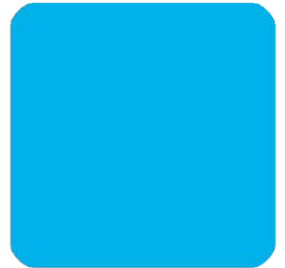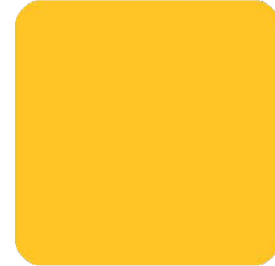# ELK GROVE UNIFIED SCHOOL DISTRICT
2021-2024 Local Control Accountability Plan
Year 2: 2022-23

PUBLIC POSTING

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

ACRONYM	DEFINITION
12MCI	12 Month Continuous Improvement
ABL	A Better Lens
ABL	Always Be Learning
AFSCME	American Federation of State, County, and Municipal Employees
AIT	Academic Intervention Teacher
AP	Advanced Placement
APC	Academic Program Coordinator
ASB	Associated Student Body
ASES	After School Education & Safety
ATU	Amalgamated Transit Union
AVID	Advancement Via Individual Determination
BSU	Black Student Union
BTA	Bilingual Teaching Associate
CAASPP	California Assessment of Student Performance and Progress
CAC	Community Advisory Committee
CASEL	Collaborative for Academic, Social, and Emotional Learning
CCGI	California College Guidance Initiative
CCI	College/Career Indicator
CDE	California Department of Education
CNA	Certified Nursing Assistants
COSI	COVID Student Isolation
CPA	California Partnership Academy
CREST	Capital Region Engineering, Science & Technology
CSEA	California School Employees Association
CSI	Comprehensive Support and Improvement
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
EGTEAMS	Elk Grove Teams for Education/Administrative Management and Support
EGUSD	Elk Grove Unified School District
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELO-P	Expanded Learning Opportunities Program
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EMAT	Educational Model Advisory Team
EOS	Equal Opportunity Schools
ESSER	Elementary and Secondary School Emergency Relief
ESY	Extended School Year
FBSU	Families of Black Students United
FHQI	Framework for High Quality Instruction
FIT	Facilitator of Instructional Teams
FONT	Framework Observation and Notetaking Tool
FTAT	Family Teacher Academic Teams
FTE	Full-Time Equivalent
GATE	Gifted and Talented Education
HVP	Home Visit Program
IB	International Baccalaureate
IEP	Individualized Education Plan
ILP	Independent Living Program

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

ACRONYM	DEFINITION
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
LTEL	Long Term English Learner
LVN	Licensed Vocational Nurse
MERV	Minimum Efficiency Reporting Value
MHT	Mental Health Therapist
MTSS	Multi-Tiered Systems of Support
MYP	Middle Years Programme
NGSS	Next Generation Science Standards
NNAT	Naglieri Nonverbal Ability Test
NPA	Non-Public Agency
NUHW	National Union of Healthcare Workers
PAT	Parent Advisory Team
PBIS	Positive Behavioral Intervention Systems
PCOE	Placer County Office of Education
PE	Physical Education
PIC	Program Implementation Continuum
PPE	Personal protective equipment
PPS	Pupil Personnel Services
PSWA	Psychologists' and Social Workers' Association
PTR	Prevent, Teach, Reinforce
RENEW	Rehabilitation, Empowerment, Natural Supports, Education, Work
RFEP	Redesignated - Fluent English Proficient
RTPT	Regional Team Program Technician
SAEBRS	Social, Academic, and Emotional Behavior Risk Screener
SAFE Centers	Student and Family Empowerment Centers
SCS	State Content Standards

Local Control and Accountability Plan

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

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

Plan Summary 2022-23

General Information

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

The Elk Grove Unified School District (EGUSD), located in one of the most diverse areas of California, is an award-winning district known for its commitment to academic excellence and learning for all students. The District is the fifth largest school district in California and the largest in Northern California, serving approximately 63,000 students with 129 different languages spoken. The District has 68 schools (43 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 19 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 integrates career-based learning and real-world workplace experiences with rigorous academics to prepare its students for college, career, and life, supporting them with the means to be creative problem solvers, self-aware, self-reliant, and self-disciplined; technically literate; effective communicators and collaborators; and engaged in the community as individuals with integrity.

Reflections: Successes

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

Before the impact of COVID-19, the District had made consistent incremental progress in academic performance, school attendance, teachers' use of technology in the classroom, and supporting various student groups through focusing on equity and continuous improvement. COVID-19 may have negatively impacted many of the District's student success measures in the short term due to high student and teacher absence rates and associated stress and trauma from the pandemic. District staff remain confident that previous successes, combined with additional targeted supports and extended day programs, will help address current challenges and accelerate learning.

Maintaining High Quality Teachers in Classrooms

- The 2021-22 school year was marked by a high teacher absence rate due to COVID-19 illnesses. In addition, the supply of substitute teachers was at an all-time low. In response, EGUSD increased daily substitute pay rates making them higher than surrounding districts. EGUSD also conducted a targeted campaign to recruit retired EGUSD teachers to address substitute shortages.

- EGUSD organized a substitute teacher system that deployed highly skilled program specialists and instructional coaches to support classrooms where substitute teachers were needed but not available. Human Resources, working collaboratively with Education Services departments, created a system that logged all available and appropriately credentialed staff not assigned to a classroom onto a roster in the District's sub-finder system. This resulted in an extremely efficient, email-supported, registration for assignment system.

Amplification of Student Voice

- Student Board Member: Initiated by members of the Elk Grove chapter of GENup, an organization that supports and develops student advocacy, a process was developed with support from District staff within the departments of College & Career Connections and Secondary Education to establish an election process across the District's high schools resulting in a recommendation to the Board of Education for approval of a Student Board Member. This was approved and the Student Board Member was seated in the fall of 2021. This position has not only provided a student voice at Board meetings but has led student advocacy and outreach efforts districtwide.

- Student participation on various task force efforts: Students engaged as partners in leading racial justice and equity efforts via various task forces. Student members developed liberatory design skills through their participation and actively contributed to several projects including the revision of the Board policy on dress and grooming, the development of a restorative practices program, and the identification of factors contributing to a lack of representation of students of color in advance coursework.

- Student Equity Councils (SEC): High school SEC students began meeting in-person again to identify areas of focused equity efforts and lead resulting actions and projects. These efforts included an LGBTQ+ welcoming campaign, a mental health de-stigmatization campaign, and an effort to stop the use of hate words on campus.

- Student Bill of Rights: A second action taken by GENup students and supported by the Department of Educational Equity, students developed a document to collect and communicate the rights afforded to students by Board policies so that students may advocate for access to an inclusive and equitable education. They worked with district leadership, SECs, and other educational partners to share their vision, collect feedback, and revise the final product. As of the writing of the LCAP, the process continues and a subcommittee of the Board of Education is now engaging with students to further refine Student Bill of Rights language.

- Student perspective of instruction and classroom conditions: External research supports the ideas that students are qualified to report on what happens in classrooms, their perspectives are unique and derived measures are predictive of key student outcomes like achievement and social-emotional skills. Research also suggests that these measures are malleable—that is, systems, initiatives, and programs can influence them over time. The District views these measures as key outputs of the learning system. As with all output measures, they can be analyzed and interpreted to understand both how fidelity of implementation is related to student outcomes in the

district's local context, and they can be used to attend to variation among sites and prioritize program work to target specific challenges in very concrete ways.

Addressing Mental Health and Behavioral Needs

- A high priority was placed on students' access to mental and behavioral health support in anticipation of, and to help remedy, the chronic stresses and challenging experiences of students caused by the pandemic.

- The District continued to train staff in social emotional learning (SEL), youth mental health first aid, trauma-informed care, and suicide awareness and prevention, and continued to increase staff understanding and ability to support the mental health needs of students. Districtwide implementation of social emotional learning content and strategies increased.

- District and site wellness providers provided direct services through group and individual counseling as well as push-in SEL support in the classroom.

Academic Performance

- Unchanged since 2019 due to COVID-19, the District's Dashboard colors for the English Language Arts (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 students with disabilities student groups moved out of "red" and in 2019 the district has no student groups in the "red" category. EGUSD's California Assessment of Student Performance and Progress (CAASPP) ELA and Mathematics (grades 3-8, 11) scores showed consistent improvement in the percentage meeting or exceeding standards, through 2019 (the latest official statewide administration used in the Dashboard). CAASPP ELA improved 1 percentage point from 55% meeting or exceeding standards in 2018 to 56% in 2019. Almost all student groups improved in ELA from spring 2018 to spring 2019. CAASPP Mathematics also improved overall (less than 1 percentage point) and for many student groups from 2018 to 2019.

- While the federal and state governments allowed for an abbreviated, local assessment due to COVID-19, EGUSD opted to utilize the CAASPP assessments in spring 2021 to: 1) provide students with the best opportunity to demonstrate what they know, 2) hold ourselves accountable to the highest standards in terms of student achievement, and 3) be able to assess the full depth of learning loss in EGUSD students so that the District can respond accordingly. EGUSD was the only large district in Sacramento County to administer CAASPP assessment in all grade levels. The vast majority of the CAASPP scores for Sacramento County came from EGUSD students. The District's 2021 CAASPP results, like statewide results, show declines from previous years in both ELA and Mathematics. In 2021, the District's ELA scores declined 4 percentage points from 56% meeting or exceeding standards in 2019 to 51% in 2021. Statewide ELA results declined 2 percentage points to 49% meeting or exceeding standards. In Mathematics, the District's scores declined 4 percentage points from 45% meeting or exceeding standards in 2019 to 41% in 2021. Statewide Mathematics results declined 6 percentage points to 34% meeting or exceeding standards. While not the best comparison, the statewide comparison is the only one available, and EGUSD students continue to perform better than the State in ELA and Mathematics.

- The District's 2021 CAASPP scores declined (from 2019) in every grade level tested in ELA except for grade 8 (+1 percentage point increase to 52%) and grade 11 (remained the same at 63%); and in Mathematics except for grade 11 (+5 percentage point increase to 45%), though lower test participation rates at middle and high schools may have played a role in those increases.

- While District ELA scores declined by 5 percentage points, in comparison these student groups did better than the District average change: foster youth student results increased by 5 percentage points, English learners (EL) and students with disabilities results increased by 1 percentage point, African American student scores declined by 2 percentage points, and Filipino students declined by 3 percentage points. Student groups that declined the most were American Indian students (10 percentage point decline), homeless students (9 percentage point decline), and White students (7 percentage point decline).

- While District Mathematics scores declined by 4 percentage points, in comparison some student groups did better than the District average: English learner students increased by 1 percentage point, students with disabilities results remained the same, African American student scores declined by 1 percentage points, and Filipino students declined by 3 percentage points. Student groups that declined the most were American Indian students (8 percentage point decline), and Asian, Filipino, and White students (7 percentage point decline).

- While the achievement gap might appear to have decreased, the District is cautiously interpreting CAASPP results as test participation rates were lower overall and so may not have fully represented the District population by student group and across grade levels.

- To build upon past academic successes, in 2022-23 and 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. In addition, expanded learning options and targeted programs will provide additional supports and improved school conditions to accelerate learning.

A-G

A-G courses are a series of high school classes that students are required to successfully complete for eligible admission to the California State University and University of California systems.

- Despite the challenges of COVID-19, the District's A-G completion rate continued to improve from 51% for the Class of 2019, to 54% for the Class of 2020, to 55% for the Class of 2021. Improvements were made for all student groups between 2019 to 2021, except English learners who stayed the same at 23% and Pacific Islander students who went from 39% in 2019, to 50% in 2020, to 38% in 2021. Foster youth showed the most improvement from 8% for the Class of 2019, to 28% for the Class of 2020, then to 23% for the Class of 2021. Many student groups showed a 6-percentage point gain from 2019: African American to 37%, Filipino to 73%, students with two or more ethnicities to 58%, low-income to 48%, and students with disabilities to 13%. Homeless students increased 5 percentage points from 2019 to 18%.

- The District's A-G and Career Technical Education (CTE) Sequence Completion percentage (a new required LCAP metric) increased from 12% of graduates completing both A-G and a CTE sequence for the Classes of 2019 and 2020, to 17% for the Class of 2021.

