safe, and nurturing cafeteria environment promoted student health and nutrition which has a significant correlation to student academic and behavioral performance.
- Food and Nutritional Services – The provision of high quality food and nutritional services to students in high density, low income schools promoted positive health and nutrition which has a significant correlation to student academic and behavioral performance.
- Custodial Services – The augmentation of custodial services at schools with high density, low income student populations ensured clean and well-maintained learning environments and it expanded the hours that schools were able to provide educational services. The quality and condition of the schools continued to successfully meet or exceed state standard requirements as confirmed through the CA Facilities Inspection Tool.

These actions were effective in achieving Goal 3: All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment. District staff, in many cases significantly redeployed from pre-pandemic roles, rose to the challenge of providing equitable access to distance learning by assuring computer devices, internet access, meals, attendance and mental health supports were provided to students within a remarkably short time frame due to creative system planning and precise execution.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Parental Involvement

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
82% of parents will indicate effective provision of opportunities for parent input in making decisions for schools or the district.	2019-20: Not available due to COVID-19 2018-19: 76% 2017-18: 76%
88% of parents will indicate effective provision of opportunities for parent involvement or parent education, particularly for unduplicated pupils and individuals with exceptional needs.	2019-20: Not available due to COVID-19 2018-19: 84% 2017-18: 85%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
ACTION 1: Maintain Bilingual Teaching Associates (BTA) and provide them with professional development specific to effective communication strategies in order to facilitate strong partnerships with parents and collaborate with EGUSD's FACE office.	\$1,403,608 LCFF Supp/Conc Resource: 0000 Object: 2000/3000	\$978,109 LCFF Supp/Conc Resource: 0000 Object: 2000/3000
ACTION 2: FACE Program Specialist and team will continue to provide outreach to parents/families in the form of communication and family education workshops. FACE Program Specialist and team will continue to provide schools support on family engagement initiatives and events.	\$995,682 LCFF Supp/Conc \$544,180 Title IV \$451,502	\$867,089 LCFF Supp/Conc \$418,232 Title IV \$448,587

	Resource: 0000 Object: 1000/2000/3000/4000/ 5000	Resource: 0000 Object: 1000/2000/3000/4000/ 5000
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19, many Goal 4 actions/services were adjusted to assure that our low income, EL, foster youth, and homeless students and families were supported in their home learning environment.

ELS' bilingual teaching assistants continued to provide translation and interpretation services for district departments and schools, but with added workload from the new distance learning documents, communications, and services required for the unique and changing situation, including translations for videos, parent calls, check-ins with students and families, lessons, virtual home visits, and Individual Education Program documents for students with disabilities.

The FACE office supported parents in the transition to distance learning, leveraging the assets, talents, and interests of families to support student learning in this new format. FACE developed and provided online family resources, a resource line, professional learning focused on communication and connecting with families, and outreach and support for the District's most vulnerable families.

To support families with child care, the District continued collaboration with existing child care providers housed on and near school campuses, with a priority on families that work in essential areas such as healthcare operations, agencies that provide food, shelter, safety, and/or social services, and families experiencing economic hardships. The District was able to provide child care at 25 of 32 elementary schools, with programs focused on children's well-being, including social emotional support, trauma informed care, supporting families with community-based referrals and resources, and directly supplying families with basic necessities if needed. District-provided breakfast and lunch services were also available to students in the child care programs.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A summary of the successes and challenges of the District's major Strategic Goal 4 programs/services is noted below:

- Sites with BTAs reported increased parent participation at school events, feedback opportunities, and increased access to information and support (noting that these were all transitioned to digital platforms during COVID-19). BTAs received monthly training that addressed such topics as interpretation skills, Outward Mindset, intercultural awareness, welcoming schools (with the FACE office), the refugee experience, educational equity (with the Office of Educational Equity), newcomer students, dually

identified students and IEPs, and the CA English Learner Roadmap. In addition, BTAs received training on digital platforms, the provision of interpretation services within a Zoom environment, and additional email and computer software and application training to better support teachers and students within the virtual environment. Monthly reports and reflections are submitted to the ELS Program Administrators to be used for discussion and growth and development opportunities. Program Specialists also conduct site visits (virtually during COVID-19) to observe BTAs in order to provide timely and targeted support. There is a feedback loop that ensures site-level BTA feedback is provided by principals and vice principals to ensure BTAs are performing at the highest levels and support is being provided as needed. This was particularly valuable given the heightened need for BTAs to provide accurate communications for both general education and special education students.

- After the release of the FACE PIC rating system in Fall 2019, principals showed great interest in understanding and enhancing their family engagement efforts. This increased site-based administrative interest coupled with the recent expansion of FACE staff from three to eight people, funded by leveraging Title IV funds, enabled the FACE Office to meet the dramatically increased parental need for support brought about by the pandemic conditions. In 2019-20, 154 additional staff members were trained on the Home Visit Program (HVP) beyond the 823 trained in the previous school year. Despite the shift to full distance learning, more families were visited in 2019-20 than the previous year (547 compared to 515). By March 2020, one-third of schools were conducting home visits and 1,615 families had been visited. We Both Read, a reading program that encourages and supports parents and students reading together, launched in two schools, and training was provided to parent liaisons to enhance their ability to support Title I schools. Parent workshops were provided covering a variety of relevant topics related to mental health and wellness, family education, early literacy, and understanding parent educational rights. Parent and community survey results indicate training topics are relevant and informative, community members are requesting more communications about future events, and are requesting events be located at their own school sites. While the impact of home visits could not be fully analyzed in 2019-20 due to COVID-19, the previous year showed that home visits were not always associated with improved student attendance: 36% of students increased attendance rates in the 90 days after their first home visit, but 38% experienced a decrease. However, students who received home visits in 2018-19 had higher overall attendance rates for the year compared to students who did not: the 96.1% attendance rate after home visits was higher than the 95.5% attendance rate of all students at schools with HVP trained staff. Teachers and staff members who conducted home visits continue to hold positive views on how home visits strengthen their understanding of students and improve parent engagement.

These actions were effective in achieving Goal 4: All students will benefit from programs and services designed to inform and involve family and community partners. The direct outreach needed to parents/families, particularly newcomer families, significantly increased due to complications resulting from COVID-19-related conditions. The programmatic adjustments and the strong partnership between the FACE Office and ELS served to respond effectively and expeditiously in support of all families and particularly families most in need. Evidence to support this statement is found within the numerous surveys conducted since April 2020.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional learning and implementation costs of the new student assessment system (including Illuminate subscription)	\$2,050,000	\$2,050,000	N
Special Education assessments	\$300,000	123,910	N
Tablet and pen pads, scanners on mobile stands	\$383,000	386,135	Y
Mobile carts to transport food	\$41,000	30,166	Y
Packaging line	\$135,000	0	Y
Commercial truck	\$140,000	35,812	Y
Food and Nutrition Services labor costs	\$2,100,000	2,100,000	Y
Food pre-ordering software	\$30,000	29,880	Y
Cleaning supplies	\$150,000	200,000	N
Electrostatic disinfecting sprayers for each school	\$120,000	154,092	N
Personal protective equipment (PPE)	\$1,000,000	1,208,911	N
Hand held thermometers	\$7,000	6,895	N
Sneeze guards	\$82,000	78,048	N
Custodial support	\$1,200,000	30,000	N
Dispensers	\$30,000	252,827	N
Minimum Efficiency Reporting Value (MERV) filters	\$340,000	300,000	N
Night shift differential for custodians	\$30,000	5,000	N

Signage	\$26,000	380,153	N
Elementary supplies	\$400,000	914,555	N
Secondary supplies	\$235,000	346,887	N
Lost or damaged materials, equipment, or library books	\$4,840,000	4,840,000	N
Additional health services - Certified Nursing Assistants (CNAs), Medical Assistants, and Licensed Vocational Nurses (LVNs)	\$3,200,000	2,888,611	N
Supplemental COVID-19 testing (with county contract)	\$1,000,000	0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The District initially planned for a Transitional Model for the start of school to return students to partial in-person instruction prior to a full reopening of schools, but COVID-19 surges in the summer, fall, and winter caused schools to remain in full distance learning for much of the school year. Beginning mid-March for elementary grade levels and early April for secondary grade levels, approximately 30% of the District's students who chose to return to school in an in-person concurrent instructional model were able to do so. After returning to class two days per week, CDC social distance guidelines changed and allowed for four days per week in-person attendance by mid-April. Approximately 70% of students chose to remain in distance learning for the remainder of the school year.

The following items are currently estimated to be unexpended: packaging line to support both breakfast and lunch meals was postponed due to delays in acquiring the necessary equipment. The level of custodial support was greatly reduced since children and staff were working in a distance learning model, eliminating the need for cleaning and disinfecting to the extent of which would have been needed had in-person instruction been continued. Supplemental COVID-19 testing (with county contract) was ultimately not needed as support was provided from local and city entities at no cost.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

From the outset of the pandemic, the District consistently adhered to the basic premise: providing high quality educational services for all students while strictly adhering to state and county health guidelines. This necessitated a systematic planning process that accelerated decision making, increased interdepartmental information exchange, and maximized collective thinking. Eight tactical teams and seven specialized operational teams were established with a strategic planning team functioning in an oversight role (including representatives from all labor groups, district and site staff, and administration). The results of this structure were fluid and adaptable plans, timelines, and deliverables.

This planning structure and process resulted in the development and implementation in March 2021 of the in-person concurrent model. At the core of this model was the maintenance of continuity between teachers and students. Regardless of the ongoing fluidity of the health conditions, students would be able to remain with their teacher(s) and classmates. This was especially important since relationships had been developed during distance learning, easing the transition for students choosing in-person instruction. Preference surveys to remain in full distance learning or returning to in-person instruction were administered and the District took the steps necessary to ensure the successful transition for those opting to return to in-person instruction.

Strong collaboration among all staff and administration throughout the pandemic has been a core principle of operation. This was very evident as teachers were prepared for the implementation of in-person concurrent instruction. Model elementary, middle, and high school concurrent classrooms were set up collaboratively with the District's teacher association to include all aspects of instructional technology, classroom furniture, and health/hygiene taken into account. Staff practiced facilitating the concurrent teaching process to identify needs in advance of students arriving.

Students participating in either in-person/concurrent or distance learning were allowed to participate in co-curricular and extracurricular activities. These opportunities supported the social emotional development of students during this time, and provided another significant opportunity for all students to return to school.

The teacher training and support that began in the spring of 2020 and continuously adjusted to meet the constantly changing conditions again adapted to meet the teacher needs under the in-person concurrent model. The comprehensive approach to teacher training and accompanying distance learning material resources served the District's teachers well as students began to transition back to the classroom. The adaptability and dedication to support students and families by the District's teachers, administrators, and classified staff is truly noteworthy.

Noteworthy successes include: 100% of students participating in the educational option of their choice (note: this is in reference to the two options offered noted above), standards aligned instruction and assessments supported by the District's web-based Illuminate assessment system to determine academic progress, social emotional and mental health supports were provided for students, families and staff, and a variety of co/extra-curricular opportunities were offered, while adhering to all health and safety protocols and guidelines.

Transportation

The most significant challenge facing transportation services was the limited loading capacity given the state/county social distancing guidelines. Given this limited capacity, only mandated Special Education students could be transported. Continuously updating bus schedules and routes was also a notable challenge. Given families had the option of changing to or from in-person instruction throughout the later part of the school year, repeated adjustments were necessary. Route and schedule changes that would typically take weeks to plan and coordinate had to be completed in a matter of days. Transportation staff had to be flexible in their work schedules and route assignments, while support staff worked tirelessly to plan and coordinate services.

Another significant challenge has been the District's ongoing challenge to resolve the bus driver shortage. The Transportation Department, in partnership with the Department of Human Resources, worked continuously throughout the past 15 months to recruit,

train, and hire new drivers. While driver shortages remain, the efforts were successful in the acquisition of 14 new school bus drivers. The addition of these drivers has been critical in replacing drivers lost during COVID-19.

Another challenge was addressing bus maintenance. Because buses were not driven every day for a year, drivers were needed to come in and start vehicles every day to identify battery and starting issues. Once transportation services started again, the buses experienced breakdowns, though fortunately there were fewer breakdowns than expected given buses sat idle for a year. The District's mechanics have done an outstanding job maintaining and repairing the vehicles.

Food and Nutrition Services

Food and Nutrition Services (FNS) staff worked in person throughout distance and concurrent learning models. They played a critical role in feeding the children throughout the District during the pandemic. Social distancing and safety protocols impacted the efficiency and productivity of FNS operations and significant adjustments were made to ensure that exposure and potential outbreaks did not result in a central kitchen "shut down" or mass isolation of the staff, which would have dramatically impacted the ability to feed children. The commitment of the District's FNS staff has been second to none throughout the pandemic and their efforts and willingness to be flexible were simply outstanding. The flexibility and commitment of FNS staff as well as the vision and dedication of the department's leadership team allowed the department to constantly pivot in order to serve children and families in times of need.

Overall, the FNS team has been successful in providing meal services to children throughout the community. One of the greatest successes has been the flexibility and unwavering dedication of the FNS staff; the FNS team members have been committed and willing to do whatever it takes to feed the children of EGUSD and its community. FNS staff adjusted work schedules and locations and adapted to constantly changing processes necessary to provide meal service. So too, they continued to work each day and most notably during the early COVID-19 related shutdowns. Now that students are attending in-person, FNS staff have mobilized and found creative ways to distribute meals and offering multiple delivery models to address a variety of campus needs.

In-person instruction has brought a new set of challenges from the amount of food a student may need to carry home, the need to offer both hot and cold options to address student's needs, as well as waste. FNS also has to be mindful of the guidance for employment practices, keeping staff and participants safe, as well as manage staff shortages due to COVID-19, which also has an impact on menu development. FNS site teams have been very responsive in addressing the multiple distribution strategies necessary in order to accommodate the many needs of returning students.

Maintenance and Operations (M&O)

Maintenance and Operations' (Maintenance, Custodial and Grounds) most significant challenges throughout the distance learning and concurrent learning models were with custodial support in cleaning and disinfection of the District's schools and support sites. The constant need for deep cleaning and disinfection throughout the day and evening combined with suspected and/or confirmed cases has impacted the department significantly. However, the department has risen to the occasion to meet the health and safety needs of the students and staff. Ensuring that M&O team members were isolated and following social distancing requirements has been a challenge, including the desire to provide dedicated individual district vehicles for each staff member to the greatest extent possible. The needs of sites in terms of PPE supplies and storage, hand sanitizer, COVID-19 safety signage and constant furniture and classroom set up changes were very significant, but again the department and staff rose to the occasion to meet the challenges. The

department also spent a significant amount of time upgrading and adjusting all ventilation systems throughout the District to ensure adequate air circulation and fresh air in all classrooms and work areas.

Purchasing and Warehouse

The Purchasing and Warehouse Department was instrumental in acquiring, storing, supplying, and distributing massive amounts of various PPE items as well as hand sanitizer and sneeze guards. This department was also charged with and successful in designing, fabricating and distributing well over 60,000 various types of COVID-19 safety signage, sneeze guards as well as designing and fabricating all of the draped face shields in the District. Additionally, tremendous amounts of technology such as Chromebook, hotspots, speakers, monitors, webcams, and other computer peripherals were stored in the warehouse and later distributed, utilizing warehouse staff. One of the greatest challenges faced by the staff in addition to receiving, asset tagging, housing and distributing the additional technology needed, was planning a way to make time and space to receive, deliver, and store the technology materials being needed at various school and department sites. The realities of COVID-19 involved purchasing significant amounts of school supplies for the sites specific to addressing COVID-19 needs and impacts.

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Computer monitors	\$200,000	\$657,620	N
Expanded family support (FACE, ELS) - translation services	\$40,000	40,000	Y
EL curriculum software	\$1,100,000	3,275,000	Y
ELPAC assessment instructional support	\$483,000	483,000	Y
Additional office staff and library technicians	\$10,000	90,218	N
Creation of recorded online lessons	\$120,000	0	N
LETRS training for select K1 teachers	\$300,000	300,000	Y
Virtual science labs	\$100,000	89,777	N
SEL curriculum and steering committee	\$1,031,460	1,031,460	N
Technology to include such things as webcams, hotspots, Zoom subscriptions and webinar licenses, Chromebooks, laptops, and digital tools and online curriculum	\$24,200,843	32,207,204	N
COVID-19 relief planning tactical teams	\$10,000	125,681	N

Electronic driver log software	\$30,000	0	N
Talking Points to support multilingual communication (four years)	\$882,000	882,000	Y
STEM and VAPA after school enrichment	\$75,000	71,500	N
Professional learning for, including, but not limited to: technology platforms being used, virtual home visit training, EL/newcomer support training, supporting team work and development, Illuminate student assessment system, and effective distance learning teaching strategies	\$1,925,260	1,987,102	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The difference between planning actions and budgeted expenditures involved supporting the needs of students and teachers during distance learning. Actual expenditures were higher than initially budgeted for computer monitors and other technologies as teachers knew they could provide higher quality instruction using two monitors, one to observe students and one to project lessons, as well as higher quality devices and online products that provided more flexibility and more security.

More was spent on EL curriculum software to provide a wider array of options for supplemental support for TK-12th grade newcomers, dually identified students, LTELs, and struggling RFEP students. This support will be available for multiple years to continue to accelerate EL outcomes and support their access to the District's core curriculum.

More was also spent on additional office staff and library technicians. Additional time was needed to distribute and collect books regularly for students and families.

Funds were not spent on the creation of recorded online lessons as it was determined these were included in the digital tools purchased.

The electronic driver log software was not purchased as it was determined that the District could utilize and expand an existing transportation software system to achieve the desired outcome.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuation of Instruction

To support the continuity of high quality instruction, an Innovating Education Handbook was developed that provided educators with resources that detailed the best practices related to setting up and successfully implementing a virtual classroom. The emphasis was to build on what instructional knowledge educators already possessed. This included strategies for building community, instructional decision making, engagement, and assessing student progress. Teachers were quickly able to apply tools and strategies to support a distance learning environment and equally as important to adapt to individual student needs. The primary challenge was meeting the needs of students requiring specialized in-person support such as moderate/severe students with disabilities, students experiencing homelessness, foster youth, ELs, and newcomers.

