Elk Grove Unified School District

LCAP Metrics

for Five Strategic Goals

September 2023

ELK GROVE UNIFIED SCHOOL DISTRICT

EGUSD Learning Vision

Every student learning in every classroom, in every subject, every day to prepare college-, career- & life-ready graduates

EGUSD Strategic Goals

High-Quality Curriculum & Instruction
All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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

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

Family & Community Engagement
All students will benefit from programs and services designed to inform and engage family and community partners.

Targeted Supports
Students who identify as Black/African American, students with disabilities, students in foster care, students experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

EGUSD LCAP Metrics

Strategic Goal 1: High-Quality Curriculum & Instruction	Strategic Goal 2: Student Assessment . and Program Evaluation	Strategic Goal 3: Wellness	Strategic Goal 4: Family & Community Engagement	Strategic Goal 5: Targeted Students
1. Teacher Assignment 2. Instructional Materials 3. Content Standards Implementation 4. Course Access (Elementary Subjects, Honors, AVID, AP/IB) 5. CAASPP ELA 6. CAASPP Math 7. CAASPP Science 8. EAP in ELA 9. EAP in Math 10. Progress Toward English Proficiency 11. Reclassification 12. A-G Completion 13. Career Technical Education 14. A-G Completion and Career Technical Education 15. AP/IB Exams	1. Data and Program Evaluation 2. Assessment System 3. Data Reports	1. MS Dropout 2. HS Dropout 3. Graduation 4. Suspension 5. Expulsion 6. School Climate 7. Social Emotional Learning 8. Facilities	1. Attendance 2. Chronic Absenteeism 3. Relationships Between School Staff & Families 4. Partnerships for Student Outcomes 5. Input in Decision Making	1. Students with Disabilities Disparity 2. Foster Student Disparity 3. African American Disparity 4. American Indian Disparity 5. Homeless Student Disparity

EGUSD Strategic Goal #1

High-Quality Curriculum & Instruction

All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

Desired Outcomes for 2023-24

1. **Teacher Assignment**
   - 100% of teachers appropriately assigned and fully credentialed/certified in the subject areas in which they teach.

2. **Instructional Materials**
   - 100% of students with access to standards-aligned instructional materials.

3. **Content Standards Implementation**
   - 80% of teachers reporting full implementation of State Content Standards (SCS) in ELA, Math, ELD, Science, History/Social Science, Physical Education (PE), Health, School Library, CTE, Visual and Performing Arts (VAPA), and World Language.

4. **Course Access**
   - 100% of elementary students provided English, Math, Social Science, Science/Health, VAPA, and PE instruction.
   - 65% of middle school students who had taken an Honors/Accelerated or AVID course upon promotion to high school.
   - 60% of high school students enrolled in Honors and AP/IB courses.

5. **CAASPP ELA**
   - 18 Distance From Standard (DFS) in ELA as measured by CAASPP.

6. **CAASPP Math**
   - -9 DFS in Math as measured by CAASPP.

EGUSD Strategic Goal #1

High-Quality Curriculum & Instruction

All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

Desired Outcomes for 2023-24, continued

7. CAASPP Science
- -3 DFS in Science as measured by CAASPP.

8. EAP in ELA
- 70% of students demonstrating college preparedness (conditional and unconditional) as measured by the EAP in ELA.

9. EAP in Math
- 50% of students demonstrating college preparedness (conditional and unconditional) as measured by the EAP in Math.

10. Progress Toward English Proficiency
- 55% of EL students making progress toward English proficiency as measured by ELPI levels.

11. Reclassification
- Maintain 15% or better reclassification rate for English Learners.

12. A-G Completion
- 58% of students meeting A-G requirements upon graduation.

13. CTE Sequence Completion
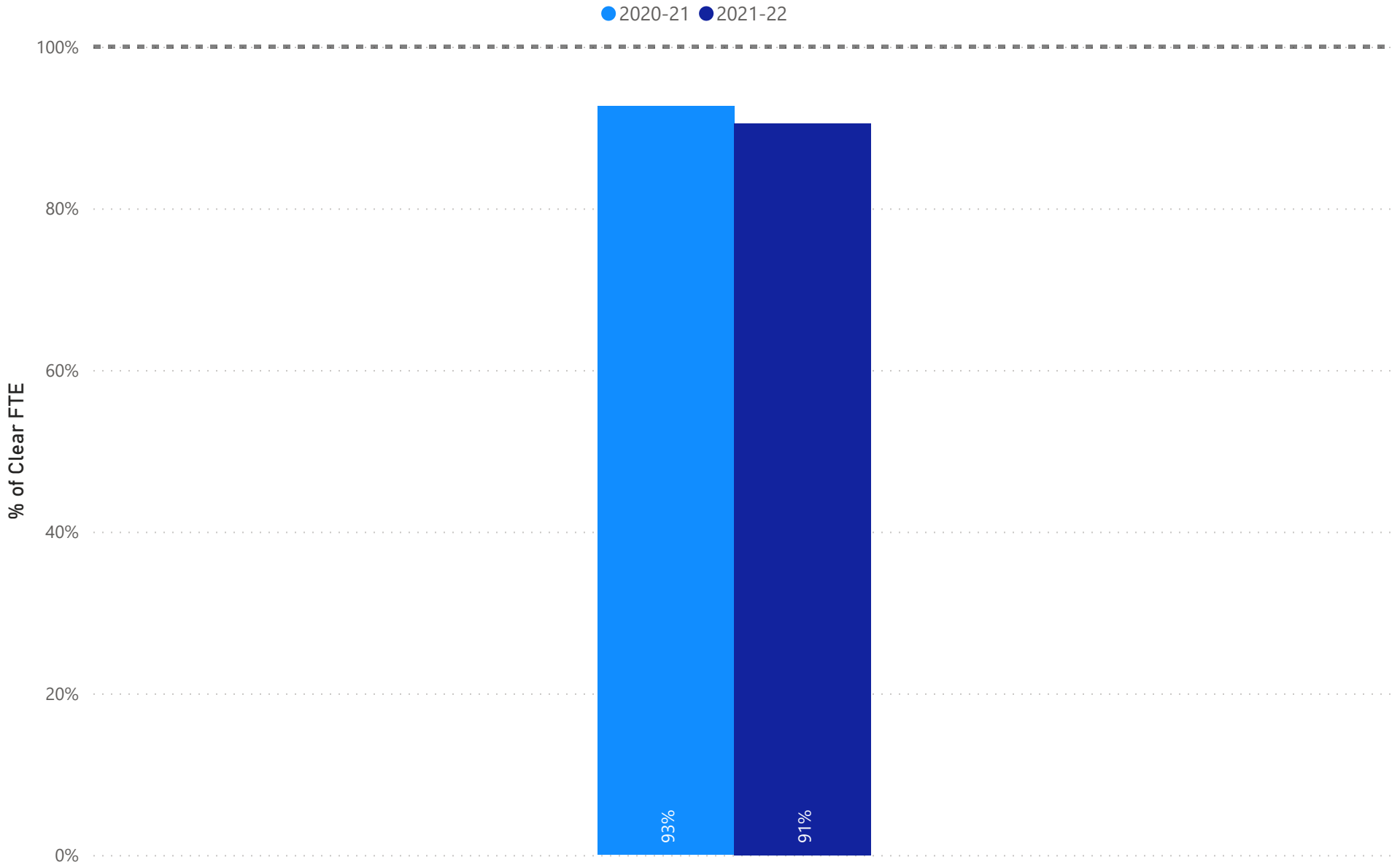- 25% of students completing CTE sequence upon graduation.

14. A-G and CTE Sequence Completion
- 20% of students meeting A-G requirements and completing CTE sequence upon graduation.

15. AP/IB Exams
- 35% of students passing an AP/IB exam upon graduation.

1.1 Teacher Assignment

● 2020-21 ● 2021-22

93%

91%

•Desired Outcome for 2023-24: 100% of teachers appropriately assigned and fully credentialed/certified in the subject areas in which they teach.

•Source/Notes: From CDE via DataQuest's Teaching Assignment and Monitoring Outcomes by Full-Time Equivalent (FTE) report. This report shows the percentage of "clear" teaching FTE, where clear is defined as: "An assignment monitoring outcome of 'clear' indicates that all relevant attributes or dimensions of the assignment were authorized by a clear or preliminary credential or authorized by a local assignment option (LAO) pursuant to Section 80005(b) of the California Code of Regulations [T5 §80005(b)] for specific state course codes where a credential or permit does not exist to authorize the indicated teaching assignment (e.g., student government or study hall)."

1.2 Instructional Materials
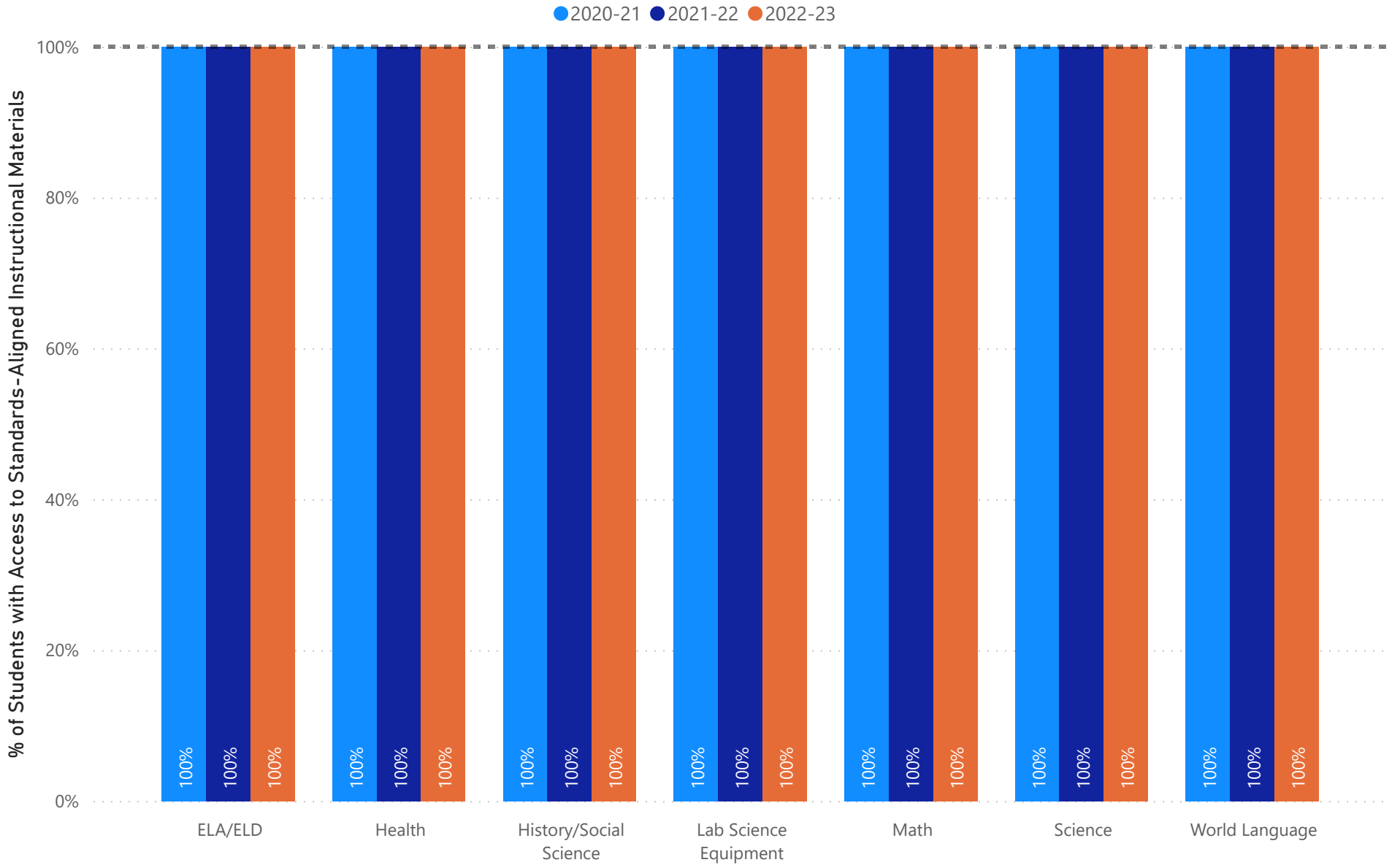
● 2020-21 ● 2021-22 ● 2022-23

% of Students with Access to Standards-Aligned Instructional Materials

	ELA/ELD	Health	History/Social Science	Lab Science Equipment	Math	Science	World Language
2020-21	100%	100%	100%	100%	100%	100%	100%
2021-22	100%	100%	100%	100%	100%	100%	100%
2022-23	100%	100%	100%	100%	100%	100%	100%

•Desired Outcome for 2023-24: 100% of students with access to standards-aligned instructional materials.
•Source/Notes: From CPL, evidence from annual sufficiency hearings.

1.3 Content Standards Implementation

● 2022-23

% Teachers Early Applying/Applying

Desired Outcome: 80%

Subject	%
All Subjects	72%
Business/Technology/CTE	57%
ELA	96%
ELD	76%
Health	58%
History/Social Science	74%
Library	51%
Literacy Standards	55%
Math	95%
PE	73%
Science	65%
SEL	60%
VAPA	54%
World Languages	56%
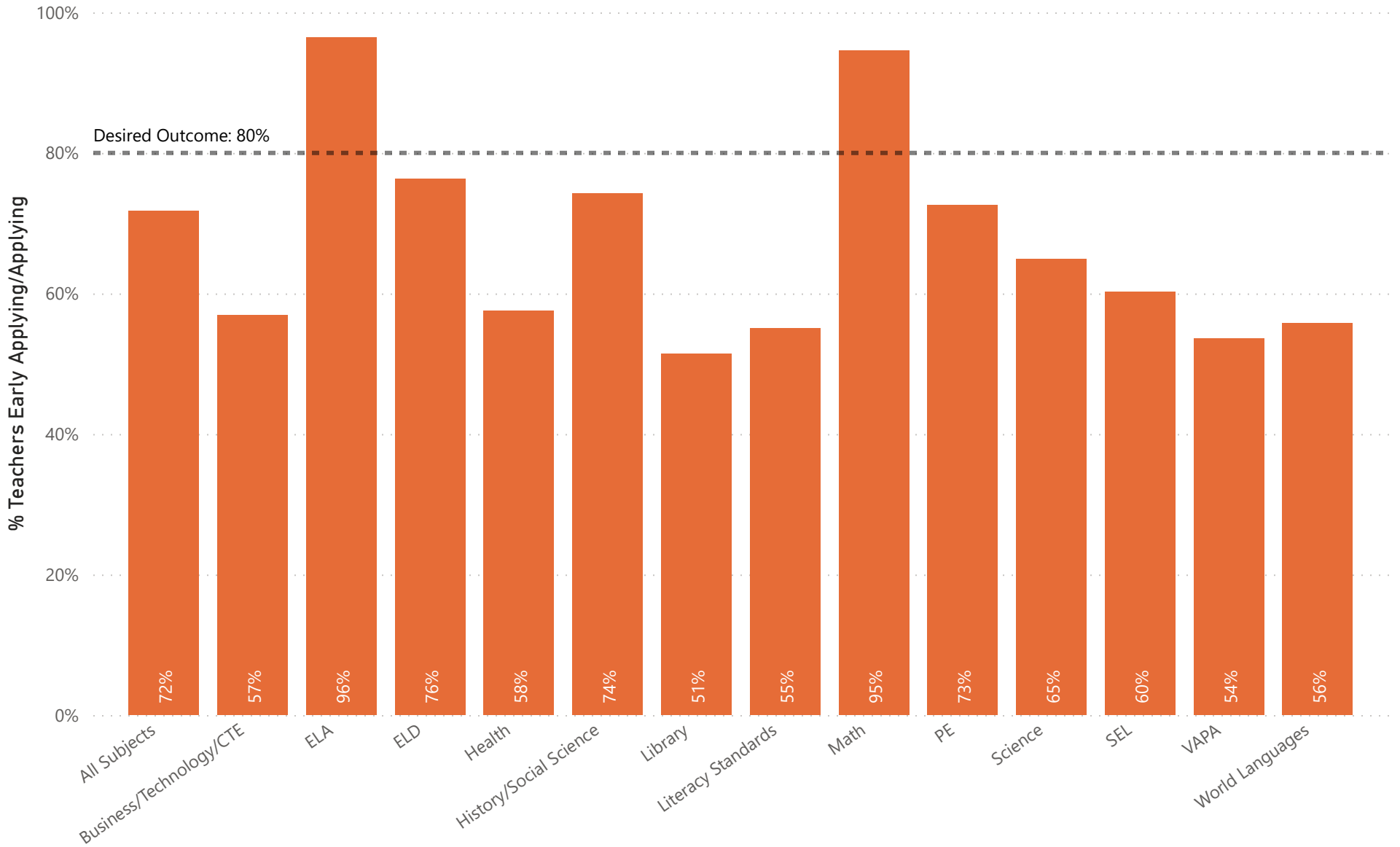
•Desired Outcome for 2023-24: 80% of teachers reporting full implementation of State Content Standards.

•Source/Notes: For each subject area, the number of teachers reporting "early applying" or "applying" on the Teaching and Learning Survey divided by the number of respondent teachers.

1.4 Course Access - Elementary Subjects

● 2020-21　● 2021-22　● 2022-23

Desired Outcome for 2023-24: 100%

% of Students Provided Instruction

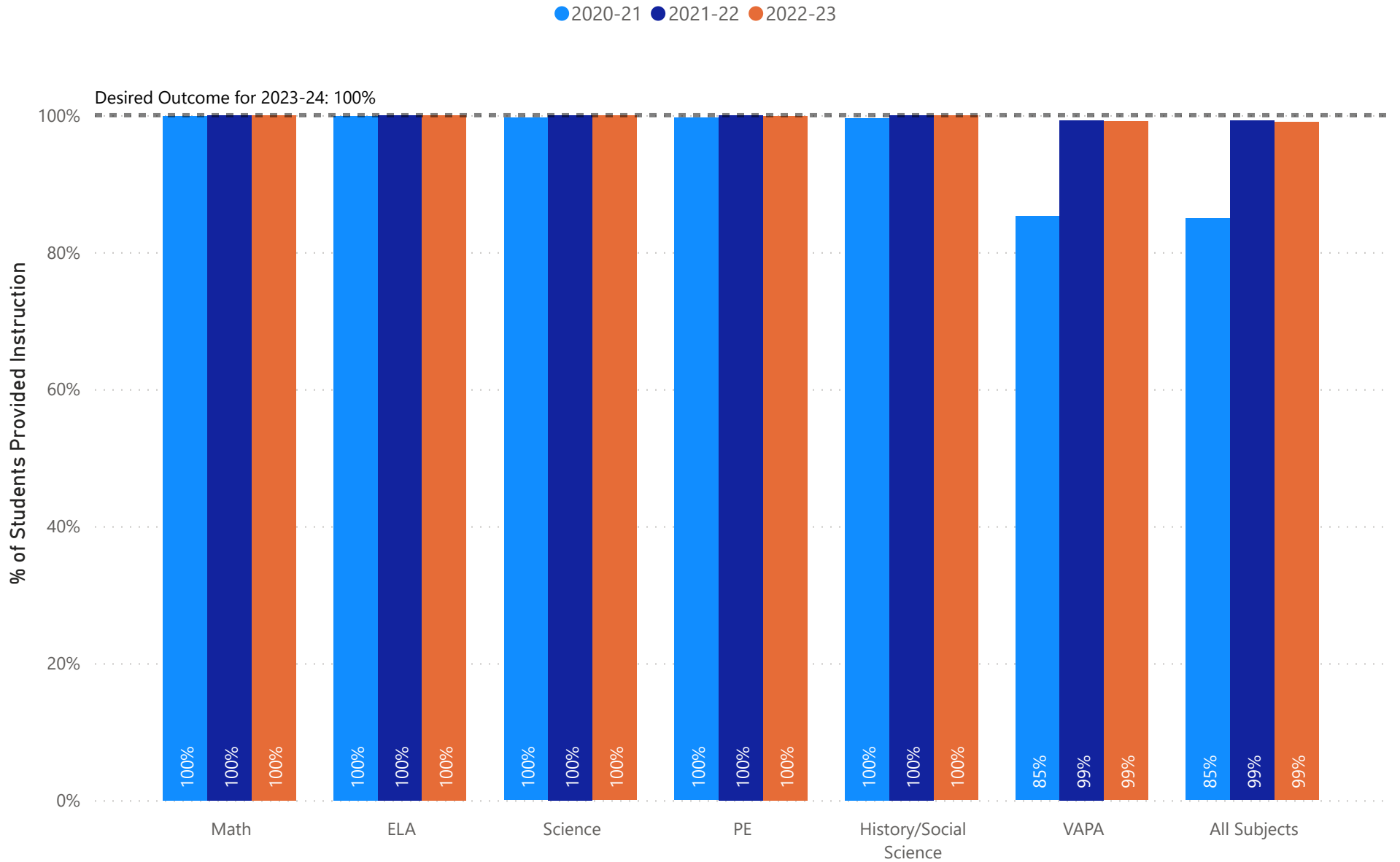| Subject	2020-21	2021-22	2022-23
Math	100%	100%	100%
ELA	100%	100%	100%
Science	100%	100%	100%
PE	100%	100%	100%
History/Social Science	100%	100%	100%
VAPA	85%	99%	99%
All Subjects	85%	99%	99%

• Desired Outcome for 2023-24: 100% of elementary students provided English, Math, Social Science, Science/Health, VAPA, and PE instruction.