- To build upon this, in 2022-23 to 2023-24 EGUSD plans to continue to utilize the California College Guidance Initiative (CCGI) system which assists with high school course planning, especially as it pertains to rigorous A-G courses aligned with the UC/CSU Course Management Portal (Honors, International Baccalaureate (IB), and Advanced Placement (AP)). In addition, the dynamic tool from Always Be Learning (ABL), "VisABL" is fully implemented for the 2022-23 school year to examine and analyze the master schedule as it pertains to specific subgroups of students and their access to rigorous and A-G compliant college preparatory courses.

- Starting in 2022-23, all elementary schools will begin implementing Advancement Via Individual Determination (AVID) at a variety of grade levels. This will support a student's college exposure at an early age. In elementary school, students will focus on organization, writing, and other global AVID strategies. As students transition to middle school and high school, they have a stronger foundation that will help them be college-, career-, and life-ready after high school.

- Equal Opportunity Schools (EOS) is continuing for the 2022-23 school year. EOS is a program that focuses on underrepresented students in AP classes and how to ensure more equitable access to higher level classes. Each year, students and staff take a survey to see what barriers there are in terms of students accessing AP classes, who the students feel comfortable talking to about the courses, and future plans. Staff review the barriers and develop a plan on how to acknowledge and remove the barriers for students. Staff are also trained in having trusted adult conversations with students and will have conversations with the students who marked them as a trusted adult to support them with the AP process.

College/Career Indicator (CCI) and CTE Sequence Completion

- While the State did not publish 2020 Dashboard Results, District staff used California Department of Education's (CDE) published data and methodology to derive 2020 Dashboard results for the CCI. Simulated Dashboard results show EGUSD's College/Career performance in 2020 was Medium (51.8%) and Increased (+6.1%) from 2019 which would have resulted in "green" overall performance, which is a two-level improvement from its "orange" performance level in 2019. Because Class of 2022 students did not take CAASPP in their junior year and CAASPP is a major component of the CCI criteria, CCI was not simulated for 2021-22.

- CTE sequence completion is a major component of CCI, and the percentage of EGUSD graduates completing a CTE sequence has improved from 16% in 2019-20 to 22% in 2020-21. In addition, the percentage of EGUSD graduates completing a CTE sequence and A-G requirements has improved from 12% in 2019-20 to 17% in 2020-21.

- Efforts were made to increase student access to early college credit in all CTE pathways and academies. Over 3,000 students were enrolled in articulated courses earning early college credits with Los Rios Community Colleges in the 2021-22 school year. EGUSD high schools are implementing a pathway and academy recruitment and selection process to ensure marketing efforts are made to encourage all grade 10 students to participate in CTE pathways and academies at their school and in satellite (traveling) programs. Upon the return to in-person instruction, work-based learning (WBL) activities are once again engaging students with industry and post-secondary partners. Guest speakers are visiting classrooms, CTE competitions, and internships are occurring in many industry sectors and weekend field trips to colleges and universities have occurred throughout the State. In an effort to prepare for college, career, and life, over 1,000 students applied for summer internships in 2021 and 2022 to broaden their skills and work for local employers

- To build upon this, in 2022-23 and 2023-24 the District plans to continue to further develop CTE pathways and academies in high-interest, high-wage, and high-need sectors and expand student recruitment. In addition, efforts described above for 2021-22 on academic performance and A-G will improve college/career readiness and impact the CCI.

Use of Technology in Instruction

- There was a significantly increased use of technology and access, as well as use of digital curriculum content by teachers and administrators resulting from pandemic conditions during distance learning and in the return to the classroom. 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 modalities and access points.

- To build upon this new learning and use, in 2022-23 to 2023-24 EGUSD will continue and expand technology use in instruction supported by professional learning and additional equipment in many classrooms. All 29 schools that receive Title I funding had Extron Pole Vault Audio Visual Systems installed in all classrooms and other learning spaces during the 2021-22 school year. Over 1,000 classrooms launched the use of this new instructional technology with the support of a site-based trainer-of-teachers model to provide technical support and training opportunities specific to the use of the system for instructional purposes. The trainers-of-teachers focus will shift from basic system functionality to improved learning engagement and enhanced real-time interventions supported by the instructional technology in 2022-23 and well into the future.

English Learners

- The Department of English Learner Services continues to collaborate with the Department of Family & Community Engagement to develop a Newcomer Program to assist families in the transition to the country and to help teachers connect to newcomer students and families. English learner 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 English learners, newcomers, integrated English Language Development (ELD) (especially in Secondary core classes), connections to ELD standards, and family engagement increased the success of English learners during this challenging year. The number of English learner professional development offerings tripled from the previous year, especially with newcomer offerings requiring additional sections to be added due to increased attendance by teachers, support staff, and administration. English learner instructional coaches used feedback from attendees to plan future professional development in the series and guide follow-up observations and coaching support. Additional data points used for evaluation included the number of English learner students who raised grades from the end of the 2021 school year to the start of 2022 (especially with the newcomer population) by use of the District's Trend Down Report. This report was created for collaborative meetings between secondary school directors, high school administration, and teachers monitoring English learner progress between the original shutdown in March 2019 and the end of the school year. Monthly English learner instructional coach reports noted increases in teacher attendance to office hours, demonstration requests, and noted professional development connections in observations of teacher instruction. The 1,382 English Learner

classroom walkthrough observations also reflected the instructional, technological, and relationship-building strategies from coaching and professional development.

- Annual English learner Program Implementation Continuum (PIC) measures were limited due to COVID-19. Though many implementation measures were captured in 2020-21, the full array of implementation measures covering program structure, teacher preparation, and instructional strategies will not be captured again until the 2021-22 year. In addition to State assessment results, program staff promoted and supported English Language Proficiency Assessments for California (ELPAC) testing and District assessments in order to provide many opportunities for English learner students to redesignate to fluent English proficient during the pandemic.

- To build upon this, in 2022-23 to 2023-24 EGUSD plans to provide a series of professional development opportunities to all K-12 teachers specific to designated ELD (based on Principle 2 of California EL Roadmap Policy) to ensure consistency and alignment to best instructional practices and language acquisition. All professional development will be followed with observation, feedback, and coaching. Supplemental tutoring for different typologies (with explicit focus on Long Term English Learners (LTELs) and newcomer and refugee students) of English learners will be provided throughout the school year. Course pathways and supplemental supports for different typologies of English learners will provide different opportunities for graduation, biliteracy, and college entrance. Targeted English learner 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 in 2019. More recent academic data show foster students improved 5 percentage points on ELA CAASPP to 25% meeting or exceeding standards. Mathematics CAASPP scores show foster students declining 4 percentage points, a decline on par with overall district results. Recent A-G completion data shows increases from 7% and 8% for the Classes of 2018 and 2019, respectively, to 28% for the Class of 2020 and 23% for the Class of 2021. 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 72.7% for the Class of 2021; and corresponding decreases in the high school dropout from 21.8%, to 20.5%, to 6.3% for the Class of 2020, but back up to 22.2% during the pandemic year for the Class of 2021. There were also dramatic decreases in the percentage of students suspended, 21% in 2018-19 to 14.4% in 2019-20 (though 2019-20 was not a full year). At the time of writing, year-to-date third quarter percentage of suspended students was 10.3% in 2021-22, which is 6.4 percentage points lower than the same time period in 2019-20. (The 2020-21 school year was primarily distance learning so there were very few suspensions across the entire district.)

- To build upon this, in 2022-23 to 2023-24 EGUSD plans to add Academic Intervention Teachers (AIT) at the elementary and secondary levels to coordinate and oversee supplemental tutoring services provided by teaching associates and contracted tutoring providers, and secondary AITs to provide partial and full credit recovery options for high school students. The District will continue to provide case management services for students and work with site-based Multi-Tiered Systems of Support (MTSS) Tier 2 teams to connect students to appropriate resources and will also continue with trauma-informed practices professional development for staff.

Low-Income Students

- Low-income students 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. But in 2020-21, low-income students declined by 5 percentage points in ELA to 39% meeting standards, and by 4 percentage points in Mathematics to 29% meeting standards. Low-income students in grade 11 showed progress in demonstrating college preparedness in ELA from 45% in 2017-18 to 52% in 2018-19, to 56% in 2020-21; and in Mathematics from 23% in 2017-18, to 28% in 2018-19, to 36% in 2020-21 (though this may be a function of lower-than-normal test participation in grade 11). Low-income students also showed improvement in A-G completion, from 42% for the Class of 2019, to 46% for the Class of 2020, to 48% for the Class of 2021 and increases in graduation rate from 89.2% for the Class of 2019, to 91.1% for the Class of 2020, but a decline to 87.1% for the Class for 2021 as students were impacted by the pandemic.

- To build upon these successes, in 2022-23 to 2023-24 the work described above for academic performance, A-G, and College/Career Indicator and CTE Sequence Completion will support low-income student outcomes.

Family Engagement

- The Department of Family & Community Engagement continued to provide support to both schools and families as students returned to full in person learning. There was a strong emphasis on building trusting relationships between the home and school. This results in families feeling increasingly welcomed and connected to their schools and supports families to maintain their physical and mental health and well-being. The department continues to effectively support teachers and administrators during this challenging time by providing professional development specific to the multiple ways to effectively reach out, engage, and communicate with families. The Department of Family & Community Engagement, in collaboration with the Department of English Learner Services, will continue to support newcomer and refugee students and families in EGUSD.

- To build upon this, in 2023-24 EGUSD plans to expand outreach to families and the community. The Department of Family & Community Engagement has expanded to hire two mental health therapists (MHT) to support the District's Family Wellness Series and expand workshops in Spanish and other languages. They also hired two program specialists. These administrators will focus on breaking down barriers for families regarding attendance and enrollment and help support schools and families with various family engagement initiatives. The department will also hire and train nine regional family, school, community liaisons. These new positions will become experts in the neighborhoods they serve, help build trust in the school system, and help facilitate family engagement in their region. Professional development for school employees will continue to focus on supporting 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 a 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 that includes the online Illuminate assessment system. There has been a progression from assessment awareness—understanding

the relationship between instruction and assessment, to the use of formative assessment practices. During the 2021-22 school year, interim assessments were implemented K-12 in ELA and Mathematics. Program specialists were instrumental in developing interim assessments in ELA and Mathematics in collaboration with steering committees to be administered 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 grades 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 2022-23 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

- Progress in educational equity continues as EGUSD implements actions to address the goals of the Educational Equity Strategic Plan. EGUSD developed common definitions for diversity, equity, and inclusion to guide communication and evaluation efforts. Several racial justice task forces convened throughout the year which resulted in a revision to the Board policy and administrative regulations of the dress and grooming policy, recommendations for improving representation of students of color in advance coursework, the development of a Safer Spaces for Black Students in EGUSD campaign, and the defining of a framework for restorative practices. EGUSD identified students identifying as Black/African American as a priority subgroup for targeted equity work and established a Black Excellence program that coordinated a range of existing targeted programs and adding new ones. These services included new contracted targeted supports, staff training on racial trauma and healing, and the continuation of the Families of Black Students United (FBSU) group. The Department of Educational Equity was expanded to support the development and implementation of universal equity programs (equity literacy development, equity coaching, transformative social and emotional learning, restorative practices), targeted equity programs (e.g., Black Excellence, Young Men of Color, Native Education and LGBTQ+ Pride), student advocacy programs (e.g., Student Equity Councils), and workforce diversity programs (e.g., Black Alliance for Equity in Education, affinity spaces for educators, equity in hiring boot camp).

- In 2022-23 and 2023-24, EGUSD plans to continue to expand the Equity Coalition of educational partners contributing to the equity mission. EGUSD will expand Student Equity Councils to middle and elementary schools, expand access to targeted equity services, and support student advocacy via the Student Bill of Rights. The District is also creating a comprehensive plan for professional learning and development of equity literacy skills to recognize and respond to inequities in the system, transform the conditions creating the inequities, and sustain the efforts through a culture that values diversity, equity, and inclusion.