To maximize synchronous learning time, COVID-19 Priority Standards were developed and made available to educators at all levels in all content areas. The priority standards provided teachers with guidance to make informed decisions regarding their instructional minutes.

An analysis of Zoom and Google Meet connection data from August through December 2020 showed that, on average, district teachers met minimum synchronous instructional minute requirements (per the Memorandum of Understanding (MOU) between EGUSD and Elk Grove Education Association (EGEA)) on 76% of scheduled school days. By segment, elementary teachers met minimum instructional minute requirements on 93% of school days, followed by 57% for middle school teachers, and 54% for high school teachers. Secondary synchronous minutes are divided between “class time” and “guided practice” sessions; while teachers met 95% of the required minutes, on average, for class time they only met 68% of the required “guided practice” minutes. Additional follow-up with students and/or one-on-one support occurs in the afternoon. An analysis of Zoom and Google Meet connection data from August through December 2020 showed that, of teachers who connect to the online platforms in the afternoon to connect with students and families, teachers spent about 31 minutes on average on the platform, and met with about 11% of their students on any given day. Students who attended these online platforms in the afternoon to connect with their teachers spent about 26 minutes with their teachers on average.

Results from the Distance Learning and LCAP Needs Survey (fall 2020) show there has been a near-universal agreement from students (91%), parents (92%), teachers (99%), and administrators (99%) that teachers improved distance learning instruction over time. There is very little variation on the subject between racial/ethnic, grade level, and programmatic groups. Among the least satisfied groups in the District, high school seniors, a minimum of 85% agree teachers improved instruction.

Improvement is relative to past performance and does not imply that any kind of standard has been met. To measure against a standard, respondents were asked about their satisfaction with synchronous instruction through distance learning. As with improvement, there was a near universal satisfaction with the delivery of synchronous instruction from students (90%), parents (90%), teachers (91%), and administrators (98%). There was slightly greater variation in satisfaction between racial/ethnic, grade level and programmatic groups—parents who declined to indicate an ethnicity showed the least satisfaction at 81%.

Though a large majority of respondents expressed satisfaction with instruction through distance learning, when dissatisfied respondents were asked about how distance learning instruction might be improved, a small number of suggestions were shared noting the need to fully use allotted synchronous time and be watchful of the overuse of videos.

When respondents were asked what they thought of the amount of time spent on live instruction through distance learning, at least two thirds of respondents across groups said the time spent on live instruction was about right. Among those with the most direct experience of live instruction, students and teachers, about 30% say there has been too much time. Only a very small minority (largely composed of parents) believes there has not been enough time spent on live instruction.

Access to Devices and Connectivity

Access to devices and connectivity was challenging. EGUSD wanted to ensure that every student that needed a device received one. Currently, approximately 80% (49,000) of EGUSD students have a district Chromebook checked out to them. The District purchased 45,000 Chromebooks this year due to the pandemic. Not only was the District adding new devices, but it was also replacing aging devices and saw a damage rate of approximately 15% districtwide. Given the extensive delays across the country as manufacturers could not keep up with demand, EGUSD was fortunate to have ordered equipment early and received many of the Chromebooks before other districts in the area. Two additional shipments that were ordered six months ago are yet to be received as of this writing.

Student connectivity was accomplished through T-Mobile hotspots. At first, the District was unable to obtain hotspots fast enough to meet the needs, but as the fall months progressed, hotspots were obtained in a timelier manner. As of spring 2021, the District has 6,000 hotspots, of which 5,000 are assigned to students. The District offers a simple online hotspot request form for parents, students, and staff members, and the hotspot is delivered to the student's school or home the next day. Challenges remain for some students in rural areas with connectivity due to no cellular connection and telecom companies not being able to provide high speed connectivity. Sites are working with those families to come to the school sites and cellular companies are working to expand their coverage.

The District also purchased close to 5,000 laptops for teachers and other related service providers who work with students. Many of the classroom computers were not mobile, nor powerful enough to robustly meet the technical requirements for clear and seamless audio and video quality for distance learning. As of spring 2021, the District has not received the equipment causing many teachers to "make do" with the computers currently in place.

Based on the results of the Distance Learning and LCAP Needs Survey (fall 2020), there was a high degree of satisfaction from all stakeholders (students (96%), parents (96%), teachers (94%), and administrators (99%)) around services provided by the District regarding devices and connectivity. When dissatisfied respondents were asked about how services might be improved around devices and connectivity, respondents were most interested in: better devices, easier access to devices, improved technical support, and improved connectivity on campus wireless networks.

Pupil Participation and Progress

The instructional day was structured to assure there was adequate student participation to facilitate progress monitoring. In the full distance learning model, students were involved in synchronous instruction 75% of their day, generally the morning, and asynchronous engagement for the other 25%, generally the afternoon. The synchronous time included focused and guided instruction, collaborative work, interventions, formative and summative assessments, and designated ELD time. Asynchronous instruction consisted of daily independent work, projects and long-term assignments, and additional assessments. The afternoon schedule was designed to provide additional time for assessing students and/or supporting students individually.

To support progress monitoring, an assessment system was purchased and adopted prior to the pandemic. Overall student performance on district assessments in the new system showed modest growth when comparing the first and second interim assessments. The percentage of students in the top two performance categories improved from 55.8% to 68.7%. The new assessments were created with a focus on the priority standards during COVID-19 distance learning. K-12 teachers were provided COVID-19 Priority Standards that outlined specific skills and content that needed to be emphasized during the course of the school year. Lack of adherence to the scope and sequence of the school year may have impacted the overall results at the time of each interim.

It is important to note that the spring and summer of 2020 was intended to be a period of targeted training for teachers on the Illuminate Assessment System. This initiative was delayed with the onset of the pandemic. Teachers were provided with an introductory training to familiarize them with access, basic operations, and report functions. More advanced levels of training were offered to interested staff. This reduced level of implementation resulted in lower levels of use. Looking at district interim benchmark assessments in ELA, 29% of enrolled students were found to have recorded a score in spring 2021. Some students may have been assessed outside of the District's electronic assessment system, and those scores would not be included in this summary. For those students who recorded a score, 77% demonstrated performance at benchmark (performance level 3 or 4). Performance varies by racial/ethnic student groups: Filipino students showed the highest performance at 82% meeting benchmark, while African American students showed the lowest at 60%. Relatively fewer students—only 15%—recorded a spring score on the district interim benchmark assessments in Mathematics. For those students who recorded a score, 64% demonstrated performance at benchmark (performance level 3 or 4). Performance varies by racial/ethnic student groups: Filipino students showed the highest performance at 81% meeting benchmark, while African American students showed the lowest at 43%. For end-of-year assessments in ELA and Mathematics, district benchmark assessment participation was required for all students in grade levels that the state's CAASPP does not cover (i.e., Kindergarten, grades 1-2, grades 9-10).

Teachers adhered with fidelity to district-defined attendance procedures just as would be done during in-person schooling, but also accommodated individual students/families based upon the unique needs the pandemic caused, such as allowing students to register their attendance through phone call or email communication if technical computer or internet issues or personal hardships arose. The Attendance Improvement Office, FACE office, and site staff continued their work in follow-up with absences and making connections between home and school for vulnerable families. The joint effort between AIO, FACE, and site staff was successful as focused attention resulted in more, and a higher percentage of, personal contacts with students/families who had missed multiple days of school, compared to the 2019-20 school year (year-to-date). In an examination of fall semester student attendance over three years, attendance was higher in fall 2020-21 (96.6%) than in fall 2019-20 (95.8%) or fall 2018-19 (95.6%). Attendance improved for all racial/ethnic and programmatic student groups except African American (down 0.5, from 94.0% to 93.5%) and homeless students (down 5.2% from 88.3% to 83.1%). Chronic absenteeism in the fall was also lower (8% of students) in 2020-21 than in the two previous years (10% for both 2019-20 and 2018-19). Chronic absenteeism improved for all racial/ethnic and programmatic student groups.

While attendance improved during distance learning, there is less confidence that student engagement improved. Despite marked perceived improvement in distance learning instruction since spring 2020, student engagement does not appear to have a similar level of improvement. From the Distance Learning and LCAP Needs Survey (fall 2020), it is estimated that about 69% of students are highly engaged with distance learning, only a slight increase from 68% in spring 2020. The lowest area for student engagement is the sense

of connection between peers, with only 45% agreeing they feel connected with classmates. Engagement varies with racial/ethnic groups: Asian students report highest (73%) while African American report lowest (63%). Engagement also varies with student programmatic groups. Among student groups, EL students report highest (81%) while homeless students report lowest (61%). Parents rated student engagement more highly than students (74%) and reported greater engagement than in the spring (64%). Within the same survey, respondents were asked to rate perceived academic progress of students. Students were most satisfied with their academic progress (76% agree they're satisfied) followed by parents (74%), teachers (64%), and administrators (52%).

Distance Learning Professional Development

Professional development offered during distance learning focused on providing educators with the knowledge and skills needed to access a virtual learning environment that met the needs of EGUSD students. Training opportunities included basic use of both Google Meet and Zoom as the main platform to conduct a virtual classroom, to the specific district-purchased tools that would enhance virtual pedagogical decision making. Through the course of 2020-21, educators and staff had ongoing opportunities to increase their proficiency with technology-based programs and to examine the elements of high-quality instruction in a virtual environment. All opportunities were provided through the Zoom platform and added to increased teacher efficacy for a distance and blended learning environment. The District provided 996 courses with over 33,000 enrolled participants. CPL provided 513 of the total training opportunities and had over 21,000 participants. Feedback was positive and presenters received high ratings for meeting the needs of participants. The challenges experienced were trying to maintain district priorities, specifically with training early literacy and numeracy concepts. There was a need to pivot quickly and move from a model that provided full day release for K-3 teacher training to a model that was optional and offered after contract hours. Although not all K-3 teachers were reached as planned, the District provided six trainings spread out over the course of the year that were offered to all K-3 teachers in the District and had over 2,000 participants.

Staff Roles and Responsibilities

Adjusting to modified roles and responsibilities as a result of COVID-19 was challenging for all staff, but EGUSD employees successfully met the challenges of virtual instruction, both during full distance learning for all students and when the District moved to a concurrent model in the spring of 2021. Teachers, in particular, experienced profound change in their daily work routines and adapted quickly and professionally. New responsibilities included learning and using the various new tools needed for distance learning, as well as expanded outreach to students and families to keep students in attendance, engaged, happy, and healthy. Teachers successfully learned multiple technology platforms such as Zoom and Google Classroom, as well as Illuminate, the new district assessment system and the state's remote testing option. Teachers also successfully adjusted their classroom management and pedagogical techniques to virtual instruction, for example using technological tools to handle individual students who might otherwise disrupt the classroom.

Teachers and education specialists working with students with disabilities have successfully adjusted, assuming new roles and responsibilities associated with SB98 IEP forms and procedures. All special education assessors were trained and successfully implemented new safety protocols for completing essential in-person assessments.

The Instructional Coach Model focuses on positively influencing an educator's actions, practices, and beliefs, while nurturing and growing the hearts, minds, and talents of all educators through the context of coaching, facilitating, and training. In response to the COVID-19 pandemic, coaches have had to learn how to fulfill the District's vision through a virtual environment. This included learning a variety of digital tools, platforms, and strategies that were vastly different from providing support in a brick and mortar environment.

The turnaround time for becoming competent experts was extremely limited as a result of training needs the District's teachers and staff required. Instructional coaches provided ongoing training opportunities, office hours, and used the Zoom and Google Meet platforms to reach their colleagues virtually.

School nurses and the District's Health Coordinator also had to adapt significantly to the pandemic conditions. In the past, district health services staff have been focused on student health. The EGUSD health staff has shifted notably to supporting staff health needs in addition to those of the students. In response to the COVID-19 pandemic, EGUSD health staff became an integral component of the COVID-19 Case Response Team (CCRT), which facilitates the implementation of the appropriate measures when a school site or office area is notified of someone who has tested positive for COVID-19 or when an employee comes into close contact with someone who has tested positive for COVID-19.

Support for Pupils with Unique Needs

ELs include a variety of typologies from newcomers to LTELs all with their individual assets and needs. EL students, families, and staff that support them benefitted from the increased opportunities to collaborate and communicate through online platforms, increased phone outreach and office hours in a variety of languages, the translated Talking Points for home/school communication, and use of different technology applications and tools. All TK-12 ELs and struggling reclassified (RFEP) students showed progress in language acquisition through the use of Imagine Learning which supplemented the designated and integrated ELD instruction. Supplemental ELPAC support allowed for additional coaching, professional development, and instructional next steps based on the ELPAC. Additional professional learning specific to language acquisition, use of the different applications and tools for ELs, newcomers, and family engagement increased the success of ELs during this challenging year. Additional effort was made to connect EL students with Chromebooks, hotspots, and tutorials on using the platforms in a variety of languages. Challenges related to student participation and progress in the virtual classroom include access for newcomer and refugee students based on language acquisition, drop in grades when first going into distance learning, support in advocating for instructional needs, and building capacity of core teachers in strategies to provide access to content for all typologies of ELs. In collaboration with FYS, a team has updated the graduation exemption plan for newcomers to ensure consistency and support across the district. PD was developed to support teachers on the new platforms, ensuring engaging and supportive ELD instruction.

Students with disabilities were supported by teachers and related service providers throughout the distance learning period. The challenges, particularly for the moderate/severe student population were significant. For students who, under normal conditions, receive direct, oftentimes hand-over-hand support, the distance modality was challenging. To compensate for this, virtual services were augmented by the provision of packet materials that parents could receive. Online curricular materials and therapy supports were purchased and implemented. Close attention was paid to ensure all students with disabilities had the necessary technology and connectivity. Similarly, all teaching staff and related service providers had all the necessary instructional and virtual therapy technology necessary to optimally support students and families.

Extensive and ongoing training was provided to all special education staff on a variety of topics including management of the virtual learning platforms, use of instructional technology, communication strategies within the virtual environment, conducting virtual IEP meetings, and accessing and implementing online curricular materials.

The most notable challenges for special education students was the inability to provide direct, in-person prompting to assist students with specific skill development and inability to optimally work on goals involving social and functional skills.

Foster youth students were supported through educational case management services, including referrals and access to resources such as meals, Chromebooks, Wi-Fi, transportation assistance, mental health support, housing, and school supplies. FYS individual case managers were assigned to each identified student in foster care and conducted phone and/or online meetings with students on a bi-weekly basis to monitor each student's well-being and access to distance learning and other available resources. Additionally, FYS centralized staff supported student transitions through assistance with student enrollment, transfer of school records, notification to district liaisons, Graduation Exemption Plan development, and Free Application For Student Aid (FAFSA) verification letters.

In addition, EGUSD maintains three Student and Family Empowerment (SAFE) Centers located at David Reese Elementary, Prairie Elementary, and Valley High schools. The SAFE Centers provide case management for students and families that are facing challenges such as economic hardships, homelessness, food insecurity, health, dental, vision, mental health concerns, and lack of resources.

Homeless students, or students living in transition or who do not have a regular, fixed, adequate nighttime residence, were supported by the Homeless Education Liaison and through SAFE Centers. SAFE Center staff assist homeless student participation in school and family engagement by inputting case management service records into Synergy; creating and maintaining up-to-date community resource lists; distributing resources as requested by case managers; collaborating with Food and Nutrition Services (FNS) and Technology Services to assure students enrolled as homeless receive free meals; notifying school counselors of student eligibility for graduation exemptions; and providing FAFSA Verification of Homelessness Letters to unaccompanied homeless students in grade 12 who are preparing to graduate. The Homeless Education Liaison and SAFE Center staff provide ongoing information and training for teachers, support staff and administrators through web-based and electronic mediums (district website, videos, video conference email, phone) regarding the definition of homelessness, student educational rights, and how to refer students to the Homeless Education Program. SAFE Center staff also direct teachers to information for resources to share with students and families regarding their educational rights while experiencing homelessness as well as contact information for the District's Homeless Education Liaison.

The District prioritized technology distribution to low income students in need of technology and connectivity and were successful in ensuring that students' learning needs continued to be met through supportive online education programs and specially designed supports. Most of this was facilitated by the distribution of Chromebooks and wireless "Hot Spot" devices. Additionally, schools with high rates of low income students were able to leverage their after-school programs to provide day camps during the school day that allowed families to have a daycare learning option during distance and concurrent learning models.

The District remains committed to equity in education. Despite the challenges of limited capacity of staff and the obstacles of competing priorities during the 2020-21 school year, the District continued to meet and build capacity with stakeholder groups such as the Equity Coalition, Leading for Equity Collaborative, Student Equity Councils, and Community Equity Collaborative. Staff and stakeholders participated in professional development opportunities and targeted actions.

From the Distance Learning and LCAP Needs Survey (fall 2020), we inquired after satisfaction regarding district and school services provided to meet students' specific academic needs. Students (89%) and parents (85%) expressed a higher degree of satisfaction than teachers (83%) and site administrators (76%). Student satisfaction regarding services to meet their specific academic needs showed little variation between student ethnic/racial groups (high of 95% for Pacific Islander, low of 86% for African American). Parents showed greater variation in satisfaction (high of 95% for Filipino, low of 74% for Declined). Among student programmatic groups, EL students showed high satisfaction about academic needs met (92%) relative to non-EL students. For several programmatic student groups—foster youth, low income, Special Education—there was little or no variation. Homeless students expressed the lowest levels of satisfaction regarding academic needs met (77%) among programmatic student groups.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
K-12 supplemental Saturday/evening support (all students with a particular focus on EL, foster youth, and Special Education academic, behavioral, SEL support)	\$150,000	\$150,000	N
MTSS module for Synergy	\$150,000	719,352	N
Expanded newcomer/immigrant program to include academic and English support for students and parents	\$500,000	500,000	Y
Intersession for EL at year-round sites	\$54,000	3,059	Y
Summer School 2021	\$1,000,000	0	N
Behavior Intervention Monitoring Assessment System (BIMAS) SEL Universal Screener (five years)	\$472,500	0	N
Edgenuity	\$116,000	108,000	N
ASES Day Camps (internal and vendor-provided programs)	\$4,005,937	1,592,352	Y
Expand PRO Youth and Families mentoring program	\$105,000	108,560	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

More funds were expended on the MTSS model for Synergy because the District paid for a 5-year contract.