• Source/Notes: From Synergy. For each subject, the number of grades 1-6 students receiving a grade in at least one trimester, divided by the number of students who enrolled for the full school year or received grades for all subjects. All subjects is the number of grades 1-6 students receiving instruction in all 6 subjects, divided by the number of students who enrolled for the full school year or received grades for all subjects. Students who enrolled for less than the full school year and did not receive instruction in all subjects are not included in the denominator.

1.4 Course Access - Middle School Honors or AVID

● 2020-21 ● 2021-22 ● 2022-23

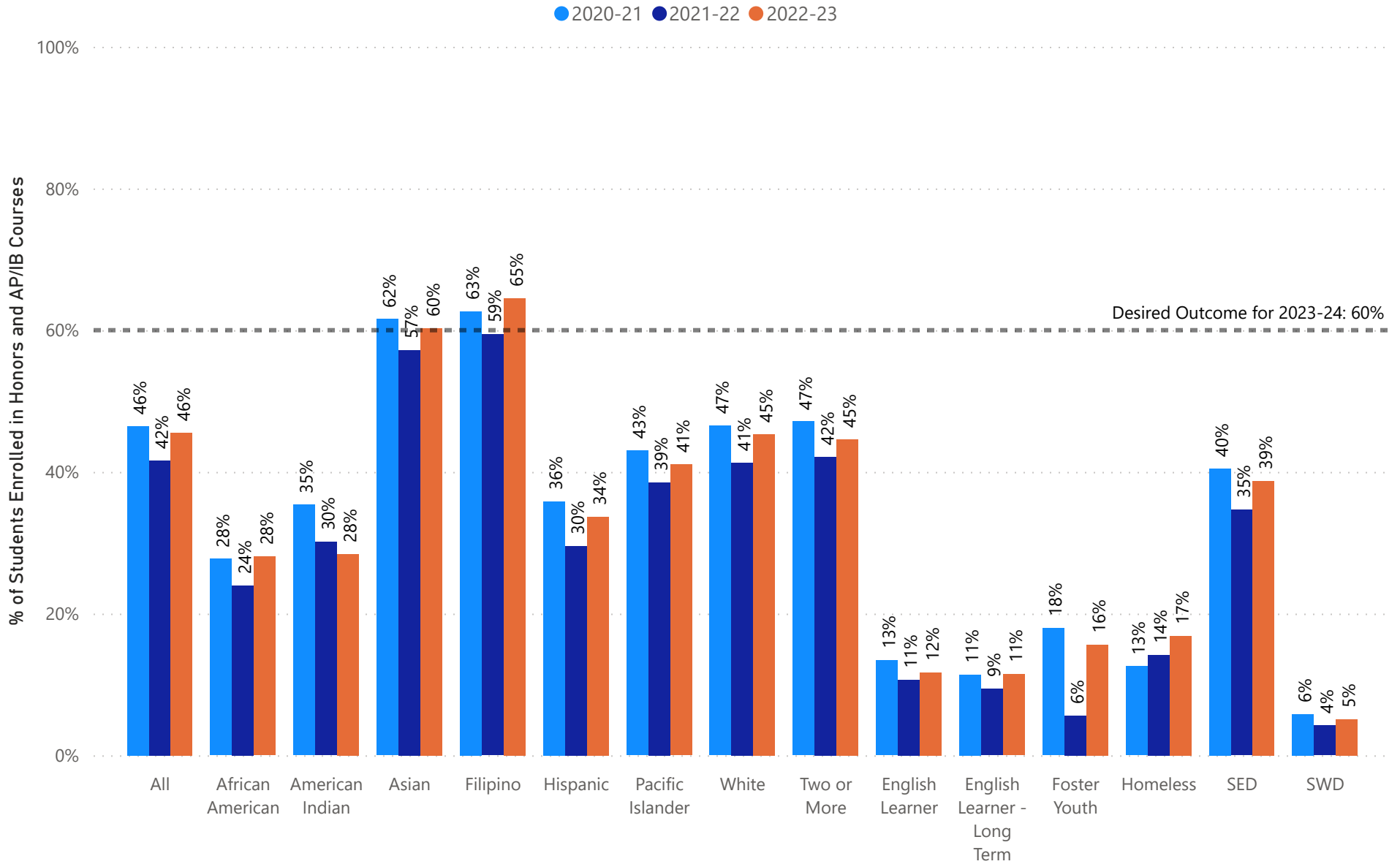Desired Outcome for 2023-24: 65%

Y-axis: % of Students who had Taken an Honors/Accelerated or AVID Course upon Promotion to High School

Category	2020-21	2021-22	2022-23
All	55%	54%	54%
African American	40%	40%	43%
American Indian	47%	45%	39%
Asian	69%	64%	65%
Filipino	74%	64%	68%
Hispanic	44%	42%	44%
Pacific Islander	52%	49%	49%
White	57%	56%	54%
Two or More	57%	58%	55%
English Learner	18%	20%	21%
English Learner - Long Term	19%	22%	25%
Foster Youth	20%	25%	36%
Homeless	22%	26%	26%
SED	48%	46%	45%
SWD	10%	10%	10%

•Desired Outcome for 2023-24: 65% of middle school students who had taken an Honors/Accelerated or AVID course upon promotion to high school.
•Source/Notes: From Synergy. Includes accelerated math courses. The number of students enrolled in at least one Honors or AVID class before promoting to high school, divided by number of middle school students who promoted. Honors courses are identified as those have an Academic Type of "College Honors," "Honors," or "MS Weighted." AVID courses are those with a State Category Code of 6023, denoting "AVID." Students taking Math 1 in middle school are considered accelerated. Only students enrolled in the course for at least 60 days count as "enrolled."
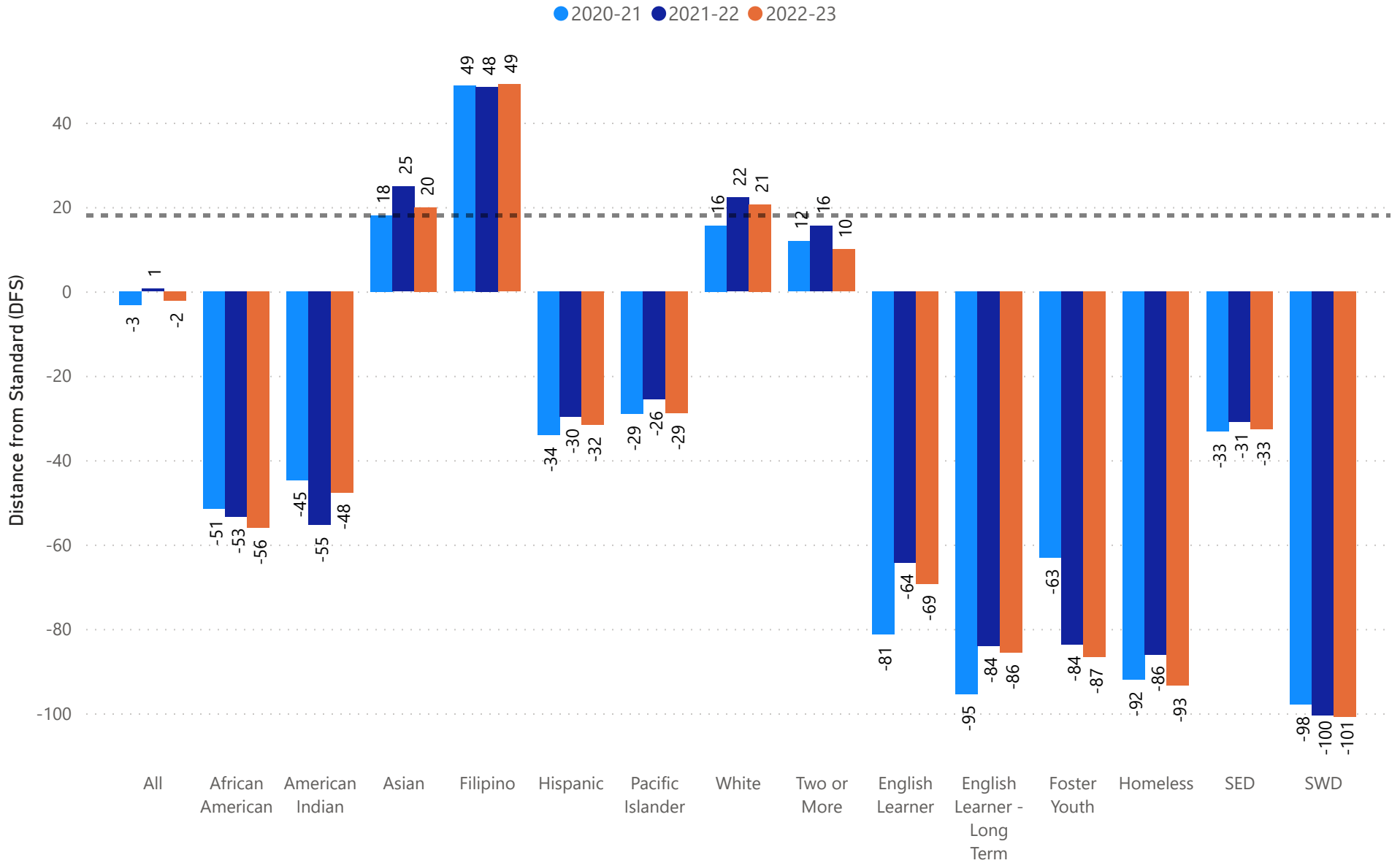
1.4 Course Access - High School Honors and AP/IB

● 2020-21 ● 2021-22 ● 2022-23

Desired Outcome for 2023-24: 60%

	2020-21	2021-22	2022-23
All	46%	42%	46%
African American	28%	24%	28%
American Indian	35%	30%	28%
Asian	62%	57%	60%
Filipino	63%	59%	65%
Hispanic	36%	30%	34%
Pacific Islander	43%	39%	41%
White	47%	41%	45%
Two or More	47%	42%	45%
English Learner	13%	11%	12%
English Learner - Long Term	11%	9%	11%
Foster Youth	18%	6%	16%
Homeless	13%	14%	17%
SED	40%	35%	39%
SWD	6%	4%	5%

Y-axis: % of Students Enrolled in Honors and AP/IB Courses

•Desired Outcome for 2023-24: 60% of high school students enrolled in Honors and AP/IB courses.
•Source/Notes: From Synergy. The number of students enrolled in one or more AP/IB or Honors courses, divided by the student population. If one student is enrolled in multiple AP/IB or Honors courses, this student would be counted only once. Population is enrollment on CBEDS information day, the first Wednesday in October. Honors courses are identified as those have an Academic Type of "College Honors" or "Honors." AP courses have an Academic Type of "AP," and IB courses have and Academic Type of "IB." Only students enrolled in the course for at least 60 days count as "enrolled."

1.5 CAASPP English Language Arts (ELA)

● 2020-21 ● 2021-22 ● 2022-23

Distance from Standard (DFS)

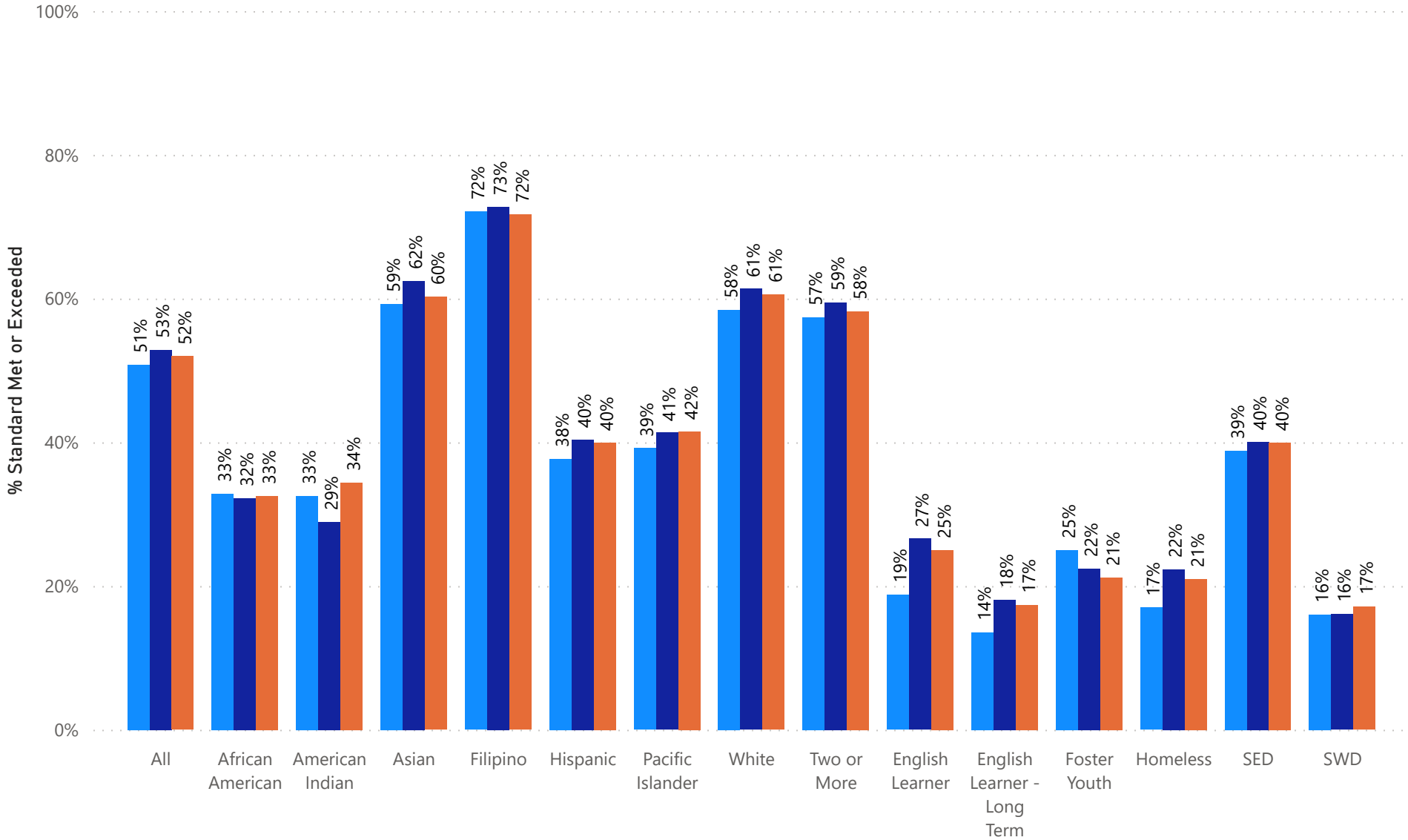| Group	2020-21	2021-22	2022-23
All	-3	1	-2
African American	-51	-53	-56
American Indian	-45	-55	-48
Asian	18	25	20
Filipino	49	48	49
Hispanic	-34	-30	-32
Pacific Islander	-29	-26	-29
White	16	22	21
Two or More	12	16	10
English Learner	-81	-64	-69
English Learner - Long Term	-95	-84	-86
Foster Youth	-63	-84	-87
Homeless	-92	-86	-93
SED	-33	-31	-33
SWD	-98	-100	-101

•Desired Outcome for 2023-24: 18 Distance From Standard (DFS) in ELA as measured by CAASPP.
•Source/Notes: Annual CAASPP results, grades 3-8, 11. Distance From Standard (DFS) is calculated for each student by subtracting the minimum scale score for standard met from their scale score--negative numbers indicate the student is below standard, 0 indicates the students is at standard, and positive numbers indicate the student is above standard. Average DFS show here is calculated as the sum of all student DFS scores divided by the number of scores.

1.5 CAASPP English Language Arts (ELA)

● 2020-21 ● 2021-22 ● 2022-23

% Standard Met or Exceeded

Group	2020-21	2021-22	2022-23
All	51%	53%	52%
African American	33%	32%	33%
American Indian	33%	29%	34%
Asian	59%	62%	60%
Filipino	72%	73%	72%
Hispanic	38%	40%	40%
Pacific Islander	39%	41%	42%
White	58%	61%	61%
Two or More	57%	59%	58%
English Learner	19%	27%	25%
English Learner - Long Term	14%	18%	17%
Foster Youth	25%	22%	21%
Homeless	17%	22%	21%
SED	39%	40%	40%
SWD	16%	16%	17%

•Source/Notes: Annual CAASPP results, grades 3-8, 11. The number of students scoring Standard Met or Standard Exceeded on the Smarter Balanced Assessment Consortium (SBAC) assessment, divided by the number of students receiving a score.