Addressing Disproportionate Exclusionary Discipline Practices

- While districtwide suspension rates (# suspensions per 100 students enrolled) have declined for many years, for the most recent three years not impacted by the pandemic, 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 students with disabilities (24.0, to 21.9, to 20.2 by

2018-19). However, corresponding substantial 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, and low-income students, and students with disabilities. Publicly reported suspension rates on the State's Dashboard shows declines in improvement because the District experienced a data entry error that underreported suspensions to CDE in 2017-18, was not allowed to correct the data, and then submitted accurate data in 2018-19. As a result, 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 2021-22, the school year after distance learning, is not yet complete, year-to-date through quarter 3 shows improvements from 2019-20. Districtwide, 3.1% of students were suspended through the third quarter of 2021-22, compared to 4.0% in 2019-20 and 4.7% in 2018-19. Foster youth declined from 16.7% in 2019-20 to 10.3% in 2021-22, African American declined from 11.4% to 8.6% and students with disabilities declined from 8.5% to 5.7%.

- While new progressive Board policies were implemented on exclusionary discipline and the specific role of police on EGUSD campuses was limited starting 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 significant suspension reductions. The District must work to implement all programs and alternatives to suspension with fidelity and uniformly across the district. 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 students 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.

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 Schools" section for a full description). The District continues to have success in the work in which leadership staff are involved to create and sustain overall organizational processes that make program evaluation routine. Continuous improvement processes 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 and output implementation can be measurably improved, it will lead to improved student outcomes, serving to guide the District's efforts. To this end, leadership staff have been developing PIC measures for education programs. The PIC concept and website were released to principals in the 2019-20 school year with four programs. Principals embraced this concept and were working to improve school implementation measures. While PICs were not emphasized with principals during COVID-19 years, additional PICs continued to be developed with program staff, and 12 programs are expected to be fully or partially developed by the end of the 2021-22 year.

- To build upon this, in 2022-23 to 2023-24 EGUSD plans to relaunch the PICs with principals as it lost momentum during the COVID-19 years. EGUSD also plans to provide additional data analysis and program evaluation staff and support to guide continuous improvement planning and decision-making, 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, Actions 1 and 2).

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.

On the latest Dashboard with state indicator data (2019 due to COVID-19), 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 local indicators are currently reported as "met." For the graduation rate indicator, foster youth and students with disabilities 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 did make progress on Graduation Rate, Chronic Absenteeism, and College/Career measures through 2019-20 based on the local data, but by 2020-21 the effects of COVID-19 were evident across many student outcomes as described below. Even though the District has shown progress on many academic indicators over the years, 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, foster youth, and students with disabilities. To address the less favorable outcomes for these student groups, the District has included a new goal (Goal 5) and accompanying targeted actions.

Graduation and Dropout 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 (93.1%) and Increased (+2.4%) from 2019 which would have been a "green" overall performance, an improvement from its "yellow" performance level in 2019. COVID-19 dramatically impacted the next class, with a decline of 3.6 percentage points, as the Class of 2021 graduation rate was 89.5%.

- Prior to COVID-19 years, districtwide dropout rates had declined and counts were fairly low (nine middle school students and 189 high school students in 2019-20). The middle school dropout rate is consistently below 0.2% and the high school dropout rate had hovered at 3.7%-3.8% for the Classes of 2018 and 2019, and even dipped to 3.0% for the Class of 2020. The next cohort of high school students showed increased dropout rates—5.5% for the Class of 2021. Over the past three years, the foster youth high school dropout rate declined dramatically, from 20.5% to 6.3%, then increased to 22.2% for the Class of 2021. Similarly, the homeless student dropout rate declined from 15.0% to 10.1% for the Class of 2020, then up to 17.5% for the Class of 2021. Students with disabilities rates dropped from 9.1% to 5.9%, then up to 10.9% for the Class of 2021.

- EGUSD expects a return to more typical attendance rates which will positively impact learning, academic achievement, and graduation and dropout rates. To further improve graduation rates, EGUSD plans to continue to work with students who may qualify for alternate graduation requirements and to expand options for credit recovery. CCGI activities and course planning will help students to plan for their future college and career aspirations, which will also positively impact graduation rates. To support students at risk of dropping out, EGUSD will continue to expand MTSS services and supports, which will improve and expand case management for foster youth, homeless, and other students experiencing challenges. In addition, the District will implement credit recovery options for foster and homeless students to gain full credit when mid-course transfers occur due to any non-permanent or transitory housing circumstances.

Attendance and Chronic Absence

- While the 2019-20 and 2020-21 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 was relatively high at nearly 96%. Once students returned fully to the classroom in fall 2021, attendance rates dropped to 91.6% (as of the mid-point in the 2021-22 school year) as students and staff continued to experience COVID-19 illness and quarantines. Chronic absenteeism through the mid-point of the 2021-22 was at 30%, which is three times higher than usual. It was especially high for students who were homeless (70%), foster youth (43%), low-income (37%), and students with disabilities (43%). African American, Hispanic, and Pacific Islander students all showed 40%.

- To support families, the Attendance Improvement Office, Department of Family & Community Engagement, and school staff have continued to follow up on absences, make connections between home and school for the most vulnerable families, and provide families resources to help get children to school on time and attend school every day. To build upon this, in 2022-23 an organizational adjustment is being made to expand the Attendance Improvement Office within the Department of Family & Community Engagement. With the hiring of a program specialist focused on attendance and enrollment, EGUSD will be able to provide targeted support to the schools with the lowest attendance rates. The Department of Family & Community Engagement will also hire nine regional family, school, community liaisons. These liaisons will help bridge the gap between home and school and connect families with resources to improve attendance and decrease chronic absenteeism. This expansion will provide direct support to some of Elk Grove's most vulnerable population and served to shift the service model from informing parents of their responsibility to comprehensive whole child and family support.

Addressing Learning Loss and Supporting Underperforming/Underserved Students

- The focus of EGUSD's work in 2021-22 and in the coming years is to address student learning losses due to the pandemic, and to close the achievement gap that has continued and may widen because of the pandemic. While achievement levels were gradually improving until COVID-19, the District's achievement gap has persistently shown up in all achievement indicators. The District's students who identify as African American, American Indian, Hispanic, Pacific Islander, English learner, foster youth, homeless, low-income, and students with disabilities persistently score lower than the District's Asian, Filipino, and White student groups. To address this need, the District had developed a goal (#5) and associated target actions for student groups and will continue to 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. A uniform districtwide measure of achievement was not available until the end of the 2020-21 year. CAASPP scores and District assessments for grade levels not assessed by CAASPP have provided the best measure to fully understand the academic impact of the pandemic. District CAASPP scores were compared to the State and across EGUSD schools and by student group. Scores were also compared to those of previous years to determine how scores compared to previous cohorts of students by grade level, and to determine the extent to which the pandemic impacted the achievement gap, as well as to identify areas of focus for remedying students' academic challenges.

- Provide expanded learning programs: The District increased expanded learning opportunities and enhanced 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 included summer learning programs, before and after school programs, tutoring, and intersession. Credit recovery options were made accessible for students who were credit deficient. In 2022-23, the focus will be on expanding capacity and increasing student participation in the programs by better aligning services with students' particular needs.

English Learners

- Regional supplemental elementary English learner 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 English learners for credit recovery, enrichment, and advancement, with primary language support. All K-12 English learner summer programing includes academic and SEL supports. In collaboration with Sobrato Early Academic Language (SEAL), the elementary summer school program will be a six-week learning lab that is student-centered and teacher-focused to build teacher capacity during the typical school year to follow.

- Specific and focused work on newcomer students includes new course creation (to accelerate access to core and A-G at the high school level), supplemental foundational reading tutoring (and professional development for K-12 teachers), and systems for intake and wraparound support for the whole newcomer/refugee student at newcomer welcome centers in collaboration with the Department of Family & Community Engagement.

- Tutoring during intersession for LTELs in small group settings will be extended to include middle and high school. A middle school continues to pilot an AVID elective specific to supporting LTELs in language acquisition and college success. High schools will be piloting curriculum for newcomer ELD courses during the fall.

Foster Youth

- Supplemental tutoring services is extended to students in foster care during intersession, before and after school, and summer session. Elementary AITs will expand academic intervention practices of Foster Youth Services tutors by providing training on curriculum development, student engagement, student assessments, and best practices for tutoring intervention. Additionally, AITs will assist with the provision of student academic assessments and academic intervention as needed.

- Secondary AITs will provide foster youth with access to a credit recovery program through independent study options and Edgenuity.

- Partnership with the county-wide Independent Living Program (ILP) will provide foster youth access to independent living workshops during the summer. The focus of the summer program will be to address the skills needed for the transition to independence, post-secondary transitions, and community resources to enhance school stability and achievement.

Homeless Students

- Homeless students will be provided with increased levels of direct services and case management. The District implemented a housing questionnaire as part of the enrollment process to improve student identification as homeless. To improve direct services once students are identified, additional staff are being added to the homeless education program including a third school social worker, two additional regional team program technicians, a project implementor, and an academic intervention teacher. The additional staff will work with school personnel and staff from other EGUSD departments to raise awareness and increase direct support services to students and families. The housing questionnaire and other outreach efforts will increase the District's homeless identification, and will allow district and site staff to reach more students in need of support. With increased case management, staff from the Student and Family Empowerment (SAFE) office will be able to identify students' basic needs as well as the academic, social emotional, and behavioral needs of homeless youth. SAFE office staff will connect with site based MTSS teams, the Department of Family & Community Engagement, Attendance Improvement Office, and community-based partners to provide needed support.

- The homeless liaison and AIT will develop educational outreach and training tools for teachers and other school personnel to improve academic outcomes for homeless students.

- SAFE office staff is partnering with Cosumnes River College and other local colleges to prepare homeless youth for college.

- SAFE office staff 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 received the Extron Instructional Technology System. This system enhances the cycle of teaching and learning by providing a seamless transition for classroom teachers when using technology tools and multimedia content. Twenty-nine schools that receive Title I funding 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. Teachers received initial

training in the basic operation and functionality of the system. Next steps in 2022-23 will include learning new instructional technology skills to increase engagement and improve intervention.

- 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 EGUSD elementary schools will implement AVID at a variety of grade levels starting in the 2022-23 school year. This program will continue to send current AVID-trained teachers and administrators as well as new teachers and administrators to AVID training this summer. In addition, EGUSD will continue to partner with SCOE for ongoing monthly professional development to train additional staff in AVID strategies, as well as continue to give currently-trained staff resources and supports to use in their classes. Additionally, starting the 2022-23 school year, EGUSD is sending Mathematics, ELA, and English learner curriculum coaches, Equity coaches, as well as Family & Community Engagement instructional coaches to AVID Summer Institute, which will allow several people to have access and exposure to AVID strategies.

- 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 adapting the extended school year (ESY) program by integrating it with the District's Expanded Learning Opportunities Program (ELO-P) 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 Individualized Education Plan (IEP) goals.

- Speech therapists will continue to 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 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

- In middle school, the percentage of students who had taken and Honors, accelerated, or AVID courses has decreased over the past three years from 57% in 2019-20, to 56% in 2020-21, to 53% in 2021-22 (preliminary data for 2021-22). In high school, the percentage

of students who had taken Honors and AP/IB courses remained consistent for five years through 2020-21 at approximately 47%, then declined to 42% based upon preliminary data for 2021-22. The percentage of graduates passing an AP/IB exam by their senior year has remained between 27% to 29% for the past three years. Feedback from teachers and counselors point to the pandemic as the primary factor for these outcomes.

- Always Be Learning (ABL), an online tool to deeply examine master schedules was implemented in 2022-23 to improve access and enrollment in rigorous courses for identified subgroups. The data available through the software program enables administrators, counselors, and teachers to deeply analyze their master schedules in terms of course availability and enrollment across student subgroups. It also is a master scheduling planning tool that can assist in the development of the overall master schedule with lenses on equity of access, class size balance, etc. Feedback from staff is that the tool has already positively impacted schedule structure, strategies for counselors to guide students through course selection processes, and optimally balancing class sizes throughout all periods of the day.