Summer school 2021 planning and actual programming for students will be covered by Expanded Learning Opportunities Grant (AB 86).

The BIMAS SEL universal screener was not purchased and implemented because it would require a substantial effort on the part of teachers to assess each student at a time when teachers were navigating huge changes in their daily work and limited instructional time with students. Staff instead investigated more flexible instruments, such as one that older students might be able to complete themselves rather than a teacher on their behalf, and one that could be administered within the existing assessment system rather than requiring teachers to learn another assessment system. Instead, district staff decided to continue the administration of the existing SEL instrument and add another administration of the instrument to the end of the year survey plans.

ASES Day Camps were partially covered by other grant funds, and some initially planned paraprofessional staffing was not able to be hired resulting in the programs operating under capacity.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Assess

A key element to determine learning loss and students' learning needs is specific student data on the extent to which they understand key concepts and their mastery of content standards. To this end, a comprehensive assessment plan for ELA and Mathematics was provided to K-12 teachers, including diagnostics and interim assessments, to help teachers identify individual students' strengths and needs, determine best next steps for instruction, and to monitor progress throughout the year. While the District provided these new assessments, the main challenge as a district was not having a comprehensive assessment system in place prior to the pandemic, and training on this new assessment system during the pandemic (also described in Pupil Participation and Progress).

The District was successful in administering common assessment for EL reclassification. Teachers were asked to administer common assessments to entire classes in order to progress monitor all students and to provide the statistical basis from which a cut score could be determined for EL reclassification. In addition, the District was successful in administering ELPAC initial and summative assessments to our EL students. With a constant feedback loop on test participation, attention and support could be directed to schools struggling to meet this testing requirement in a remote setting. Initially beset with technical computer issues, the state's testing vendor corrected the camera issues and testing ran relatively smoothly after that.

For the required spring state assessments, Elk Grove Unified made the decision to administer ELA and Mathematics CAASPP assessments for students in grades 3 through 8 and 11, instead of district assessments that were allowed through state and federal flexibility. Developed by a multi-state consortium, the Smarter Balanced Assessment Consortium (SBAC) assessments meet the most rigorous standards of quality in terms of validity, reliability, and equity. Even the most well-established and well-built local assessments

would fall short of these standards. EGUSD is committed to: (1) providing students the best opportunity to demonstrate what they know, (2) being accountable to the highest standard in terms of student achievement, and (3) assessing the full depth of learning loss in EGUSD students so that the District can respond accordingly. For all these reasons, it was felt that the best path was to assess eligible students (grades 3-8, 11) with the CAASPP assessments.

In addition, to gauge students' mastery of ELA and Mathematics standards in grade levels where CAASPP assessments are not available, final term benchmark assessments were administered near the end of the academic year in grades K-2 in ELA and Mathematics, grades 9 and 10 in ELA for courses that were in session, and Math I, II, and III courses in high school.

Address

Learning in a concurrent or distance model has many overlaps with learning in a traditional, brick and mortar classroom. In all models, teachers must pay attention to the principles of high quality instruction as they relate to pedagogical decision making. The key to our approach during COVID-19 was to emphasize the pedagogical principles that are the mainstay to preventing learning loss. A success was the ability to quickly provide a comprehensive resource to the District's educators that analyzed the principles of high quality instruction in both a traditional classroom and in a virtual classroom. The principles are the same; the methods in which instruction would be delivered varied.

Teachers' ability to provide individual and small group remedial instruction as soon as detected is a key component to addressing learning loss. Expanded learning also offers small group supplemental instruction for struggling learners.

In an effort to address potential and actual learning loss throughout the year, the District continued its intersession program at 12 elementary schools. Intersession programs supported small groups of students with a focus on phonemic awareness with kindergarten through second grade students, and Mathematics, reading, and EL support for third through sixth grade students, depending on need. One model that proved to be one of the most successful primary grade programs and showed the most gains followed a 30 minute tutoring model, working with five or six small groups a day, four days a week. Students who attended regularly showed the most growth, as would be expected. One of the challenges to participation in intersession for both instructors and students at the elementary level this past year has been the reduced amount of days during off-track times. Off-track time is usually between four and five weeks; however, since the school year for year-round sites started later, the missed days were made up by reducing the number of off-track days for each track, limiting staff interest in teaching the session. Additionally, until recently, all instruction was virtual and many families opted to have their child(ren) "take a break" from technology, rather than participate in intersession.

For schools on Modified Traditional and Traditional calendars, expanded learning opportunities are provided in the form of summer school programming. While elementary summer programming did not occur in 2020, the District anticipates in-coming kindergarten through sixth grade students in the 2021 summer program. Each site will provide students at each grade level the opportunity to work in small groups (optimally 10-12 students), with kindergarten through second grade focusing on foundational skill development and third through sixth focusing on both academic support, as well as SEL. Programs at the sites will be presented as a summer camp learning opportunity. One of the challenges to participation is enrolling students to participate and maintaining consistent attendance. To proactively address this potential challenge, the program is being created with an academic focus but in a camp-like format, including SEL, mindfulness activities, and time for outdoor activities.

High school students were offered the opportunity to take credit recovery courses through distance learning in the summer of 2020. A total of 4,077 courses were completed for credit with an additional option for continuing an unfinished course available to students who completed at least 60% of the course during summer. This represents both an increased number of students served and an increased number of courses completed during the summer of 2020 compared with the summer of 2019; however, the percentage of courses completed in 2020 compared with courses attempted was 11% lower than the previous year.

In addition, the District successfully implemented an EL intersession program which included 3rd-6th grade ELs from every year round elementary school from January to June. Focused on LTELs, this program provided PD and ongoing coaching for teachers of intersession, and used pre/post data and feedback (from teachers and students) to monitor and adjust their program. The curriculum design used foundations and strategies from Reparable Harm, Guided Language Acquisition Design (GLAD), Sobrato Early Academic Language (SEAL), Language Essentials for Teachers of Reading and Spelling (LETRS), and ELD standards. Fifteen trained instructional strategies were used with the teacher team who implemented them in their virtual classrooms. For the District's newcomer students in elementary schools, 12 teachers were trained to provide ten weeks of instruction to 70 students. In addition, the teachers were able to provide additional push-in support during the students' synchronous learning time with their classroom teacher. All participating teachers in both programs noted they would apply the learned strategies in their typical classroom moving forward. Based on data from both the LTEL and newcomer supports, the District is looking to expand to secondary sites.

In addition, the District was able to successfully continue key support programs for students with disabilities, foster youth, homeless students, and EL students with supportive social services, as well as supplemental educational services such as tutoring services for foster youth.

Evaluate

The effectiveness of the various learning loss strategies implemented could not be systematically evaluated as originally planned because the data to do so was unavailable. The major obstacle to obtaining both the output and outcome data required to conduct a comprehensive evaluation was the possible negative impact such data collection efforts would have had on teaching and administrative staff.

To obtain output data, the intention was to capture what was happening in the classrooms from Zoom/Google usage reports and EGUSD's new online FONT system. Careful review of Zoom/Google reports revealed imprecise session attendance rates due to non-standard login practices, whereby teacher and students used other IDs to log into instructional sessions. Standardized login practices could not be required. Flexibility had to be afforded to students and families when logging into instructional sessions, especially when connections were dropped and students attempted alternate ways to rejoin sessions, such as using their parent's devices or logins. In addition, progress could not be made with implementing the online FONT system due to changes in competing priorities given the ongoing nature of the pandemic. The hope was to use this system to capture administrators' assessment of instruction from their "walkthroughs," but as there was already too much change in the system, the decision was made to delay widespread implementation of FONT to the 2021-22 year.

To obtain student outcome data, all teachers would have been required to administer diagnostic and/or formative assessments for students at all grade levels through the year, something that has never been mandated in the District. Factor in that the assessments would have been administered through a brand new assessment system, and during a pandemic year where instruction and testing was done through a remote setting, doing so could have become overwhelming for the entire system.

The District had to be very conscious of what was being asked of teachers and administrators in order to allow them to focus their energies on the very challenging instructional work they had this year. It was decided that any changes that did not have to be implemented this year would be delayed until the next year. The District was determined to support its teachers and administrators by taking anything off their plates so they could focus on students.

By the end of the year, the District will have end-of-year achievement scores for students in all grade levels and will be held accountable for those results and to address them. Learning loss can be assessed, learning needs for the 2021-22 year addressed, and learning recovery can be determined by spring 2022.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

SSHS developed a PBIS Guidance Document to support schools in PBIS implementation during distance learning and the concurrent model. Teachers and site administrators were able to use the guidance to provide support to students. Sites used the Request for Assistance (RFA) to refer students to the sites Tier 2 team. This team utilized the information from the RFA to help them identify student needs and match the need with the appropriate support and services. EGUSD's wellness providers provided direct support to students (group and individual counseling, check in check out) and consultation to teachers in the area of SEL and behavior interventions. Teachers received information recognizing self harm behaviors and identified several students this year that were potentially at risk for self harm. Students were referred to the appropriate services and received follow up care with site wellness providers. The District provided ongoing counseling to students through tele-counseling. EGUSD Wellness Providers developed guidelines for tele-counseling for both individual students and groups. These guidelines allowed providers to maintain consistent high-quality support during the pandemic. Wellness providers were able to successfully offer group counseling with a focus on SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL was a primary focus of the August preservice professional learning for teachers, administrators and other staff. School site staff received additional training throughout the school year. It was a challenge to deliver the training to all school sites; however, 17 sites received the SEL training. The SEL series provided during the year included Overview of SEL, Trauma Informed Care, Culturally Responsive Practices, Adult SEL, and Building Relationships.

To assess and monitor students' social and emotional competencies such as managing emotions, showing empathy, and achieving personal goals, the District administers an annual student survey for students in grades 3-12. Since fall 2019, the survey has been

adapted to constructs developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). The District's overall SEL score for fall 2020 was 77% compared to 75% for fall 2019. Overall SEL scores have improved for all student/ethnic groups except Filipino students. Among racial/ethnic groups, fall 2020 SEL scores are highest for white students (80%) and lowest for African American students (72%). Overall SEL scores improved for all program-based student groups. Among program-based student groups, overall SEL score is highest for socio-economically disadvantaged students (74%) and lowest for students with disabilities (68%). The District plans to survey students again at the end of the 2020-21 school year in order to assess status and then adjust plans to address areas of need throughout the 2021-22 school year.

From the Distance Learning and LCAP Needs Survey (fall 2020), there were mixed levels of satisfaction regarding services provided by the District and schools to address student social-emotional needs and mental health. While staff (85% of teachers, 88% of administrations, and 81% of service providers) expressed a high degree of satisfaction, this seemed to be an area of challenge for students (77%) and parents (68%). There was little variation by racial/ethnic subgroups among students (low of 75% for African American, high of 82% for Asian) but wide variation among parents (low of 57% for White, high of 95% for Pacific Islander). Homeless students expressed the least amount of satisfaction with SEL and mental health services at 71%, while EL students and foster youth students were generally more satisfied than their non-EL or non-foster youth peers. Student satisfaction regarding SEL and mental health services was found to decline as grade level increased, falling from 85% for 5th graders to 67% for 12th graders.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The District's FACE office continued to provide support to both families and schools throughout the 2020-21 school year. The FACE staff offered numerous ways for families to stay connected and continue growing as parents. The Family Wellness Series offered several workshops (via a virtual platform) focused on staying physically and mentally healthy during a pandemic. Programs like EGUSD's Family Leadership Academy, Families of Black Students United (FBSU), and Latino Literacy all stayed active upon transitioning to a virtual platform.

FACE staff continued to offer support and professional learning opportunities for all school employees. Home Visit training transitioned to Bridge Virtual Visit training and professional learning workshops were offered to teachers and administrators on how to engage and communicate with families during a pandemic. FACE also began to oversee a two-way communication tool called Talking Points in which FACE staff was able to train and support the rollout of the tool.

In collaboration with the Communications Department and ELS, a new website was created called the Family Resources Website. This website is updated regularly with community resources, academic and social-emotional ideas, and videos for parents to easily access.

From the Distance Learning and LCAP Needs Survey (fall 2020), results showed high levels of satisfaction from students (89%), parents (88%), teachers (77%), and administrators (89%) regarding opportunities for teachers to connect with students and families

outside of normal instruction. There was near universal agreement from students (89%) and parents (90%) that “everyone at the school is doing their best to help me (and my children)” representing an increase from spring 2020 (80% for both groups). When asked about sufficiency of communications, there were high levels of satisfaction from students (86%) and parents (92%). Similarly, results showed high levels of satisfaction regarding responsiveness of teachers from both students (87%) and parents (91%)—essentially unchanged since spring 2020.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Food & Nutrition Services (FNS) team has been proudly providing services to children during the ongoing impacts of COVID-19 since the first week of March 2020, when COVID-19 first impacted the EGUSD community. The FNS team was flexible in quickly addressing the needs required of an ever changing “new normal.” However, with any rapidly and ever-changing situations, there are many success stories as well as challenges that were/are more difficult to overcome.

Overall, the FNS team has been successful in providing meal services to the students of EGUSD as well as other children throughout the Elk Grove community. The waivers provided by the United States Department of Agriculture allowed school districts the flexibility needed to offer free meal service to any child under 18 years of age, whether enrolled in the specific school district or not. As the impacts of COVID-19 continued, additional waivers provided food service operators the flexibility to meet the needs of their particular communities. Allowing parents to pick up meals while their children participated in distance learning and streamlining curbside services were appreciated by parents and FNS staff. According to an EGUSD Meal Service Survey, respondents reported a very high level of satisfaction with pickup locations (97%) and pickup frequency/timing (94%).

One of the greatest successes was the flexibility and unwavering dedication of the FNS staff; the vast majority of FNS team members were committed from the beginning and willing to do whatever it took to feed the children of EGUSD and its community. FNS staff were willing to adjust work schedules and locations as well as adapting to constantly changing processes necessary to provide a curbside meal service. So too, they continued to work each day and most notably during the early COVID-19 related shutdowns. Through it all, FNS staff continued to focus on the importance of being there for the community. In the beginning when guidance was to isolate in your home, many families shared that they appreciated the normalcy and routine that picking up meals created. As guidance shifted, stay at home orders were lifted and students returned to more structured distance learning programming, service days were eliminated and multiple days of meals were provided. Families shared that they appreciated the adjusted service model which allowed more time for them to spend assisting their students and/or the flexibility it provided as many parents returned to work. Ninety-seven percent (97%) of respondents to the EGUSD Meal Service Survey reported they were satisfied/very satisfied with the customer service provided by FNS staff.

The menu during school closures brought both successes and challenges. According to the meal service survey, the menu (Healthy/Tasty Food) garnered the most positive comments of all categories. Many respondents made comments regarding the

nutritionally balanced options, the quality and quantity of foods provided, the variety offered, and the fresh fruits and vegetables. The majority of respondents (88%) rated meal quality as satisfied/very satisfied.

However, when respondents were asked how meal service could be improved, the menu was also addressed. Families shared they felt there were too many “processed” foods, the menu lacked variety, and there was a desire for more fresh offerings. During COVID-19, the menu has been one of the more significant logistical challenges. As meal service options changed to providing multiple meals at one time, FNS had to rely on products that were frozen, individually wrapped, and would withstand the ever-changing meal count needs. FNS also had to be mindful of the guidance for employment practices, keeping staff and participants safe, as well as manage staff shortages due to COVID-19, which also had an impact on menu development.

The FNS department went from serving over 40,000 meals a day in more typical times, reducing to approximately 12,000 at peak service, under the curbside model during COVID-19. As a department, FNS had inventories ordered and menus planned through the end of the school year. FNS had to quickly adjust to utilize inventory that was not conducive to a curbside model and that were in abundance due to the lowered meal counts. The FNS team also had to be creative with packaging meals to maintain the quality of the meal, eliminate packaging materials, and create efficiencies for the distribution process.

As students returned to in-person learning, there were a host of additional logistical hurdles that had to be overcome by the FNS staff. Despite the hurdles, one of the benefits of in-person instruction is that those students who had challenges accessing curbside meals will now be able to receive meals as they leave campus. One of the greatest challenges during distance learning was that some families did not have the ability to get to a school site in order to participate in curbside meal service. The FNS department, in partnership with the Transportation department, tried to address the access concern by providing mobile meal routes. School buses with FNS staff delivered meals to apartment complexes and community locations where families were experiencing difficulties getting to schools for curbside meal distribution. The mobile meal route program was offered in some of our highest need communities.

The FNS team has adjusted to the many challenges caused by COVID-19 and will continue to be flexible and adjust as needed moving forward. With a desire to help all EGUSD students realize their greatest potential, FNS staff will continue to focus on finding ways to provide quality meals and great customer service.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A		N/A

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The District's four strategic goals remain the central planning pillars. Given there are no additional supplemental/concentration funded actions/services, the focus is and has been on continuous improvement.

Strategic Goal 1: Notable areas of focus and improvement include leveraging the increased knowledge and skill levels of teachers and related service providers to expand their use of instructional technologies and increasingly access/use available and newly purchased online instructional materials and applications to support teaching and learning. This is being used to inform the District's professional learning goals and related planning efforts.

Strategic Goal 2: The District's online student assessment platform (Illuminate) was used increasingly during the pandemic. Programmatic evaluation will continue through the expansion of PIC development. Strategic Goal 2 measures reflect the target of full K-12 implementation in ELA and Mathematics and the expansion of PIC development.