1.6 CAASPP Math

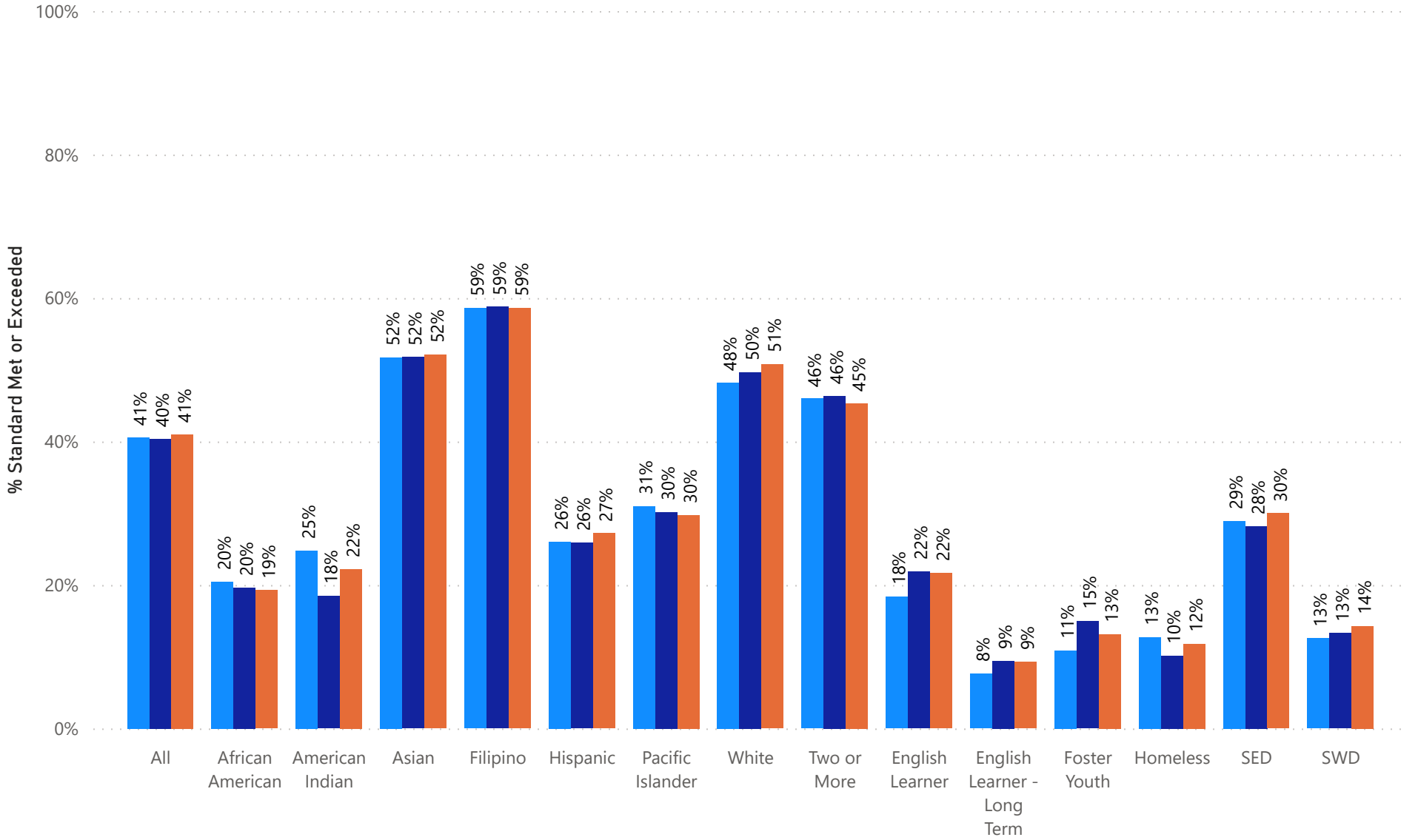● 2020-21 ● 2021-22 ● 2022-23
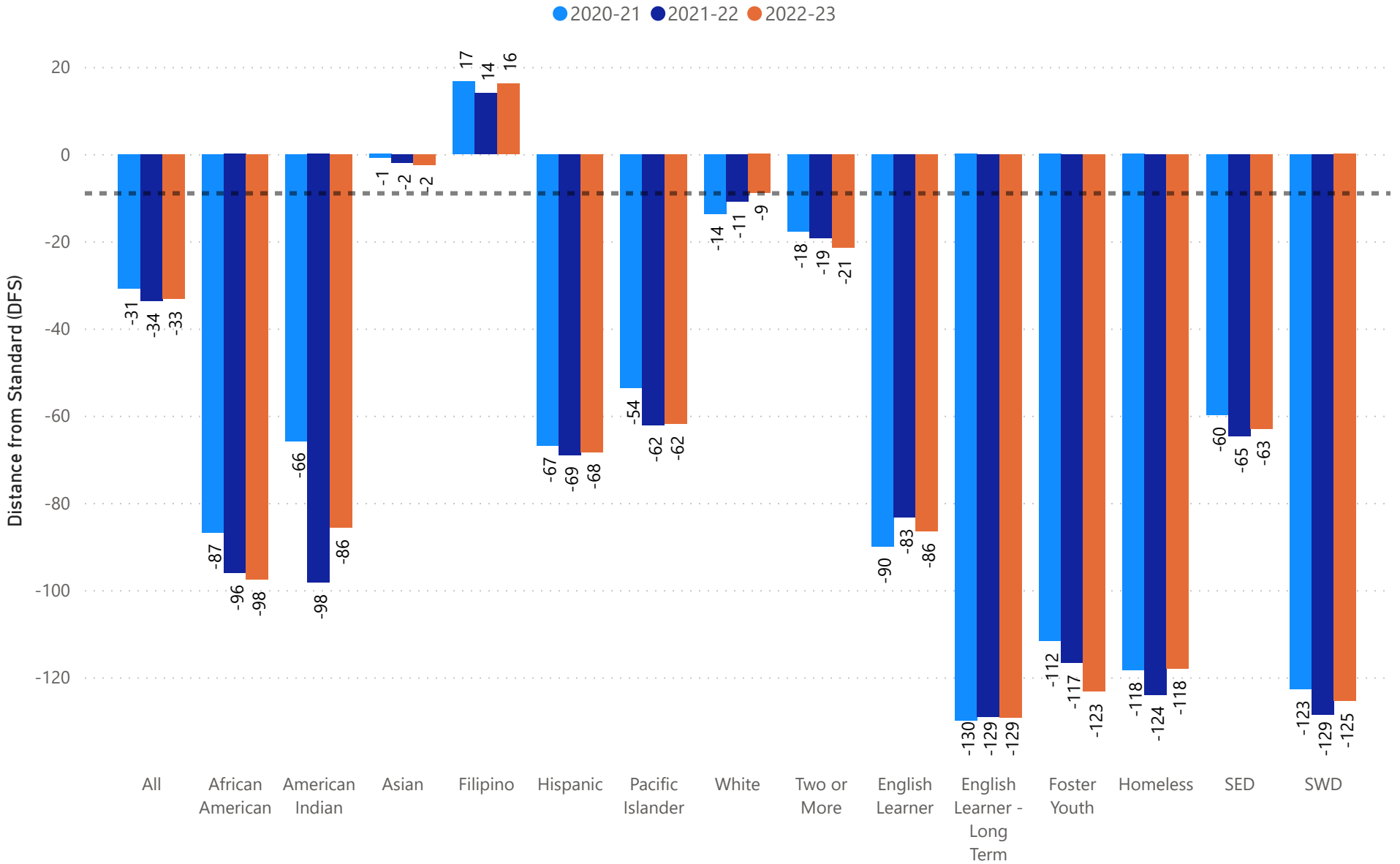
•Desired Outcome for 2023-24: -9 Distance From Standard (DFS) in Mathematics as measured by CAASPP.
•Source/Notes: Annual CAASPP results, grades 3-8, 11. Distance From Standard (DFS) is calculated for each student by subtracting the minimum scale score for standard met from their scale score--negative numbers indicate the student is below standard, 0 indicates the students is at standard, and positive numbers indicate the student is above standard. Average DFS show here is calculated as the sum of all student DFS scores divided by the number of scores.
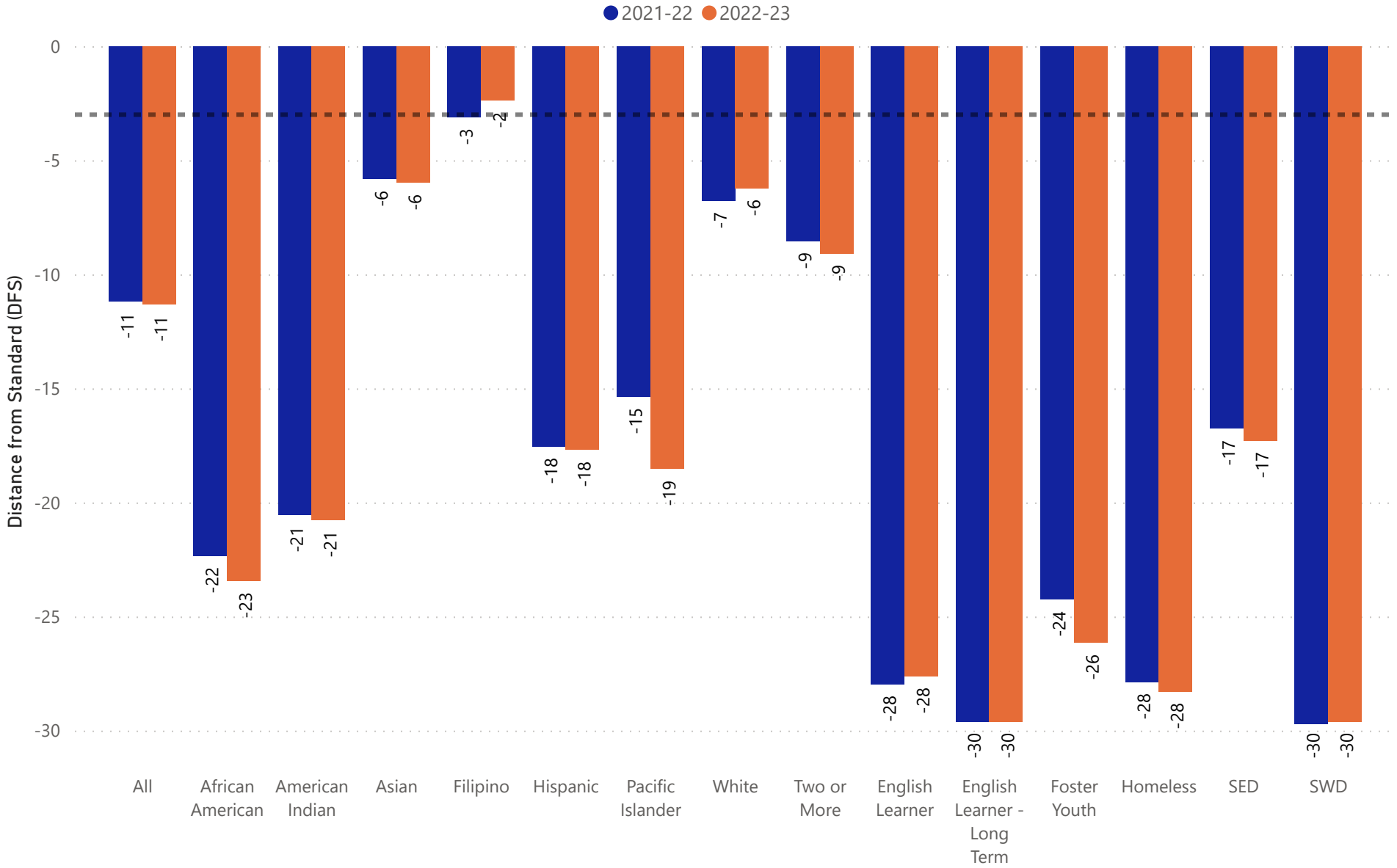
1.6 CAASPP Math

● 2020-21 ● 2021-22 ● 2022-23

Source/Notes: Annual CAASPP results, grades 3-8, 11. The number of students scoring Standard Met or Standard Exceeded on the Smarter Balanced Assessment Consortium (SBAC) assessment, divided by the number of students receiving a score.
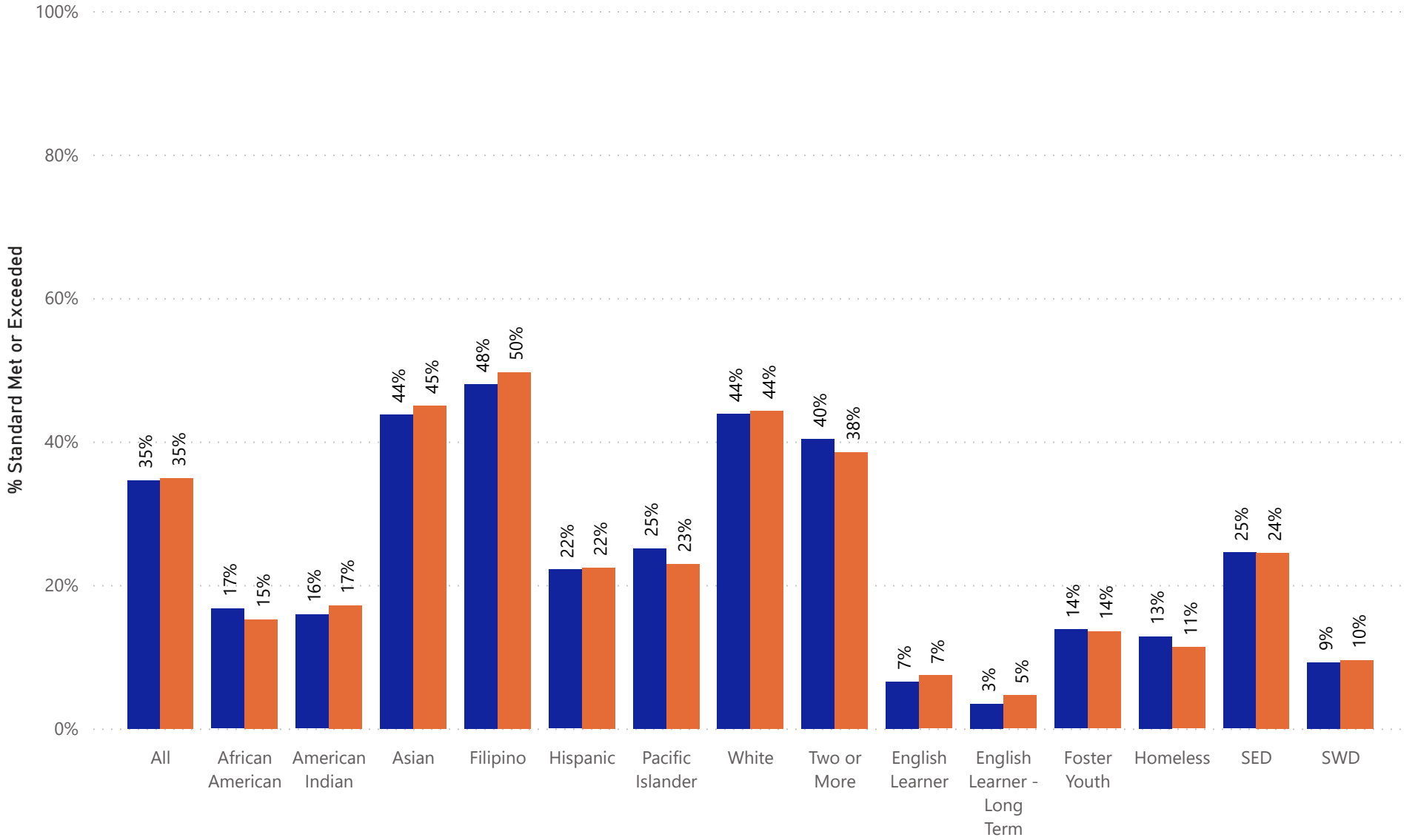
1.7 CAASPP Science

● 2021-22 ● 2022-23

•Desired Outcome for 2023-24: -3 Distance From Standard (DFS) in Science as measured by CAASPP.
•Source/Notes: Annual CAASPP results, grades 5, 8, and High School. Distance From Standard (DFS) is calculated for each student by subtracting the minimum scale score for standard met from their scale score--negative numbers indicate the student is below standard, 0 indicates the students is at standard, and positive numbers indicate the student is above standard. Average DFS show here is calculated as the sum of all student DFS scores divided by the number of scores.

1.7 CAASPP Science

● 2021-22 ● 2022-23

|	All	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More	English Learner	English Learner - Long Term	Foster Youth	Homeless	SED	SWD
2021-22	35%	17%	16%	44%	48%	22%	25%	44%	40%	7%	3%	14%	13%	25%	9%
2022-23	35%	15%	17%	45%	50%	22%	23%	44%	38%	7%	5%	14%	11%	24%	10%

•Source/Notes: Annual CAASPP results, grades 3-8, 11. The number of students scoring Standard Met or Standard Exceeded on the Smarter Balanced Assessment Consortium (SBAC) assessment, divided by the number of students receiving a score.

1.8 EAP - English Language Arts

● EAP in ELA - Cond. Exempt ● EAP in ELA - Exempt
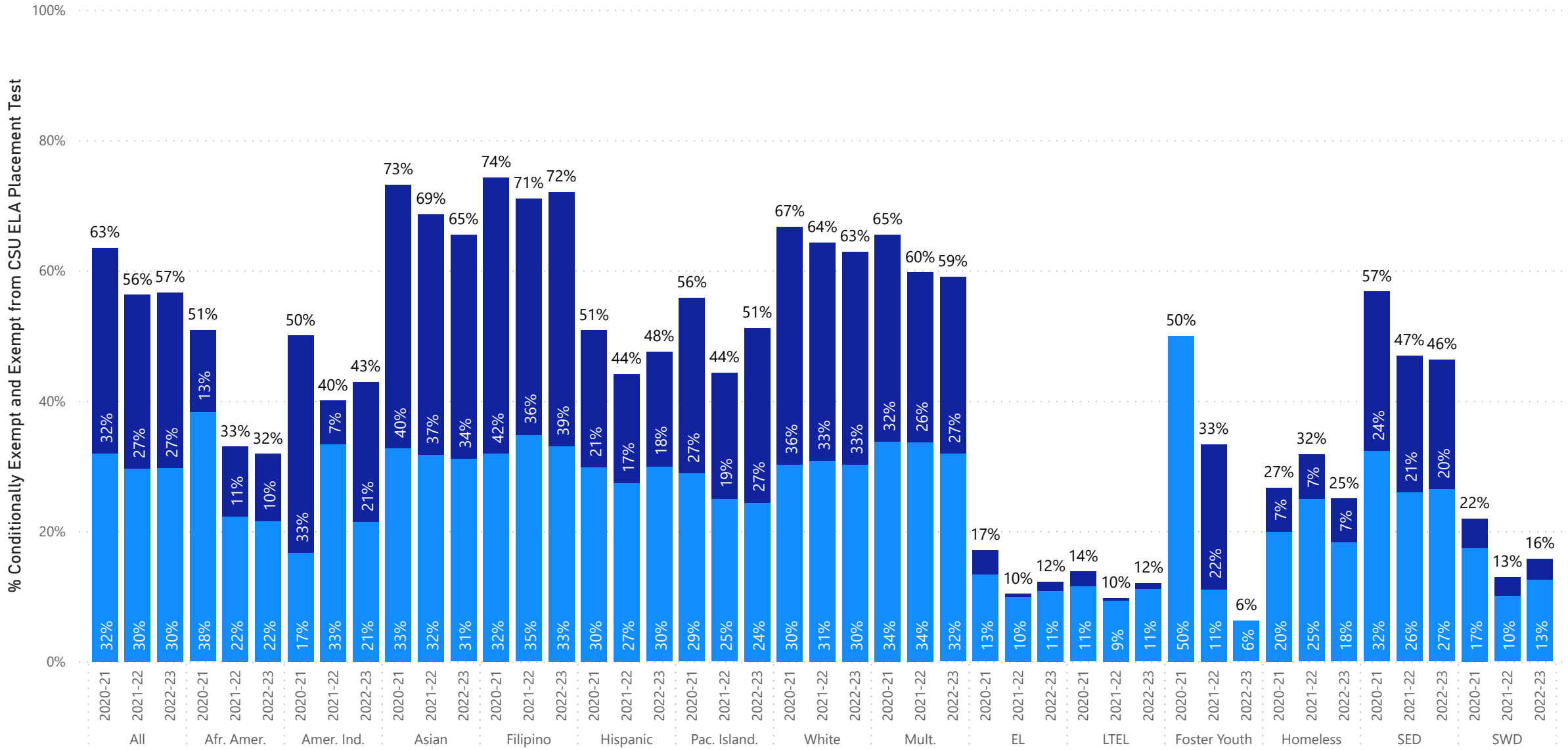
Desired Outcome for 2023-24: 70% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 ELA CAASPP.

Source/Notes: CSU's Early Assessment Program (EAP) exemptions determined by annual CAASPP results, grade 11. The number of students scoring Standard Met/ Standard Exceeded on the Smarter Balanced Assessment Consortium (SBAC) assessment, divided by the number of students receiving a score. Standard Exceeded=Exempt and Standard Met=Conditionally Exempt.

1.9 EAP - Mathematics

● EAP in Math - Cond. Exempt ● EAP in Math - Exempt

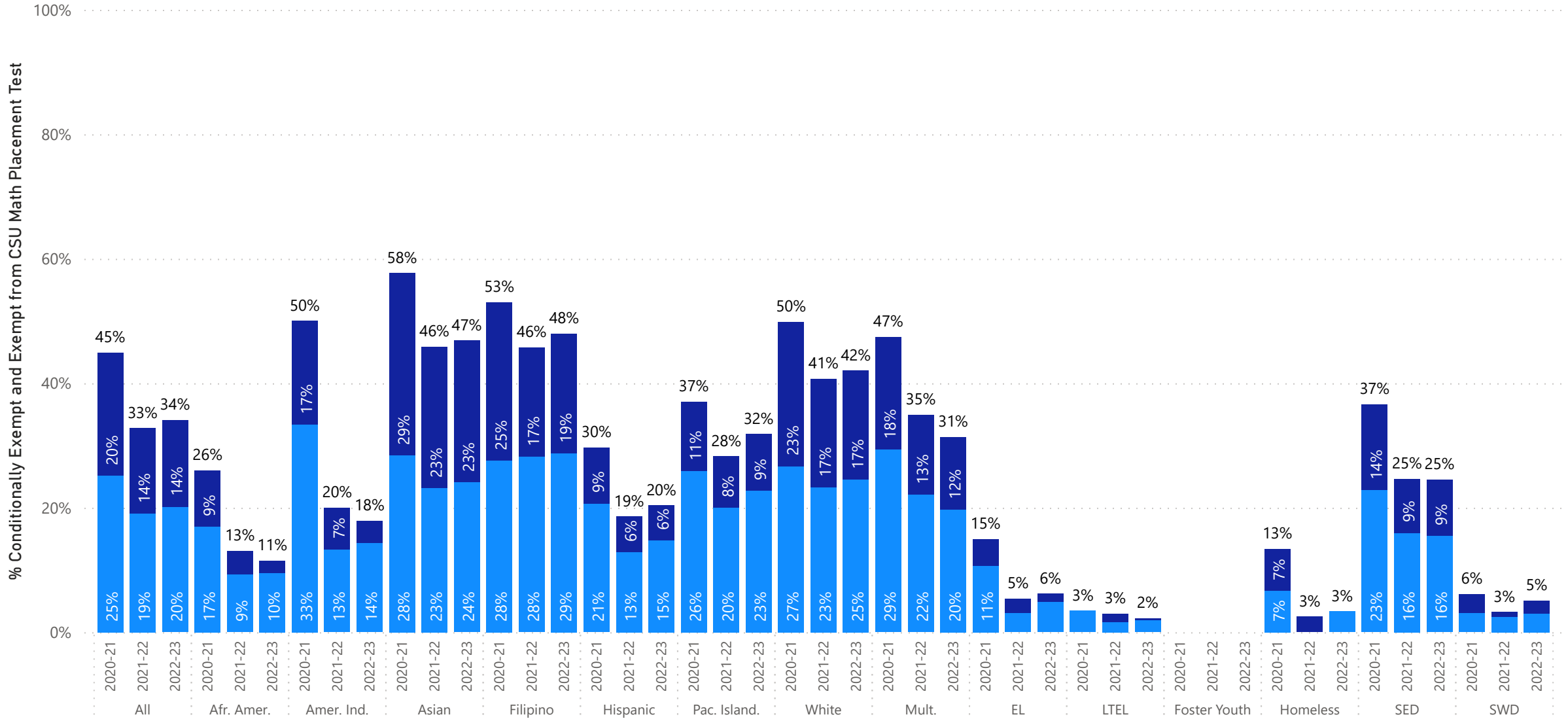Desired Outcome for 2023-24: 50% of students demonstrating college preparedness (conditional and unconditional) as measured by Grade 11 Mathematics CAASPP.