- In response, district equity efforts included the 2022-23 initiation of the Equal Opportunity Schools (EOS) contract, as well as the Representation in Advanced Coursework Task Force to advance access, participation, and success in Honors, AB, and IB courses. EOS helped identify students who are interested in taking AP courses for the first time but were not sure how to access them, as well as identify students who want to take AP classes but feel they need additional supports. EOS provided a starting point to have more in-depth conversations about supporting students in high-level courses and how to support success in these classes. 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 developed a student survey complementing the work of EOS to better understand the influences and barriers impacting students taking advanced courses and the experiences of students who do and do not enroll in advance courses. Initial findings reinforce the need for articulation of advanced coursework with elementary school programs and Gifted and Talented Education (GATE) services, targeted equity training for advanced coursework teachers, improved representation of ethnic and cultural diversity in curriculum, and investment in student supports for success and communication of the program options. In addition, to prepare for and encourage advanced coursework in later years, EGUSD will deepen implementation of the AVID program in middle schools and expand it across elementary schools.

College and Career Preparation

- While progress was made on A-G completion and the College/Career Indicator measure, there is still more work needed to assure that all student avenues to future college and career aspirations are supported. Early Assessment Program (EAP) results increased over time, even into the COVID-19 years, but only 64% of students are prepared for college-level English and only 45% are prepared for college-level Mathematics.

- The District revised its graduation requirements which align with the State's College/Career Indicator and now includes factors such as the CTE capstone course, Seal of Biliteracy, A-G, and early college credits.

- CTE pathways and academies will continue to be developed in high-demand sectors and expand with equitable student recruitment.

- Efforts described in "Reflections: Successes" above for 2021-22 to 2023-24 on Academic Performance and A-G, and "Reflections: Identified Need" on graduation and dropout rates will improve students' college/career readiness.

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 Local Control Funding Formula (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 engage family and community partners.

EGUSD's new goal is specific to three student subgroups that are consistently of highest need based upon LCAP measures:

- Goal 5: Targeted Supports – Students with Disabilities, Foster Youth, and African American students will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

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 to 2021-22, five schools in EGUSD were identified for Comprehensive Support and Improvement (CSI) (based on 2019 data):

- 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)

- Rio Cazadero High School – graduation rate lower than 67% (and all red indicators)

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 for CSI Schools and Others in Need of Support

The Department of Learning Support Services, responsible for a variety of categorical programs, is adjusting to the Department of School Improvement Support (SIS). Through the application of continuous improvement science, School Improvement Support staff, collaborating with other departments will provide coaching and direct support to school administrators and staff. Universal supports will be provided to all schools and increasingly targeted supports will be implemented at CSI, TSI, and all schools receiving Title I funding.

The targeted support will include professional learning specific to comprehensive data analysis (input, output, and outcome data), gap and cause analyses, intervention selection, design, implementation planning, program evaluation, budget sustainability awareness, progress monitoring and development of communication strategies for all educational partner audiences. Principles of project management will be a training focus and there will be collaboration from other departments to provide training on such things as liberatory design thinking to ensure planning practices are done with equity as a core consideration.

The Department of School Improvement Support will use a data-confirmed strategy to determine school needs and optimally match a district school improvement team to the school's targeted needs. The support team will help schools manage, analyze, and optimally use the large volume of high-quality input, output, and outcome data available to them. An important role of a school improvement team will be to serve as a liaison between schools and the District's Learning System Leadership Team (LSLT). LSLT is facilitated by the Deputy Superintendent of Educational Services and Schools and includes all Education Services program managers, all District PreK-6 and Secondary Education administrators, and members of the Superintendent's Cabinet. This team will regularly analyze school needs, services being provided, progress being made, and determine resource allocation to adequately support improvement efforts.

District Supports Site LCAP Development

For each of the schools identified for comprehensive school improvement (CSI), the District guides and supports the development of their CSI plans. This process is integrated into each school's development of their School Plan for Student Achievement (SPSA). The District has designed an online plan template and rebranded it as the site LCAP. The District specifies and supports a site LCAP development process that addresses best practices for educational partner engagement and evidence-based continuous improvement, and ensures all federal and state SPSA and CSI plan requirements are met. 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. Additional emphasis was placed on establishing goals and developing actions and services for low performing/underserved student groups that led to a CSI designation in 2021-22.

In 2021-22, three trainings on the site LCAP were held for district administrators and principals. The first training was focused on targeted universalism and was conducted in coordination with the Department of Educational Equity. This training emphasized 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 measuring actions and services in the site LCAP to determine the impact of supplemental resources. The final training was focused on the supplemental resources available to schools and how to optimally leverage those resources to support students.

The plan for the 2022-23 school year will be to emphasize the importance of educational partners (parents, students, and staff) in assessing needs and evaluating and designing actions and services. Additionally, schools that receive Title I funding will benefit from the implementation of a continuous improvement methodology that will include improvement science, professional learning, and professional development through leadership coaching as part of the new Department of School Improvement Support.

All schools begin their annual site LCAP development by analyzing the most recent year of data. This initial data review in late summer includes any state assessment data received to date as well as annual survey results from the previous school year on social emotional learning, climate, and the LCAP needs survey.

By the fall, schools convene their School Site Council (SSC), English Learner Advisory Committee (ELAC), and site leadership teams. In 2021-22, sites convened via a combination of in-person and remote meetings. Site staff actively involve educational partners in a review of Program Implementation Continuum measures (outputs) and site LCAP metrics (outcomes) including, but not limited to, CAASPP scores, ELPAC scores, and suspension and graduation rates from the previous year.

In the winter, schools usually continue their review with educational partners by analyzing LCAP Needs Survey and California State Dashboard data (though in 2021-22 Dashboard data was very limited). It is usually during this winter review that CSI schools are identified (in 2021-22, designations continued from 2020-21). Sites focus their attention and planning on specific gaps and causes for these gaps in student achievement that resulted in 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 the first draft of the upcoming year's site LCAP to the central office for review and approval by various program directors and administrators from the departments of College & Career Connections, Curriculum & Professional Learning, English Learner Services, Family & Community Engagement, Foster Youth Services, Positive Behavioral Intervention Systems (PBIS), School Improvement Support, PreK-6 Education, Secondary Education, and the Budget Department. Site LCAPs are not approved until all program directors confirm that fund usage meets spending requirements; they 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 and each action has a related evaluation methodology specified.

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 educational partner groups at the start of the

school year. Also, once CSI budgets are released by the State, PreK-6 and Secondary Education directors work with principals to adjust and refine site plans based on actual allocations.

District Learning Continuity and Attendance Plan (LCP)/LCAP Actions Support Site LCAPs Actions

At the district level, leaders identify systemwide needs and resource inequities based on LCAP metrics, the California Dashboard, the conditions brought on by the COVID-19 pandemic, and the latest feedback from educational partners. Due to COVID-19, various new surveys were implemented in the 2019-20 and 2020-21 school years. As documented in the District's Learning Continuity and Attendance Plan (LCP), resources and staff time were prioritized to provide support to teachers in their transitions to distance learning and a modified return to in-person instruction. More strategic communication strategies, developed and identified by the Department of Family & Community Engagement, are being used to connect with foster families, families experiencing homelessness, and English learner families to best support them through these transitions.

The District is providing more support for mental health and social and emotional well-being. During the 2021-22 school year, a pilot for districtwide Social Emotional Learning (SEL) curricula was conducted. Two curricula that were selected by the SEL Steering Committee (Character Strong and Culturally Responsive Minds) were piloted by both elementary and secondary teachers (approximately 75 elementary teachers and nearly 100 secondary teachers). After the pilot process was completed, data was reviewed and the SEL Steering Committee moved both curricula forward for recommendation to Curriculum Council and the Board of Education for adoption. In addition to these two curricula, data was also gathered on a curriculum currently being used at some elementary sites (Second Step). Data was favorable and this curriculum was also selected. All elementary and middle school sites have been given the choice of these three curricula and high schools were given the choice of the two piloted curricula (Second Step does not have high school materials). School administrators have been given guidance by the departments of Student Support & Health Services and Curriculum & Professional Learning in selecting a curriculum that best meets their site's needs. The curriculum chosen by each site will be purchased using Elementary and Secondary School Emergency Relief (ESSER) funds and support will be provided by district curriculum experts in order to implement with fidelity the chosen curriculum. Due to staffing shortages, it was not possible to conduct as many professional development opportunities as had been planned for; however, eight sessions of SEL professional development were offered as a choice for any educator who wished to engage in this training. In addition to curriculum and professional development, support for students' mental health and social-emotional well-being is provided by recruiting and retaining skilled mental health clinicians and school social workers. These districtwide actions in response to COVID-19—plus the transition back to class—supported CSI schools by providing direct programmatic support, data collection and analysis assistance and guidance in the development of student progress monitoring systems improving their abilities to routinely determine if programmatic adjustments were warranted in a more formative vs. summative manner.

District staff also worked with CSI school leadership to support school plans by aligning actions with ongoing multi-year 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 Framework for High Quality Instruction (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 throughout the year, and adjust as necessary to ensure the program positively impacts outcomes. To facilitate this, PreK-6 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 are discussed.

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, 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/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 college/career 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 school's actions and services. Site staff assess the extent to which the action was implemented, identify barriers to full implementation to program fidelity standards, 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' continuous improvement plans. EGUSD's theory of action for all evidence-based educational programs is founded 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 the ability to measure implementation, particularly measures and data collection processes within immediate, formative feedback loops to be used for timely corrective improvement actions. This cyclical process 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 large-scale programs including English learner services, family and community engagement, positive behavioral intervention supports, and attendance improvement programs. Additional PICs will be developed for Expanded Learning, Student Equity Councils, Social Emotional Learning, and teaching and learning/CSI efforts. 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.

Engaging Educational Partners

Given the unprecedented conditions created by the COVID-19 pandemic, much about the LCAP process has been significantly altered. Notably the LCAP development process has been intertwined with the Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan process.

What remained consistent is the District's commitment to meaningfully engage in the planning process educational partners including staff, students, families and the community. 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. Notable engagement actions and information is noted below:

- LCAP Needs Analysis; October – December 2021; Students = 29,973, Parents = 9.438, Staff = 3,845

- District Advisory Committee (DAC); May 12, 2022; Parents = 3 (DAC only), 1 (DAC/DELAC); Staff = 3 (DAC only), 8 (DAC/DELAC)

- District English Learner Advisory Committee (DELAC); May 12, 2022; Parents = 5 (DELAC only), 1 (DAC/DELAC); Staff = 24 (DELAC only), 8 (DAC/DELAC)

- 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

- Labor partners; November 9, 2021, February 8, 2022, April 12, 2022 (2-4 labor leaders from each of the seven labor groups accompanied by the Superintendent's Cabinet and additional program staff such as the directors of the departments of Research & Evaluation and Curriculum & Professional Learning)

- Public hearing; June 14, 2022

- Adoption by Board of Education; June 28, 2022

The District's LCAP Needs Analysis Survey development administration and data analysis continuous improvement processes have resulted in increased numbers of respondents (students = 29,973, parents = 9.438, staff = 3,845), and increased data precision of survey results. The most notable advancement has been the expansion of open-ended response opportunities and the ability to convert open-ended responses to emergent themes. To efficiently summarize the comments and develop emergent themes, a semi-automated technique was used to cluster comments together into groups with consistent phrasing. The Gibbs Sampling Dirichlet Mixture Model algorithm was used group short pieces of text based on common phrases and words. A research analyst from the District's Department of Research and Evaluation then reviewed the groupings of comments and described the groupings in terms of a theme.

EGUSD LCAP Needs Analysis Process: Identified Priorities

- Culturally relevant instruction
- Enroll in any course
- Challenging/interesting courses
- Chromebooks
- Online tools to support learning
- Good teachers
- Good principals
- Small class sizes
- Libraries open after school
- Counselors (personal and college/career)
- Homework support
- Useful feedback from teachers on learning
- Classrooms where questions are welcome
- Frequent gradebook updates
- Security staff
- Safe school
- Athletics
- Visual and Performing Arts (VAPA)
- Extracurriculars
- Clean, well-maintained schools
- Transportation
- Later school start
- SEL instruction
- Bullying prevention
- Home visits

- Parent/teacher communication

- Mental health support

- COVID safety measures

- Independent study options

- Info about participating in school activities

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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 Local Continuity and Attendance Plan (LCP) survey. While students did not overwhelmingly indicate smaller class sizes as one of their highest priorities, they did indicate relatively lower levels of satisfaction with current class sizes. Dissatisfied students remarked that classrooms sometimes felt cramped and recommended hiring additional teachers with priority for lower grade levels.