Strategic Goal 3: With the pronounced SEL impact the pandemic conditions have had on students and families, the District's efforts to deepen the level of fidelity of implementation and measurement of MTSS processes and protocols is a top priority with detailed attention given to both site and district-level measures. The District's SAFE Centers expansion and improvement is another priority to ensure the neediest families in the community are afforded the information and resources needed. District and site goals reflect this need.

Strategic Goal 4: Tremendous programmatic knowledge was gained during the pandemic specific to expanding and diversifying parent outreach and support methods. The "front porch" and virtual home visitation program was a creative strategy to make direct staff-family connections at the home while remaining aligned to health and safety guidelines. The adjustment to the highly successful home visitation program will continue and serve as a method to make these valuable family connections increasingly available to families and staff.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The actions/services descriptions within the existing LCAP are written from the perspective of in-person instruction and programming. Given the pandemic conditions and the limited time (the 4th quarter of the 2020-21 school year), the District was able to provide in-person concurrent instruction while remaining aligned to state/county health guidelines; services were overwhelmingly shifted from in-person to distance modalities.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Because the District uses a standardized continuous improvement process, the Decision Making Model (DMM), and measure inputs, outputs, and outcomes and conduct analyses on the relationships among them, it is known that implementation of educational programs and existing actions support strategic goals and are positively related to our desired outcomes (LCAP Metrics). Student outcomes can be improved as implementation of existing actions and efforts are improved; as such, EGUSD will continue with its four strategic goals and related actions.

EGUSD will continue with Strategic Goal 1 and the majority of the actions, but will consolidate functionally similar actions and focus on addressing areas of need reflected in Dashboard, EGUSD LCAP Metrics results, and local measures. Professional learning will continue with a focus on high quality instruction, including technology in the classroom and use of assessments to inform instruction. Instructional coaching resources across departments and divisions will be strategically consolidated and deployed to facilitate a consistent philosophy, messaging, and coordinated efforts.

All professional learning and academic support will be viewed through a lens of equity. The plan is to continue the work of the Equity Coalition, Leading for Equity Collaborative, Student Equity Councils, Race and Equity Advisory Team (REAT), and Community Equity Collaborative stakeholder groups. In addition, a comprehensive equity training program for all district staff will be developed and implemented. A wide array of supplemental extended learning opportunities and enhanced learning supports for students will be provided to accelerate learning in the 2020-21 year and to remedy any learning loss caused by COVID-19, including support for credit deficient students to complete graduation requirements and to increase/improve students' college eligibility.

EGUSD will continue with Strategic Goal 2 but will update actions to reflect developments to date and next step actions to further improve the District's ability to assess students and programs. Action 1 will continue with further development of the District's evaluation systems, including the PIC, RED's formalized program evaluations to cover specific research questions or specialized

analysis, and the evaluation component of SPSAs; as well as training with district and site leaders for deeper understanding. Action 2 will continue with implementation of the District's student assessment system and appropriate usage. To cover reporting needs associated with Actions 1 and 2, additional systemwide reports to support formative monitoring of efforts and inform decision making will continue to be developed. Real-time, year-to-date reports provide for ongoing status monitoring and allows for mid-year adjustment/correction to favorably impact end-of-year results of LCAP Metrics and Dashboard results. The District will investigate ways to improve reporting building efficiency, such as contracting out for development work to meet the healthy demand for data for continuous improvement.

EGUSD will continue with Strategic Goal 3 and the actions associated with implementing the MTSS model, and will move actions associated with attendance to Strategic Goal 4. Strategic Goal 3 actions will focus on fully implementing the MTSS model, including further increasing implementation of PBIS (the behavioral component), at all schools to efficiently and effectively support students to address social-emotional health, behavioral, and academic needs. The intention is to refine and improve district MTSS processes and procedures and to assure consistent implementation across sites with the support of site-based MTSS teams and site coordinator resources. In addition, the possibility of universal screening to get a more precise measure of student needs will be explored.

EGUSD will continue with Strategic Goal 4 and its two actions, but will move goals and actions associated with attendance improvement (currently Actions 1 and 2 from Strategic Goal 3) to Strategic Goal 4 (see Strategic Goal 4, Actions 1 and 2 in 2021-24 LCAP). The District will not only work to improve implementation of attendance follow-up procedures and interventions, but will capitalize on the positive relationships with parents and families to stress the importance of going to class every day. Attendance improvement efforts will be supported and integrated with the FACE office activities with additional attention to proactive and supportive communication, educational workshops, and training for a wide variety of school site staff. As consistent school attendance is primarily influenced by family and parent beliefs and actions, a tighter integration of the FACE office with elementary and secondary divisions will foster supportive and collaborative relationships with families, school connectedness, attendance, and school success. A key component is helping families understand what their children are learning in school and the negative effects of chronic absenteeism on realizing their hopes and dreams for their children. The FACE office will focus on proactive and supportive communication through a variety of venues, educational workshops for parents and families, and trainings for school site staff. There will be an emphasis on building the habit of attendance in the early grades to provide the most impact on children's chances of educational success.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,

- Access to Devices and Connectivity,
- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to

pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496*, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

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

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

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

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 129 different languages spoken. The District has 67 schools (42 elementary schools, 9 middle schools, 9 high schools, 4 alternative schools including one virtual online K-8 program, 1 charter school, 1 special education school, 1 adult education school, and offers preschool programs at 15 elementary and 1 high school). It covers 320 square miles within the City of Elk Grove, the City of Sacramento, the City of Rancho Cordova, and the unincorporated area of Sacramento County. Offering a multitude of educational programs, including more than 60 career-themed academies, pathways, and programs within 13 industry sectors, EGUSD prepares 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. Rigorous academics are integrated with career-based learning and real-world workplace experiences and ensure that Every Student is Learning, in Every Classroom, in Every Subject, Every Day to Prepare College, Career, and Life Ready Graduates.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The District continues to make consistent, incremental progress in academic performance, school attendance, teachers' use of technology in the classroom, and supporting various student groups through focusing on equity.

Academic Performance

- EGUSD's CAASPP English Language Arts (ELA) and Mathematics (grades 3-8, 11) scores showed continued improvement in the percentage meeting or exceeding standards, through 2019 (latest data to date).
- CAASPP ELA improved 1 percentage point from the previous year from 55% to 56% meeting or exceeding standards. Almost all student groups improved in ELA from spring 2018 to spring 2019. Pacific Islander students improved 5 percentage points from 41% to 46%. African American students increased 2 percentage points from 33% to 35%. Two or More increased 2 percentage

points from 61% to 63%. Foster youth increased 2 percentage points from 19% to 21%. Low income students increased 2 percentage points from 42% to 44%. Filipino students improved 1 percentage point from 74% to 75%. Homeless students increased 1 percentage point from 25% to 26%. SWD improved 1 percentage point from 13% to 14%. American Indian, Asian, Hispanic, and White students remained the same at 43%, 65%, 44%, and 66%, respectively. EL students declined 1 percentage point from 16% to 15%.

- CAASPP Mathematics also improved overall (less than 1 percentage point) and for many student groups. Filipino students improved by 3 percentage points from 63% to 66%. Foster youth improved by 2 percentage points from 14% to 16%. Low income students improved 2 percentage points from 31% to 33%. SWD improved 2 percentage points from 10% to 12%. Asian students improved 1 percentage point from 58% to 59%. Pacific Islander students improved by 1 percentage point from 33% to 34%. African American, Hispanic, Two or More, and homeless students remained the same at 21%, 31%, 50%, and 18%, respectively. American Indian students declined 3 percentage points from 35% to 32%. White students declined 1 percentage point from 56% to 55%. EL students declined 1 percentage point from 17% to 16%.
- The District's Dashboard colors for the ELA academic indicator is "green" and the Mathematics academic dashboard indicator is "yellow," reflecting a "high" status level and "increased" change for ELA and "maintained" for Mathematics. Foster youth and SWD student groups moved out of "red" and currently the District has no student groups in the "red" category.
- To build upon this, in 2021-22 to 2023-24 EGUSD plans to continue supporting teachers in developing their professional expertise in instruction; supporting administrators in developing their expertise in instruction, assessment, classroom observation, supervision and evaluation of staff; and development and evaluation of educational programs.

A-G

- The Class of 2020 A-G completion rate of 54% was an improvement from the Class of 2019 rate of 51%. Improvements were made for all student groups, except for Two or More. Foster youth showed the most improvement from 8% for the Class of 2019 to 28% for the Class of 2020.
- To build upon this, in 2021-22 to 2023-24 EGUSD plans to fully implement the California College Guidance Initiative (CCGI) system which will help with high school course taking planning, work to support students' participation and success in Honors and AP course taking, as well as continue to identify students who are close to meeting A-G requirements so that counselors can meet with them to assure they stay on track to meet A-G.

Graduation Rate

- While the state did not publish 2020 Dashboard Results, district staff used CDE's published data and methodology to derive 2020 Dashboard results for the Graduation Rate Indicator and CCI. These simulated Dashboard results show EGUSD's Graduation Rate in 2020 was High (93.0%) and Increased (+2.3%) from 2019 resulting in "green" overall performance, which is an improvement from its "yellow" performance level in 2019. At the district level, of the 12 possible student groups, 9 received "blue"/"green," 3 received "yellow," and 0 received "orange"/"red" performance. Previously, of the 12 possible student groups, 1 received "blue"/"green," 3 received "yellow," and 8 received "orange"/"red" performance. All district comprehensive high schools received "blue" or "green" performance. Of district continuation/alternative schools: 3 received "blue"/"green" performance, 1 "yellow," and 1 "orange"/"red."

- To build upon this, in 2021-22 to 2023-24 EGUSD plans to continue to work with students who may qualify for alternate graduation requirements and to expand options for credit recovery. In addition, CCGI activities and course planning will help students to plan for their future college and career aspirations, which will also impact graduation rates.

College/Career Indicator

- Simulated Dashboard results show EGUSD's College/Career performance in 2020 was Medium (51.8%) and Increased (+6.1%) from 2019 resulting in "green" overall performance, which is a two level improvement from its "orange" performance level in 2019. At the district level, of the 12 possible student groups, 7 received "blue"/"green," 3 received "yellow," and 2 received "orange"/"red" performance. Previously, of the 12 possible student groups, 0 received "blue"/"green," 3 received "yellow," and 9 received "orange"/"red" performance. Of district comprehensive high schools: 7 received "blue"/"green" performance and 2 received "yellow." Of district continuation/alternative schools: 1 received "yellow" performance and 4 received "orange"/"red."
- Efforts have been made to increase student access to early college credit in all Career Technical Education (CTE) pathways and academies. In spite of the challenges created as a result of the pandemic, over 1,200 students obtained early college credits through articulation agreements with Los Rios Community Colleges in the 2020-21 school year. Three EGUSD high schools piloted a new pathway and academy recruitment and selection process to ensure marketing efforts are made to encourage all students to participate in CTE opportunities. WBL opportunities shifted and continued through the pandemic to ensure students had access to input from industry partners and business connections. Through virtual worksite tours, guest speakers and industry workshops, students were able to continue to obtain valuable information about the careers in which they are interested and see how their learning in high school applies to the real world.
- To build upon this, in 2021-22 to 2023-24 we plan to continue to further develop CTE pathways and academies and expand student recruitment. In addition, efforts described above for 2021-22 on Academic Performance, A-G, and Graduation will improve college/career readiness and impact the College/Career Indicator.

Dropout Rate

- While districtwide dropout counts are fairly low across the District (9 middle school students and 189 high school students), middle school and high school dropout rates declined from 2018-19 to 2019-20. The middle school dropout rate declined from 0.14% to 0.09% and the high school dropout rate declined from 3.8% to 3.0% in 2019-20. The foster youth high school dropout rate declined dramatically, from 20.5% to 6.3%. Similarly, the homeless student dropout rate declined from 15.0% to 10.1%, and SWD rates dropped from 9.1% to 5.9%.
- To build upon this, in 2021-22 to 2023-24 EGUSD plans to expand MTSS services and supports, which will improve or expand case management for foster youth, homeless, and other students experiencing challenges.

Attendance and Chronic Absence

- While the last two years' attendance rates are not directly comparable due to the shortened 2019-20 school year and the distance learning format for much of the 2020-21 year, attendance has remained relatively high at nearly 96%. The AIO, FACE office, and site staff continued their work in follow up with absences and making connections between home and school for vulnerable families. The joint effort was successful as their focused attention resulted in an increase in quantity and quality of personal contacts with

students/families who had missed multiple days of school than previous years. Attendance was higher through Q3 of 2020-21 (96.2%) than during comparable time periods in 2019-20 (95.5%) or 2018-19 (95.6%) and improved for all racial/ethnic and programmatic student groups except African American (down 1.4, from 93.9% to 92.5%), foster youth (down 0.8, from 91.9% to 91.1%), homeless students (down 5.9% from 87.7% to 81.8%), and low income students (down 0.1, from 94.9% to 94.8%). Chronic absenteeism through the third quarter also showed improvement. It was lower (8.9% of students) in 2020-21 than in the two previous years' through the third quarter (10.2% in 2019-20 and 10.4% in 2018-19) and it improved for all racial/ethnic and programmatic student groups, except for African American students (up 1.6 from 17.4% to 19.0%), low income students (up 0.2 from 13.4% to 13.6%), foster youth (up 2.1 from 21.2% to 23.3%), and homeless students (up 4.5 from 38.4% to 42.9%).

- To build upon this success, in 2021-22 to 2023-24, an organizational adjustment is being made that will embed the AIO within the FACE office. This will serve to shift the service model from informing of parental responsibility to comprehensive family support.

Use of Technology in Instruction

- There was a significantly increased use of technology and access and use of digital curriculum content by teachers and administrators this past year of COVID-19 and distance learning. In addition, related service providers also expanded their use of technology and were able to provide social-emotional, mental health, and related services virtually, in an online format. This has greatly expanded the District's capacity to serve students through different access points.
- To build upon this new learning and use, in 2021-22 to 2023-24 EGUSD will continue and expand technology use in instruction with professional learning and additional equipment in many classrooms.

English Learners

- ELS collaborated with the FACE office to develop a Newcomer Program to assist families in the transition to the country and to help teachers connect to newcomer students and families. EL students, families, and staff that support them benefitted from the increased opportunities to collaborate and communicate through online platforms, increased phone outreach and office hours in a variety of languages, and use of different technology applications and tools. Additional professional learning specific to language acquisition, use of the different applications and tools for ELs, newcomers, and family engagement increased the success of ELs during this challenging year. Given the absence of state assessment results, program staff promoted and supported ELPAC testing and district assessments in order to provide many opportunities for EL students to redesignate to fluent English proficient during the pandemic.
- To build upon this, in 2021-22 to 2023-24 EGUSD plans to provide a series of professional development to all K-12 teachers specific to designated ELD (based on Principle 2 of California EL Roadmap Policy) to ensure consistency and alignment around best instructional practices and language acquisition. All professional development will be followed with observation, feedback, and coaching. Supplemental tutoring for different typologies of ELs will be provided throughout the school year. Course pathways and supplemental supports for different typologies of ELs will provide different opportunities for graduation, biliteracy, and college entrance. Targeted EL instructional coaching at all sites will continue.

Foster Youth

- Foster youth continue to make progress. As mentioned above, the foster youth group moved out of the "red" status for both the ELA and Mathematics academic indicators on the 2019 Dashboard. Foster youth also improved two levels from "red" to "yellow" on the chronic absenteeism and CCI indicators. More recent data show increases in A-G completion from 8% in for the Class of 2019 to 28%

for the Class of 2020. Foster youth also showed a sharp increase in graduation rate from 52.1% for the Class of 2018, to 63.2% for the Class of 2019, to 81.3% for the Class of 2020; and corresponding decreases in the high school dropout from 21.8%, to 20.5%, to 6.3% for the Class of 2020. There were also dramatic decreases in the suspension rate from 52.3 to 27.2 (counting all suspensions) by 2019-20, and the percentage of foster youth suspended from 20.9% to 14.0% in 2019-20 (though 2019-20 was not a full year).

- To build upon this, in 2021-22 to 2023-24 EGUSD plans to add Academic Interventions Teachers (AIT) at the elementary and secondary level, continue with tutoring support through para educators and tutoring services, increase case management support for students and work with site based MTSS Tier 2 teams to connect students to appropriate support, and continue with Trauma Informed Practices professional development for EGUSD staff.

Low Income Students

- Low income students have made academic progress on CAASPP in ELA from 42% meeting standards in 2017-18 to 44% meeting standards in 2018-19 and in Mathematics from 31% in 2017-18 to 33% meeting standards by 2018-19. In addition, low income students in 11th grade showed progress in demonstrating college preparedness in ELA from 46% in 2017-18 to 52% in 2018-19, and in Mathematics from 23% in 2017-18 to 28% in 2018-19. Low income students also showed improvement in A-G completion, from 42% for the Class of 2019 to 46% for the Class of 2020, and increases in graduation rate from 89.2% for the Class of 2019 to 91.1% for the Class of 2020.
- To build upon this, in 2021-22 to 2023-24, the work described above for Academic Performance, A-G, and Graduation will support low income student outcomes.

Family Engagement

- The District's FACE office provided much needed support to parents throughout this pandemic, helping them stay connected to schools, while also supporting them in maintaining their physical and mental health and well-being. FACE also effectively supported teachers and administrators during this challenging time, providing professional development on the multiple ways to reach out, engage, and communicate with families. Survey data from fall 2020 shows high levels of satisfaction from students (89%), parents (88%), teachers (77%), and administrators (89%) regarding opportunities for teachers to connect with students and families outside of normal instruction. There was near universal agreement from students (89%) and parents (90%) that “everyone at the school is doing their best to help me (and my children)” representing an increase from spring 2020 (80% for both groups). When asked about the sufficiency of communications, there were high levels of satisfaction from students (86%) and parents (92%), as well as high levels of satisfaction regarding responsiveness of teachers from both students (87%) and parents (91%).
- To build upon this, in 2021-22 to 2023-24 EGUSD plans to expand outreach to families and the community. The Family Wellness Series will expand to offer workshops in other languages and in other topics based on parent feedback. Professional development for school employees will focus on how to continue to support learning at home after a pandemic. The District will remain focused on communicating with parents using different modalities and will continue to train school employees to use the two-way communication tool, Talking Points. EGUSD will also expand support by offering more resources and tools for families that are new to the United States.