Source/Notes: CSU's Early Assessment Program (EAP) exemptions determined by annual CAASPP results, grade 11. The number of students scoring Standard Met/ Standard Exceeded on the Smarter Balanced Assessment Consortium (SBAC) assessment, divided by the number of students receiving a score. Standard Exceeded=Exempt and Standard Met=Conditionally Exempt.

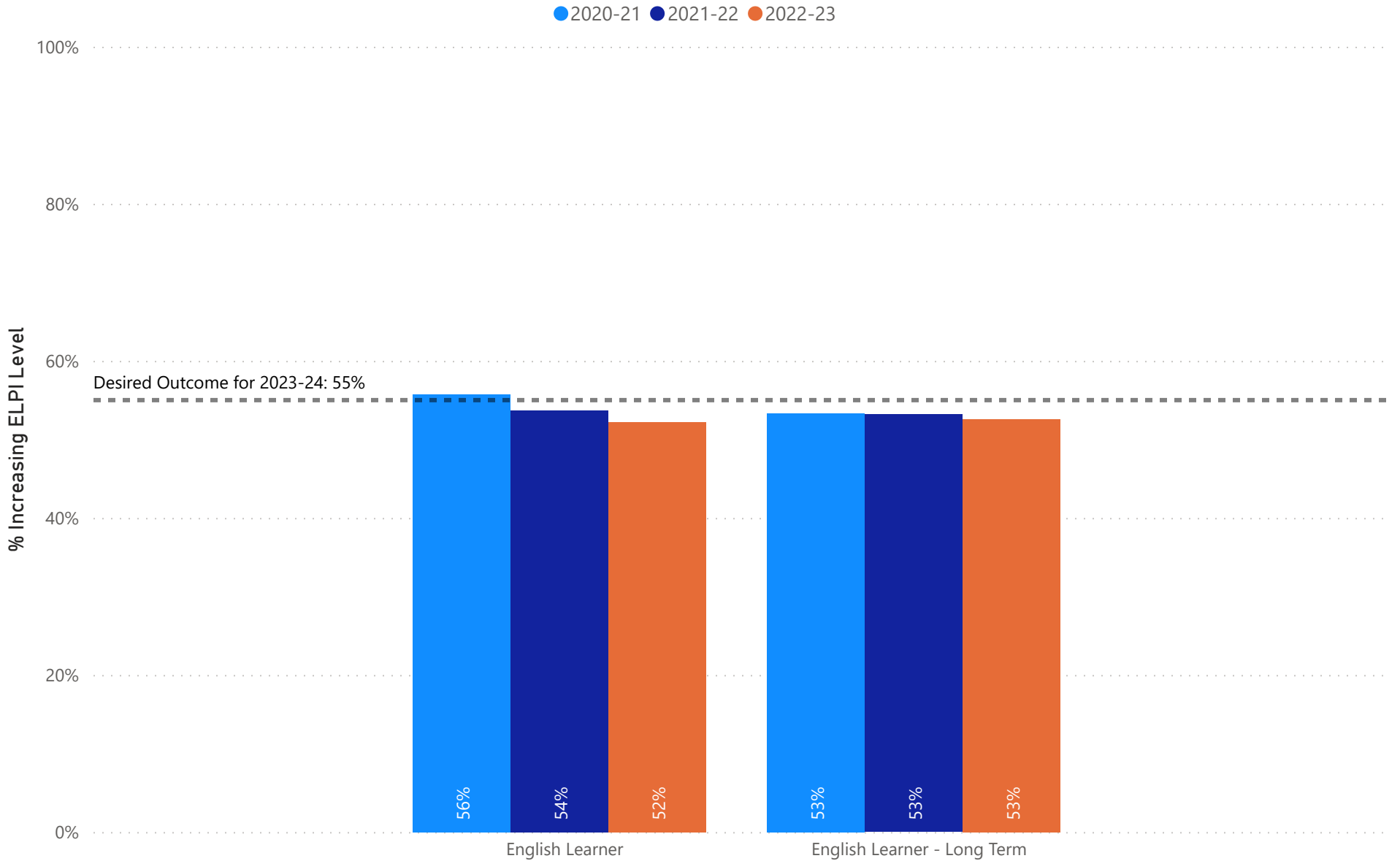# 1.10 Progress Toward English Proficiency

● 2020-21 ● 2021-22 ● 2022-23

Desired Outcome for 2023-24: 55%

	English Learner			English Learner - Long Term		
	56%	54%	52%	53%	53%	53%

Desired Outcome for 2023-24: 55% of EL students making progress toward English proficiency as measured by ELPI levels.

Source/Notes: Percentage of EL students that increased one or more English Language Progress Indicator, or ELPI, levels or maintained proficiency (overall score of "Well Developed"), divided by the number of EL students with 2 years of ELPAC scores. For 2019-20, ELPAC test participation was limited due to COVID, and EL progress could not be measured for many students. For 2020-21, EL progress is measured against prior year 2019-20 scores if available, and against 2018-19 scores if students did not take the ELPAC in 2019-20.

1.11 Reclassification

●2020-21 ●2021-22 ●2022-23

% of English Learners Reclassified

Desired Outcome for 2023-24: 15%

English Learner: 11%, 14%, 14%

English Learner - Long Term: 11%, 16%, 20%
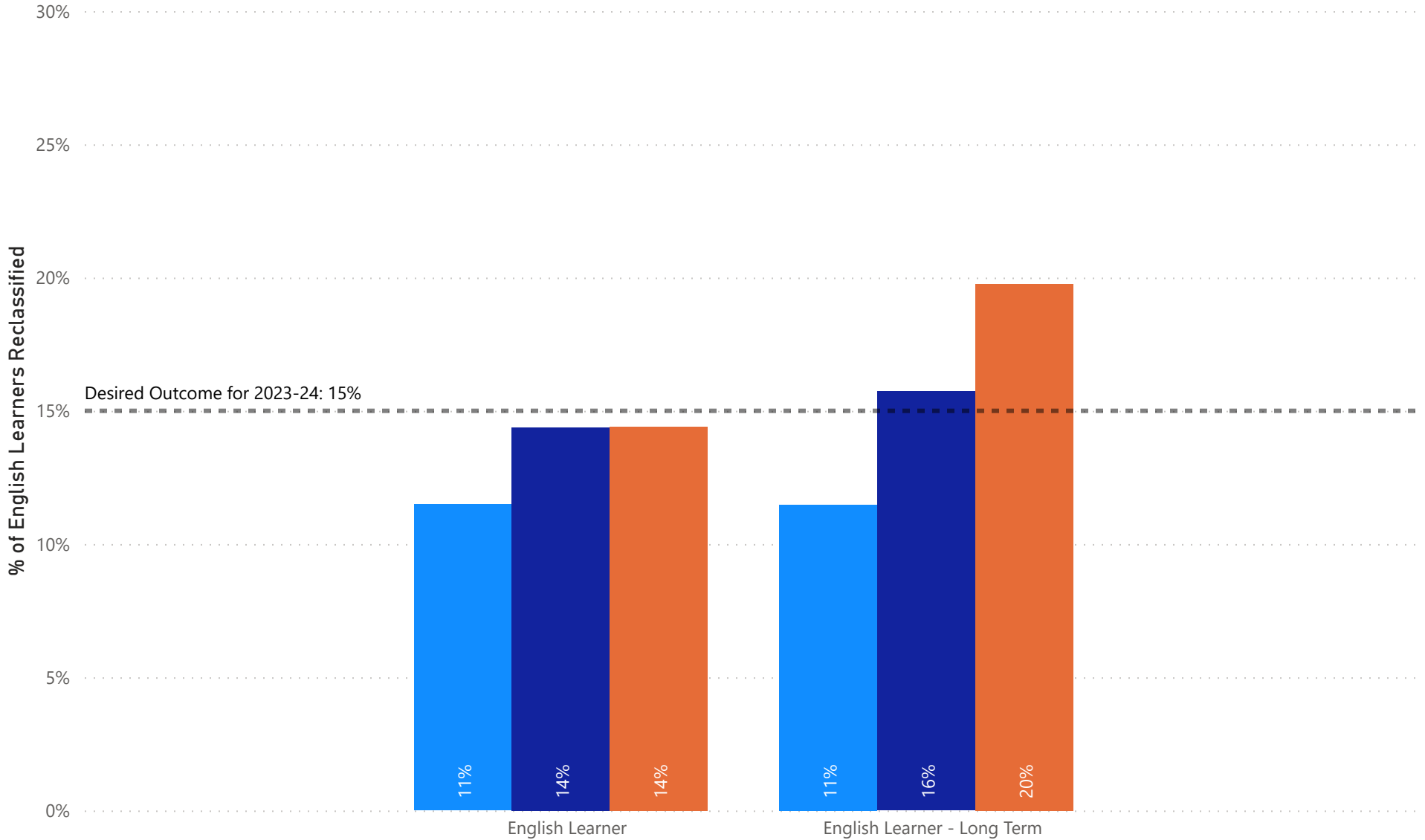
•Desired Outcome for 2023-24: 15% of better reclassification rate for English Learners.
•Source/Notes: The percent of students reclassified from EL to FEP status from CBEDS day (1st Wednesday in October) of the current year to CBEDS day of the following year. The percent is calculated by dividing the number reclassified students, by the sum of the EL count on CBEDS day, and the additional EL students who move in during the year and are reclassified, then multiplying by 100.

1.12 A-G Completion

● 2020-21 ● 2021-22 ● 2022-23

Desired Outcome for 2023-24: 58%

Group	2020-21	2021-22	2022-23
All	56%	57%	59%
African American	39%	39%	42%
American Indian	31%	36%	57%
Asian	71%	71%	72%
Filipino	73%	75%	74%
Hispanic	43%	45%	45%
Pacific Islander	40%	45%	54%
White	57%	60%	60%
Two or More	58%	60%	64%
English Learner	20%	17%	13%
English Learner - Long Term	18%	18%	14%
Foster Youth	27%	12%	7%
Homeless	13%	18%	15%
SED	50%	49%	49%
SWD	9%	9%	14%

Y-axis: % of Graduates Completing A-G Requirements
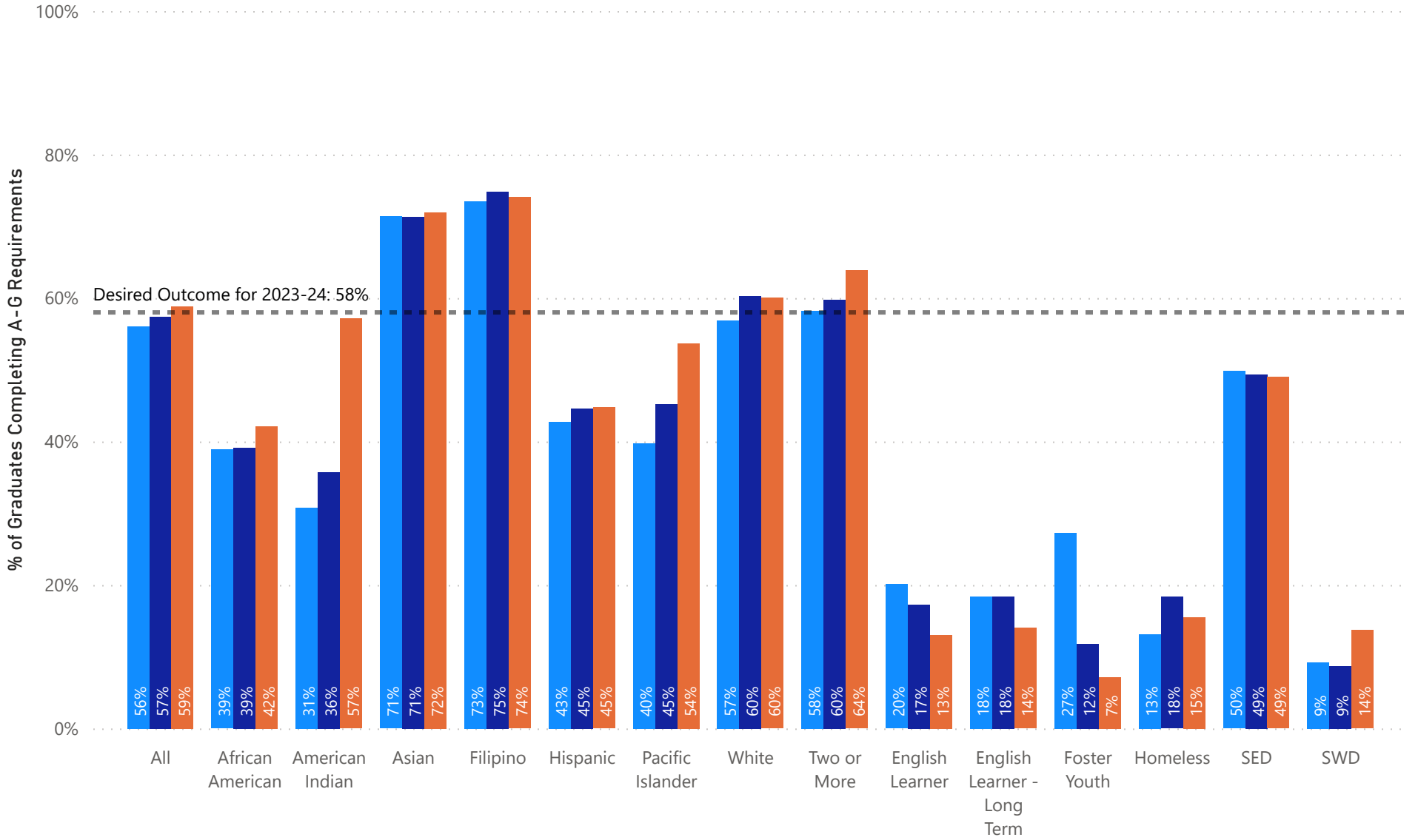
•Desired Outcome for 2023-24: 58% of students meeting A-G requirements upon graduation.
•Source/Notes: From CALPADS. The number of graduates meeting UC/CSU entrance requirements, divided by the number of graduates in that class.

1.13 Career Technical Education (CTE)

● 2020-21 ● 2021-22 ● 2022-23

	All	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More	English Learner	English Learner - Long Term	Foster Youth	Homeless	SED	SWD
2020-21	19%	11%	23%	22%	22%	15%	25%	21%	17%	8%	9%	0%	8%	17%	9%
2021-22	20%	11%	14%	26%	24%	17%	18%	22%	16%	7%	8%	0%	12%	17%	14%
2022-23	20%	14%	0%	28%	22%	15%	22%	20%	18%	9%	10%	0%	7%	17%	10%

(Y-axis: % of Graduates Completing a CTE Sequence)
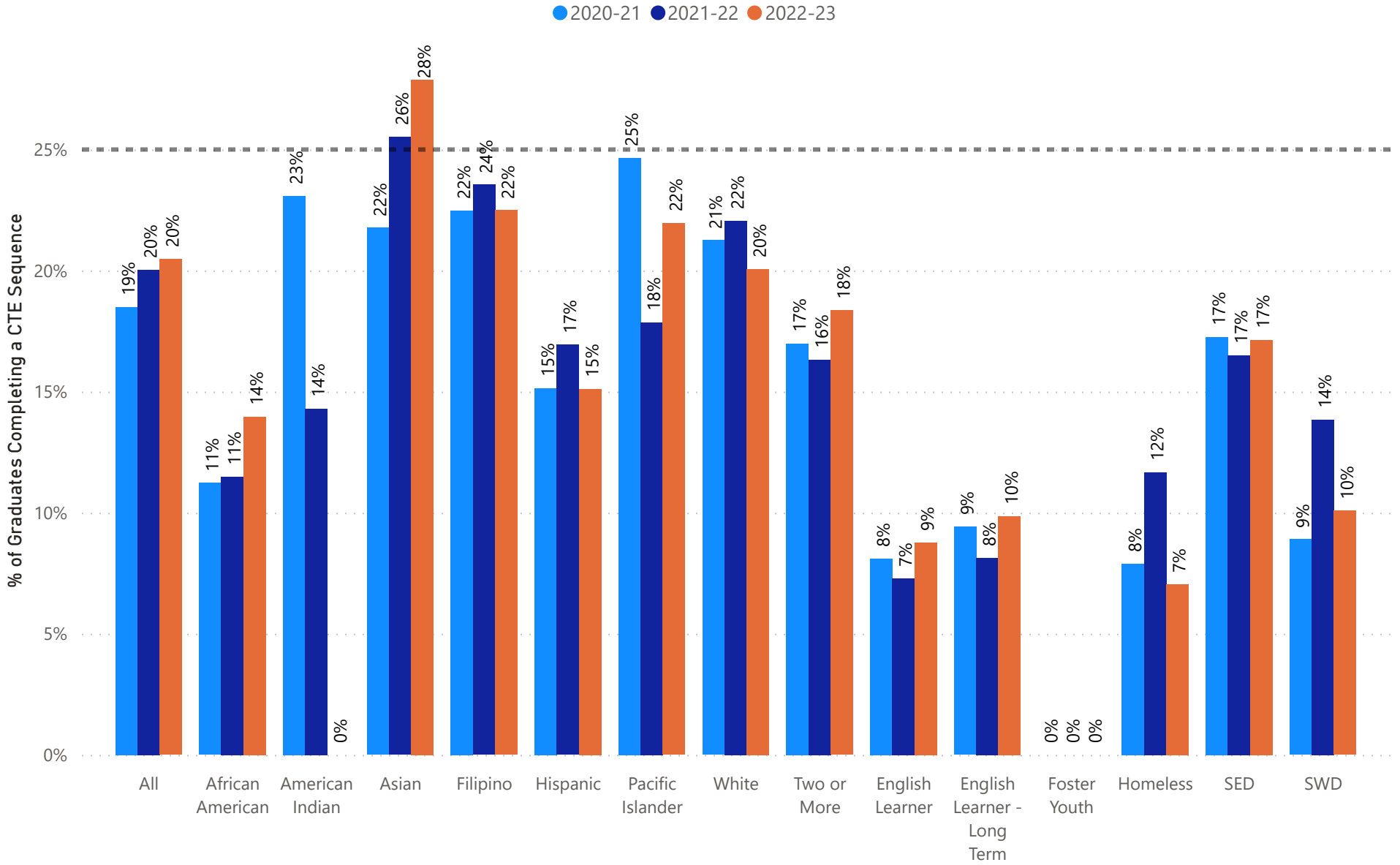
•Desired Outcome for 2023-24: 25% of students completing a CTE Sequence upon graduation.
•Source/Notes: From CALPADS. The number of graduates completing a CTE sequence any time during high school, divided by the number of graduates in that class.

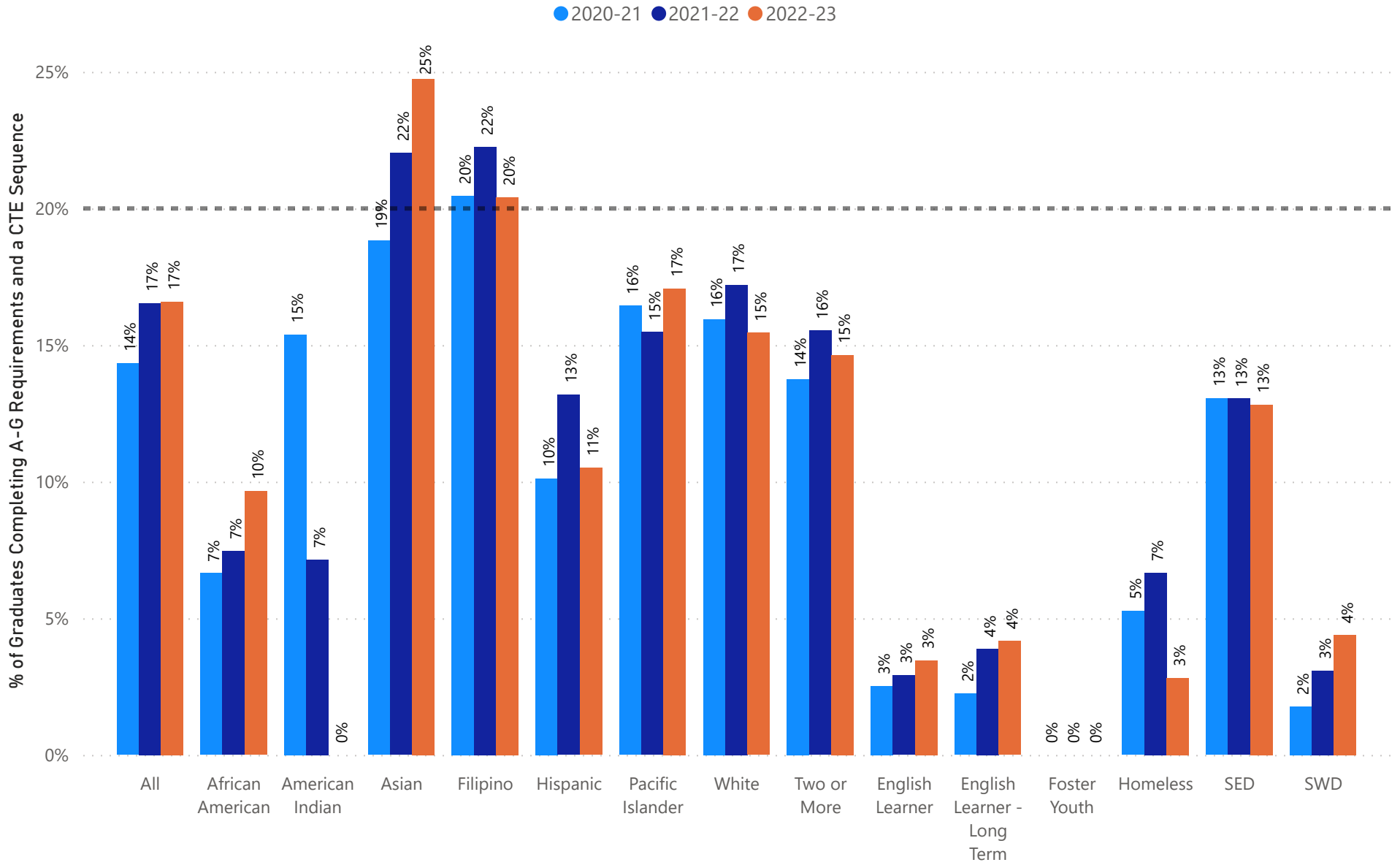# 1.14 A–G and CTE Sequence Completion

● 2020-21 ● 2021-22 ● 2022-23

•Desired Outcome for 2023-24: 20% of students completing a A-G requirements and CTE Sequence upon graduation.
•Source/Notes: From CALPADS. The number of graduates completing A-G requirements and a CTE sequence any time during high school, divided by the number of graduates in that class.