Professional Learning (Strategic Goal 1, Action 2)

Feedback received through 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, social emotional learning, and mental health support.

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

Through the LCAP Needs Analysis process, staff have identified the need to support English learner students through increased staffing, targeted instruction, and additional services. Among the new themes that emerged was coaching for SEL instruction.

Students with Disabilities Instructional Support (originally Strategic Goal 1, Action 4: moved to Strategic Goal 5, Action 1)

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

Non-Low Income Instructional Support for IEPs (originally Strategic Goal 1, Action 5; moved to Strategic Goal 5, Action 2)

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

Expanded Learning (Strategic Goal 1, Action 6)

Educational partner feedback noted that improving the quality of instruction alone would be insufficient to address perceived deficits in student learning caused by the pandemic—instructional time would need to be expanded to offer additional opportunities for students to learn, 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.

Additional academic supports such as small group instruction, tutoring, academic intervention, and academic recovery programs were highlighted by the LCAP Needs Analysis process. Relevant feedback from these sources also supports updating libraries, curriculum, and instruction to increase student engagement.

Career Technical Education (CTE)/California Partnership Academy (CPA) Program Course Development (Strategic Goal 1, Action 7)

Students, parents, and staff who contributed to the LCAP Needs Analysis process noted the need to devote more staffing and resources to CTE programs. Comments were primarily oriented towards improving student access to courses and pathways and increasing community awareness of the programs. The necessity of orienting educational services towards college and career readiness and support for the application and transition process to post-secondary life cut across many of the themes that emerged.

Foster and Homeless Support (originally Strategic Goal 1, Action 8; Foster Support portion moved to Strategic Goal 5, Action 3)

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

Equity (Strategic Goal 1, Action 9)

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

Site-based Supplemental/Concentration Funding (Strategic Goal 1, Action 10)

Feedback collected through the LCAP Needs Analysis process showed that students, parents, and staff ascribed high levels of importance to increased staffing (especially teachers and service providers such as counselors, mental health therapists, and social workers), challenging and interesting courses, and counseling for college/career and personal advice.

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)

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

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

From the LCAP Needs Analysis process, supporting the mental and social-emotional health of students emerged as two of the most prevalent interests 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. There was strong student, parent, and staff support for an increase in school nursing staff, plus support for additional resources (staffing and services) on campus to improve student physical safety and wellness. Students identified empathetic teachers and staff as one of the most important priorities for the school district. Comments provided by staff explicitly identify a need for training related to trauma-informed care.

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 specific to 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, supporting the mental and social-emotional health of students emerged as two of the most prevalent concerns for parents, students, and staff. Emergent themes to improve mental health support for students included reducing student stress/anxiety, increasing awareness and empathy for mental health, and greater access to services and counseling.

Custodial Services (Strategic Goal 3, Action 4)

The importance of cleanliness and hygiene in EGUSD schools has emerged as a theme through the LCAP Needs Analysis process, 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 emphasized the importance of transportation. Comments from respondents voiced support for ensuring transportation is available to the students with the most need are most vulnerable.

Attendance Support: Attendance Improvement Office (Strategic Goal 4, Action 2)

Staff comments provided through the LCAP Needs Analysis process voiced support for additional resources to improve attendance. More generally, all groups emphasized the importance of improving student engagement.

Bilingual Teaching Associates (BTA) (Strategic Goal 4, Action 3)

Through the LCAP Needs Analysis process, staff have identified the need to support English learner students through increased staffing, targeted instruction, and additional services. Additional educational partner feedback indicated a need from staff and students to offer professional development specific to academic intervention and academic recovery to mitigate learning loss.

Family and Community Engagement (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.

Strategic Goal 5, Actions 1 and 2 described above.

Targeted Foster Support (Strategic Goal 5, Action 3)

The LCAP Needs Analysis process showed support for additional resources and wrap-around services for foster students. Program staff provided input on the need for additional credit recovery options at all comprehensive high schools for students experiencing any non-permanent or transitory housing circumstances.

Targeted African American Supports (Strategic Goal 5, Action 4)

Comments received through the LCAP Needs Analysis process indicated that the District should hire more staff of color and more staff from diverse backgrounds and cultures. Additional feedback advocated for more affinity groups and safe spaces for Black/African American students in particular.

Targeted Master Scheduling Prioritization (Strategic Goal 5, Action 5)

Through the LCAP Needs Analysis process, parents and staff identified challenging and interesting courses as a high priority. Educational partner comments highlighted inequities in course access due to varying master schedule types, reducing course flexibility and course credit recovery options for students.

Targeted Academic Support (Strategic Goal 5, Action 6)

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

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 99.5% appropriate teacher assignments, where appropriate is based upon teacher credentials aligning to the class/course being taught, and 100% access to instructional materials and courses required for graduation. While nearly all districtwide student outcome measures are favorable and improving over time, disaggregation by student groups, particularly African American, American Indian, Hispanic, students with disabilities, foster youth, and homeless students show disparity.

- To ensure all students demonstrate proficiency/mastery of the State Content Standards (SCS), ongoing professional development is needed for both certificated and classified staff. Input from staff indicates professional learning is needed to further the connection between the SCS, pedagogy, and appropriate technology tools. Additional areas include comprehensive assessment practices, research-based ELD instructional strategies, K-2 early literacy and numeracy, and integrating SEL into instructional practices.

- To ensure all students demonstrate proficiency/mastery of the SCS, up-to-date standards-aligned materials and resources must be available to all students. The EGUSD Comprehensive Curriculum Acquisition Plan, which is aligned to the District's State Content Standards Strategic Plan, targets and prioritizes curriculum needs. Areas of need include, but are not limited to, K-12 Mathematics, K-6 VAPA, 5-8 comprehensive sexual health education, and AP (Mathematics, Science, and Social Science).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Assignment: Percentage of teachers appropriately assigned and fully credentialed/certified in the subject areas in which they teach	99% in 2019-20	99% in 2020-21 2021-22 outcomes will be available in summer 2022			100% of teachers appropriately assigned and fully credentialed/certified in the subject areas in which they teach
Instructional Materials: Percentage of students with access to standards-aligned instructional materials	100% in 2019-20 100% in 2020-21	100% in 2021-22			100% 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, physical education (PE), Health, School Library, CTE, VAPA, and World Language	66% in 2018-19 N/A in 2019-20	N/A in 2020-21 2021-22 outcomes will be available in summer 2022			80% of teachers reporting full implementation of SCS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A broad course of study will be measured by:					
Percentage of elementary students provided English, Mathematics, Social Science, Science/Health, VAPA, and PE instruction	82% in 2018-19 83% in 2019-20	85% in 2020-21 2021-22 outcomes will be available in summer 2022			100% of elementary students provided English, Mathematics, Social Science, Science/Health, VAPA, and PE instruction
Percentage of middle school students who had taken an Honors/Accelerated or AVID course upon promotion to high school	57% in 2019-20 56% in 2020-21 (preliminary)	56% in 2020-21 53% in 2021-22 (preliminary) Final 2021-22 outcomes will be available in summer 2022			65% of middle school students who had taken an Honors/Accelerated or AVID course upon promotion to high school
Percentage of high school students enrolled in Honors and AP/IB courses	47% in 2019-20 47% in 2020-21 (preliminary)	47% in 2020-21 42% in 2021-22 (preliminary) Final 2021-22 outcomes will be available in summer 2022			60% of high school students enrolled in Honors and AP/IB courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	-3.2 DFS in 2020-21 2021-22 outcomes will be available in summer 2022			18 DFS in ELA as measured by CAASPP
CAASPP Mathematics: DFS in Mathematics as measured by CAASPP	-19.6 DFS in 2018-19 N/A in 2019-20 N/A in 2020-21	-30.9 DFS in 2020-21 2021-22 outcomes will be available in summer 2022			-9 DFS in Mathematics as measured by CAASPP
CAASPP Science: DFS in Science as measured by CAASPP	-13 DFS in 2018-19 N/A in 2019-20 N/A in 2020-21	N/A in 2020-21 2021-22 outcomes will be available in summer 2022			-3 DFS in Science as measured by CAASPP
EAP in ELA: Percentage of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 ELA CAASPP	63% in 2018-19 N/A in 2019-20 N/A in 2020-21	64% in 2020-21 2021-22 outcomes will be available in summer 2022			70% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 ELA CAASPP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP in Mathematics: Percentage of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 Mathematics CAASPP	40% in 2018-19 N/A in 2019-20 N/A in 2020-21	45% in 2020-21 2021-22 outcomes will be available in summer 2022			50% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 Mathematics CAASPP
Progress Toward English Proficiency: Percentage of English learner students making progress toward English proficiency as measured by English Learner Progress Indicator (ELPI) levels	48.7% in 2018-19 N/A in 2019-20 N/A in 2020-21	55.8% in 2020-21 2021-22 outcomes will be available in summer 2022			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)	10.5% in 2020-21 2021-22 outcomes will be available in summer 2022			Maintain at least 15% of ELs reclassified
A-G Completion: Percentage of students meeting A-G requirements upon graduation	54% in 2019-20 (Class of 2020)	55% in 2020-21 2021-22 outcomes will be available in summer 2022			58% of students meeting A-G requirements upon graduation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Sequence Completion: Percentage of students completing CTE sequence upon graduation	16% in 2019-20	22% in 2020-21 2021-22 outcomes will be available in summer 2022			25% of students completing CTE sequence upon graduation
A-G and CTE Sequence Completion: Percentage of students meeting A-G requirements and completing CTE sequence upon graduation	12% in 2019-20	17% in 2020-21 2021-22 outcomes will be available in summer 2022			20% of students meeting A-G requirements and completing CTE sequence upon graduation
AP/IB Exams: Percentage of students passing an AP/IB exam upon graduation	29% in 2019-20	27% in 2020-21 2021-22 outcomes will be available in summer 2022			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.	$332,962,87	Y

Action #	Title	Description	Total Funds	Contributing
2	Professional Learning	Provide ongoing training in various key content areas (ELD, Next Generation Science Standards (NGSS), History/Social Science) and instructional strategies, and mindsets (e.g., Outward Mindset (Arbinger), equity concerns, cultural competencies) to support low-income EL/ Redesignated – Fluent English Proficient (RFEP), foster youth, and homeless students/families.	$4,206,317	Y
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 EL Strategic Plan.	$10,953,104	Y
4	Students with Disabilities Instructional Support This was moved to Goal 5, Action 1	Provide students with disabilities instruction support and resources to promote academic achievement as appropriate to supplement each student's IEP. Special education supplemental/concentration activities are non-IEP supports and services principally directed toward low-income students.	$21,337,087	Y
5	Non-Low Income Instructional Support for IEPs This was moved to Goal 5, Action 2	Provide non-low income students with disabilities instructional support and resources to promote academic achievement in accordance with IEP needs.	$130,259,002	N
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, Middle Years Programme (MYP), counseling/guidance.	$17,238,900	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

Action #	Title	Description	Total Funds	Contributing
8	Original: Foster and Homeless Support Updated to: Homeless Support A portion of this was moved to Goal 5, Action 3	Original: Provide professional and support staff for foster youth, homeless, and neglected students, such as social workers, guidance technicians, and counseling technicians. Updated to: Provide professional and support staff for homeless students, such as social workers, regional team program technicians, and counselor.	$2,444,907	Y
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
10	Site-based Supplemental/ Concentration Funding	Supplemental programs and services for K-12 such as staffing, professional development, academic intervention, extended learning opportunities, instructional materials, and family and community engagement	$4,683,783 (2019-20 amount)	

Goal Analysis for 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.

Due to the continued pandemic conditions, 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 as they transitioned from distance learning back to an in-person learning environment.

The Department of Curriculum & Professional Learning and additional district staff provided a virtual preservice session that included a keynote speaker and over 60 professional development sessions for teachers to choose from. All sessions were organized under district goals and provided individual choice. Teacher training throughout the year included technology integration supporting teachers to increasingly access the available online curriculum components, the use of assessments both embedded in existing curriculum and those that are part of the Illuminate student assessment system, targeted instruction, and support to all content areas. Content specialists and instructional coaches provided close to 700 professional learning opportunities throughout the school year to meet the individual needs of teachers and staff.