Student Assessment

- The District continues to make notable progress in furthering the work and understanding of the District’s balanced assessment system including the online Illuminate assessment system. There has been a progression from assessment awareness; understanding the relationship between instruction and assessment, to use of formative assessment practices and the past year has been focused on implementing Illuminate. Program Specialists were instrumental in developing interim assessments in ELA and Mathematics for all grade levels in collaboration with steering committees for use in the Illuminate system. All teachers and administrators were trained in accessing and using the system. As a district, EGUSD has committed to administering end-of-year assessments to students in grade levels K-2 and 9-10, which together with CAASPP assessments will provide a complete picture of students’ academic status, from which the 2021-22 work will focus to address learning recovery needs.
- To build upon this, in 2021-22 to 2023-24 EGUSD plans to expand the use of District-designed ELA and Mathematics benchmark assessments in grades K-12. There will also be a focused training initiative in the areas of student, parent, and staff assessment literacy.

Educational Equity

- Despite the pandemic conditions, there has been progress made during the 2020-21 school year. Evidence of this includes the formation of the Equity Coalition, the Leading for Equity Collaborative, Student Equity Councils at all high schools, REAT, and the Community Equity Collaborative. Stakeholders from a variety of equity groups supported the development of an educational equity action plan focused on advancing racial justice. As a result, both universal equity actions for the entire district and targeted equity actions focused on priority subgroups have been designed and implemented. Examples of universal actions include the development of diversity resources celebrating the heritage and narratives of historically marginalized groups, expanded the voices of students in leading equity work via the Student Equity Councils including the drafting of a Student Bill of Rights, integrated educational equity skills into the SEL program, engaged principals in an antiracist leadership series, and provided professional development opportunities on applying an equity mindset, recognizing implicit biases, and speaking up against racism. We also engaged in targeted actions for our Black/African American students including facilitating the collaboration between Black Student Unions (BSU) across the district, developing a disparity data report for the African American subgroup, and establishing a Families for Black Students United (FBSU) advocacy group.
- To build upon this, in 2021-22 to 2023-24 EGUSD plans to continue the important work of the Equity Coalition, Leading for Equity Collaborative, Student Equity Councils, REAT, and Community Equity Collaborative stakeholder groups. In addition, the District is developing a comprehensive equity training program for all staff, and are investigating options for additional staffing resources that will enable the Office of Educational Equity to expand its work, providing training, and implement recommended actions from stakeholder groups.

Continuous Improvement

- The District continues to exhibit sustained growth in the areas of continuous improvement and evaluation capacity building. Continuous improvement is clearly defined and embedded in projects and initiatives across the organization. The District uses a standardized continuous improvement methodology that includes input, output, and outcome data analysis, gap and cause analyses, intervention selection, implementation success assurances, evaluation strategies, and progress monitoring and reporting processes and timelines. District administrator professional development emphasizes, and all work is viewed in terms of, the District’s continuous improvement process, the Decision Making Model (DMM). EGUSD continues to improve the quality of school LCAPs by providing training, support, and calibrating all school LCAP reviewers (see “Support for Identified School” section for a full description). The District continues to

have success in the work leadership staff are involved in to create and sustain overall organizational processes that make program evaluation routine. Continuous improvement process were deepened and improved by conducting program evaluations of major efforts, formally reviewing programs with leadership staff, and making timely programmatic adjustments. The District has built upon this success by institutionalizing its belief that program implementation is correlated with student outcomes. EGUSD's theory of action—if output (program) implementation are measured systematically, output implementation can be measurably improved, which will lead to improved student outcomes, serves to guide the District's efforts. To this end, leadership staff have been developing PIC measures for education programs. The PIC concept and website was released to principals in the 2019-20 school year with four programs: EL, PBIS, FACE, and CTE. Principals embraced this concept and are working to improve school implementation measures associated with these four programs, and research and program leads continued development work on an additional nine programs.

- To build upon this, in 2021-22 to 2023-24 EGUSD plans to provide data analysis and program evaluation staff and support to guide continuous improvement planning and decision making (Strategic Goal 2, Action 1), and develop key formative and summative data reports for district and site staff to monitor progress, inform decision-making, adjust course, and support continuous improvement (Strategic Goal 2, Action 3).

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In the fall 2019 Dashboard, the District received overall performance levels of “orange” for Suspension Rate, Chronic Absenteeism, and the College/Career indicators. The District did not receive any “red” designations and the district's local indicators are currently reported as “met.”

For the graduation rate indicator, foster youth and SWD were two performance levels (“red”) below the “all student” performance (“yellow”). There were no other indicators where student groups were two or more levels below the “all student” performance. While more recent Dashboard data is not available due to the pandemic, the District has shown to have made progress on Chronic Absenteeism and College/Career measures (described above) based on our local data. Even though incremental progress was made on many academic indicators, the achievement gap has persisted. In addition, while progress was shown on suspension rates overall, EGUSD has not made sufficient progress for all student groups, particularly for students of color.

Addressing Learning Loss and Supporting Underachieving Students

The focus of EGUSD's work in the coming years will be to address student learning losses due to the pandemic, and to close the achievement gap that will have likely widened during the pandemic. While achievement levels are gradually improving, the District's achievement gap has persistently shown up in all achievement indicators. The District's African American, American Indian, Hispanic, Pacific Islander, EL, foster youth, homeless, low income, and SWD students persistently score lower than the District's Asian, Filipino, and White student groups. To address this need the District will conduct, provide, or implement the following:

- Fully assess the learning loss and achievement gap – During the pandemic, teachers and schools conducted formative and interim assessments to monitor progress and address needs, but a uniform districtwide measure of achievement will not be available until the

end of the 2020-21 year. CAASPP scores and district assessment for grade levels not assessed by CAASPP will provide the best measure to fully understand the academic impact of the pandemic. With CAASPP scores, they can be compared to scores to the state, other districts, across EGUSD schools, and by student group. Scores can also be compared to those of previous years to see the extent to which scores mirror previous cohorts of students by grade level, and to determine the extent to which the pandemic has widened the achievement gap.

- Provide expanded learning programs – The District will increase expanded learning opportunities and enhance learning supports in the 2021-22 school year to accelerate learning, support social emotional development, and remedy any learning loss caused by COVID-19. Expanded learning opportunities, including summer learning programs, before and after school programs, and intersession will be available for elementary, middle, and high school students and will include academic enrichment, intervention, and support services. Additional credit recovery options will be accessible for students who are credit deficient or wish to increase/improve college eligibility.

English Learners

- Regional supplemental elementary EL summer programs provide targeted, small group instruction, while building teacher capacity with ongoing professional development and one-on-one coaching. At middle and high schools, there are additional opportunities for ELs for credit recovery, enrichment, and advancement, with primary language support. All K-12 EL summer programming includes academic and SEL supports.
- Specific and focused work on our newcomer students includes new course creation (to accelerate access to core), supplemental foundational reading tutoring (and professional development for K-12 teachers), and systems for intake and wraparound support for the whole newcomer/refugee student.
- Tutoring during intersession for Long Term English Learners (LTELs) in small group settings will be extended to include middle and high school. A middle school is piloting an AVID elective specific to supporting LTELs in language acquisition and college success.

Foster Youth

- The District will extend the Independent Living Program (ILP) to foster youth during the summer. A foster youth social worker will conduct ILP classes over the summer and follow up with students individually. The focus of the summer program will be to address the social emotional needs of foster youth students and build community and a connection to school.
- Foster youth will be further supported with the addition of an AIT to assist with academic needs and credit recovery options.

Homeless Students

- Homeless students will be provided with more direct services and case management. With increased case management, staff from the SAFE Centers will be able to identify individual academic, social emotional, and behavioral needs of homeless youth. Staff will connect with site-based MTSS teams to provide the needed support.
- Homeless youth will be provided with tutoring services.
- SAFE Center staff is partnering with Cosumnes River College to prepare homeless youth for college.
- Project implementer will facilitate outreach to students and families to increase awareness and participation in college, career and life readiness programs, including planning and facilitating field trips to area colleges.

Low Income Students

- All schools with Title I funding will receive the Extron Instructional Technology System. This system will enhance the cycle of teaching and learning by providing a seamless transition for classroom teachers when using technology tools and multimedia content. Schools with a Title I program will now have access to the most enriching content, engaging delivery, and cognitively advanced strategies available. Learning can accelerate and intervention can be provided in a more dynamic way as learners from low income communities are provided access to the most up-to-date college and career ready technology infrastructure.
- All regions with Title I funding are expanding the AVID program from their high schools and middle schools to their elementary schools. This program starts with sending teachers and administrators to the AVID Summer Institute, with follow up professional development during the year focused on student and school needs.
- All schools with Title I funding have utilized supplemental funds in the form of Title I and Supplemental Concentration to invest in contracted teaching staff that provide academic intervention services. The focus of these services is to improve reading literacy and mathematics numeracy for students that have fallen behind grade level. These services have been further supplemented by additional AITs providing more support on timesheets on an as needed basis.

Students with Disabilities

- Special Education is extending the Extended School Year (ESY), integrating the program with the District's Expanded Learning Program to include an enrichment opportunity for students with moderate to severe disabilities. The programs will include social emotional learning and opportunities to practice skills related to IEP goals.
- Speech therapists will provide additional language/social skills breakfast/lunch groups throughout the school year to support the loss of language and social skills as a result of distance learning.
- Additional school psychologists are being hired using COVID-19 relief monies to address assessment needs that were unable to be addressed through distance modalities.
- Students will be provided additional opportunities to continue to build vocational training skills in the fall through district job opportunities in the custodial field (like current Job Club students). This will be monitored with a district job coach.
- To address developmental delays heightened by the pandemic isolation there will be an expansion of social groups, role play, and group academic and social emotional learning opportunities.
- Targeted in-person instruction will be provided to mild/moderate students in both ELA and Mathematics.

Honors and AP/IB Course Taking and AP/IB Achievement

- After steady increases up to 2016-17 (up to 52%), the percentage of students who had taken an Honors or accelerated courses in their middle school years has decreased over the past three years from 50% in 2017-18, to 49% in 2018-19, to 47% in 2019-20. At the high school level, Honors and AP/IB has stagnated. After steady increases, the percentage of high school students enrolled in Honors and AP or IB courses has remained the same at 47% for the past five years. In addition, the percentage of graduates passing an AP/IB exam by their senior year has remained at 29% for the past four years. Across student groups, sufficient progress has not been made with closing the opportunity and achievement gaps.

- In response, district equity efforts included the initiation of the Representation in Advanced Coursework Task Force to advance access, participation, and success in Honors, AB, and IB courses. The task force began meeting in May 2021 with the purpose of identifying the various real or perceived barriers that different groups of students face, investigate whether all students are being given fair opportunities to participate in the courses, and if they are being given sufficient preparation and concurrent supports needed to be successful in advanced courses. The task force will continue its work into 2021-22. In addition, EGUSD will deepen implementation of the AVID program and expanding it across elementary schools.

College and Career Preparation

- While progress was made on graduation rates, A-G completion, and the CCI measure, there is still more work to assure that all student avenues to future college and career aspirations are supported. EAP results increased over time, but only 63% of students are prepared for college level English and only 40% are prepared for Mathematics.
- Impeded by the pandemic, the District's CCGI will be back on track to be fully implemented. This tool supports students in developing 4-year college and career plans, narrows the selection career interests through the use of career inventories, and streamlines California college and university and FAFSA applications for seniors. In addition, CTE pathways and academies will continue to be developed and expand with equitable student recruitment. In addition, efforts described in "Reflections: Successes" above for 2021-22 to 2023-24 on Academic Performance, A-G, and Graduation will improve students' college/career readiness.

Addressing Disproportionate Exclusionary Practices

- While districtwide suspension rates (# suspensions per 100 students enrolled) have declined for many years, for the past three years it has remained relatively constant, hovering around 7.5. Internal measures show reductions to 7.5 by 2015-16, followed by 7.9 in 2016-17, to 7.3 in 2017-18 and 2018-19. Improvements were substantial with foster youth (66.1, to 55.3, to 52.3 by 2018-19), homeless students (35.0, to 33.6, to 29.5 by 2018-19), and SWD (24.0, to 21.9, to 20.2 by 2018-19), though corresponding improvements were not made with low income students and students of color, specifically low income student suspension rates were 11.6, 10.3, and 10.4 by 2018-19; African American suspension rates were 24.5, 23.3 and 24.7 by 2018-19; and Hispanic suspension rates were 8.3, 7.9, and 7.6 by 2018-19. Suspension rates from 2019-20 data also look favorable. Although the school year ended early due to COVID-19, year-to-date comparisons covering the same time period (August-March) for the past years show improvements: 5.1% through March 2018, 4.7% through March 2019, and 4.0% through March 2020 (year-to-date March 2021 is not comparable as much of the 2020-21 year was distance learning). March year-to-date suspension rates improved for African American, foster youth, low income students, and SWD. Publicly reported suspension rates on the state's Dashboard shows declines in improvement because the District submitted erroneous data that underreported suspensions to CDE in 2017-18 (and was not allowed to correct the data), and then submitted accurate data in 2018-19. So, it appears as if suspension rates were higher in 2018-19 than in 2017-18 on the Dashboard. In actuality, the District experienced a steady decline in suspension rate, or a steady improvement over the past 10 years.
- While new progressive Board policies were implemented on exclusionary discipline and the specific and limited role of police on EGUSD campuses in 2018-19, the work is not done. It is believed that continued training on trauma informed care, calibrated discipline, progressive responses to discipline, and restorative practices have contributed and will continue to contribute to suspension reductions. The District must work to implement all programs and alternatives to suspension with fidelity and uniformly across the district. In addition, in 2021-22 to 2023-24 there is a plan to conduct calibration of goals addressing disproportionality, review monthly suspension disproportionality reports, provide professional development for administrators, and require principal approval on suspensions of youth of color. EGUSD also plans to emphasize the role that school climate plays in student success and positive

school experiences, and encourage schools to promote a positive school climate for all students by fostering connectedness through meaningful relationships and providing an environment that is tailored to the needs of students. The District's REAT will provide advisory support to the development, implementation, and evaluation of the District's targeted actions/services to address the disproportionate application of exclusionary discipline to African American/Black students and other groups prioritized by the REAT members.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The key features of the EGUSD LCAP include:

The EGUSD Strategic Goals: The District's strategic goals maintain the focus of, and coherence among, the District's educational programs and services. All LCFF supplemental/concentration funds are utilized in alignment with the District's four strategic goals.

Goal 1: High-Quality Classroom Instruction & Curriculum – All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

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.

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

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

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.

In 2019-20 and 2020-21, five schools in EGUSD were identified for CSI:

- Mary Tsukamoto Elementary School – all red and orange indicators
- James Rutter Middle School – all red and orange indicators
- Calvine High School – 5 or more indicators where the majority is red

- William Daylor High School – graduation rate lower than 67% (and all red indicators). This is the second year that Daylor has been identified as CSI based on graduation rate.
- Rio Cazadero High School – graduation rate lower than 67% (and all red indicators). This is the second year that Rio Cazadero has been identified as CSI based on graduation rate.

Support for Identified Schools

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

District Supports Site LCAP Development

For each of the schools identified for CSI, the District supports the development of CSI plans as an integrated component of sites' SPSA, or site LCAP. EGUSD strategically rebranded the SPSA and uses the term "site LCAP" to align SPSAs with the District LCAP. The District specifies and supports a site LCAP development process which covers best practices for stakeholder engagement and evidence-based continuous improvement, as well as all federal and state SPSA and CSI plan requirements. This past year, district staff continued to emphasize the importance of measuring program outputs in a needs assessment and in their evaluation of their efforts.

In 2020-21, a training was held for district administrators and principals in the SPSA in three ways. The first training was focused on Targeted Universalism and was conducted in coordination with the Office of Educational Equity. The connection to the site LCAP was found in the importance of using data to identify student groups in need of the most support and then designing interventions for those students. The second training was focused on using the revised technological interface for the site LCAP. The final training was focused on the numerous budget resources available to administrators and how to leverage those resources to support students.

The plan for the 2021-22 school year will be to continue the focus on identifying principally targeted student groups in need of support. However, there is a plan to add training to this element of the site LCAPs and focus on how to measure actions and services. The District believes it needs to improve in the measurements of what is working and what is not, so that strategies can be identified that will truly make a difference for students needing the most support.

All schools begin their annual site LCAP development 12 months before the start of the new school year by analyzing the most recent year of data. This year, while some annual end-of-year surveys were canceled due to the impact of COVID-19, the initial data review in late summer included annual survey results from the previous school year on SEL and culture/climate of students and staff, as well as new data collections designed to gather feedback on learning impacts and needs due to COVID-19 such as the Connectivity and Communications Survey (administered April 2020), Distance Learning Reflection (administered May 2020), Parent Input and Preference Survey (administered June 2020), various bargaining unit surveys (administered June-July 2020), and feedback solicited for the development of the Learning Continuity and Attendance Plan (LCP, administered August 2020).

By the fall, schools convene their School Site Council (SSC), English Learner Advisory Committee (ELAC), and site leadership teams. In 2020-21, sites convened via Zoom. Site staff actively involve stakeholders in a review of PIC measures (outputs) and site LCAP metrics (covering various student outcomes such as CAASPP scores, ELPAC scores, and suspension and graduation rates) from the previous year, though some measures were not available for spring 2020 due to the impact of COVID-19.

In the winter, schools usually continue their review with stakeholders by analyzing LCAP Needs Survey (in 2020-21, the district administered a District Learning and LCP/LCAP Needs Survey) and California State Dashboard data (in 2020-21, only graduation rate and College/Career indicator measures were valid). It is usually during this winter review that CSI schools are identified (in 2020-21, designations continued from 2019-20). Sites focus their attention and planning on specific gaps in student achievement that have caused the CSI designation. Sites plan targeted actions to improve student outcomes, identify any resource inequities, and reallocate resources to address needs.