1.15 AP/IB Exams

● 2020-21 ● 2021-22 ● 2022-23

•Desired Outcome for 2023-24: 35% of graduates passing an AP/IB exam upon graduation.
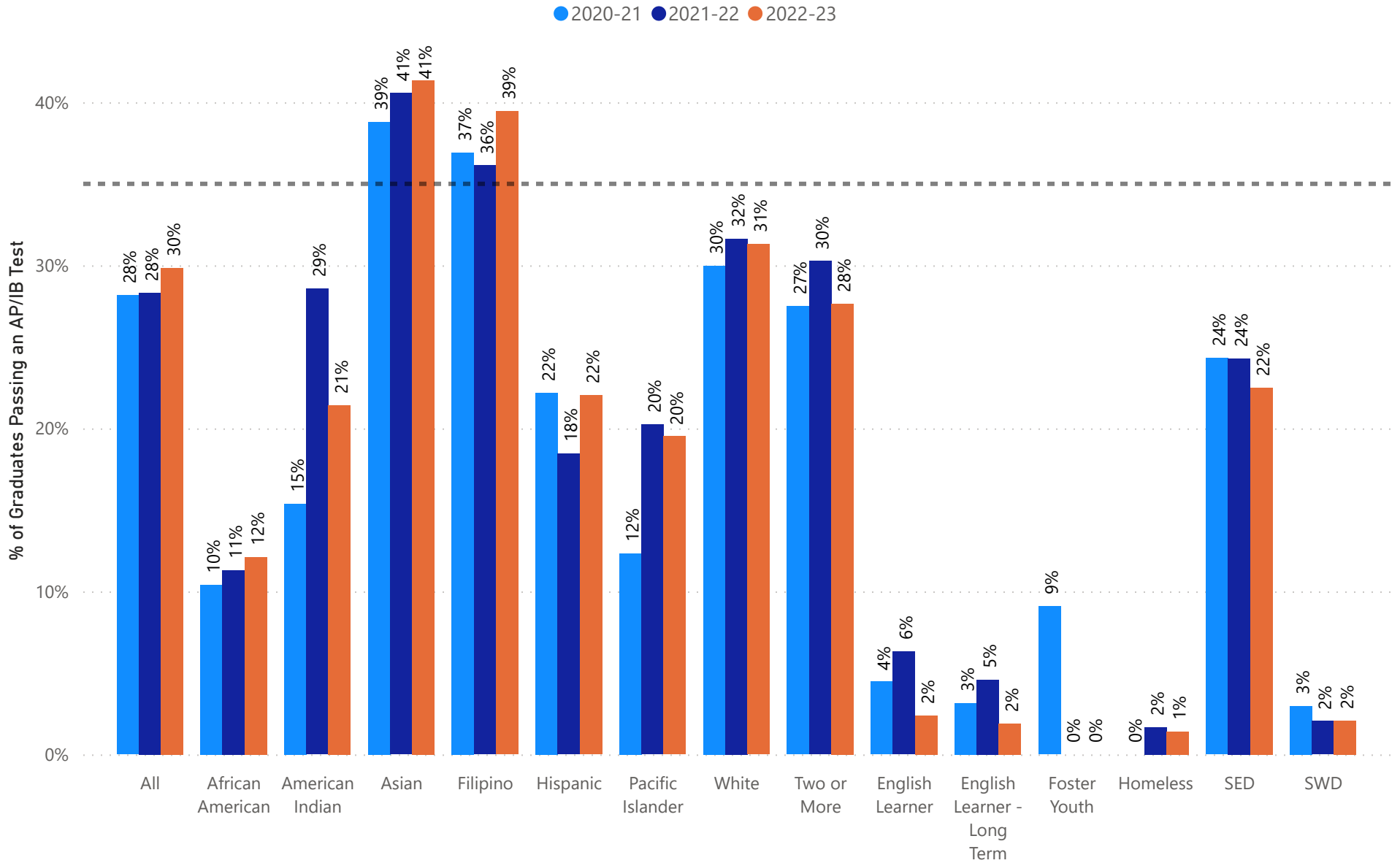•Source/Notes: From CALPADS. The number of graduates passing an AP/IB exam any time during high school, divided by the number of graduates in that class. Students who pass multiple exams count only once.

EGUSD Strategic 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.

Desired Outcomes for 2023-24

1. Data and Program Evaluation

- 15 identified Program Implementation Continuum (PIC) measures developed and operational.
    - 2020-21: 5 PICs
    - 2021-22: 10 PICs
    - 2022-23: 13 PICs

2. Assessment System

- 95% test participation rate on districtwide assessments.

3. Data Reports

- 100% of identified reports developed and operational.
    - 2020-21: 5%
    - 2021-22: 5%
    - 2022-23: 50%

2.2 Test Participation Rate on Districtwide Assessments

● 2021-22 ● 2022-23

Desired Outcome for 2023-24: 95%

Test Participation Rate

Grade	2021-22	2022-23
GL - KN	63%	80%
GL - 01	41%	35%
GL - 02	38%	53%
GL - 03	32%	50%
GL - 04	25%	45%
GL - 05	21%	35%
GL - 06	14%	29%
GL - 07	3%	4%
GL - 08	4%	5%
GL - 09	13%	8%
GL - 10	17%	16%
GL - 11	12%	14%
GL - 12	12%	12%
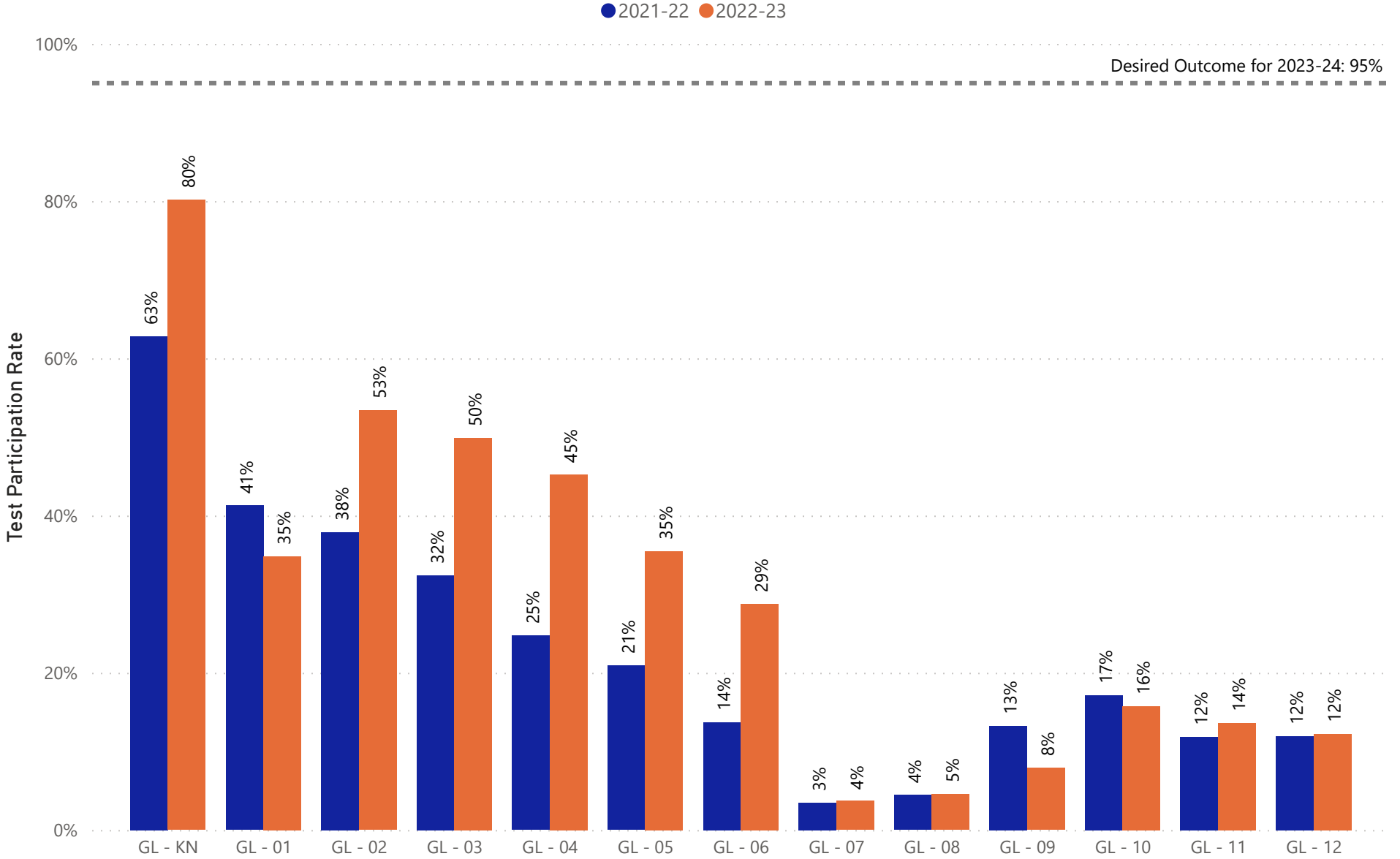
•Desired Outcomes for 2023-24: 95% or better test participation rate across all grades.
•Source/Notes: From Illuminate/Synergy. The number of students completing all assessments, divided by number of enrolled students.

EGUSD Strategic Goal #3

Wellness

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

Desired Outcomes for 2023-24

1. **Middle School Dropout**
   - Maintain 0.2% or better middle school dropout rate.

2. **High School Dropout**
   - 2.0% high school dropout rate.

3. **Graduation**
   - 95% combined cohort graduation rate for comprehensives and 1-year graduation rate for alternative/continuation.

4. **Suspension**
   - 3.5% suspension rate.

5. **Expulsion**
   - Maintain 0.03% or better expulsion rate.

6. **School Climate**
   - 80% average favorability rating of students, 95% average favorability of parents, 90% average favorability of staff.

7. **Social Emotional Learning (SEL)**
   - 90% average favorability rating as measured by EGUSD's SEL survey.

8. **Facilities**
   - 100% of students will have clean, safe, and well-maintained facilities as measured by the FIT Healthy School Survey and Williams Reviews.

3.1 Middle School Dropout

● 2019-20 ● 2020-21 ● 2021-22
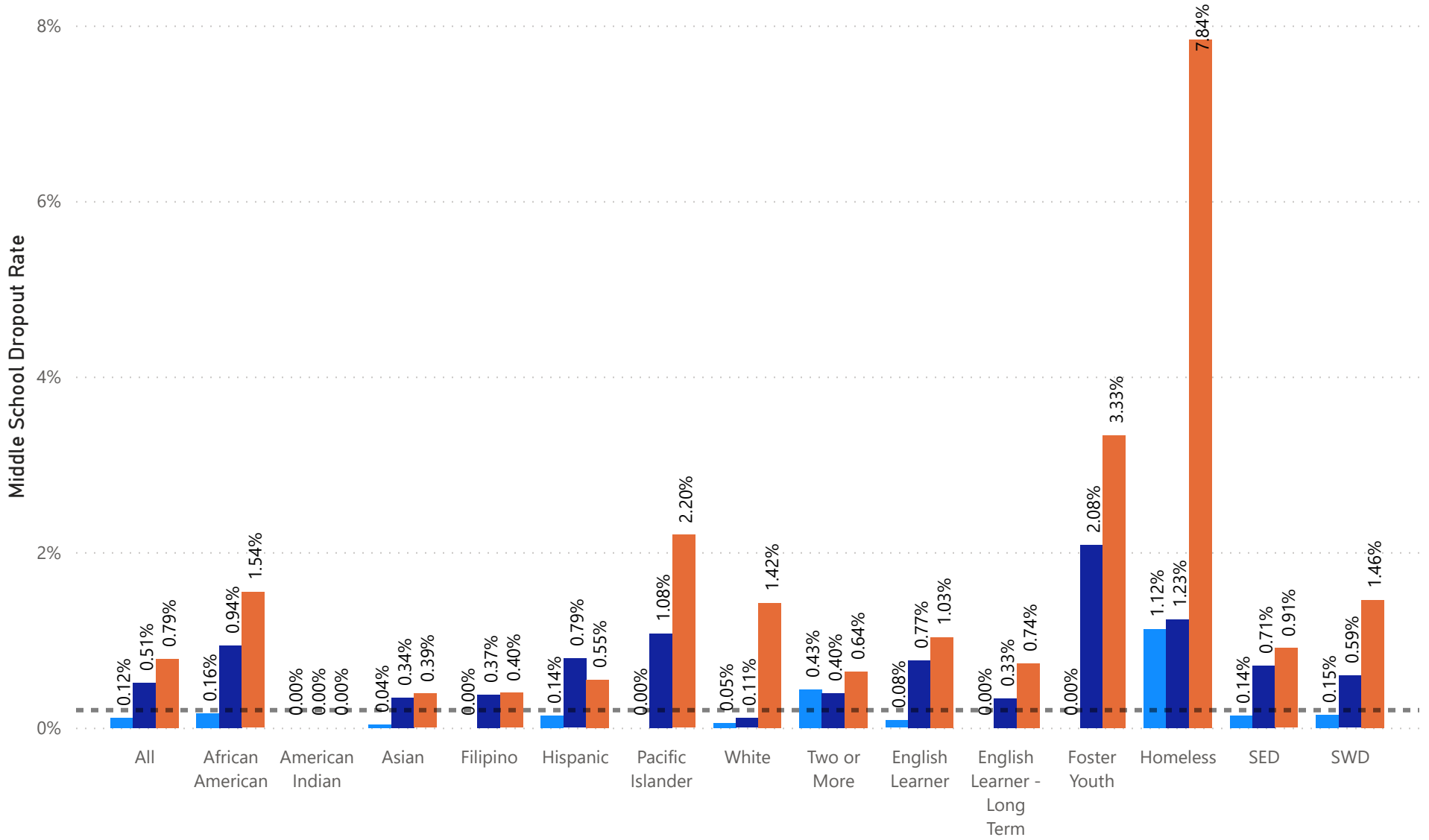
•Desired Outcomes for 2023-24: Maintain 0.2% or lower middle school dropout rate.

•State Priority #5
•Source/Notes: From CALPADS. The number of dropouts, divided by number of students enrolled in grades 7 & 8 on CBEDS day.

3.2 High School Dropout

● 2020-21   ● 2021-22   ● 2022-23

Category	2020-21	2021-22	2022-23
All	4.6%	4.1%	4.8%
African American	7.9%	8.0%	6.1%
American Indian	23.8%	5.3%	16.7%
Asian	2.1%	2.4%	2.0%
Filipino	1.9%	1.2%	1.7%
Hispanic	6.1%	4.8%	7.3%
Pacific Islander	7.0%	9.9%	13.3%
White	3.5%	3.1%	4.6%
Two or More	5.1%	4.4%	4.7%
English Learner	8.7%	8.7%	12.2%
English Learner - Long Term	7.9%	7.4%	11.8%
Foster Youth	22.2%	16.7%	9.1%
Homeless	18.5%	21.8%	19.0%
SED	6.6%	6.0%	7.1%
SWD	6.7%	8.6%	7.8%
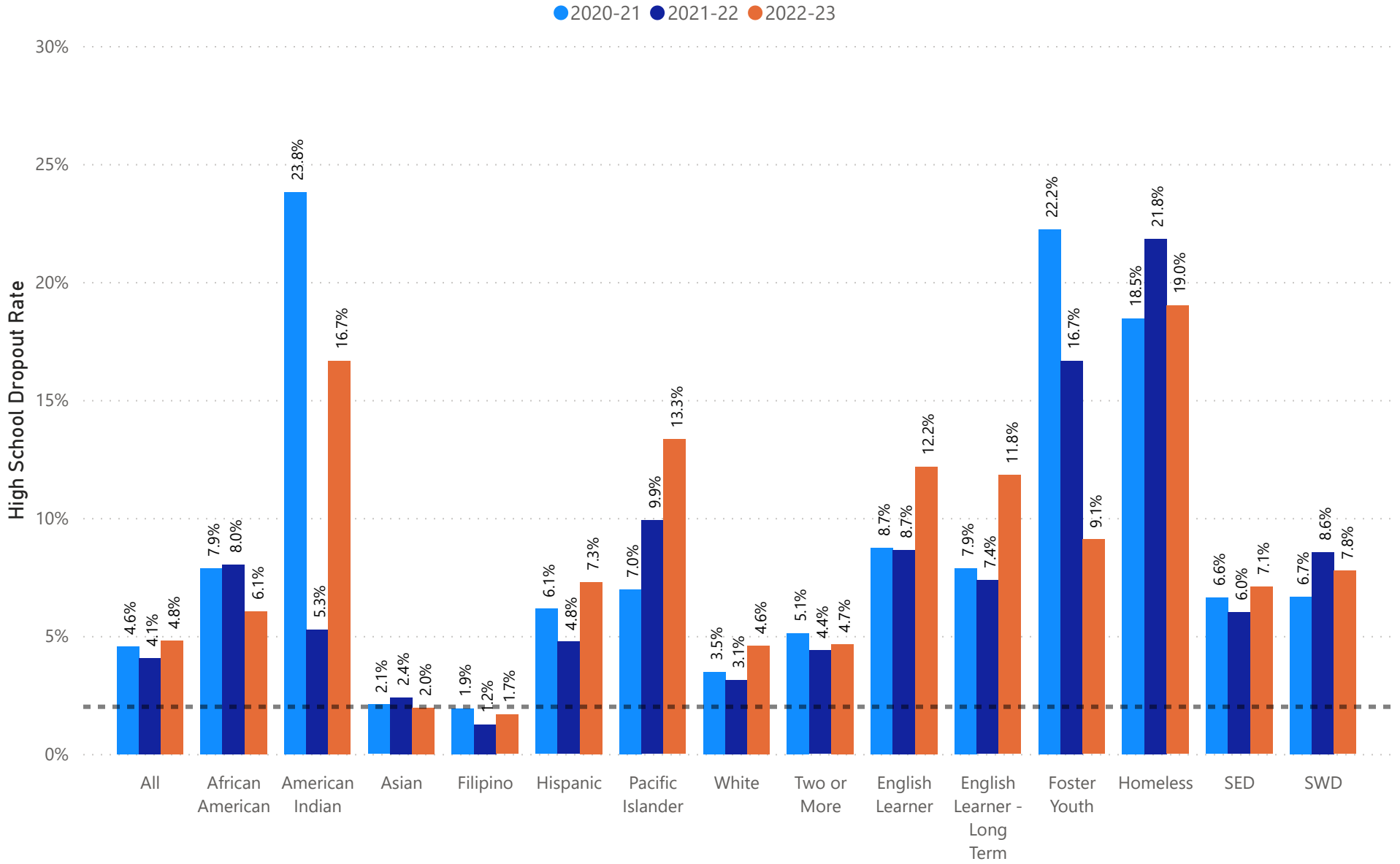
•Desired Outcomes for 2023-24: Maintain 2.0% or lower high school dropout rate.
•Source/Notes: From CALPADS. The number of high school dropouts divided by the number of students in the four year cohort. A dropout is any student in grades 9 -12 who left school before graduation or attainment of the legal equivalent and did not return to a school or an educational program by the first Wednesday in October (i.e., Census Day) of the following school year.