The Department of English Learner Services continued to provide resources covering designated and integrated ELD, with regularly updated best practice examples, training videos, and other support materials. For EL newcomers, the Department of English Learner Services collaborated with the Department of Family & Community Engagement to assist families in the transition to the country and to help teachers connect to newcomer students and families (Sacramento County being the largest resettlement area in the United States for refugees from Afghanistan). EL instructional coaches continued to provide teacher check-ins, office hours, co-teaching, demonstrations, and professional development when they were not substitute teaching to offset teacher vacancies due to COVID-19 related absences.

Students returned to full, in-person learning for the 2021-22 school year. Students with disabilities were provided enhanced access to social emotional supports and academic intervention. As a result of staff shortages and quarantines, significant efforts were made to maintain and exceed related services levels to address regressions that might have developed during the time period of distance learning and service models.

Support for foster youth and homeless students continued through educational case managers and support staff. Staff facilitated needs assessments, ongoing outreach, referrals and access to mental health supports. Support also included virtual student, family and collaborative team meetings. Foster youth services and homeless education program staff also received trauma-informed care and educational rights training and consultation to best support these student groups. Academic intervention and support for foster youth was provided virtually by Foster Youth Services tutors and contracted tutoring providers.

High school students were given the opportunity to participate in high-quality summer school for credit recovery and course acceleration through in-person and independent study 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 five 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.

Expansion of educational equity instructional coaching and training was postponed due to the staffing and substitute shortages impacting the State. One full-time equity coach was hired in spring 2022. A team of 12 equity coaches is planned to be hired for the 2022-23 school year to allow for more opportunities for instructional coaching support, facilitating equity-based conversations with students, families and staff and professional learning at the school site level.

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

Actions 1, 7, and 8 were on target at mid-year.

Actions 2, 3, 4, 5, 6, 9, and 10 were "delayed implementation, partial implementation expected by the end of the year."

An explanation of how effective the specific actions were in making progress toward 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 five strategic goals (Strategic Goal 2).) A summary of the successes and challenges of the District's major Strategic Goal 1 programs/services is noted below:

- Class size reduction: Smaller class sizes allowed teachers to allocate more attention to students who may need additional time or support through differentiation or follow up efforts to maintain sufficient progress on meeting or exceeding academic content standards.

- 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 2021-22 year was spent creating trainings for teachers that will be delivered in the 2022-23 school year and principals continued to practice their observation skills. 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 twelve school sites, and full usage across the District was pushed to 2022-23 due to COVID-19.

- Curriculum/Program Specialists and Instructional Coaches: K-3 Early Literacy/Numeracy: During the 2021-22 school year, Early Literacy and Numeracy training was offered after contract hours for salary credit or compensation. Due to the ongoing substitute shortage, providing release time to primary teachers during the school day was not possible. Fourteen training sessions were held with 548 participants attending outside of their contract hours. To further the work with The Science of Reading, formalized training using Language Essentials for Teachers of Reading and Spelling (LETRS) was conducted. 209 participants received training in 2021-2022 and 239 participants have been trained to date. In addition, 24 staff members have been certified to provide LETRS training in EGUSD. LETRS provides knowledge and tools that teachers can apply to a wide variety of curricula and instructional strategies. Current student data with phonics and phonemic awareness demonstrates growth in students which is attributed to the changes in teacher practices.

- Curriculum/Program Specialists and Instructional Coaches: English Learner Services: 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 2021-22, past data show steady improvements over time. 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. Based on feedback from families, school sites, and students, the Department of English Learner Services staff was able to adjust and add professional development opportunities specific to ELs through the Zoom platform. Zoom and the highlighted needs of EL students and families allowed for higher professional development attendance than in previous years.

- Students with Disabilities Instructional Support: Students with disabilities had access and engaged in academic interventions and social emotional supports that assisted them through the transition back to in-person learning. Enhanced MTSS staff and greater access to intervention teachers supported the transitional experience for students and families.

- Non-low Income Instructional Support for IEPs: As a result of additional support applied to specialized academic instruction and academic interventions, students continued to progress, realize IEP goals, and advance to higher levels of course work.

- 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 89.5% for the Class of 2021, but is lower than the Class of 2020 at 93.1%, and slightly lower than the Class of 2019 at 90.5%. 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 foci, 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.

- CTE/CPA Program Course Development: Efforts to increase the District's CCI status are demonstrated in the change to the graduation requirements to align with the various indicators as established by the State. CTE pathways and academies are moving towards 10-12 grade realignment to better support sequence completion and capstone course completion in the senior year. The District continued its effort to increase the number of students obtaining early college credits as additional articulation agreements with the local community colleges are signed each year. Through the use of ABL and EOS, the District is able to analyze the master schedule and increase access for all student populations to rigorous coursework and A-G completion.

- Foster Youth Support: The expansion of support services has broadened the overall network provided to foster youth students and families. There has been a focused goal to increase foster youth staff and site administrator understanding of foster youth laws and practices. This in turn will better enable them to educate students and families on these very important topics. Staff 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 policy/practice 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 (policy/practice knowledge will be assessed again in spring 2022). 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 Dashboard data). While District 2021 ELA scores declined by 5 percentage points compared to 2019, foster youth student results increased by 5 percentage points. District 2021 Mathematics scores declined by 4 percentage points, and foster youth declined the same amount. 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).

- Homeless Support: The additional homeless guidance technician support has facilitated increased direct services for homeless students and their families. Staff from the Student and Family Empowerment (SAFE) office effectively support students' basic needs as well as academic, social emotional, and behavioral needs.

- Equity: At the close of the 2021-22 school year, EGUSD has a more coherent vision for addressing educational equity using a targeted universalism strategy. The Division of Education Services & Schools has focused on increasing the collaboration and coordination across all departments and elementary and secondary education. The District also leveraged COVID-19 relief monies to expand educational equity staffing to support the implementation of equity actions and services across all school sites.

- Site-based Supplemental/Concentration Funding: Site allocations for supplemental programs and services are used to address site priorities as documented and evaluated in each of the District's 67 site plans. Site plans address areas of need based on a review of data, a cause analysis, and input from site staff, school site councils, and site English Learner Advisory Councils (ELAC). Site LCAPs are structured in alignment with the District's LCAP focusing on the District's Strategic Goals. District program administrators review and approve the plans. Note: The online plan template and functional review usability features make the review-feedback-adjustment-approval process interactive and seamless.

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.

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.

Because the District has been in Differentiated Assistance due to the foster youth and students with disabilities groups for three years, the District created a new goal, Goal 5, specific to the needs of these student groups. Actions specifically related to these two student groups (Actions 4, 5, and a portion of 8) were moved to Goal 5. Additional targeted actions for these two student groups, plus targeted actions for African American students, were added to Goal 5.

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

Goal #	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 school climate data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Data and Program Evaluation: Number of identified PIC measures developed and operational (of 15 programs) Original: 12 Programs: PBIS, EL, Family and Community Engagement, CTE, Special Education, Attendance Improvement, Foster Youth, Homeless, MTSS, Equity, Instructional Coach, Teaching and Learning Adjusted: 15 Programs: PBIS, EL, Family and Community Engagement, CTE, Special Education, Attendance Improvement, Foster Youth, Homeless, MTSS, Equity, Teaching and Learning, Social Emotional Learning, AVID, Expanded Learning, CCGI	2 programs in 2019-20 5 programs in 2020-21 (impacted by COVID-19)	10 programs in 2021-22 (preliminary)			Original: 12 PIC measures developed and operational Adjusted: 15 PIC measures developed and operational

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessment System: Test participation rate on districtwide assessments	67% on K-1 in 2018-19 N/A in 2019-20	88% at least one required assessment 64% all required assessments in 2021-22 (preliminary, by mid-year)			95% test participation rate on districtwide assessments
Data Reports: Percentage of identified reports developed and operational	5% in 2019-20 5% in 2020-21	5% in 2021-22			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.	$301,961	Y
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 for 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.

After more than a year of curtailed PIC data collection due to COVID-19, PIC development and measurement activities returned in 2021-22. Implementation measures will be produced for various programs by the end of the year and will evolve and expand in 2022-23.

Planning was underway to more deeply understand the PIC output data set, its intent, data analysis, and usage within the cause analysis process was postponed during the pandemic primarily due to the substitute teacher shortage resulting in school day teacher and administrator training not being an option. Credentialed staff members originally assigned to support this work became the teachers of record for classes at Elk Grove Virtual Academy. This change eliminated all production and training that was intended for administrators, teachers, families, and students. Site leaders were provided a brief overview of the four areas of Assessment Literacy and the work will continue into the 2022-23 school year.

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

Action 1 was on target at mid-year.

Action 2 was "delayed implementation, partial implementation expected by the end of the year."

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

- Evaluation Support: The District continued to make progress in bringing program evaluation to scale. Evaluation strategies for high-impact educational programs are in place. Ongoing formative and summative program evaluation processes are established for each strategic goal. The District continues to make notable progress in program leaders' and principals' understanding of the Decision-Making Model—the District's continuous improvement model—goal setting, progress monitoring, and communicating results. The development of the Program Implementation Continuum (PIC) rating system for the major educational program efforts will assist school leaders in monitoring program components and quality expectations of their 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 and 2020-21 years were curtailed due to COVID-19. In addition, the major student assessments were waived by federal and state authorities (CAASPP and ELPAC assessments) and other outcome measures were altered due to adjustments and impacts to the educational settings caused by COVID-19 (e.g., attendance rate, discipline rate). Consequently, the District could not fully evaluate the relationship between program implementation and student outcomes as intended for the 2019-20 and 2020-21 years. However, for 2021-22, the District is back on schedule and will produce 12 program PICs by August of 2022. Regarding school planning and evaluation, improved SPSA development and review protocols were put into place to enhance site planning, evaluation efforts, and improvement processes. Program staff use an annual comprehensive continuous improvement timeline, termed 12MCI—or 12-Month Continuous Improvement—to assist principals with their annual planning cycle by identifying for them progress benchmarks and providing planning tools and resources. Other SPSA efforts included refining and clarifying how to set goals, develop associated actions, and measure

and monitor inputs, outputs, and outcomes to evaluate their efforts. This provided district and site leaders more clarification and understanding to be better able to develop, monitor, and assess the success of specific actions.

- Assessment Support: Professional development specific to formative, interim, and summative assessments 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 assessments were created and full implementation of ELA and Mathematics interim assessments were made available for districtwide release. Training to support the meaningful use of data was provided to site leaders, knowing that development and implementation of additional assessment training experiences will continue into subsequent school years.

These actions were effective in achieving Goal 2, that students will benefit from programmatic evaluation and student assessment. The feedback systems that are in place for program and students allow for continuous improvement of our programs and of student learning.

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.

During the 2021-22 school year an Illuminate Trainer of Trainer (ToT) model was implemented with participants from all 67 school sites. ToT members included a site administrator and a certificated staff member. Trainers attended district-provided meetings that focused on knowledge acquisition and the use of resources. The knowledge and resources were then used at the site level to best meet their individual needs. In addition, a Facilitator of Instructional Teams (FIT) group was formed to specifically address the needs of all Kindergarten, first, and second grade teachers at all 42 elementary schools. The team met five times throughout the year and focused on interpreting data, acquiring effective facilitation skills, and troubleshooting K-2 interim assessments.

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

Goal #	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.