By spring, schools complete the evaluation of the current year's site LCAP and submit their first draft of the upcoming year's site LCAP to the central office for review and approval by various program directors (English Learner Services, Foster Youth, Curriculum and Professional Learning, Elementary or Secondary Education, College and Career Connections (CCC), PBIS, Family and Community Engagement, and Learning Support Services) and the Budget office. Site LCAPs are not approved until all program directors confirm that plans include actions and services for student groups that rendered the CSI designation and are assured that appropriate, research-based approaches are sufficiently planned for implementation.

Site LCAPs are reviewed, revised, and approved by the SSC at the end of the school year in anticipation of the start of the following school year. Plans continue to be modified and updated throughout the summer and reviewed by stakeholder groups at the start of the school year. In addition, once CSI budgets are released, elementary and secondary directors work with principals to adjust and refine site plans based on actual allocations.

District LCP/LCAP Actions Support Site LCAPs Actions

At the district level, leaders identify systemwide needs and resource inequities based on LCAP metrics, California Dashboard, the conditions brought on by the COVID-19 pandemic, as well as the latest feedback from stakeholders. Due to COVID-19, various new surveys were implemented in the 2019-20 and 2020-21 school years. As documented in the District's LCP, resources and staff time have been prioritized to provide support to teachers in their transitions to distance learning and a modified return to in-person instruction. More communication and outreach is occurring with historically hard to reach parents, as well as foster youth, homeless students, and EL families, to support them through these transitions. In addition, the District is providing more support for mental health and social and emotional well-being. SEL was a focus of the annual preservice professional learning in fall 2020 for teachers, administrators, and other staff. Teachers continued to receive ongoing training in SEL and trauma-informed care with a large number of professional development opportunities planned for 2020-21 year. These districtwide actions in response to COVID-19 supported school CSI plans by providing support systems for their efforts, as well as data collection and reporting systems for sites to monitor students' progress and assess and adjust efforts.

District staff also worked with CSI school leadership to support school plans by aligning actions with ongoing multiyear district improvement efforts, when possible, to capitalize further on districtwide resources. Areas of alignment between schools CSI plans and ongoing districtwide efforts included training and capacity building with the FHQI, focused efforts with families to improve attendance and reduce chronic absenteeism, increased use of formative and summative assessment through implementation of the Illuminate system, and at the secondary level, improving and increasing student connectedness through strong CTE program options.

Monitoring and Evaluating Effectiveness

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

Ongoing District Monitoring of Site Implementation Efforts

Directors and school leaders will monitor the implementation of key program components, formatively assess effectiveness during the course of the year, and adjust as necessary to ensure the program impacts outcomes. To facilitate this, elementary and secondary directors meet regularly during calendared monthly meetings with site administration teams. Standing agenda items include:

1. Implementation of action plans from site LCAPs – Evidence and measures of implementation will be shared.
2. Progress on high quality instructional practices – Professional development on SEL and culturally responsive instructional strategies, review of materials used, staff participation in professional development opportunities, classroom observations (Zoom or in-person), and calibrated walkthroughs, with aggregated observation data on instructional practices and student engagement.
3. Targeted academic support for students – Percentage of targeted students receiving services, formative assessment or progress monitoring of students, analysis of academic measures and discussion of next steps for instructional support. (For elementary: Academic Intervention Team's implementation and progress of 6-8 week small group intervention model.)
4. Attendance and chronic absenteeism progress – Reasons for absences, family outreach, and communications.
5. Additional secondary education items – Actions surrounding counseling program improvements, CTE program development and course alignment, and counselor efforts with transitions, improving A-G rates, and graduation rates.

Schools Evaluate Efforts

As part of the District's continuous improvement cycle, schools are expected to regularly evaluate their improvement plans. A required component of EGUSD's site LCAP is to conduct and document an Annual Evaluation of the schools' actions and services. Site staff are to assess the extent to which the action was implemented, identify barriers to implementation as expected, document specific outcomes, assess whether the actions resulted in the intended outcome for all or specific targeted student groups, then make recommendations for continuing, revising, or discontinuing the actions in the future. District staff have and will continue to provide training and individualized support for school leadership teams to conduct this evaluation. District staff will review and confirm that a high quality evaluation is conducted.

District's Continuous Improvement Strategy

Similar to other high priority, high impact district programs, district leaders will measure, monitor, and assess the effectiveness of the major components of schools' CSI plans. EGUSD's theory of action for all evidence-based educational programs is based on the belief that program implementation is correlated with student outcomes. Program leads constantly test this theory by analyzing patterns of relationships between implementation (and implementation subcomponents) and various outcome measures. This not only helps project leads to determine whether the District's theory of action appears to be true, but also tests that the various components of implementation and measures are valid. This compels program leads to continually consider how implementation impacts outcomes, how to improve and increase implementation, and how to improve our ability to measure implementation, particularly measures and data collection processes within immediate, formative feedback loops to be used for timely corrective, improvement actions. All of this work is captured and displayed in a graphical analysis system called the Program Implementation Continuum (PIC). The PIC system contains school level measures of implementation for various programs and program components, and shows districtwide relationships between implementation and outcomes.

The District has successfully developed PICs for various major programs in the district including English Learner Services, Family and Community Engagement, Positive Behavioral Intervention Supports, Attendance Improvement, Early Literacy, and Career Technical Education programs. Additional PICs will be developed for components of the Title I (initial efforts focused on the Academic Intervention Teachers) and Special Education programs (initial efforts focused on inclusion), as well as a Framework for High Quality Instruction. CSI efforts and site LCAPs align with these programs that are being evaluated districtwide. The District will use these PIC measures of school implementation and analysis of their outcomes in combination with CSI schools' site evaluation efforts to assess implementation and the effectiveness of student and school improvement. This evaluation will be fed back into the improvement cycle to continuously deepen implementation and improve the quality of the educational program.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Given the unprecedented conditions created by the COVID-19 pandemic, much about the Local Control Accountability Plan (LCAP) process has been significantly altered. Notably the LCAP development process has been intertwined with the Learning Continuity and Attendance Plan (LCP) process, planning for the use of COVID-19 relief funds, and the ongoing feedback efforts the District engaged in to elicit feedback on the full distance learning model and the in-person concurrent learning model used during the 2020-21 school year.

What remained consistent is the District's commitment to meaningfully engaging staff, student, parent, and community stakeholders in the planning processes. Despite the challenges created by the pandemic health conditions, the use of technology and virtual meetings expanded and enhanced opportunities to directly engage staff, students, families and the community. This enhancement will become a part of EGUSD's ongoing engagement efforts.

The feedback and input gathered shifted as the year progressed. In the spring of 2020, the District began by eliciting feedback from families and staff specific to technology and connectivity as it shifted to full distance learning.

Activity, Date, and Number of Participants/Responses

- Connectivity and Communication Survey to parents, students and staff; April 16, 2020
Parents = 7,286, Students = 10,014, Staff = 1,505
- Distance Learning (DL) Reflection Survey to parents, students and staff; May 17, 2020
Parents = 4,928, Students = 12,978, Staff = 1,700
- Learning Continuity and Attendance Plan (LCP) Feedback Survey to families, students and staff; August 3, 2020
Parents = 9,718, Students = 21 (Supt. Advisory and Equity Councils only), Staff = 1,566
- Distance Learning/Learning Continuity and Attendance Plan/Local Control Accountability Plan (DL/LCP/LCAP) Needs Survey to students, parents, teachers, administrators and service providers; November 2020
Parents = 5,049, Students = 17,314, Staff = 2,227
- COVID Safety Plan Feedback to public; February 17, 2021
Parents = 2,102, Students = 121, Staff = 203
- EGUSD LCAP Needs Analysis Process; February-March 2021
Parents = 10,282, Students = 21,407, Staff = 2,699
- Parent Advisory Team (PAT); April 21-22, 2021, May 19, 2021
Parents = 206 (April 21-22), 70 (May 19)
- Educational Model Advisory Team (EMAT); April 29, 2021, May 20, 2021
High School Reps = 10 (April 29), 3 (May 20)
- District Advisory Committee (DAC); May 20, 2021, June 17, 2021

Parents (May 20) = 43, Staff (May 20) = 34

- District English Learner Advisory Team (DELAC); May 20, 2021, June 17, 2021
Parents (May 20) = 43, Staff (May 20) = 34
- School LCAP Processes (All Schools); March-May
School Site Council, English Learner Advisory Committee, staff and students are engaged in the Site LCAP development process at each of the District's 67 schools

A summary of the feedback provided by specific stakeholder groups.

Parent Advisory Team (PAT) Identified Priorities

- School connection and engagement
- Celebration, appreciation, acknowledgement, and empathy
- Graduation and promotion
- Instruction and returning to campus
- Health, wellness and safety
- Socialization
- Academic intervention
- Technology
- SEL and student support
- Instruction, courses, and sections
- Academic intervention, tutoring, and small group instruction
- Transportation
- Virtual options
- Intersession
- Student parent input
- In-person summer school
- Credit recovery
- Assessment and progress monitoring

EGUSD LCAP Needs Analysis Process Identified Priorities

- Fully reopen schools

- School supplies, field trips, playground equipment, recess, and fun
- Safety and cleanliness
- Mental health
- Academic support
- Technology
- Sports
- Rallies, dances, events, and extracurriculars
- Visual and performing arts
- Distance learning
- Small class sizes
- Lunch, recess, and breaks
- Chromebooks
- Social emotional skills, engagement, and fun
- Electives
- Staff support
- Low income student support
- New schools and facilities
- Water fountains and bathrooms

Meal Service Survey Identified Priorities

- Healthy/tasty/fresh food
- Convenient food pickup times and locations
- Helpful staff
- Variety of foods
- Reducing wasteful packaging
- Clarification on directions to prepare/cook food

COVID Safety Plan Survey Identified Priorities

- Testing/Screening
- COVID-19 exposure communication process

- Ventilation/HVAC
- Clarification of details on concurrent model
- Alignment of plan with federal/state/local guidelines
- Handwashing/hygiene
- Concerns about masks
- Logistics of plan
- Desire for full return to in-person instruction
- Desire to remain in full distance learning
- Student need for social interaction
- Concerns about mental health

Distance Learning and LCAP Needs Identified Priorities

- Live instruction
- Opportunities for connections between teachers and families
- Meeting students' academic needs
- Provision of Chromebooks and hotspots for distance learning
- Meeting students' social-emotional needs

Learning Continuity and Attendance Plan (LCP) Survey Identified Priorities

Improving In-person Instruction:

- Prioritizing the health and safety of staff and students (Parent, Staff, Students)
- Modify the pace of the curriculum to help ease the transition from distance learning to in-person instruction (Students)
- Offer equity and de-escalation training to teachers (Students)
- Provide additional supports to address learning gaps and social emotional health (Staff)
- Offer ongoing training for teachers (Staff)
- Maintain open communication with students and families (Parent, Staff)

Improving Distance Learning:

- Provide high quality, ongoing professional development opportunities that are responsive to staff needs (Staff, Students)
- Purchase full version of applications and programs that support teaching and learning (Staff)

- Reduce the length of synchronous instruction (Parents, Staff, Students)
- Empathy and support for the constraints/needs of parents and teachers (Parents, Staff)
- Provide district-wide lessons, templates, or documents that minimize duplicated efforts and improve teacher efficiency (Staff)
- Offer live instruction that engages students and includes opportunities for peer interactions (Parents)
- Create regular opportunities for students to obtain extra help from teachers or ask questions (Parents)
- Set clear expectations for students and maintain timely communication with both students and families (Parents)

Assessment and Learning Gaps

- Respondents were asked “How should the district assess student learning and address learning gaps related to the COVID-19 pandemic?” Prevailing suggestions included:
 - Use assessments to gauge student learning (Parents, Staff, Students)
 - Schedule regular, individual meetings between teachers and students for evaluation (Parents, Staff)
 - Use assignments and projects to gauge students’ understanding of content (Parents, Staff)
 - Provide additional support and tutoring to students (Parents, Staff, Students)
 - Provide adequate WiFi and language translation services for families (Staff)
 - Extend the school year to help close the learning gaps (Parents, Staff)
 - Make sure students have sufficient technology to support learning (Students)

Social-Emotional and Mental Health

- Respondents were asked “How can the district support the mental health and social-emotional health of students?” Prevailing suggestions included:
 - Hire and train more counselors and mental health professionals (Staff, Students)
 - Monitor student mental health at the classroom level (Parents, Staff)
 - Embed mental health and social emotional competencies in instruction (Parents, Staff)
 - Modify instruction and classrooms to reduce student anxiety (Staff, Students)
 - Build SEL and mental health capacity with student families (Staff)
 - Build SEL competencies with staff (Staff)
 - Adapt extracurriculars and enrichment programs for distance learning (Parents, Students)
 - Connect students with counselors or mental health practitioners through Zoom (Parents)
 - Create outlets for students to socialize virtually, during or after school hours (Parents, Students)

- Promote online resources, district programs, and/or external support services for mental health (Parents)

Student Engagement

- Respondents were asked “How can the district improve student engagement through distance learning?” Prevailing suggestions included:
 - Offer more trainings on student engagement (Staff)
 - Provide fun activities and rewards for students (Parents, Staff)
 - Establish relationships with families and hold parents/guardians accountable for student engagement (Staff)
 - Teach students in smaller groups (Parents, Staff)
 - Decrease the amount of time on Zoom or incorporate more breaks (Parents, Staff)
 - Expand the offerings of apps that may help increase student engagement (Staff)
 - Reduce class sizes (Parents)
 - Provide regular and timely feedback on student work (Parents)
 - Require student cameras to be on during instruction (Students)

Distance Learning Reflection Survey Identified Priorities

- The live interaction between teachers and students via Zoom is a valued component of distance learning.
- The self-paced, flexible learning schedule has led to the development of time management and self-regulation skills, which fosters deeper content understanding and student success.
- Teachers’ continued commitment to meeting student and family needs has improved connections with families.
- Parent engagement in student learning has increased.
- Teachers have gained confidence in using digital tools for instruction.
- Students were able to get more sleep and families had more time together.
- Maintaining student focus and engagement has been a struggle.
- In-person or real-time interactions are needed to support the teaching and learning experience.
- Problems continue with technology and connectivity.
- Balancing the workload associated with the distance learning experience is difficult.
- Some students and families are not responsive or participating in distance learning.
- Teachers are grappling with how to assess student learning.

Distance Learning Connectivity and Communication Survey

- Attendance taking
- Compassion/understanding
- Interaction and communication between students and teachers
- Consistent interface
- Heavy student workload
- Technology support
- Hardware needs
- Distance learning expectations

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Because most of the stakeholder feedback that was collected in the past year occurred when students were in distance learning or concurrent instruction, a vast majority of comments was focused on distance learning instructional and technology supports, increased efforts to return students to the classroom, and new or expanded learning opportunities to address learning loss to prepare students for a return to full-time, in-person schooling expected for fall 2021.

Class Size Reduction (Strategic Goal 1, Action 1)

Class size reduction was a significant theme of parent and staff feedback received through the LCAP Needs Analysis process and the LCP survey. Feedback received through the COVID-19 Safety Plan survey also touched on the importance of smaller class sizes in the context of concerns related to the pandemic.

Professional Learning (Strategic Goal 1, Action 2)

Feedback received through the LCP survey and the LCAP Needs Analysis process showed that, in general, professional learning remains a priority for staff. Parents and students in particular have highlighted a desire for professional learning for teachers related to equity and social emotional concerns. Additionally, LCP stakeholder feedback indicated a need from staff and students to offer professional development relevant to staff needs in ongoing efforts to address learning loss and in facilitating a full return to in-person instruction.

Curriculum/Program Specialists and Instructional Coaches (Strategic Goal 1, Action 3)

Through the LCAP Needs Analysis process, staff have identified the need to support EL students through increased staffing, targeted instruction, and additional services.

SWD Instructional Support (Strategic Goal 1, Action 4)

Stakeholder feedback through the LCP surveys and the LCAP Needs Analysis process all point 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 process showed support for additional resources and wrap-around services for needy students (homeless, foster, low income, special-education, etc.)

Non-Low Income Instructional Support for IEPs (Strategic Goal 1, Action 5)

Stakeholder feedback through the LCP surveys and the LCAP Needs Analysis process all point to a need to continue to prioritize services for students with special needs, including parent support, increased staffing (e.g., paraeducators), services, and materials.

Expanded Learning (Strategic Goal 1, Action 6)

Stakeholder feedback was clear in that improving the quality and character of instruction 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, 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 but not limited to summer school. Feedback from the PAT meetings also highlighted the need for credit recovery options during summer school.

- Summer school – PAT meetings discussed needs for summer school at length. The most prevalent emergent theme in their discussions revolved around the need to address student social-emotional needs, improve student engagement, and address anxiety around returning to campuses and transitions to new campuses. The second most prevalent themes addressed the need for academic supports for students, including tutoring, small group instruction and additional staffing to support students with special needs, and credit recovery. Feedback obtained through discussion with students via EMAT highlighted the importance of acceleration courses via summer school, and additional academic support for advanced courses.
- Expanded learning – Feedback from both the PAT and the LCAP Needs Analysis process indicated a strong desire for additional learning opportunities in addition to summer school, including: intersession, GATE, AVID, and advanced courses. Additional feedback about the importance of college and career supports, rigor and relevant instruction, and academic support for advanced course taking was obtained through discussions with students via the EMAT.
- Visual and Performing Arts – The LCAP Needs Analysis process identified increased support for VAPA programs as a need on its own merits and as a way to foster more generally applicable creative thinking skills while also enhancing student engagement with school.

Additional academic supports like small group instruction and intervention programs were supported by the LCAP Needs Analysis process, PAT feedback, and LCP input. Relevant feedback from these sources also supports updating libraries, curriculum, and instruction to increase student engagement.

CTE/CPA Program Course Development (Strategic Goal 1, Action 7)

Many students, parents, and staff who contributed through the LCAP Needs Analysis process discussed the importance of CTE and the need to devote more staffing and resources to the program. 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 in feedback received through the LCAP Needs Analysis process.