3.3 Graduation

● 2020-21 ● 2021-22 ● 2022-23

Graduation Rate (including 5th Year)

Category	2020-21	2021-22	2022-23
All	90.2%	92.2%	90.3%
African American	82.3%	87.3%	82.5%
American Indian	61.9%	76.2%	78.9%
Asian	95.3%	94.8%	95.5%
Filipino	95.8%	96.0%	96.3%
Hispanic	86.8%	90.7%	86.6%
Pacific Islander	85.4%	84.0%	78.3%
White	92.3%	93.6%	91.7%
Two or More	90.4%	93.2%	92.2%
English Learner	79.5%	80.5%	76.6%
English Learner - Long Term	77.5%	81.4%	77.3%
Foster Youth	65.0%	70.8%	70.8%
Homeless	62.5%	72.4%	72.6%
SED	86.6%	89.2%	86.6%
SWD	68.2%	73.3%	70.1%

•Desired Outcome for 2023-24: 95% combined cohort graduation rate for comprehensives and 1-year graduation rate for alternative/continuation.

•Source/Notes: From CALPADS/Synergy. Combined cohort graduation rate for comprehensives and 1-year graduation rate for alternative/continuation. For comprehensive schools, the number of 4th and 5th year regular high school graduates, divided by the sum of the four-year graduation cohort and the additional five-year graduates from the previous year's cohort.
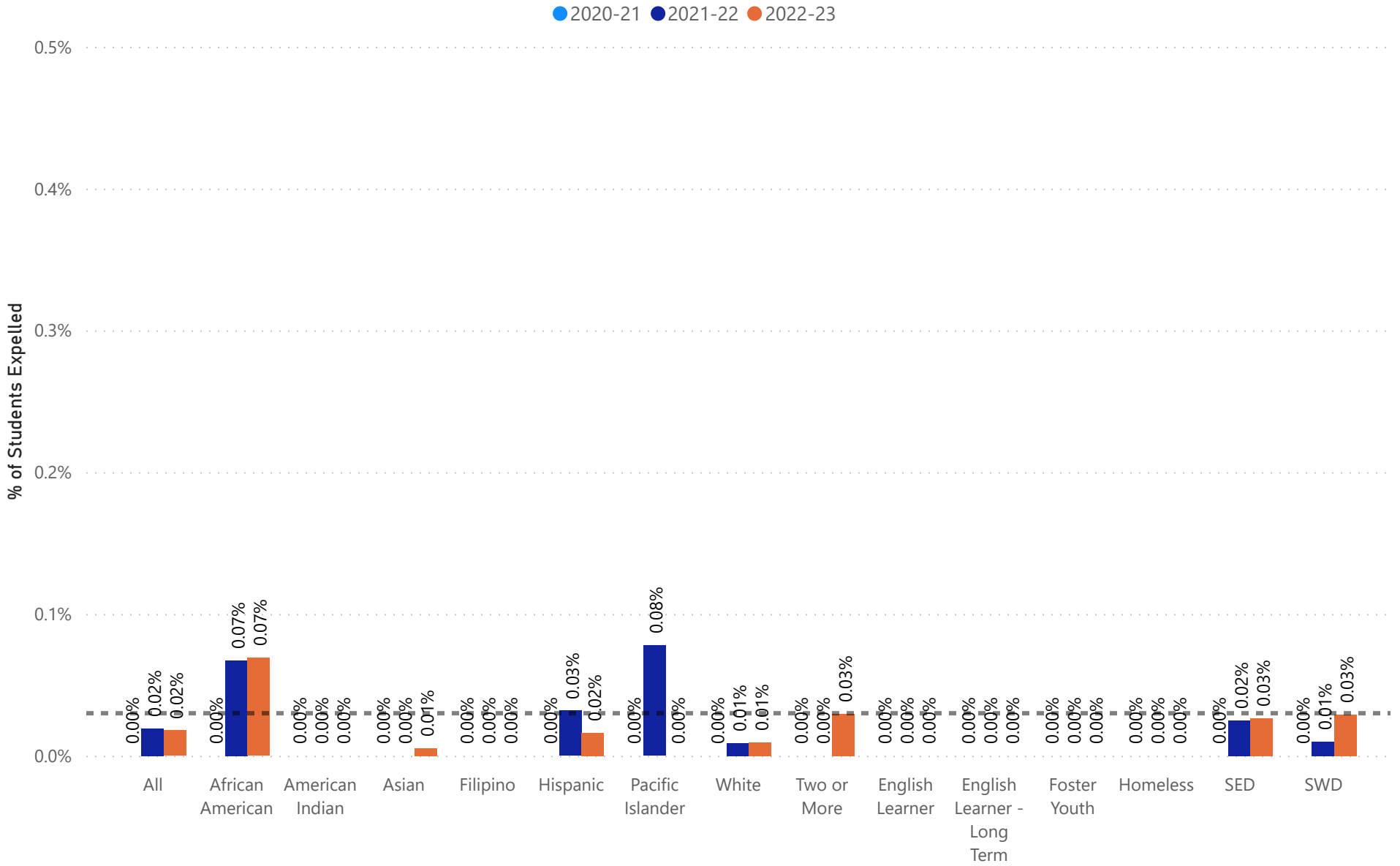
3.4 Suspension

● 2021-22 ● 2022-23

Bar chart titled "3.4 Suspension" showing % of Students Suspended by demographic group for 2021-22 (blue) and 2022-23 (orange).

Group	2021-22	2022-23
All	3.7%	3.6%
African American	10.5%	10.2%
American Indian	5.0%	7.8%
Asian	1.3%	1.2%
Filipino	1.6%	1.7%
Hispanic	4.0%	4.2%
Pacific Islander	3.9%	3.5%
White	3.0%	2.5%
Two or More	4.0%	4.2%
English Learner	2.9%	3.0%
English Learner - Long Term	7.1%	7.4%
Foster Youth	14.0%	14.4%
Homeless	11.9%	10.0%
SED	4.9%	4.9%
SWD	6.5%	6.3%

•Desired Outcome for 2023-24: 3.5% of students suspended or fewer.
•Source/Notes: From Synergy. The unduplicated number of students who received an in-school or out-of-school suspensions divided by the cumulative enrollment. Cumulative enrollment consists of the total number of enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school. Students are only included in the suspension rate if they have an aggregated suspension of at least one full day. Data from 2020-21 is not included because it is not comparable due to disruptions from the COVID-19 pandemic.

3.5 Expulsion

● 2020-21 ● 2021-22 ● 2022-23

% of Students Expelled

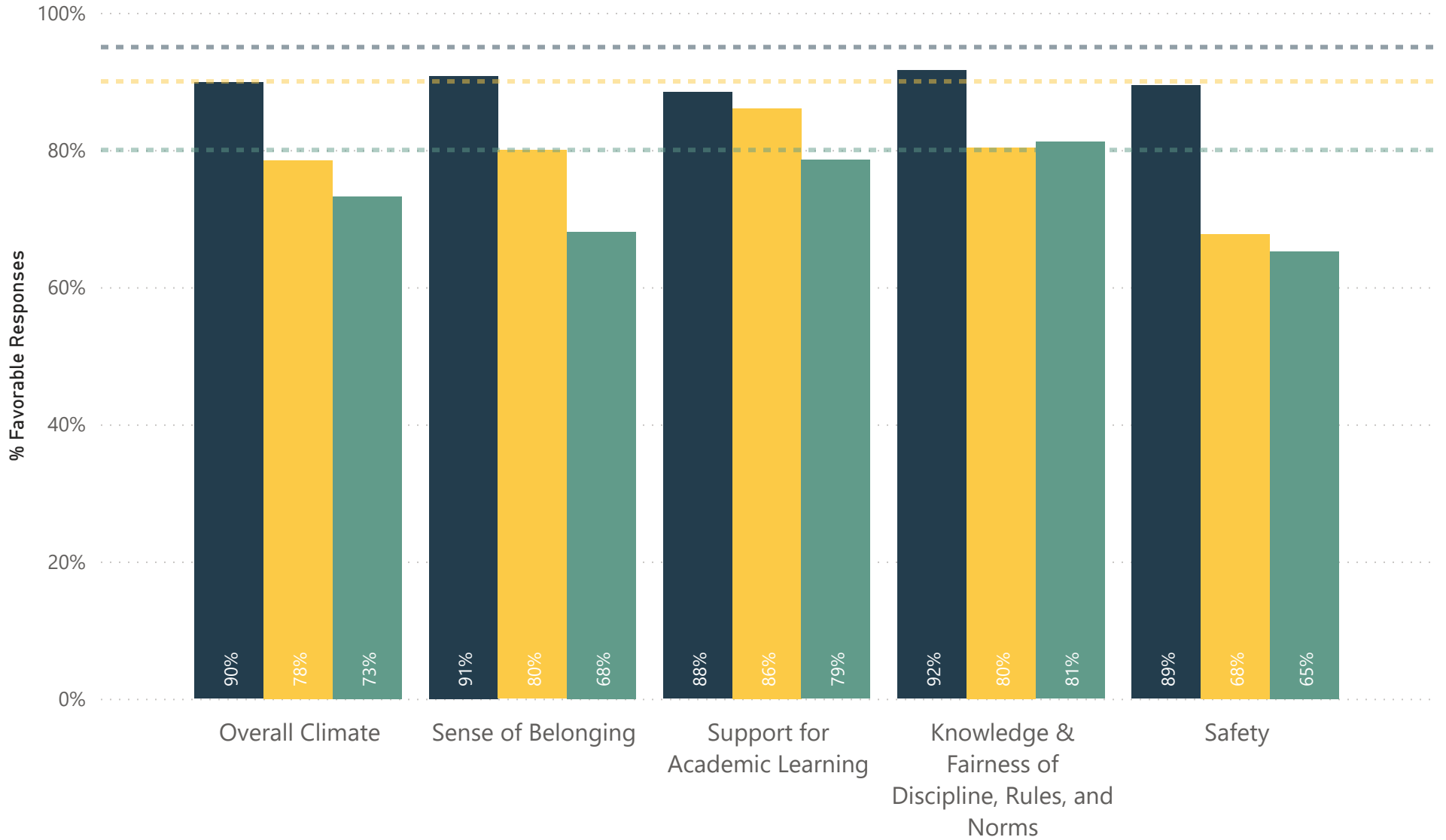|	All	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More	English Learner	English Learner - Long Term	Foster Youth	Homeless	SED	SWD
2021-22	0.02%	0.07%	0.00%	0.00%	0.00%	0.03%	0.08%	0.01%	0.00%	0.00%	0.00%	0.00%	0.00%	0.02%	0.01%
2022-23	0.02%	0.07%	0.00%	0.01%	0.00%	0.02%	0.00%	0.01%	0.03%	0.00%	0.00%	0.00%	0.00%	0.03%	0.03%

•Desired Outcome for 2023-24: Maintain 0.03% or lower expulsion rate.
•Source/Notes: From Synergy. The unduplicated number of students who received an expulsion, divided by the cumulative enrollment. Cumulative enrollment consists of the total number of enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school. 2019-20 data only available through March 8th.
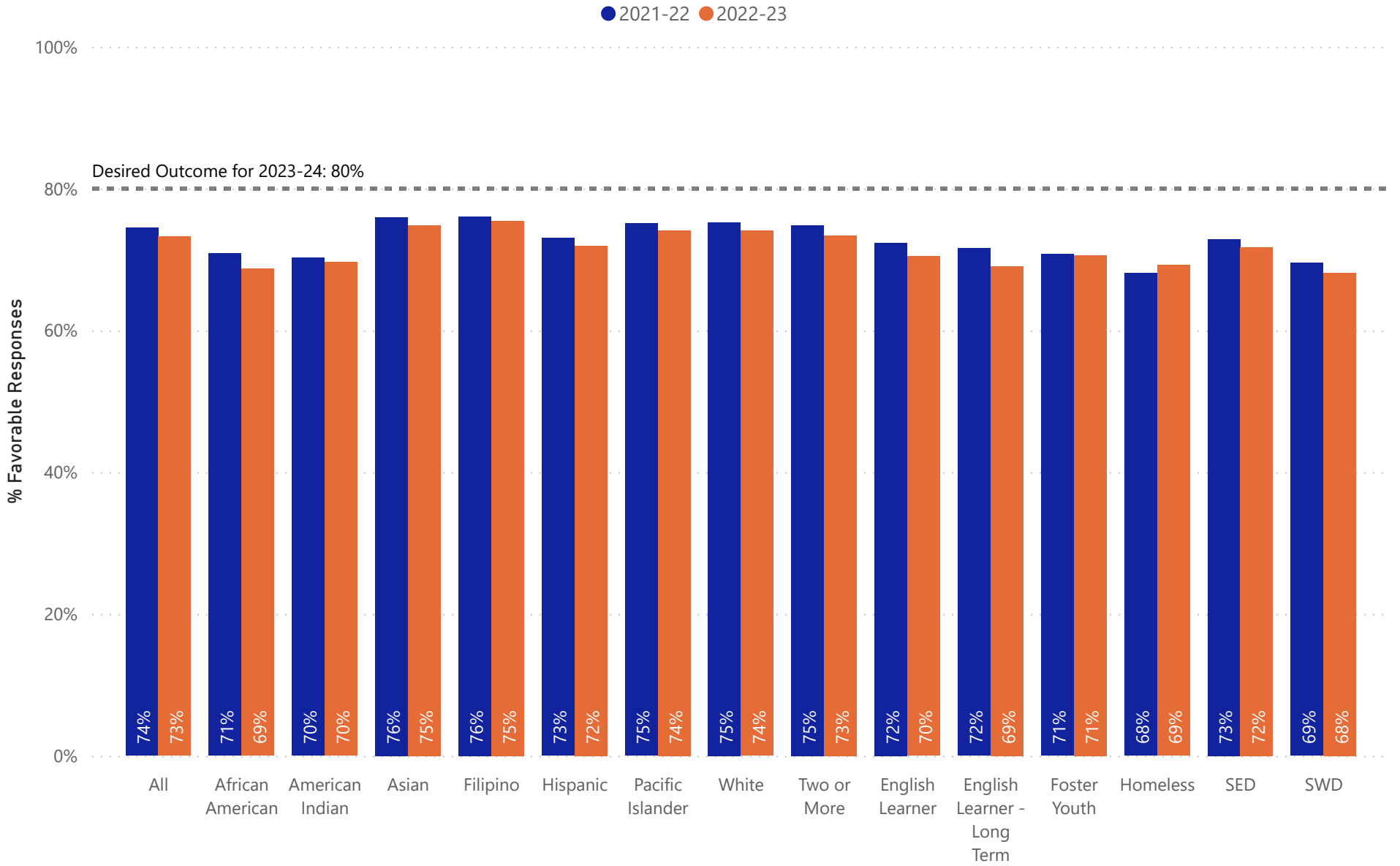
3.6 School Climate

● Parent ● Staff ● Student

% Favorable Responses

Category	Parent	Staff	Student
Overall Climate	90%	78%	73%
Sense of Belonging	91%	80%	68%
Support for Academic Learning	88%	86%	79%
Knowledge & Fairness of Discipline, Rules, and Norms	92%	80%	81%
Safety	89%	68%	65%

•Desired outcome for 2023-24: 80% average favorability rating of students, 95% average favorability rating of parents, and 90% average favorability rating of staff.
•Source/Notes: CORE-adapted school climate survey for students, parents, and staff from surveys administered in 2021-22. Climate ratings from prior year are not shown because surveys were not administered or the results are not comparable.
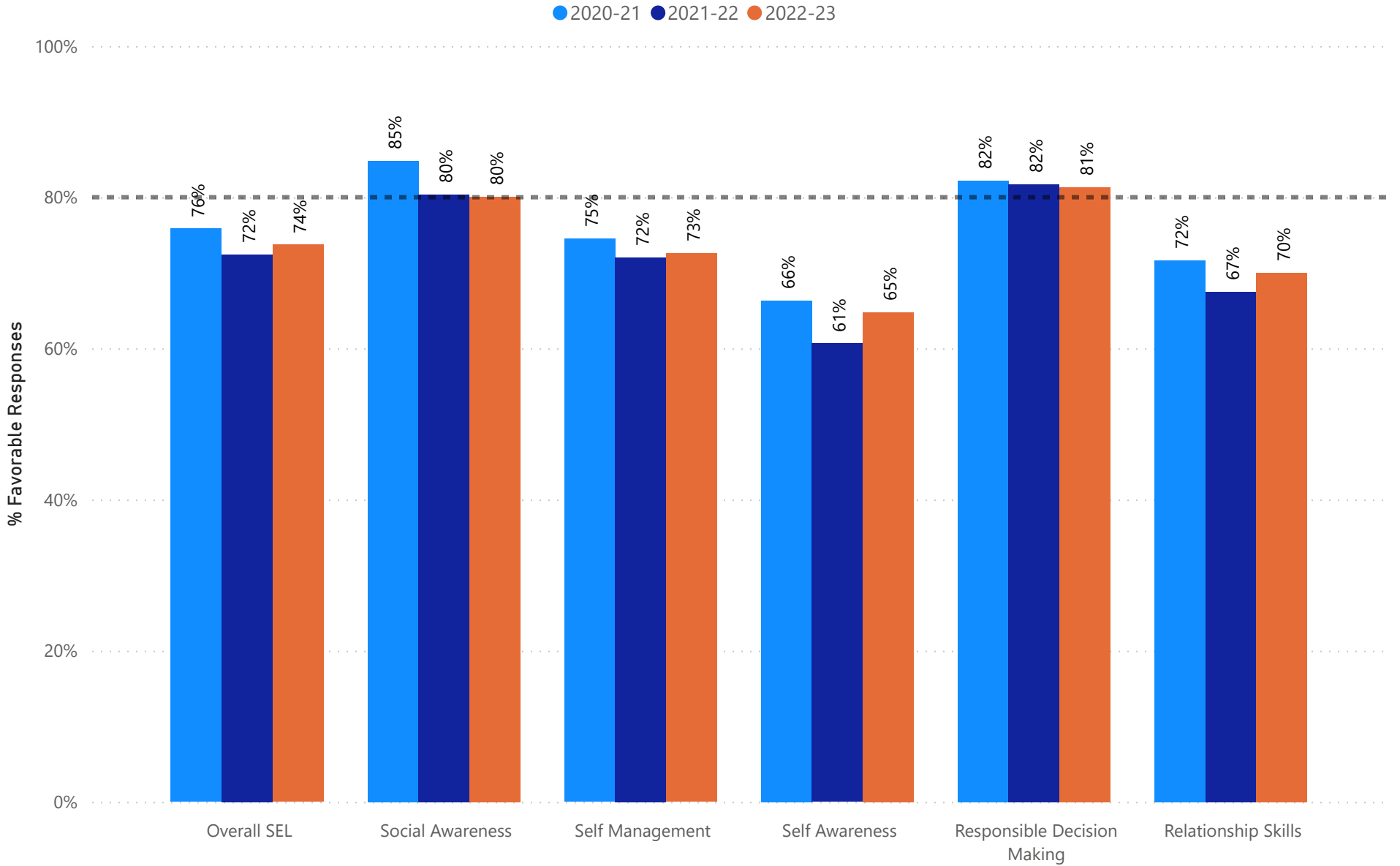
3.6 School Climate by Student Group

● 2021-22 ● 2022-23

Desired Outcome for 2023-24: 80%

% Favorable Responses

Group	2021-22	2022-23
All	74%	73%
African American	71%	69%
American Indian	70%	70%
Asian	76%	75%
Filipino	76%	75%
Hispanic	73%	72%
Pacific Islander	75%	74%
White	75%	74%
Two or More	75%	73%
English Learner	72%	70%
English Learner - Long Term	72%	69%
Foster Youth	71%	71%
Homeless	68%	69%
SED	73%	72%
SWD	69%	68%