While district data trends indicate overall incremental and continuous increases in high school graduation rates, decreases in middle and high school dropouts (until impacted by COVID-19), and decreasing suspensions/expulsions; disparities among specific student groups exist (foster youth, homeless, low-income, EL, students with disabilities, 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 Collaborative for Academic, Social, and Emotional Learning (CASEL) framework to guide and develop social emotional learning within MTSS.
- Expanding Foster Youth Services.
- 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)	0.13% in 2020-21 2021-22 outcomes will be available in summer 2022			Maintain 0.2% or better middle school dropout rate
High School Dropout Rate	3.8% in 2018-19 3.0% in 2019-20 (COVID-19 impacted)	5.5% in 2020-21 2021-22 outcomes will be available in summer 2022			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)	89.5% in 2020-21 2021-22 outcomes will be available in summer 2022			95% graduation rate
Suspension: Percentage of students suspended	5.0% in 2018-19 3.1% in 2019-20 (COVID-19 impacted)	0.1% in 2020-21 2021-22 outcomes will be available in summer 2022			3.5% of students suspended

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion: Percentage of students expelled	0.05% in 2018-19 0.03% in 2019-20 (COVID-19 impacted)	0.0% in 2020-21 2021-22 outcomes will be available in summer 2022			Maintain 0.03% or better of students expelled
School Climate: Average favorability rating as measured by EGUSD's Climate survey, which is comprised of the four constructs: 1. School Connectedness/Sense of Belonging 2. Climate of Support for Academic Learning 3. Knowledge and Fairness of Discipline, Rules, and Norms 4. Safety (Original LCAP plan did not list the detailed constructs)					
Students	71% in 2019-20	74% in 2021-22			80% average favorable climate rating from students
Parents	87% in 2018-19 N/A in 2019-20 due to COVID-19	N/A in 2021-22 2021-22 outcomes will be available in summer 2022			95% average favorable climate rating from parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff	82% in 2019-20	79% in 2021-22			90% average favorable climate rating from staff
SEL: Average favorability rating as measured by EGUSD's SEL survey, which is comprised of the 5 CASEL competencies: 1. Self-awareness 2. Self-management 3. Social Awareness 4. Relationship Skills 5. Responsible Decision Making (Original LCAP plan included editing error, listing Climate constructs rather than SEL constructs)	75% in 2019-20 77% in fall 2020	72% in winter 2022			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% in 2020-21 2021-22 outcomes will be available in summer 2022			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
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

Goal Analysis for 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.

As students returned to in-person learning, actions/services were adjusted to assure that low-income, EL, foster youth, and homeless students and families were supported during this transition.

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

Actions 2 and 3 were on target at mid-year.

Actions 1 and 4 were "delayed implementation, partial implementation expected by the end of the year."

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

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

- MTSS/PBIS Implementation: All students continued to have access to behavioral health support as part of the MTSS process at each of the District's school sites. PBIS training continued for each school site and five schools participated in a pilot using the MTSS Module

as part of the student information system. Implementation of Tier 1 schoolwide PBIS activities has improved, with 33 schools increasing their Tier 1 Tiered Fidelity Inventory (TFI) scores. On average, Tier 1 scores improved by 8 percentage points. Full implementation of the MTSS module will occur in the 2022-23 school year. A program evaluation is in place to comprehensively measure PBIS implementation, track progress over time, and assess its relationship with student outcomes. The Tiered Fidelity Inventory (TFI) 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.

- PBIS Signage and Student Recognition: Visual cues and reminders of respectful and courteous behavioral were helpful as students transitioned back to campus and funds for student recognition supported PBIS implementation.

- Mental Health/SEL Support and Training: District trainings on Social Emotional Learning, Youth Mental Health First Aid, Trauma Informed Care and Suicide Awareness and Prevention, continue to increase staff understanding and ability to support the mental health needs of students. District Wellness Providers (counselors, school psychologists, mental health therapists, social workers and behaviorist) were trained in using the MTSS Module integrated in the District's student information system to assist in identifying students in need of tier 2 and tier 3 supports and develop a comprehensive team approach in developing an individual mental health support plan for students in need. District and site Wellness Providers continue to provide direct services through group and individual counseling as well as push-in SEL support in the classroom.

- 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. 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. 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 resources also directly and positively impacted the breakfast programs that serve thousands of the District's low-income elementary students. The provision of 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.

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 site staff were eager to welcome students back on campus this year, providing an inviting campus with positive school climate. Expanded social emotional and mental health supports for students addressed and helped alleviate the challenges caused by the pandemic.

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

The District continues to develop MTSS. Starting next year, all schools will utilize the MTSS Synergy module to assist in building and progress-monitoring individual student MTSS plans. School site staff will receive training in the MTSS module and all staff will receive an MTSS overview training. The District is hiring MTSS intervention specialists at the elementary level to assist in coordinating MTSS at the school site as well as deliver MTSS Tier 2 supports and services. There are two pilot programs planned for this coming school year. SEL

curriculum is being piloted at the elementary and secondary levels. There also is a pilot project that will examine the use of a universal screener with a focus on increasing levels of proactive academic, behavioral, and social emotional support. The District continues to examine current structures of support for students with mild-to-moderate disabilities and to explore co-teaching implementation. For students with moderate-to-severe disabilities, the District continues to transition to a level structure, in which students with various disabilities are served within a single self-contained classroom. The Special Education PreK program continues to expand its inclusion and integration implementation.

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

Goal #	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 (until impacted by COVID-19 when student outcomes were negatively impacted), though disparities among specific student groups exist (foster youth, homeless, low-income, EL, students with disabilities, African American, Hispanic, Pacific Islander, and Native American/Alaskan Native).

- Feedback from parents and community members indicates a need to focus on strategies to increase opportunities for parents to be actively and meaningfully engaged in their child's learning, in their social-emotional well-being, and in the planning and decision-making at both the school- and district-levels. Feedback also indicates the need to make the complexities of schools and a large school district simpler to understand and navigate.

- A clearly-defined model of effective parent, family, and community partnerships is in place, implementation is in the initial phases and measures of implementation at the site level have been developed. The model will be accompanied by a short/long range strategic plan that includes evaluative strategies and identified metrics.

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Input in decision making: Percentage of parents indicating effective opportunities for parent input in making decisions for schools or the district	76% in 2018-19 N/A in 2019-20 due to COVID-19	N/A in 2020-21 2021-22 outcomes will be available in summer 2022			82% 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: Attendance Improvement Office	Provide staffing for Attendance Improvement Office to give assistance to sites, students, and parents in support of regular student attendance	$724,158	Y
3	Bilingual Teaching Associates	Provide BTA staffing and training to effectively communicate with parents.	$1,465,594	Y
4	Family & Community Engagement	Provide staffing for the Department of Family & Community Engagement to provide outreach to families, provide training, and build strong partnerships with parents	$982,480	Y

Goal Analysis for 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.

Due to the ongoing adjustments associated with the continued pandemic, many Goal 4 actions/services were adjusted to assure that low-income, EL, foster youth, and homeless students and families were supported as they transitioned from distance learning back to an in-person learning environment, including periods of school absences due to quarantines and illnesses.

The Department of English Learner Services' bilingual teaching associates (BTAs) continued to provide translation and interpretation services for district departments and schools, but with the added workload from the adjustment from distance learning back to in-person, including documents, communications, and services required for the unique and changing situation. Support continued for translations for videos, parent calls, check-ins with students and families, lessons, supporting newcomer and refugee students, supporting EL students readjusting to in-person learning, virtual home visits, and Individualized Education Program documents for students with disabilities. BTAs also supported the newcomer welcome centers in collaboration with the Department of Family & Community Engagement.

The Department of Family & Community Engagement supported parents and students in a variety of ways upon Elk Grove's return to full in-person learning. The department developed and provided relevant online family-friendly resources focused on social emotional learning and community resources. Family & Community Engagement staff created and offered a new family wellness series focused on assisting parents to learn how to help their children cope with stress and anxiety. They also facilitated professional learning focused on building relationships and welcoming families back to school, enhancing communication with all families, to support the District's numerous home languages and to help the most vulnerable families get connected back to school.

To support families, the Attendance Improvement Office, the Department of Family & Community Engagement, and school staff have continued to follow up on absences, make connections between home and school for the most vulnerable families, and provide families resources to help get their children to school on time and attend school every day. In 2021-22 an organizational adjustment was made to expand the Attendance Improvement Office within the Department of Family & Community Engagement Department. With the hiring of a program specialist focused on attendance and enrollment, EGUSD will be able to provide targeted support and professional development to the schools with the lowest attendance rates. The Department of Family & Community Engagement will also hire nine regional family, school, community liaisons. These liaisons will help bridge the gap between home and school and connect families with resources to help improve attendance and decrease chronic absenteeism. This served to shift the service model from informing parents of their responsibility to comprehensive whole-child and family support.

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

Actions 1, 2, and 3 were on target at mid-year.

Action 4 was "delayed implementation, partial implementation expected by the end of the year."

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

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

- Transportation: Given the continued and varied COVID-19 case rates and associated illnesses and quarantines throughout the year, student absence rates were much higher than normal. The provision of transportation services for low-income students helped to provide resources for students to attend school and bolster attendance rates during this challenging year. Attendance correlates with academic success, and despite the nationwide bus driver shortage and COVID impacts to the department, EGUSD made extraordinary efforts to ensure the transportation department was structured, organized, and staffed in order to transport applicable students to school for learning and instruction.

- Attendance Improvement Office: In 2020-21, implementation of attendance improvement interventions declined over the previous year as a result of the COVID-19 pandemic. However, the use of attendance improvement interventions was still found to be associated with short-term improvements in attendance for individual students. In examining the correlation between implementation and attendance outcomes, it was found that greater implementation was related to an increased attendance rate and a lower chronic absenteeism rate. Organizational changes occurred in July 2021 that moved the Attendance Improvement Office from the Department of Student Support & Health Services to the Department of Family & Community Engagement. 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.

- Bilingual Teaching Associates: Sites with BTAs reported increased parent participation at school events, feedback opportunities, and increased access to information and support. BTAs received monthly training that addressed such topics as interpretation skills, Outward Mindset, intercultural awareness, welcoming schools (with the Department of Family & Community Engagement), the refugee experience, educational equity (with the Department 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 Department of English Learner Services 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, site EL coordinators, 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.

- Family and Community Engagement: In summer 2021, teachers conducted 5,034 welcome back to school positive virtual bridge visits. These virtual visits allowed families and teachers the opportunity to reconnect. The positive visits provided families with comfort that it was safe to send their children back to school. This type of visit provided teachers with the ability to learn about the families' hopes and dreams for their child, teachers were able to meet their new students before school started and learn what they enjoy doing outside of school. This opportunity helped build trust between the home and school and allowed students and families to feel more comfortable when returning to full in-person learning. If needed, interpretation was provided on the visit, allowing families to speak in their home language. The Department of Family & Community Engagement also began to expand in winter 2022. A family resource teacher and a bilingual program educator were hired to support all newcomer and refugee students and families in the district. The department also

hired two MHTs, one of whom is bilingual. These new hires are creating resources and support groups to help families learn how to better support their children both at home and at school.

These actions were effective in achieving Goal 4: All students will benefit from programs and services designed to inform and engage family and community partners. Direct outreach was needed for parents/families, particularly newcomer families, to help families feel comfortable sending their children back to in-person learning. The programmatic adjustments and the strong partnership between the departments of Family & Community Engagement and English Learner Services were very impactful and effective. Being able to provide communication in various languages helped keep families informed throughout the year. Evidence to support this statement is found within the numerous surveys conducted throughout the school year.

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

The Department of Family & Community Engagement plans to study and analyze the impact targeted support plays for elementary schools that have the lowest attendance. The department created a plan that will include messaging and professional learning to expand support to schools that have low attendance. In collaboration with the Department of Research & Evaluation, a plan will be created to measure and analyze attendance rates at the 12 lowest-attended elementary schools.