Foster and Homeless Support (Strategic Goal 1, Action 8)

The LCAP Needs Analysis process showed support for additional resources and wrap-around services for needy students (homeless, foster youth, low income).

Equity (Strategic Goal 1, Action 9)

The LCAP Needs Analysis process showed substantial stakeholder feedback in support of an increased focus on equity generally, and with regard to culturally responsive instruction, environment, and representation. LCP feedback from students highlighted the need for equity in the context of discipline and de-escalation training.

Evaluation Support (Strategic Goal 2, Action 1)

Comments received through the LCAP Needs Analysis process highlighted the need for accountability and transparency in the delivery of educational services.

Assessment Support (Strategic Goal 2, Action 2)

Both staff and parents submitted comments through the LCAP Needs Analysis process about the importance of assessments towards progress monitoring and effective instruction. Various attendees at the PAT meetings also discussed the importance and use of student assessments.

MTSS/PBIS Implementation (Strategic Goal 3, Action 1)

From the LCAP Needs Analysis process and the PAT meetings, supporting the mental and social-emotional health of students emerged as two of the most prevalent concerns for parents, students, and staff. Respondents also highlighted the importance of positive school climates, concerns around bullying, and made specific requests for additional resources for schoolwide PBIS. The LCAP Needs Analysis process showed strong staff and parent support for an increase in school nursing staff, plus support for additional resources (staffing and services) on campus to improve student physical safety, both in terms of COVID-19 precautions and traditional physical safety.

PBIS Signage and Student Recognition (Strategic Goal 3, Action 2)

Feedback received through the LCAP Needs Analysis process highlighted the importance of positive school climates and concerns around bullying. Respondents made specific requests for additional resources for schoolwide PBIS and recognition/rewards for positive student behavior.

Mental Health/SEL Support and Training (Strategic Goal 3, Action 3)

From the LCAP Needs Analysis process and the PAT meetings, supporting the mental and social-emotional health of students emerged as two of the most prevalent concerns for parents, students, and staff. Feedback gathered through the EMAT also addressed the need for social-emotional support for students.

Custodial Services (Strategic Goal 3, Action 4)

The importance of cleanliness and hygiene in our schools has emerged as a theme through nearly all surveys and feedback gathering efforts over the past year (LCAP Needs Analysis, PAT meetings, COVID Safety Plan Survey, LCP survey) both generally and with regard to safety concerns related to the pandemic.

Attendance Support: Transportation (Strategic Goal 4, Action 1)

Feedback received through the LCAP Needs Analysis process espoused the importance of transportation for services. Comments from respondents voiced support for targeting transportation towards the neediest and most vulnerable students.

Attendance Support: AIO (Strategic Goal 4, Action 2)

Staff comments provided through the LCAP Needs Analysis process voiced support for additional resources to improve attendance. More broadly, feedback received through LCAP Needs analysis, the PAT meetings, and the LCP survey highlight the importance of improving student engagement.

Bilingual Teaching Associates (Strategic Goal 4, Action 3)

Through the LCAP Needs Analysis process, staff have identified the need to support EL students through increased staffing, targeted instruction, and additional services. Additionally, LCP stakeholder feedback indicated a need from staff and students to offer professional development relevant to staff needs in ongoing efforts to address learning loss and in facilitating a full return to in-person instruction.

Family and Community Engagement (FACE) (Strategic Goal 4, Action 4)

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.

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.

An explanation of why the LEA has developed this goal.

- The District provides nearly 100% appropriate teacher assignment 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 American Indian, African American, Hispanic, SWD, foster youth, and homeless students show disparity.
- To ensure all students demonstrate proficiency/mastery of the 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 SCS, pedagogy, and appropriate technology tools. Additional areas include comprehensive assessment practices, research based ELD instructional strategies, K-2 early literacy and numeracy, and integrating SEL into instructional practices.
- To ensure all students demonstrate proficiency/mastery of the SCS up-to-date, standards aligned materials and resources must be available to all students. The EGUSD Comprehensive Curriculum Acquisition Plan, which is aligned to the District's SCS Strategic Plan, targets and prioritizes curriculum needs. Areas of need include, but are not limited to, K-12 Mathematics, K-6 VAPA, 5-8 comprehensive sexual health education, and AP (Mathematics, Science, and Social Science).
- Targeted programs are needed to increase achievement of all students while reducing disparity among student groups, particularly foster youth students.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional Materials: Percentage of students with access to standards-aligned instructional materials	100% in 2019-20 100% in 2020-21				100% of students with access to standards-aligned instructional materials
Content Standards Implementation: Percentage of teachers reporting full implementation of SCS in ELA, Mathematics, ELD, Science, History/Social Science, PE, Health, School Library, CTE, VAPA, and World Language	66% in 2018-19 N/A in 2019-20				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				100% of elementary students provided English, Mathematics, Social Science, Science/Health, VAPA, and PE instruction

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)				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)				60% of high school students enrolled in Honors and AP/IB courses
CAASPP 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				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				-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				-3 DFS in Science as measured by CAASPP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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				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				50% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 Mathematics CAASPP
Progress Toward English Proficiency: Percentage of EL students making progress toward English proficiency as measured by ELPI levels	48.7% in 2018-19 N/A in 2019-20 N/A in 2020-21				55% of EL students making progress toward English proficiency as measured by ELPI levels
Reclassification: Percentage of ELs reclassified	9% in 2018-19, reported fall 2019 1% in 2019-20, reported fall 2020 (COVID-19 impacted)				Maintain at least 15% of ELs reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion: Percentage of students meeting A-G requirements upon graduation	54% in 2019-20 (Class of 2020)				58% of students meeting A-G requirements upon graduation
CTE Sequence Completion: Percentage of students completing CTE sequence upon graduation	16% in 2019-20				25% of students completing CTE sequence upon graduation
AP/IB Exams: Percentage of students passing an AP/IB exam upon graduation	29% in 2019-20				35% of students passing an AP/IB exam upon graduation

Actions

Action #	Title	Description	Total Funds	Contributing
1	Class Size Reduction	Maintain class size reduction staffing levels to allow for additional focus on targeted students and increased academic achievement.	a. \$86,984,049 b. \$239,861,239 c. \$2,853,137 d. \$3,209,776	N N Y Y
2	Professional Learning	Provide ongoing training in various key content areas (ELD, NGSS, History/Social Science) and instructional strategies, and mindsets (e.g., Outward Mindset (Arbinger), equity concerns, cultural competencies) to support low income EL/RFEP, foster youth, and homeless students/families.	\$2,634,983 \$1,571,334	Y Y

Action #	Title	Description	Total Funds	Contributing
3	Curriculum/Program Specialists and Instructional Coaches	Provide instructional coaches, program specialists, and administrative instructional support to deepen implementation of SCS in ELA/Mathematics, ELD, and NGSS; with an emphasis on early literacy and the English Learner Strategic Plan.	a. \$3,169,664 b. \$1,250,000 c. \$5,046,987 \$1,486,453	Y Y Y Y (FEDERAL)
4	SWD Instructional Support	Provide SWD 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.	\$21,337,087	Y
5	Non-Low Income Instructional Support for IEPs	Provide non-low income SWD instructional support and resources to promote academic achievement in accordance with IEP needs.	\$130,259,002	N (STATE AND LCFF)
6	Expanded Learning	Provide staffing, training, administrative support, and supplies for expanded learning opportunities for students, such as summer school, intersession, GATE, additional courses for AVID, Honors, AP, IB, MYP, counseling/guidance.	a. \$4,683,783 b. \$3,826,083 c. \$8,871,609 d. \$1,132,474 e. \$200,000 f. \$65,000	Y Y Y Y Y Y
7	CTE/CPA Program Course Development	Provide staffing and support for ongoing CTE and CPA course development and student participation in courses.	\$3,502,608	Y
8	Foster and Homeless Support	Provide professional and support staff for foster youth, homeless, and neglected students, such as social workers, guidance technicians, and counseling technicians.	a. \$2,285,211 b. \$159,696	Y Y (FEDERAL AND LCFF)
9	Equity	Implement the Educational Equity Strategic Plan to support low income, EL/RFEP, foster youth, homeless, African American, and Hispanic students/families, and evaluation programs/services.	\$309,157	Y

Goal Analysis 2021-22

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.

N/A - see Annual Update for 2019-20 and 2020-21

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A - see Annual Update for 2019-20 and 2020-21

An explanation of how effective the specific actions were in making progress toward the goal.

N/A - see Annual Update for 2019-20 and 2020-21

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.

N/A - see Annual Update for 2019-20 and 2020-21

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.

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.
- An improved student assessment system is needed that includes formative, interim, and summative assessments practices and resources for both academic and wellness functions.
- An improved student information system is needed that supports more frequent and improved reporting of student academic, social and emotional, and cultural climate data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Data and Program Evaluation: Number of identified PIC measures developed and operational (of 12 programs)</p> <p>Programs: PBIS, EL, FACE, CTE, Special Education, Attendance Improvement, Foster Youth, Homeless, MTSS, Equity, Instructional Coach, Teaching and Learning</p>	<p>2 programs in 2019-20 (impacted by COVID-19)</p>				12 PIC measures developed and operational
<p>Assessment System: Test participation rate on districtwide assessments</p>	<p>67% on K-1 in 2018-19 N/A in 2019-20</p>				95% test participation rate on districtwide assessments
<p>Data Reports: Percentage of identified reports developed and operational</p>	<p>5% in 2019-20 5% in 2020-21</p>				100% of identified reports developed and operational

Actions

Action #	Title	Description	Total Funds	Contributing
1	Evaluation Support	Provide data analysis and program evaluation staff and support to guide continuous improvement planning and decision making.	\$1,207,845	Y (LCFF)
2	Assessment Support	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 Goal 1, Action 2	Y

Goal Analysis 2021-22

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.

N/A - see Annual Update for 2019-20 and 2020-21

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A - see Annual Update for 2019-20 and 2020-21

An explanation of how effective the specific actions were in making progress toward the goal.

N/A - see Annual Update for 2019-20 and 2020-21

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.

N/A - see Annual Update for 2019-20 and 2020-21

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

An explanation of why the LEA has developed this goal.

District data trends indicate increases in overall high school graduation, school climate, and decreases in suspensions/expulsions and middle and high school dropouts. Disparities among specific student groups exist (foster youth, homeless, low income, EL, SWD, African American, Hispanic, and Native American/Alaskan Native). Specific areas of need include:

- Continued development of MTSS processes and programs.
- Continued utilization of the PBIS framework to guide and measure development and implementation of MTSS.
- Continued utilization of CASEL framework to guide and develop social emotional learning within MTSS.
- Expanding FYS.
- Continued and expanded facilities maintenance.

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 2018-29 0.09% in 2019-20 (COVID-19 impacted)				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)				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 2018-29 93.1% in 2019-20 (COVID-19 impacted)				95% graduation rate
Suspension: Percentage of students suspended	5.0% in 2018-19 3.1% in 2019-20 (COVID-19 impacted)				3.5% of students suspended
Expulsion: Percentage of students expelled	0.05% in 2018-19 0.03% in 2019-20 (COVID-19 impacted)				Maintain 0.03% or better of students expelled

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate: Average favorability rating of					
Students	71% in 2019-20				80% average favorable climate rating from students
Parents	87% in 2018-19 N/A in 2019-20 due to COVID-19				95% average favorable climate rating from parents
Staff	82% in 2019-20				90% average favorable climate rating from staff
Social Emotional Learning (SEL): Average favorability rating as measured by EGUSD’s SEL survey	75% in 2019-20 77% in fall 2020				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 FIT Healthy School Survey and Williams Reviews	100% in 2020-21				100% of students with clean, safe, and well-maintained facilities as measured by the FIT Healthy School Survey and Williams Reviews

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS/PBIS Implementation	Provide services and resources for full implementation of multi-tiered systems of supports at all schools, including PBIS programs.	\$4,611,986	Y (STATE)

Action #	Title	Description	Total Funds	Contributing
2	PBIS Signage and Student Recognition	Provide site funds for signage to communicate and emphasize behavior expectations, as well as materials for student recognitions for PBIS implementation.	\$65,000	Y
3	Mental Health/SEL Support and Training	MHTs 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.	\$2,689,041	Y
4	Custodial Services	Provide sufficient custodial staffing to ensure clean and safe schools.	\$32,704,900	N (LCFF)

Goal Analysis 2021-22

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.

N/A - see Annual Update for 2019-20 and 2020-21

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A - see Annual Update for 2019-20 and 2020-21

An explanation of how effective the specific actions were in making progress toward the goal.

N/A - see Annual Update for 2019-20 and 2020-21

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.

N/A - see Annual Update for 2019-20 and 2020-21

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

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, EL, SWD, 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, in the planning, and the decision making at both the school and district level. Feedback also indicates the need to make the complexities of schools and a large school district simpler to understand.
- A clearly defined model of effective parent, family, and community partnerships is in place and will be implemented. The model will be accompanied by a short/long range strategic plan that includes evaluative strategies and identified metrics.

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				Maintain 95% or better attendance rate
Chronic Absenteeism Rate	10.2% in 2019-20				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				98% of parents indicating a respectful and welcoming school environment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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				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				82% of parents indicating effective opportunities for parent input in making decisions for schools or the district

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Support: Transportation	Provide transportation services to identified low income students to improve attendance	\$4,537,803	Y
2	Attendance Support: AIO	Provide staffing for AIO to give assistance to sites, students, and parents in support of regular student attendance	\$724,158	Y
3	Bilingual Teaching Associates	Provide Bilingual Teaching Associates (BTA) staffing and training to effectively communicate with parents.	\$1,465,594	N (LCFF)
4	Family and Community Engagement (FACE)	Provide staffing for FACE office to provide outreach to families, provide training, and build strong partnerships with parents	\$982,480	Y

Goal Analysis 2021-22

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.

N/A - see Annual Update for 2019-20 and 2020-21

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A - see Annual Update for 2019-20 and 2020-21

An explanation of how effective the specific actions were in making progress toward the goal.

N/A - see Annual Update for 2019-20 and 2020-21

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.

N/A - see Annual Update for 2019-20 and 2020-21

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.12% (Identify the 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))	\$61,274,821 (Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year)

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Strategic Goal 1 Actions

After assessing the needs, conditions, and circumstances of EL, foster youth, and low income students, it appears there is a continued need for ELA and Mathematics academic improvement. While scores have incrementally improved, the achievement gap persists: 15%, 21%, and 44% of EL, foster youth, and low income students met ELA standards, respectively, while 56% of all students met ELA standards. Similarly, 16%, 16% and 33% of EL, foster youth, and low income students met Mathematics standards, respectively, while 45% of all students met Mathematics standards.

In order to address this condition of EL, foster youth, and low income students, size reduction is provided to allow for additional focus on targeted students (Strategic Goal 1, Action 1), as well as professional learning for teachers and support from curriculum specialists and instructional coaches (Strategic Goal 1, Actions 2 and 3). In addition, low income students with disabilities are provided with non-IEP supplemental activities (Strategic Goal 1, Action 4). These are designed to improve the quality of teaching and learning. Additionally, to address EL, foster youth, and low income students' needs, expanded learning opportunities for additional and remedial learning (Strategic Goal 1, Action 6), as well as CTE programs (Strategic 1, Action 7) that offer alternative programming will help students engage in their education and improve academically. Foster youth and homeless students are also provided direct support through social workers, as well as additional guidance and counseling support (Strategic Goal 1, Action 8). In addition, through the work of the Office of Educational Equity and the implementation of the Educational Equity Strategic Plan (Strategic Goal 1, Action 9), student needs are being explored, causes of achievement gaps are investigated, and any actions that have an inequitable impact are being addressed.

These actions are being provided on an LEA-wide basis and the expectation is that all students will benefit from high quality teaching and expanded learning and CTE opportunities, especially those who are struggling academically. However, because of the significantly lower achievement levels of EL, foster youth, and low income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status of which many of EL and foster youth students are a part of, the District expects that the achievement levels for EL, foster youth, and low income students will increase significantly more than the average achievement levels of all other students.

Past efforts with similar foster youth (and homeless student) actions have broadened and improved the overall service network provided to targeted students, as well as knowledge about foster youth (and homeless student) laws and practices. Survey data on foster youth laws showed high levels of knowledge (90% to 100% correct) for the third straight year, and large initial gains in knowledge about laws and practices surrounding the alternate graduation plan. The percentage of survey respondents answering test questions correctly increased from 44% in 2016-17, to 84% in 2017-18, then remained at about the same level at 83% in 2018-19 (latest data).

Past efforts with similar actions showed successful results with foster youth, EL, and low income student groups as described below in Effectiveness of Actions.

Strategic Goal 2 Actions

After assessing the needs, conditions, and circumstances of foster youth, EL, and low income students, it was determined that the best way to assess district efforts and impacts on targeted students was to put into place robust monitoring and evaluation systems. In order to continue to support our targeted students who consistently showed less favorable results than all students, the plan is to continue to provide data analysis and program evaluation staff and support to guide continuous improvement planning and decision making by developing PIC measures for education programs (Strategic Goal 2, Action 1). In addition, key formative and summative data reports will be developed for district and site staff to monitor progress, inform decision-making, adjust course, and support continuous improvement (Strategic Goal 2, Action 3). The use of formative and interim assessments will be crucial in the ability to adjust instruction or make mid-course corrections, and full implementation of the Illuminate assessment system, coupled with participation in districtwide assessments and professional learning on use of assessment data in instruction (Strategic Goal 2, Action 3) will support continuous improvement and higher student achievement.

These actions are being provided on an LEA-wide basis and the District expects/hopes that all students will benefit and show improvement on all student outcomes measures. However, because of the significantly less favorable outcomes of foster youth, EL, and low income students, and because the actions meet needs most associated with the experiences of a socio-economically disadvantaged status, it is expected that the positive impact will be greater for targeted students on all student outcome measures.