•Desired Outcome for 2023-24: 80% average favorability rating among student respondents.
•Source/Notes: CORE-adapted school climate survey for students. For each student group, the average favorable response percentage for all CORE school climate constructs.
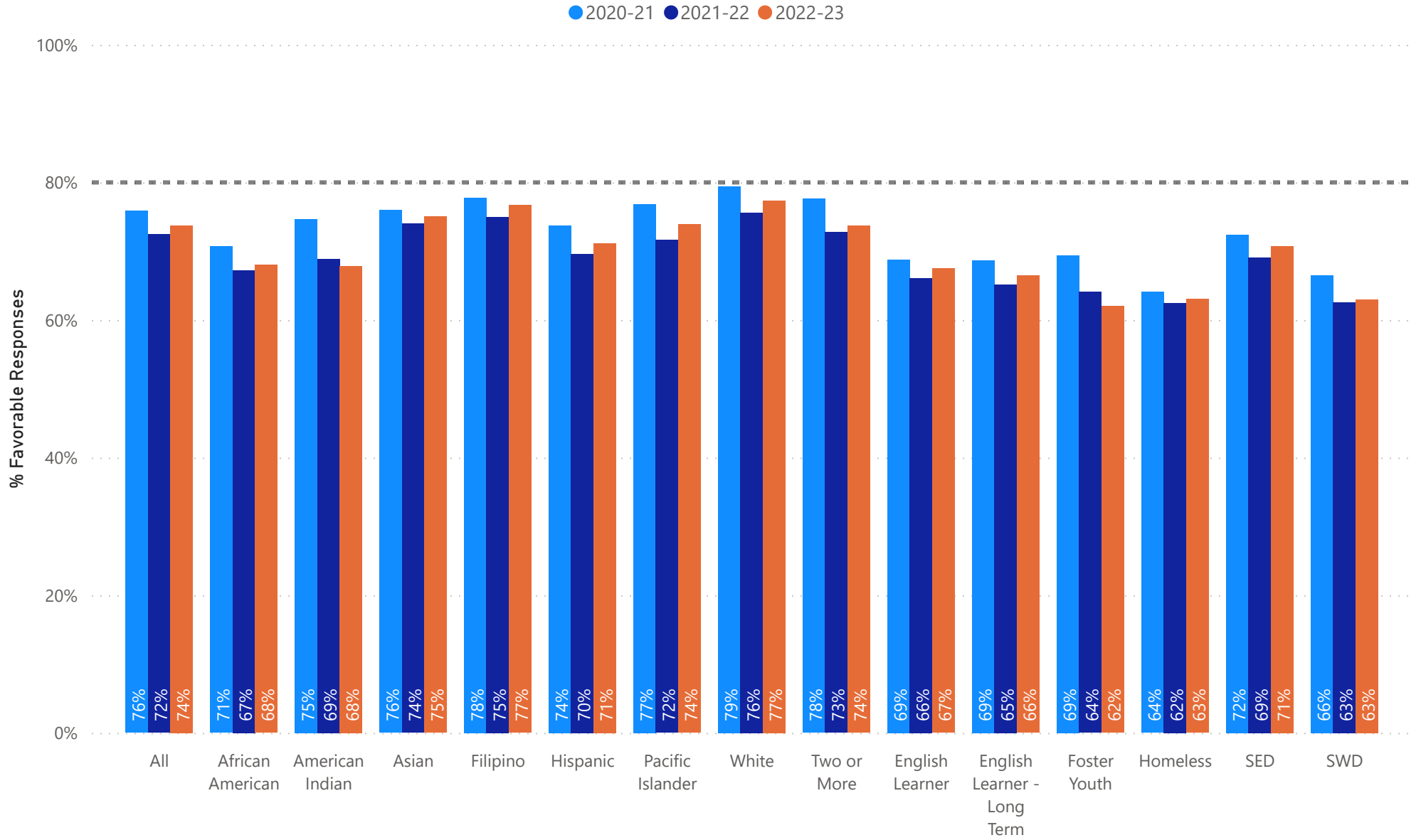
3.7 Social Emotional Learning

● 2020-21 ● 2021-22 ● 2022-23

% Favorable Responses

	Overall SEL	Social Awareness	Self Management	Self Awareness	Responsible Decision Making	Relationship Skills
2020-21	76%	85%	75%	66%	82%	72%
2021-22	72%	80%	72%	61%	82%	67%
2022-23	74%	80%	73%	65%	81%	70%

•Desired Outcome for 2023-24: 90% average favorability rating.
•Source/Notes: CORE-adapted social emotional learning survey for students, edited by EGUSD to incorporate CASEL constructs. For each student group, the average favorable response percentage.
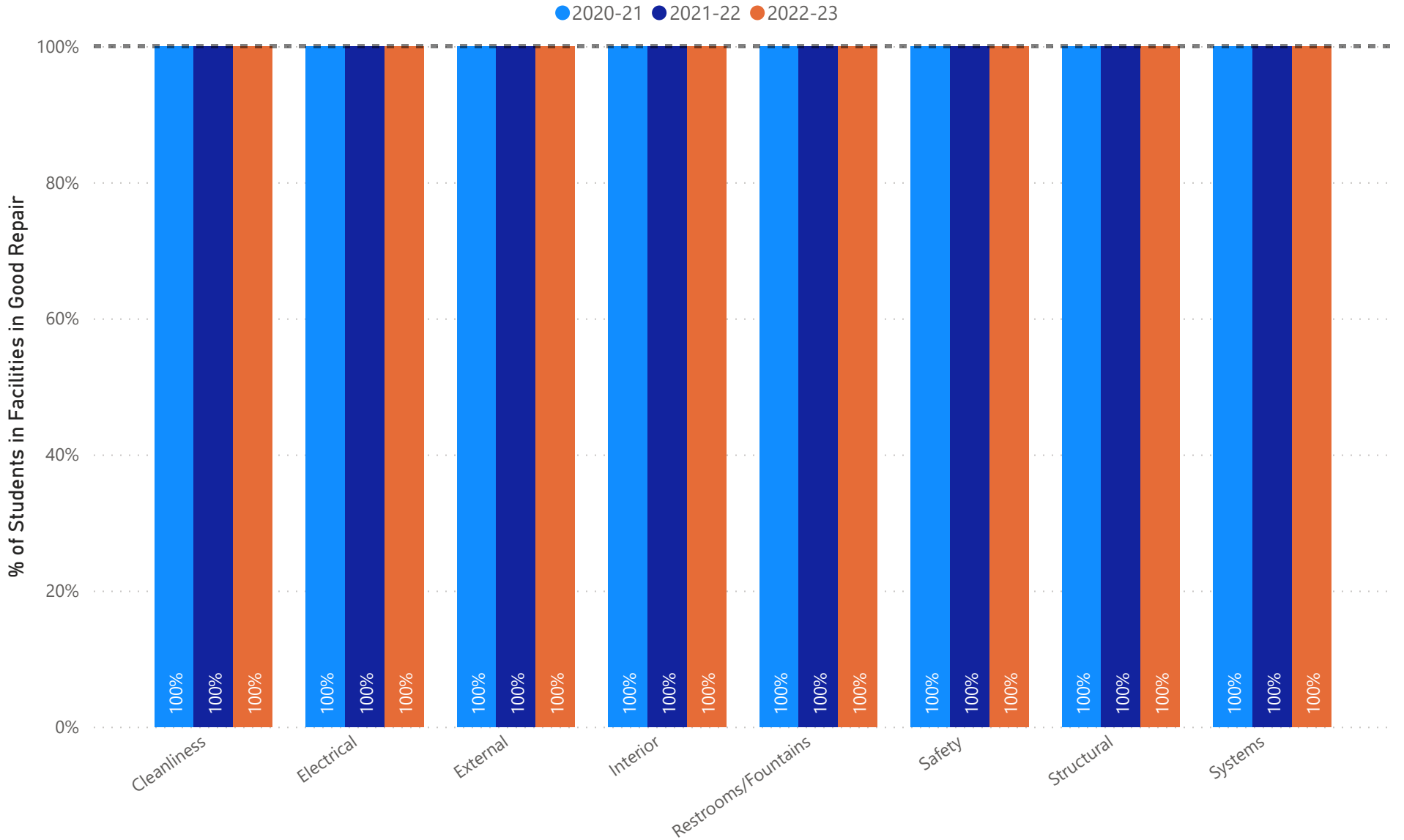
3.7 Social Emotional Learning

● 2020-21 ● 2021-22 ● 2022-23

	2020-21	2021-22	2022-23
All	76%	72%	74%
African American	71%	67%	68%
American Indian	75%	69%	68%
Asian	76%	74%	75%
Filipino	78%	75%	77%
Hispanic	74%	70%	71%
Pacific Islander	77%	72%	74%
White	79%	76%	77%
Two or More	78%	73%	74%
English Learner	69%	66%	67%
English Learner - Long Term	69%	65%	66%
Foster Youth	69%	64%	62%
Homeless	64%	62%	63%
SED	72%	69%	71%
SWD	66%	63%	63%

•Desired Outcome for 2023-24: 90% average favorability rating.

•Source/Notes: CORE-adapted social emotional learning survey for students, edited by EGUSD to incorporate CASEL constructs. For each student group, the average favorable response percentage.

3.8 Facilities

●2020-21 ●2021-22 ●2022-23

% of Students in Facilities in Good Repair

Categories (x-axis): Cleanliness, Electrical, External, Interior, Restrooms/Fountains, Safety, Structural, Systems — all showing 100% for each year (2020-21, 2021-22, 2022-23).

•Desired Outcome for 2023-24: 100% of students will have clean, safe, and well-maintained facilities as measured by the FIT Healthy School Survey and Williams Reviews.

•Source/Notes: Williams Review for Title1 schools receiving a site visit, and Facility Inspection Tool (FIT) Healthy School survey for the remainder of school sites. A passing rating represents a minimum or basic level.

EGUSD Strategic Goal #4

Family & Community Engagement

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

Desired Outcomes for 2023-24

1. ## Attendance
   - Maintain 95% or better attendance rate.

2. ## Chronic Absenteeism
   - 8.0% chronic absentee rate.

3. ## Relationships Between School Staff and Families
   - 98% of parents indicating a respectful and welcoming school environment.
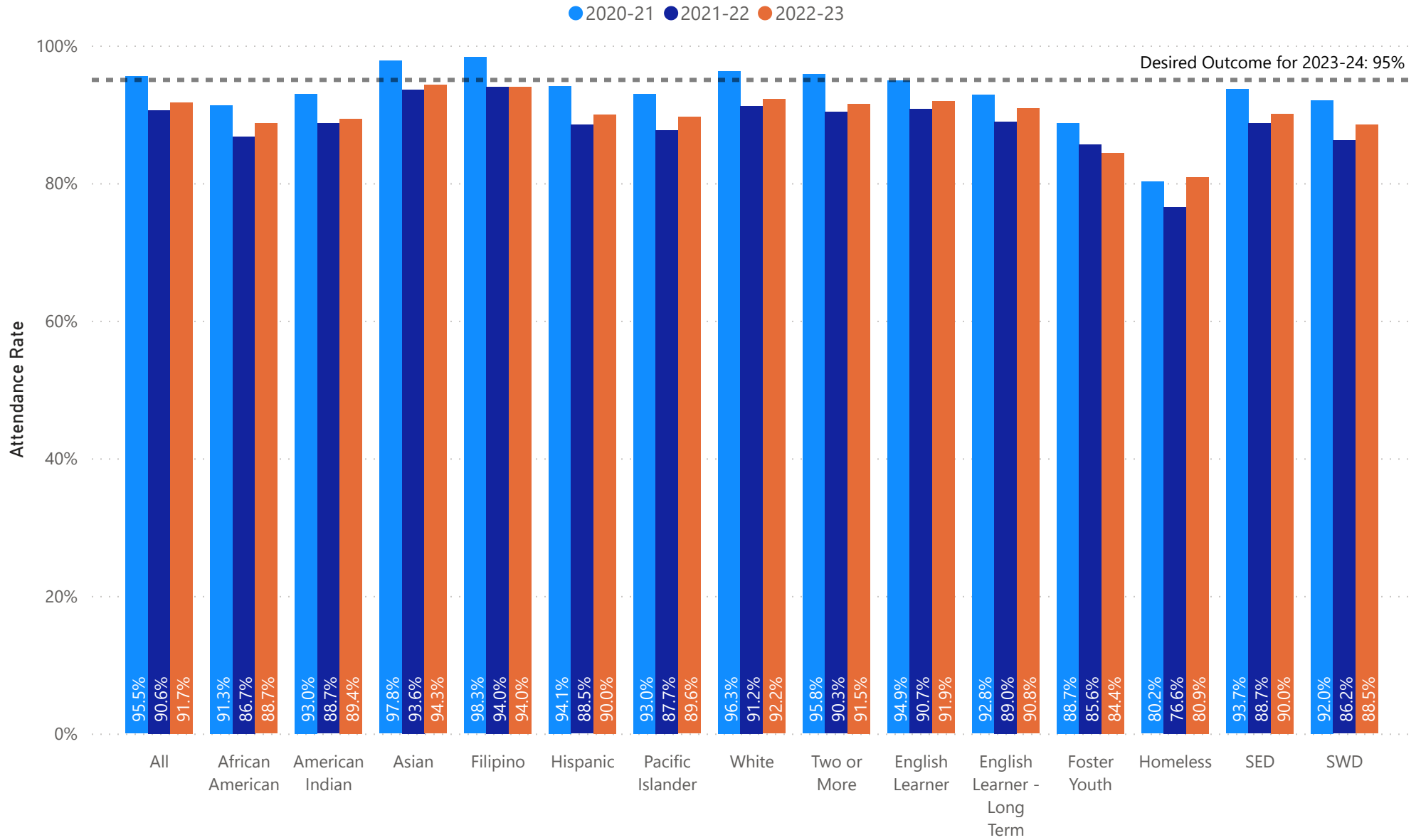
4. ## Partnerships for Student Outcomes
   - 88% of parents indicating effective opportunities for parent involvement or parent education.

5. ## Input in Decision Making
   - 82% of parents indicating effective opportunities for parent input in making decisions for schools or the district.
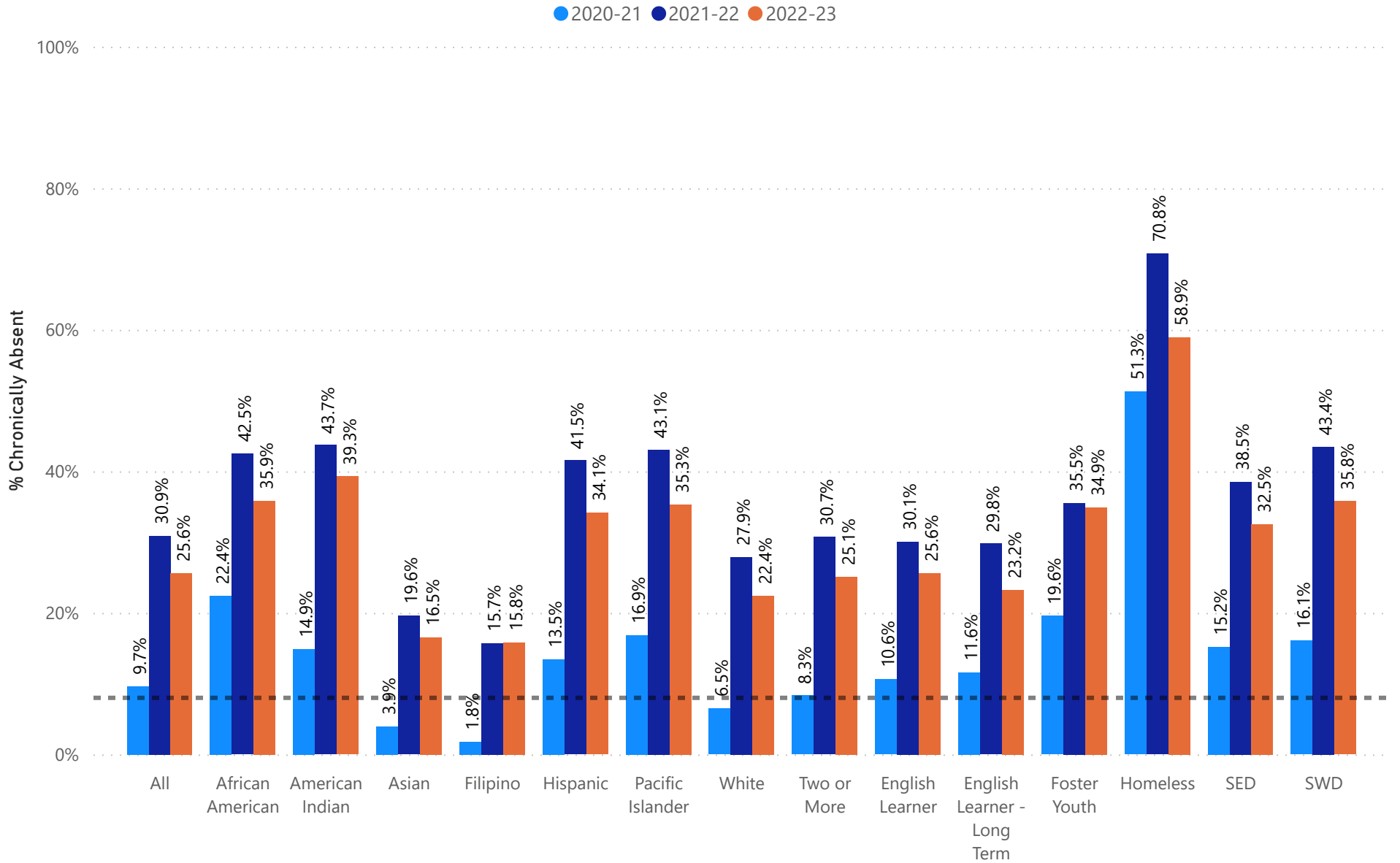
4.1 Attendance

● 2020-21 ● 2021-22 ● 2022-23

Desired Outcome for 2023-24: 95%

Attendance Rate

	All	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More	English Learner	English Learner - Long Term	Foster Youth	Homeless	SED	SWD
2020-21	95.5%	91.3%	93.0%	97.8%	98.3%	94.1%	93.0%	96.3%	95.8%	94.9%	92.8%	88.7%	80.2%	93.7%	92.0%
2021-22	90.6%	86.7%	88.7%	93.6%	94.0%	88.5%	87.7%	91.2%	90.3%	90.7%	89.0%	85.6%	76.6%	88.7%	86.2%
2022-23	91.7%	88.7%	89.4%	94.3%	94.0%	90.0%	89.6%	92.2%	91.5%	91.9%	90.8%	84.4%	80.9%	90.0%	88.5%

•Desired Outcome for 2023-24: 95% or better attendance rate.

•Source/Notes: From Synergy. The number of days attended, divided by the number of days scheduled. If a student has 1 or more periods scheduled for the day, it is counted as a *Scheduled* day. If a student attended 1 or more periods, for the day, it is counted as an *Attended* day.

4.2 Chronic Absenteeism

● 2020-21 ● 2021-22 ● 2022-23

Category	2020-21	2021-22	2022-23
All	9.7%	30.9%	25.6%
African American	22.4%	42.5%	35.9%
American Indian	14.9%	43.7%	39.3%
Asian	3.9%	19.6%	16.5%
Filipino	1.8%	15.7%	15.8%
Hispanic	13.5%	41.5%	34.1%
Pacific Islander	16.9%	43.1%	35.3%
White	6.5%	27.9%	22.4%
Two or More	8.3%	30.7%	25.1%
English Learner	10.6%	30.1%	25.6%
English Learner - Long Term	11.6%	29.8%	23.2%
Foster Youth	19.6%	35.5%	34.9%
Homeless	51.3%	70.8%	58.9%
SED	15.2%	38.5%	32.5%
SWD	16.1%	43.4%	35.8%

•Desired Outcome for 2023-24: 8.0% or better chronic absentee rate.

•Source/Notes: From Synergy. A student is considered chronically absent if they were absent 10% or more of the total days scheduled.

4.3 Relationships Between School Staff & Families: Effective Provision of a Respectful and Welcoming Environment

● 2021-22 ● 2022-23
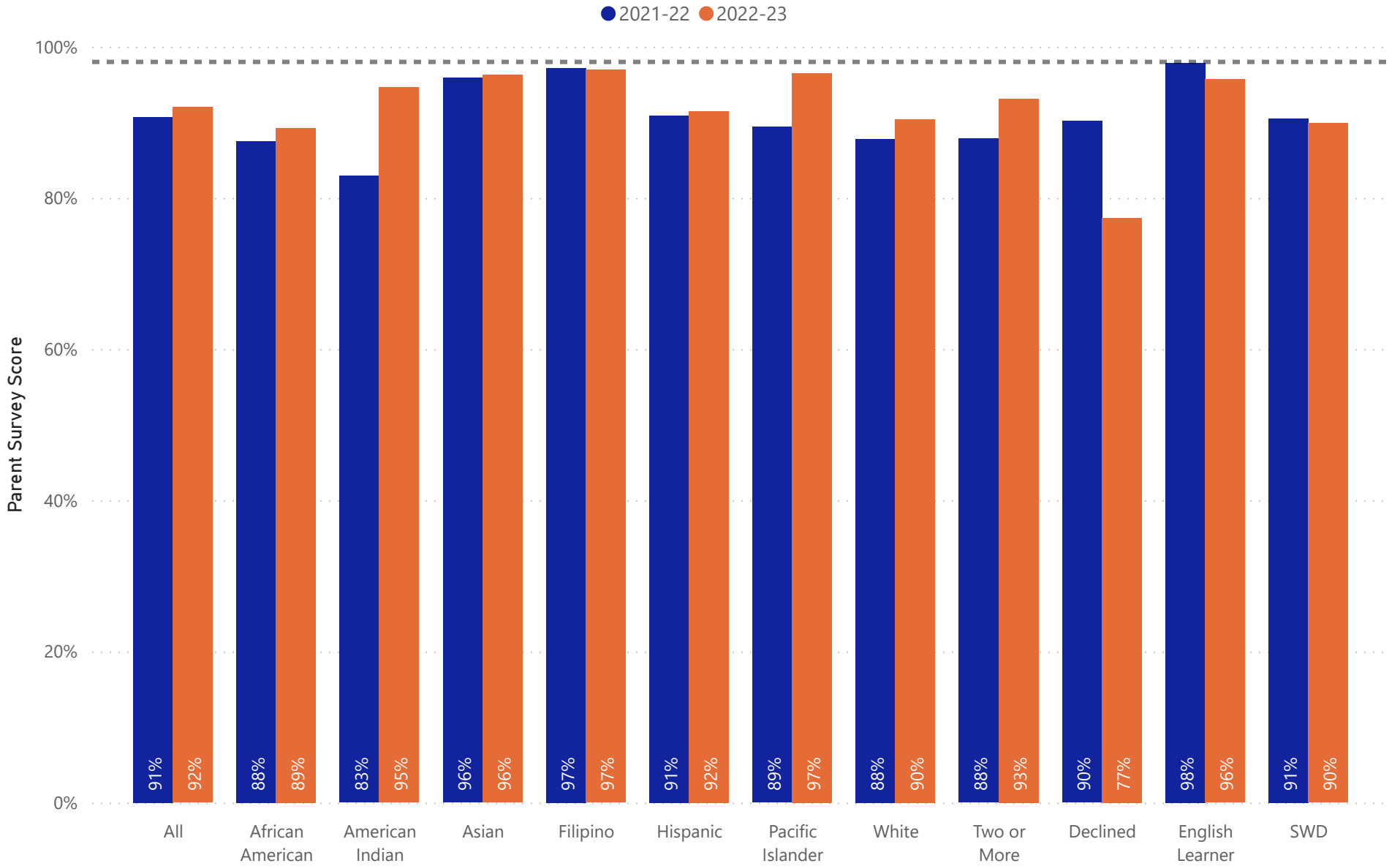
•Desired Outcome for 2023-24: 98% or better favorability.