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

Goal #	Description
5	Targeted Supports: Students with Disabilities, Foster Youth, and African American students will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities Disparity Aggregate risk ratio of all student LCAP metrics, denoting X times less likely to perform or occur as favorably as non-students with disabilities students	0.44 in 2020-21 56% less likely to occur as favorably as non-students with disabilities students	2021-22 outcomes will be available in summer 2022			0.60 in 2023-24 40% less likely to occur as favorably as non-students with disabilities students
Foster Disparity Aggregate risk ratio of all student LCAP metrics, denoting X times less likely to perform or occur as favorably as non-Foster students	0.51 in 2020-21 49% less likely to occur as favorably as non-foster youth students	2021-22 outcomes will be available in summer 2022			0.75 in 2023-24 25% less likely to occur as favorably as non-foster youth students
African American Disparity Aggregate risk ratio of all student LCAP metrics, denoting X times less likely to perform or occur as favorably as non-African American students	0.62 in 2020-21 38% less likely to occur as favorably as non-African American students	2021-22 outcomes will be available in summer 2022			0.85 in 2023-24 15% less likely to occur as favorably as non-African American students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Targeted Students with Disabilities Support Previously Goal 1, Action 4	Provide students with disabilities instruction support and resources to promote academic achievement as appropriate to supplement each student's IEP. Special education supplemental/concentration activities are non-IEP supports and services principally directed toward low-income students. Data and program analysis and ongoing MTSS training specific to disproportionality of African American students in special education programs. Regionalize service model to calibrate programmatic services for students and increase proportional time of inclusion settings. Expand affinity and/or peer support groups for students with disabilities.	$21,337,087	Y
2	Targeted Non-Low Income Students with Disabilities Support Previously Goal 1, Action 5	Provide non-low income students with disabilities instructional support and resources to promote academic achievement in accordance with IEP needs.	$130,259,002	N
3	Targeted Foster Support Previously part of Goal 1, Action 8	Provide professional and support staff for foster youth and neglected students, such as social workers, regional team program technician, and counselor. Provide support for collaborative community events (police officers, fire department) and year-end student awards and recognitions. Implement additional credit recovery options at all comprehensive high schools for foster and homeless students.	$2,444,907	Y

Action #	Title	Description	Total Funds	Contributing
4	Targeted African American Support	Expand contracted support programs provided by community organizations to provide culturally affirming social-emotional and academic support to African American students (such as African American Achieves, Earth Mama Healing, Edupreneurs, Improve Your Tomorrow, and Raising Youth Resilience). Expand affinity and/or peer support groups for African American students (such as Black Student Unions, safer spaces) and provide support for black student events, activities, and advocacy, as well as staff training for support of these groups/programs. Expand targeted family programs (such as Families of Black Students United (FBSU), Black Excellence Family workshops, black family outreach and advocacy, and black community partnerships).	$	Y
5	Targeted Master Scheduling Prioritization	Adjust course scheduling procedures to prioritize equitable access to Honors, AP/IB, CTE, and A-G courses for students with disabilities, Foster, and African American students (such as A Better Lens (ABL), Equal Opportunity Schools (EOS)), and provide support for students to perform well in courses.	$	
6	Targeted Academic Support	Expand AIT staffing to deepen MTSS implementation and provide Facilitators of Instructional Teams (FIT) training to grades K-6 teachers to primarily support students with disabilities, foster youth, and African American students academically, and to reduce special education identification. The focus is on analyzing data, targeting instruction, and communicating progress to parents as well as instructional support teams.	$	

Goal Analysis for 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.

New goal requirement was added for 2022-23. Analysis of the 2022-23 goals will occur during the 2023-24 update cycle.

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

New goal requirement was added for 2022-23. Analysis of the 2022-23 goals will occur during the 2023-24 update cycle.

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

New goal requirement was added for 2022-23. Analysis of the 2022-23 goals will occur during the 2023-24 update cycle.

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.

New goal requirement was added for 2022-23. Analysis of the 2022-23 goals will occur during the 2023-24 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

Required Percentage to Increase or Improve Services for the LCAP Year

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

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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. The achievement gap persists: 16%, 25%, and 39% of EL, foster youth, and low-income students met ELA standards, respectively, while 51% of all students met ELA standards. Similarly, 17%, 10% and 29% of ELs, foster youth, and low-income students met Mathematics standards, respectively, while 41% of all students met Mathematics standards.

In order to address this condition of EL, foster youth, and low-income students, class 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). Low-income students with disabilities are provided with non-IEP supplemental activities (previously Strategic Goal 1, Action 4; currently Strategic Goal 5, Action 1). These are designed to improve the quality of teaching and learning. To address EL, foster youth, and low-income students' needs, expanded learning opportunities for academic intervention and academic recovery (Strategic Goal 1, Action 6; Strategic Goal 5, Action 6), Honors, AP/IB, CTE, and A-G course (Strategic 1, Action 7; Strategic Goal 5, Action 5) that offer high rigor and alternative programming will help students positively engage in their learning experiences and ultimately 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; and Strategic Goal 5, Action 3). Through the work of the Department 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 actions in alignment with the District's plan are being implemented and evaluated. (Strategic Goal 5, Action 4).

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. Because of the significantly lower achievement levels of EL, foster youth, and low-income students, and because the actions address needs most closely 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 students) have broadened and improved the overall service network provided to targeted students. Staff training focused on programmatic and legal matters specific to foster youth and homeless students. Staff survey data specific to 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, will be assessed again in spring 2022).

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 the best way to assess district efforts and impacts on targeted students was to put in place robust monitoring and evaluation systems. In order to continue to support targeted students who consistently showed lower 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). 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 2). The use of formative and interim assessments will be crucial for optimally adjusting 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 2), will support higher levels of student achievement.

These actions are being provided on an LEA-wide basis and the District anticipates 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 program evaluation actions have shown improved implementation of the District's continuous improvement process, the Decision-Making Model (DMM). The continuous improvement process was enhanced by conducting evaluations of large-scale programs. This was accomplished by using a formalized review process with district leadership staff, and making timely programmatic adjustments. There continues to be success in creating and sustaining 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 were released to principals in the 2019-20 school year with four programs: EL, PBIS, family and community engagement, and CTE. Principals embraced this concept and are working to improve school implementation measures associated with these four programs. With the PIC development process systematized, staff from the Department of Research and Evaluation and program managers continue development PIC measures on additional programs and are doing so with increased efficiency.

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 specific to formative, interim, and summative assessments provided to members of curriculum steering committees and a comprehensive communications strategy to all teachers and administrators has built knowledge and awareness of the beneficial uses of the District's assessment system (Illuminate). During the 2021-22 school year an Illuminate Trainer of Trainer (ToT) model was implemented with participants from all 67 school sites. ToT members included a site administrator and a certificated staff member. Trainers attended district-provided meetings that focused on knowledge acquisition and the use of resources. The knowledge and resources were then used at the site level to best meet their individual needs. In addition, a Facilitator of Instructional Teams (FIT) group was formed to specifically address the needs of all Kindergarten, first, and second grade teachers at all 42 elementary schools. The team met five times throughout the year and focused on interpreting data, learning facilitation skills, and troubleshooting K-2 interim assessments. K-12 assessments in ELA and Mathematics were implemented and data was used to provide targeted instruction.

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 students with disabilities). The Class of 2021 rate for EL students is 79.5% which is 10 percentage points lower than all students (89.5%). The graduation rate for foster youth students is 72.7%, which is 16.8 percentage points lower than all students, and the graduation rate for low-income students is 87.1%, which is 2.4 percentage points lower than all students. Suspension rates are higher for foster youth and low-income students (as well as African American students, homeless students, and students with disabilities). Fourteen percent of foster youth students and 12.4% of homeless students were suspended in 2019-20 (latest year of nearly complete non-COVID school year), 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.   Data also confirms positive perceptions of school climate are slightly lower for foster youth

(71%) and African American students (71%) than all students (74%). Positive SEL self-ratings are lower for EL (65%), foster your (63%) and low-income students (69%) than all students (72%).

In order to address the needs of EL, foster youth, and low-income students, the Multi-Tier Systems of Support (MTSS) Framework is in development. Within the MTSS Framework, PBIS will be implemented to support behavioral expectations within the classroom setting and to provide supportive behavior. The MTSS Framework also provides support for 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.

Increased efforts in Tier 1 implementation showed improved TFI scores for PBIS, 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 1 schoolwide PBIS activities had improved over several years. The 2018-19 PBIS PIC showed that increased implementation of Tier 1 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 overall SEL score for the District was 72%, a decrease from 76% in spring 2021 and 77% in fall 2020. By segment, SEL scores were 72% for elementary respondents (3 percentage point decrease from spring 2021), 71% for middle school respondents (6 percentage point decrease), 73% for high school respondents (2 percentage point decrease), and 71% for alternative and continuation school respondents (4 percentage point decrease).

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 students with disabilities). Latest data from 2021-22 show high chronic absenteeism for all students due to continuing COVID-19 illnesses and quarantines. By the mid-point of the 2021-22 year, the rate for foster youth was 43.4%, which is 13.4 percentage points higher than all students. The rate for low-income students is 37.1%, which is 7.1 percentage points higher than all students.

To address this condition of foster youth and low-income students, EGUSD developed and will continue to support school attendance through the Attendance Improvement Office which is designed to work with families to address barriers to school attendance with referrals to support services (Strategic Goal 4, Action 2). It also serves to coordinate transportation services to identified low-income students to improve attendance (Strategic Goal 4, Action 1). The Department of Family & Community Engagement 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, help them to maintain high academic standards and expectations and help them to fully understand the negative effects of chronic absenteeism on their children's futures.

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 was 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 Attendance Improvement Office, the Department of Family & Community Engagement, 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.

Past family and community engagement efforts showed increased interest in improvement of implementation. After the release of the family and community engagement PIC rating system in fall 2019, principals showed great interest in understanding and enhancing their family engagement efforts. Coupled with the recent expansion of the Department of Family & Community Engagement staff to eight, team members were able to meet this increased demand with direct support to schools and the parent community. After a pause due to COVID-19, the District resumed measures of program implementation for family and community engagement for 2021-22, including activities and outcomes from programs such as the Home Visit Program (HVP). Implementation and activity levels will be measured against outcomes related to improved family and community partnerships, such as attendance, chronic absenteeism, and parent self-reports of relationships with school staff, effective opportunities for school/educational involvement, and effective opportunities for parent input in making decisions for their school. The LCAP Needs Survey for 2021-22 showed high levels of satisfaction from parents (89%) and staff (93%) regarding regular communication from the school and teacher. Students were also highly satisfied with the communication between their parents and teachers (93%). However, parents (75%) and staff (72%) reported less satisfaction with ideas and tips on how to support academics in the home.

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

Strategic Goal 5 Actions

All Strategic Goal 5 actions are described above.

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 academic data show foster students improved 5 percentage points on ELA CAASPP to 25% meeting or exceeding standards. Mathematics CAASPP scores show foster students declining 4 percentage points, a decline on par with overall district results. Recent A-G completion data shows increases from 7% and 8% for the Classes of 2018 and 2019, respectively, to 28% for the Class of 2020 and 23% for the Class of 2021. 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 72.7% for the Class of 2021; and corresponding decreases in high school dropouts from 21.8%, to 20.5%, to 6.3% for the Class of 2020, but back up to 22.2% during the pandemic year for the Class of 2021. There were also dramatic decreases in the percentage of students suspended, 21% in 2018-19 to 14.4% in 2019-20 (though 2019-20 was not a full year). At time of writing, the year-to-date third quarter percentage of suspended students was 10.3% in 2021-22, which is 6.4 percentage points lower than the same time period in 2019-20. (The 2020-21 school year was primarily distance learning so there were very few suspensions across the entire district.)

English Learners

EL PIC measures are captured each year to assess program implementation. However, COVID-19 precluded many of the data collection activities required to derive the full implementation measure. The limited measures available for 2020-21 were not directly comparable to the prior year data as 2019-20 measures were nearly non-existent. Past data showed steady improvements over time and a positive relationship between EL program implementation and improved student achievement. The District will resume capturing full implementation measures by 2022-23.

Low-Income Students

Low-income students 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. However, in 2020-21, low-income students declined by 5 percentage points in ELA to 39% meeting standards, and by 4 percentage points in Mathematics to 29% meeting standards. Low-income students in grade 11 showed progress in demonstrating college preparedness in ELA from 45% in 2017-18 to 52% in 2018-19, to 56% in 2020-21; and in Mathematics from 23% in 2017-18, to 28% in 2018-19, to 36% in 2020-21 (though this may be a function of lower

than normal test participation in grade 11). Low-income students also showed improvement in A-G completion, from 42% for the Class of 2019, to 46% for the Class of 2020, to 48% for the Class of 2021 and increases in graduation rate from 89.2% for the Class of 2019, to 91.1% for the Class of 2020, but a decline to 87.1% for the Class for 2021 as students were impacted by the pandemic.

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 five strategic goals continue to be the central planning pillars and associated actions are the vehicles through which it is expected sustained improvements will occur primarily impacting foster youth, ELs, and low-income students.

Since implementation can be quantifiably measured and improvement documented for 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 demonstrated 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 continue to 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.

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

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

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

Instructions

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because 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* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 school-wide 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

● 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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:

  o **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.

  o **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.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

    - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)

  - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2021