Past efforts with program evaluation actions have shown improved implementation of the District's continuous improvement process, the Decision Making Model (DMM). The continuous improvement process was improved and deepened by conducting program evaluations of major efforts, formally reviewing programs with district leadership staff, and making timely programmatic adjustments. There continues to be success in the work in which district leadership staff are involved to create and sustain overall organizational processes that make program evaluation routine. To this end, leadership staff have been developing PIC measures for education programs. The PIC concept and website was released to principals in the 2019-20 school year with four programs: English Learner, PBIS, FACE, and CTE. Principals embraced this

concept and are working to improve school implementation measures associated with these four programs, and research and program leads continue development work on additional programs.

Past efforts with actions associated with the districtwide assessment system have shown positive progress, though slower implementation than expected, primarily due to COVID-19. Professional development around formative, interim, and summative assessment through steering committees and related messaging through various venues has built knowledge and awareness of the beneficial uses of a district assessment system. The K-12 Assessment Steering Committee successfully planned the districtwide implementation of its assessment system, Illuminate. Illuminate was launched and assessments were created and/or loaded in preparation for the 2020-21 districtwide release. Unfortunately, due to COVID-19, the 2020-21 year became a transitional, optional year for district assessments within Illuminate, and full implementation of the District's assessment system was pushed to 2021-22.

Past efforts with similar program evaluation and assessment system actions showed successful results with foster youth, EL, and low income student groups as described below in Effectiveness of Actions.

Strategic Goal 3 Actions

From monitoring the needs, conditions, and circumstances of students, it is known that graduation rates are lower for EL, foster youth, and low income students (as well as African American students, homeless students, and SWD). The rate for EL students is 82.4% which is 10.7 percentage points lower than all students (93.1%). The graduation rate for foster youth students is 81.3%, which is 11.8 percentage points lower than all students, and the graduation rate for low income students is 91.1%, which is 2 percentage points lower than all students. In addition, suspension rates are higher for foster youth and low income students (as well as African American students, homeless students, and SWD). 14% of foster youth students and 12.4% of homeless students were suspended in 2019-20, which is 10.9 and 9.8 percentage points higher, respectively, than all students (3.1%). 4.2% of low income and 9.0% of African American students were suspended, which is 5.9 and 1.1 percentage points higher, respectively, than all students. It is also known that school climate is perceived as less favorable by foster youth (65%) (and African American students at 66%) than all students 71%, and that students' SEL self-ratings are lower for EL (66%), foster youth 68%, and low income (73%) than all students 75%.

In order to address the needs of EL, foster youth, and low income students, a PBIS program and MTSS program are in development and will be implemented to support behavioral expectations within the classroom setting and to provide supportive behavior, social-emotional, and mental health interventions as student needs increase in intensity (Strategic Goal 3, Action 1). Additional funds are provided to emphasize behavior expectations, as well as to provide for student recognition (Strategic Goal 3, Action 2). To support student mental health and improve SEL, support staff and training on SEL, trauma informed care, calibration of discipline, and progressive responses to discipline are provided (Strategic Goal 3, Action 3).

These actions are being provided on an LEA-wide basis and the expectation is that all students will benefit from a consistently implemented MTSS and training to address student needs and improve school climate and SEL. However, because of the significantly lower graduation rate and higher suspension rate of EL, foster youth, and low income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, it is anticipated that the graduation rate and suspension rates for EL, foster youth, and low income students will improve significantly more than that of all other students.

Past efforts with similar efforts showed increased implementation of PBIS, MTSS Tier 1, and a relationship between implementation and outcomes. While a PBIS PIC was not fully and finally measured by the end of the 2019-20 school year, the schools' implementation of Tier I schoolwide PBIS activities had improved over several years. The 2018-19 PBIS PIC showed that increased implementation of Tier I PBIS was positively associated with improved student discipline. Students who received MHT and behaviorist services showed marked and statistically significant decreases in home suspensions relative to similar students who did not receive services. Students who received behaviorist services also demonstrated statistically significant improvements in attendance relative to similar students who did not receive services. The District's overall SEL score for fall 2020 was 77% compared to 75% for fall 2019. Overall SEL scores have improved for all student and ethnic groups except Filipino students. Overall SEL scores have improved for foster youth (from 68% to 69%), EL (from 68% to 69%), and low income students (from 73% to 74%). The District plans to survey students again at the end of the 2020-21 school year in order to assess status and then adjust plans to address areas of need throughout the 2021-22 school year.

Past efforts also showed additional successful results with foster youth, EL, and low income student groups as described below in Effectiveness of Actions.

Strategic Goal 4 Actions

From monitoring the needs, conditions, and circumstances of students, it is known that the chronic absenteeism rates are high for foster youth and low income students (as well as African American students, American Indian students, homeless students, and SWD). The rate for foster youth is 20.1%, which is 9.9 percentage points higher than all students. The rate for low income students is 13.4%, which is 3.2 percentage points higher than all students.

In order to address this condition of foster youth and low income students, EGUSD developed and will continue to support school attendance through the AIO which is designed work with families to address barriers to school attendance with referrals to support services (Strategic Goal 4, Action 2), as well as to provide transportation services to identified low income students to improve attendance (Strategic Goal 4, Action 1). In addition, the FACE office provides outreach and educational programming to families (Strategic Goal 4, Action 4), including training on benefits of high attendance rates. A key component is helping families understand what their children are learning in school and the negative effects of chronic absenteeism on realizing their hopes and dreams for their children.

These actions are being provided on an LEA-wide basis and it is expected that all students with chronic absenteeism issues will benefit. However, because of the higher chronic absenteeism rate of foster youth and low income students, and because the actions meet needs most associated with experiences of a foster youth and socio-economically disadvantaged status, it is anticipated that the chronic absenteeism rate for foster youth and low income students will improve significantly more than that of all other students.

Past efforts with similar attendance improvement efforts showed improved implementation. A quantitative measure of implementation of attendance improvement procedures was derived in 2018-19 with a relatively low level of implementation. In 2019-20, implementation improved, but still remained relatively low across the district. While overall implementation of interventions is relatively low, the use of attendance improvement interventions was 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. The increased collaboration among the AIO, FACE office, and school site staff was successful as their focused attention resulted in more, and a higher percentage of, personal contacts with students/families who had missed multiple days of school. In an examination of fall 2020 semester student attendance over the years, attendance was higher in

fall 2020-21 (96.6%) than in fall 2019-20 (95.8%) or fall 2018-19 (95.6%). Attendance improved for all racial/ethnic and programmatic student groups except African American (down 0.5, from 94.0% to 93.5%) and homeless students (down 5.2% from 88.3% to 83.1%). Chronic absenteeism in the fall was also lower (8% of students) in 2020-21 than in the two previous years (10% for both 2019-20 and 2018-19). Chronic absenteeism improved for all racial/ethnic and programmatic student groups.

Past family and community engagement efforts showed increased interest in improvement of implementation. After the release of the FACE PIC rating system in fall 2019, principals showed great interest in understanding and enhancing their family engagement efforts. Coupled with the recent expansion of FACE staff to eight, team members were able to meet this increased demand with increased support to schools and the parent community. In 2019-20, 154 additional staff members were trained on the HVP on top of the 823 trained in the previous school year. While the impact of home visits could not be fully analyzed in 2019-20 due to COVID-19, the previous year showed that home visits were not always associated with improved student attendance: 36% of students increased attendance rates in the 90 days after their first home visit, but 38% experienced a decrease. However, students who received home visits in 2018-19 had higher overall attendance rates for the year compared to students who did not: the 96.1% attendance rate after home visits was higher than the 95.5% attendance rate of all students at schools with HVP trained staff. In addition, a 2019-20 FACE PIC could not be measured due to COVID-19 to quantitatively measure the impact on implementation, but a 2020-21 FACE PIC will be derived. From the Distance Learning and LCAP Needs Survey (fall 2020) it showed high levels of satisfaction from students (89%), parents (88%), teachers (77%), and administrators (89%) regarding opportunities for teachers to connect with students and families outside of normal instruction. There was near universal agreement from students (89%) and parents (90%) that “everyone at the school is doing their best to help me (and my children)” representing an increase from spring 2020 (80% for both groups). When asking about sufficiency of communications, there were high levels of satisfaction from students (86%) and parents (92%).

Past efforts also showed successful results with foster youth, EL, and low income student groups as described below in Effectiveness of Actions

Effectiveness of Past Actions

Combined together, past efforts with similar actions provided across the entire district were effective as expected for the targeted student groups of foster youth, EL, and low income students, as evidenced below. It is expected that future efforts with similar actions will provide deeper and more consistent implementation across the district and continued improvement in academic outcomes.

Foster Youth

Foster youth students continued to make progress. The foster youth student group moved out of the “red” status for both the ELA and Mathematics academic indicators on the 2019 Dashboard. Foster youth also improved two levels from “red” to “yellow” on the chronic absenteeism and CCI indicators. More recent data show increases in A-G completion from 8% in for the Class of 2019 to 28% for the Class of 2020. Foster youth students also showed a sharp increase in graduation rate from 52.1% for the Class of 2018, to 63.2% for the Class of 2019, to 81.3% for the Class of 2020; and corresponding decreases in the high school dropout from 21.8%, to 20.5%, to 6.3% for the Class of 2020. There were also dramatic decreases in the suspension rate from 52.3 to 27.2 (counting all suspensions) by 2019-20, and the percentage of foster youth students suspended from 20.9% to 14.0% in 2019-20 (though 2019-20 was not a full year).

English Learners

EL PIC measures are captured each year and show improvements over time. While COVID-19 precluded many of the data collection activities required to derive the implementation measure for 2019-20, past data show steady improvements over time. In the 2018-19 year, program implementation increased on average across the district by about 9% (from 58.5% of schools scoring applying or above in 2017-18 to 67.7% in 2018-19). In addition, past data show a positive relationship between EL program implementation and improved student achievement. At the subcomponent level of program implementation, there was a positive relationship between the quality of implementation of instructional strategies, well-structured instructional programs, teacher familiarity of instructional strategies, and teacher perception of knowledge/skill with improved student achievement.

Low Income Students

Low income students have made academic progress on CAASPP in ELA from 42% meeting standards in 2017-18 to 44% meeting standards in 2018-19, and in Mathematics from 31% in 2017-18 to 33% meeting standards by 2018-19. In addition, low income students in 11th grade showed progress in demonstrating college preparedness in ELA from 46% in 2017-18 to 52% in 2018-19, and in Mathematics from 23% in 2017-18 to 28% in 2018-19. Low income students also showed improvement in A-G completion, from 42% for the Class of 2019 to 46% for the Class of 2020, and increases in graduation rate from 89.2% for the Class of 2019 to 91.1% for the Class of 2020.

The provision of transportation services to low income Special Education students supported high levels of attendance, which correlates to academic success. Attendance rates for low income students and SWD have maintained at 95% and 94%, respectively; ELA and Mathematics CAASPP scores increased by 2 percentage points for low income students and SWD from 2017-18 to 2018-19, the most recent year for which scores are available.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Given there are no additional supplemental/concentration funded actions/services, the focus is and has been on continuous improvement. The District's four strategic goals continue to be the central planning pillars and associated actions are the vehicles through which it is expected will result in improvement in services that will primarily impact foster youth, EL, and low income students.

Since implementation can be quantifiably measured and improvement documented in the level or quality of implementation of key educational programs and services, and there is evidence of a positive relationship between program implementation and academic, behavioral, and social-emotional student outcomes, it is assured that continued efforts and actions will further improve student outcomes, particularly for foster youth, EL, and low income students who show more potential for improvement.

The District has exhibited sustained growth in the areas of continuous improvement and evaluation capacity building. Continuous improvement is clearly defined and embedded in projects and initiatives across the organization. The District will deepen and improve its continuous improvement processes, improve the quality of the educational program, and improve the academic, behavior, and social-emotional outcomes of its students.

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 518,367,529	\$ 39,350,201	\$ -	\$ 13,096,018	570,813,748	\$ 533,342,483	\$ 29,432,532

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1a	Class Size Reduction (Grades TK)	All	\$ 86,984,049	\$ -	\$ -	\$ -	\$ 86,984,049
1	1b	All Site Personnel (Grades 4-12)	All	\$ 239,861,239	\$ -	\$ -	\$ -	\$ 239,861,239
1	1c	Non-Instructional FTE	All	\$ 2,853,137	\$ -	\$ -	\$ -	\$ 2,853,137
1	1d	Staffing for At Risk Students	All	\$ 3,264,432	\$ -	\$ -	\$ -	\$ 3,264,432
1	2a	Professional Learning	All	\$ 2,634,983	\$ -	\$ -	\$ -	\$ 2,634,983
1	2b	Professional Learning (PreService)	All	\$ 1,571,334	\$ -	\$ -	\$ -	\$ 1,571,334
1	3a	Instructional Coaches	All	\$ 3,169,664	\$ -	\$ -	\$ -	\$ 3,169,664
1	3b	Early Literacy	All	\$ 1,250,000	\$ -	\$ -	\$ -	\$ 1,250,000
1	3c	English Learner Strategic Plan	EL	\$ 5,046,987	\$ -	\$ -	\$ 1,486,453	\$ 6,533,440
1	4	SWD Instructional Support	SWD	\$ 21,337,087	\$ -	\$ -	\$ -	\$ 21,337,087
1	5	Non-SED Instructional Support for SWD	SWD	\$ 84,684,073	\$ 35,325,012	\$ -	\$ 10,249,917	\$ 130,259,002
1	6	Expanded Learning	All	\$ 17,238,900	\$ -	\$ -	\$ -	\$ 17,238,900
1	7	CTE/CPA Program Course Development	All	\$ 3,502,608	\$ -	\$ -	\$ -	\$ 3,502,608
1	8	Foster and Homeless Support	FY, Homeless	\$ 1,085,259	\$ -	\$ -	\$ 1,359,648	\$ 2,444,907
1	9	Equity	All	\$ 309,157	\$ -	\$ -	\$ -	\$ 309,157
2	1	Evaluation Support	All	\$ 301,961	\$ -	\$ -	\$ -	\$ 301,961
3	1a	MTSS/PBIS Implementation	All	\$ -	\$ 4,025,189	\$ -	\$ -	\$ 4,025,189
3	1b	PBIS Coordination	All	\$ 586,797	\$ -	\$ -	\$ -	\$ 586,797
3	2	PBIS Signage and Student Recognition	All	\$ 65,000	\$ -	\$ -	\$ -	\$ 65,000
3	3	Mental Health/SEL Support and Training	All	\$ 2,689,041	\$ -	\$ -	\$ -	\$ 2,689,041
3	4	Custodial Services	All	\$ 32,704,900	\$ -	\$ -	\$ -	\$ 32,704,900
4	1	Attendance Support: Transportation	All	\$ 4,537,803	\$ -	\$ -	\$ -	\$ 4,537,803
4	2	Attendance Support: AIO	All	\$ 724,158	\$ -	\$ -	\$ -	\$ 724,158
4	3	Bilingual Teaching Associates	EL	\$ 982,480	\$ -	\$ -	\$ -	\$ 982,480
4	4	Family and Community Engagement (FACE)	All	\$ 982,480	\$ -	\$ -	\$ -	\$ 982,480

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 73,150,788	\$ 75,996,889
LEA-wide Total:	\$ 61,693,814	\$ 64,539,915
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ 11,456,974	\$ 11,456,974

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1a	Class Size Reduction (Grades TK)	LEA-wide		All	\$ 86,984,049	\$ 86,984,049
1	1b	All Site Personnel (Grades 4-12)	LEA-wide		All	\$ 239,861,239	\$ 239,861,239
1	1c	Non-Instructional FTE	Schoolwide	All	Secondary Schools	\$ 2,853,137	\$ 2,853,137
1	1d	Staffing for At Risk Students	Schoolwide	All	Secondary Schools	\$ 3,264,432	\$ 3,264,432
1	2a	Professional Learning	LEA-wide	All	All	\$ 2,634,983	\$ 2,634,983
1	2b	Professional Learning (PreService)	LEA-wide	All	All	\$ 1,571,334	\$ 1,571,334
1	3a	Instructional Coaches	LEA-wide	All	All	\$ 3,169,664	\$ 3,169,664
1	3b	Early Literacy	Schoolwide	All	Elementary Schools	\$ 1,250,000	\$ 1,250,000
1	3c	English Learner Strategic Plan	LEA-wide	All	All	\$ 5,046,987	\$ 6,533,440
1	4	SWD Instructional Support	LEA-wide	All	All	\$ 21,337,087	\$ 21,337,087
1	5	Non-SED Instructional Support for SWD	LEA-wide		All	\$ 84,684,073	\$ 130,259,002
1	6	Expanded Learning	LEA-wide	All	All	\$ 17,238,900	\$ 17,238,900
1	7	CTE/CPA Program Course Development	Schoolwide	All	Secondary Schools	\$ 3,502,608	\$ 3,502,608
1	8	Foster and Homeless Support	LEA-wide	FY, Homeless	All	\$ 1,085,259	\$ 2,444,907
1	9	Equity	LEA-wide	All	All	\$ 309,157	\$ 309,157
2	1	Evaluation Support	LEA-wide	All	All	\$ 301,961	\$ 301,961
3	1a	MTSS/PBIS Implementation	LEA-wide		All	\$ -	\$ 4,025,189
3	1b	PBIS Coordination	Schoolwide	All	Secondary Schools	\$ 586,797	\$ 586,797
3	2	PBIS Signage and Student Recognition	LEA-wide	All	All	\$ 65,000	\$ 65,000
3	3	Mental Health/SEL Support and Training	LEA-wide	All	All	\$ 2,689,041	\$ 2,689,041
3	4	Custodial Services	LEA-wide		All	\$ 32,704,900	\$ 32,704,900
4	1	Attendance Support: Transportation	LEA-wide	All	All	\$ 4,537,803	\$ 4,537,803
4	2	Attendance Support: AIO	LEA-wide	All	All	\$ 724,158	\$ 724,158
4	3	Bilingual Teaching Associates	LEA-wide		All	\$ 982,480	\$ 982,480
4	4	Family and Community Engagement (FACE)	LEA-wide	All	All	\$ 982,480	\$ 982,480

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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.

- 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.