•Source/Notes: from EGUSD Parent Survey. Parent survey score is the percentage of respondents (parents/guardians) who agreed or strongly agreed to the following statement "This school has been effective in: Providing a respectful and welcoming environment." EGUSD parent survey was not administered in 2020-21.
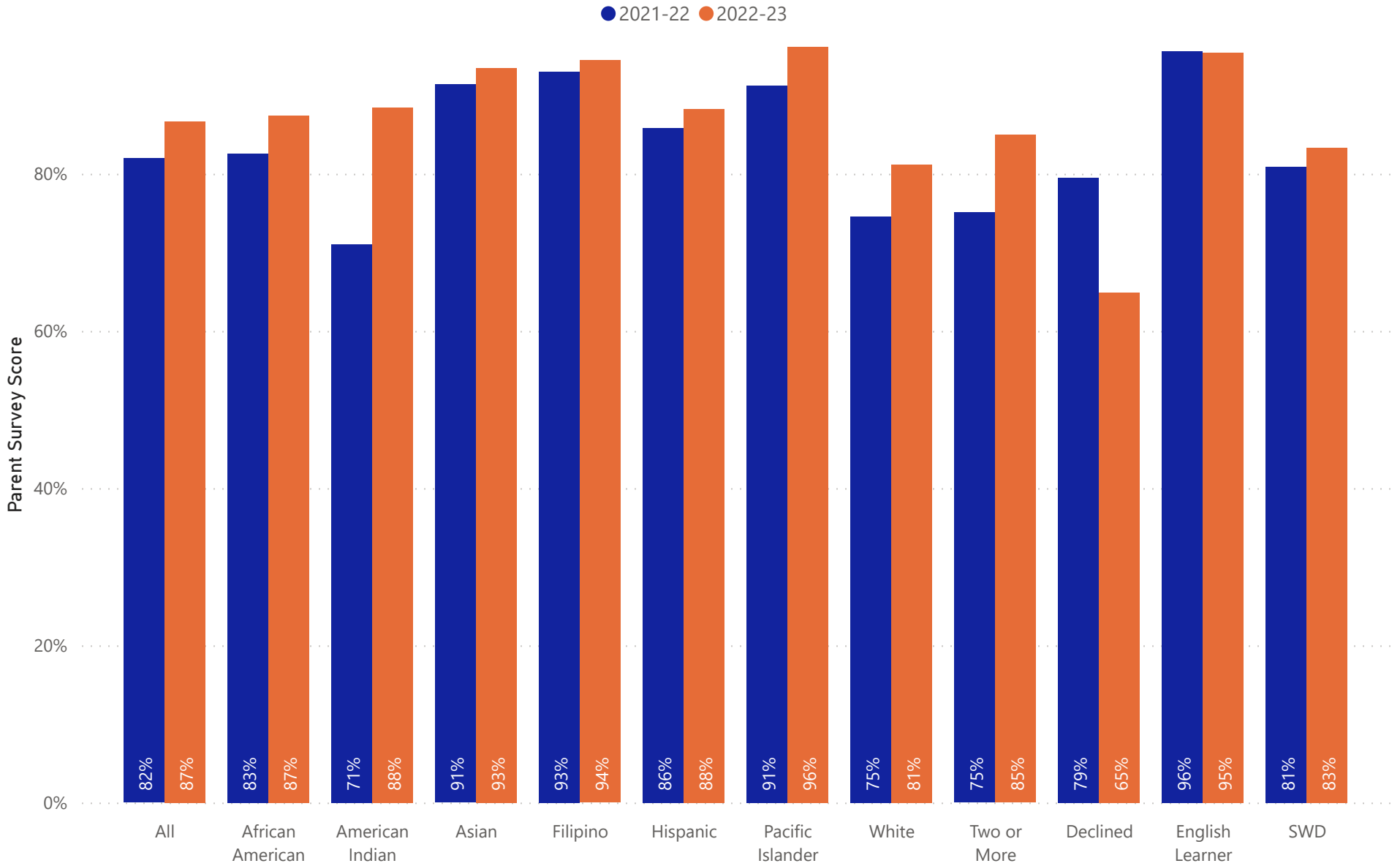
4.4 Partnerships for Student Outcomes: Effective Provision of Opportunities for Parent Involvement

● 2021-22 ● 2022-23

Parent Survey Score

	All	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More	Declined	English Learner	SWD
2021-22	84%	82%	71%	93%	94%	87%	92%	79%	77%	83%	96%	82%
2022-23	91%	91%	94%	95%	95%	91%	96%	88%	90%	78%	96%	89%
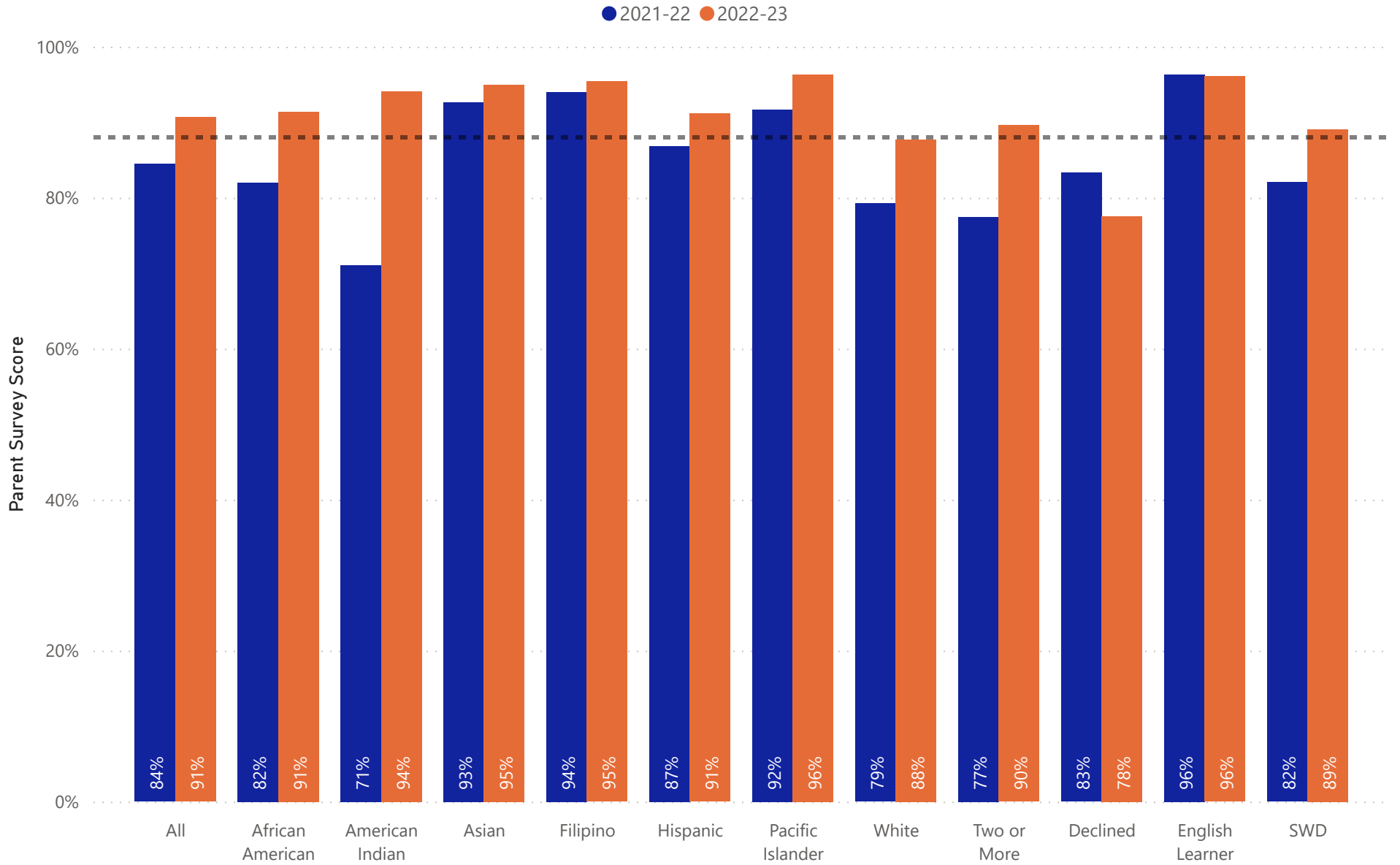
•Desired Outcome for 2023-24: 88% or better favorability.

•Source/Notes: from EGUSD Parent Survey. Parent survey score is the percentage of respondents (parents/guardians) who agreed or strongly agreed to the following statement "This school has been effective in: Providing parent involvement or parent education opportunities." EGUSD parent survey was not administered in 2020-21.

4.5 Input in Decision Making: Effective Provision of Opportunities for Parent Input

● 2021-22 ● 2022-23

	All	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More	Declined	English Learner	SWD
2021-22	82%	83%	71%	91%	93%	86%	91%	75%	75%	79%	96%	81%
2022-23	87%	87%	88%	93%	94%	88%	96%	81%	85%	65%	95%	83%

Parent Survey Score (y-axis)

•Desired Outcome for 2023-24: 82% or better favorability.

•Source/Notes: from EGUSD Parent Survey. **Parent survey score** is the percentage of respondents (parents/guardians) who agreed or strongly agreed to the following statement "This school has been effective in: Providing opportunities for parent input in making decisions for the school or district." EGUSD parent survey was not administered in 2020-21.

EGUSD Strategic Goal #5

Targeted Supports

Students with Disabilities, students in Foster Care, and students who identify as Black/African American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Desired Outcomes for 2023-24

1. Students with Disabilities Disparity
- 0.60 Disparity – 40% less likely to occur as favorably as non-students with disabilities.

2. Foster Disparity
- 0.75 Disparity – 25% less likely to occur as favorably as non-foster youth students.

3. African American Disparity
- 0.85 Disparity – 15% less likely to occur as favorably as non-African American students.

4. American Indian Disparity
- 0.85 Disparity – 15% less likely to occur as favorably as non-American Indian students.

5. Homeless Student Disparity
- 0.60 Disparity – 40% less likely to occur as favorably as non-Homeless students.

5.1 Students with Disabilities Disparity

LCAP Metric	Students with Disabilities	Students without Disabilities	Disparity	Interpretation
A-G Completion	13.7%	63.1%	21.7%	78.3% less likely to occur as favorably
AP/IB Exams	2.1%	32.4%	6.4%	93.6% less likely to occur as favorably
Attendance	88.5%	92.3%	95.8%	4.2% less likely to occur as favorably
CAASPP ELA - Std. Met/Exceeded	17.1%	56.9%	30%	70% less likely to occur as favorably
CAASPP Math - Std. Met/Exceeded	14.3%	44.8%	31.9%	68.1% less likely to occur as favorably
CAASPP Science - Std. Met/Exceeded	9.5%	38.2%	25%	75% less likely to occur as favorably
Chronic Absenteeism	35.8%	23.9%	66.7%	33.3% less likely to occur as favorably
Graduation	70.1%	92.9%	75.4%	24.6% less likely to occur as favorably
Social Emotional Learning	63.0%	75.0%	84%	16% less likely to occur as favorably
Student Climate	68.1%	73.9%	92.2%	7.8% less likely to occur as favorably
Suspension	6.3%	3.1%	49.8%	50.2% less likely to occur as favorably

Students with Disabilities are:
47.4% less likely, on average, to have a favorable outcome on LCAP metrics, compared with students not in the student group.

•Desired Outcome for 2023-24: 0.60 disparity, 40% or lower less likely to happen favorably

•Source/Notes: For favorable outcomes (such as graduation rates) disparity is calculated as group performance divided by the non-group performance; for unfavorable outcomes (such as suspension rate) disparity is calculated as non-group performance divided by the group performance. Disparity is interpreted as follows: disparity > 100% means the students are more likely to have a favorable outcome, disparity = 100% means they are as likely to have a favorable outcome, and disparity < 100% means they are less likely to have a favorable outcome.

5.2 Foster Youth Disparity

LCAP Metric	Foster Youth	Non-Foster Youth	Disparity	Interpretation
A-G Completion	7.1%	59.0%	12.1%	87.9% less likely to occur as favorably
AP/IB Exams	0.0%	29.9%	0%	100% less likely to occur as favorably
Attendance	84.4%	91.8%	92%	8% less likely to occur as favorably
CAASPP ELA - Std. Met/Exceeded	21.2%	52.1%	40.7%	59.3% less likely to occur as favorably
CAASPP Math - Std. Met/Exceeded	13.1%	41.1%	32%	68% less likely to occur as favorably
CAASPP Science - Std. Met/Exceeded	13.5%	35.0%	38.6%	61.4% less likely to occur as favorably
Chronic Absenteeism	34.9%	25.6%	73.3%	26.7% less likely to occur as favorably
Graduation	70.8%	90.4%	78.4%	21.6% less likely to occur as favorably
Social Emotional Learning	62.0%	73.7%	84.1%	15.9% less likely to occur as favorably
Student Climate	70.6%	73.2%	96.4%	3.6% less likely to occur as favorably
Suspension	14.4%	3.6%	24.6%	75.4% less likely to occur as favorably

Foster Youth are:
48% less likely, on average, to have a favorable outcome on LCAP metrics, compared with students not in the student group.

•Desired Outcome for 2023-24: 0.75 disparity, 25% or lower less likely to happen favorably

•Source/Notes: For favorable outcomes (such as graduation rates) disparity is calculated as group performance divided by the non-group performance; for unfavorable outcomes (such as suspension rate) disparity is calculated as non-group performance divided by the group performance. Disparity is interpreted as follows: disparity > 100% means the students are more likely to have a favorable outcome, disparity = 100% means they are as likely to have a favorable outcome, and disparity < 100% means they are less likely to have a favorable outcome.

5.3 African American Disparity

LCAP Metric	African American	Non-African American	Disparity	Interpretation
A-G Completion	42.1%	60.9%	69.2%	30.8% less likely to occur as favorably
AP/IB Exams	12.1%	32.0%	37.9%	62.1% less likely to occur as favorably
Attendance	88.7%	92.1%	96.3%	3.7% less likely to occur as favorably
CAASPP ELA - Std. Met/Exceeded	32.5%	54.1%	60.1%	39.9% less likely to occur as favorably
CAASPP Math - Std. Met/Exceeded	19.3%	43.4%	44.4%	55.6% less likely to occur as favorably
CAASPP Science - Std. Met/Exceeded	15.2%	37.1%	41%	59% less likely to occur as favorably
Chronic Absenteeism	35.9%	24.5%	68.3%	31.7% less likely to occur as favorably
Graduation	82.5%	91.3%	90.3%	9.7% less likely to occur as favorably
Social Emotional Learning	68.0%	74.3%	91.6%	8.4% less likely to occur as favorably
Student Climate	68.7%	73.7%	93.2%	6.8% less likely to occur as favorably
Suspension	10.2%	2.8%	27.5%	72.5% less likely to occur as favorably

African American Students are:
34.6% less likely, on average, to have a favorable outcome on LCAP metrics, compared with students not in the student group.

•Desired Outcome for 2023-24: 0.85 disparity, 15% or lower less likely to happen favorably

•Source/Notes: For favorable outcomes (such as graduation rates) disparity is calculated as group performance divided by the non-group performance; for unfavorable outcomes (such as suspension rate) disparity is calculated as non-group performance divided by the group performance. Disparity is interpreted as follows: disparity > 100% means the students are more likely to have a favorable outcome, disparity = 100% means they are as likely to have a favorable outcome, and disparity < 100% means they are less likely to have a favorable outcome.

5.4 American Indian Disparity

LCAP Metric	American Indian	Non-American Indian	Disparity	Interpretation
A-G Completion	57.1%	58.8%	97.1%	2.9% less likely to occur as favorably
AP/IB Exams	21.4%	29.9%	71.7%	28.3% less likely to occur as favorably
Attendance	89.4%	91.8%	97.4%	2.6% less likely to occur as favorably
CAASPP ELA - Std. Met/Exceeded	34.4%	52.0%	66.1%	33.9% less likely to occur as favorably
CAASPP Math - Std. Met/Exceeded	22.2%	41.1%	54.1%	45.9% less likely to occur as favorably
CAASPP Science - Std. Met/Exceeded	17.1%	35.0%	49%	51% less likely to occur as favorably
Chronic Absenteeism	39.3%	25.6%	65.1%	34.9% less likely to occur as favorably
Graduation	78.9%	90.3%	87.4%	12.6% less likely to occur as favorably
Social Emotional Learning	67.9%	73.7%	92%	8% less likely to occur as favorably
Student Climate	69.6%	73.3%	95%	5% less likely to occur as favorably
Suspension	7.8%	3.6%	46.3%	53.7% less likely to occur as favorably

American Indian Students are:
25.3% less likely, on average, to have a favorable outcome on LCAP metrics, compared with students not in the student group.

•Desired Outcome for 2023-24: 0.85 disparity, 15% or lower less likely to happen favorably

•Source/Notes: For favorable outcomes (such as graduation rates) disparity is calculated as group performance divided by the non-group performance; for unfavorable outcomes (such as suspension rate) disparity is calculated as non-group performance divided by the group performance. Disparity is interpreted as follows: disparity > 100% means the students are more likely to have a favorable outcome, disparity = 100% means they are as likely to have a favorable outcome, and disparity < 100% means they are less likely to have a favorable outcome.

5.5 Homeless Student Disparity

LCAP Metric	Homeless	Non-Homeless	Disparity	Interpretation
A-G Completion	15.5%	59.5%	26%	74% less likely to occur as favorably
AP/IB Exams	1.4%	30.3%	4.6%	95.4% less likely to occur as favorably
Attendance	80.9%	91.9%	87.9%	12.1% less likely to occur as favorably
CAASPP ELA - Std. Met/Exceeded	21.0%	52.4%	40%	60% less likely to occur as favorably
CAASPP Math - Std. Met/Exceeded	11.8%	41.4%	28.4%	71.6% less likely to occur as favorably
CAASPP Science - Std. Met/Exceeded	11.3%	35.2%	32.2%	67.8% less likely to occur as favorably
Chronic Absenteeism	58.9%	25.1%	42.6%	57.4% less likely to occur as favorably
Graduation	72.6%	90.6%	80.1%	19.9% less likely to occur as favorably
Social Emotional Learning	63.1%	73.8%	85.4%	14.6% less likely to occur as favorably
Student Climate	69.2%	73.3%	94.4%	5.6% less likely to occur as favorably
Suspension	10.0%	3.5%	35%	65% less likely to occur as favorably

Homeless Students are:
49.4% less likely, on average, to have a favorable outcome on LCAP metrics, compared with students not in the student group.

•Desired Outcome for 2023-24: 0.60 disparity, 40% or lower less likely to happen favorably

•Source/Notes: For favorable outcomes (such as graduation rates) disparity is calculated as group performance divided by the non-group performance; for unfavorable outcomes (such as suspension rate) disparity is calculated as non-group performance divided by the group performance. Disparity is interpreted as follows: disparity > 100% means the students are more likely to have a favorable outcome, disparity = 100% means they are as likely to have a favorable outcome, and disparity < 100% means they are less likely to have a favorable outcome.