



2025-26 LCAP Mid-year Report

Mark Cerutti, Deputy Superintendent, Education Services & Schools
Board of Education Meeting
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Background

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each year at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- BOP update
- Available midyear LCAP outcome data
- Available expenditure data
- Action implementation status

The LCAP in Brief

- **Purpose:** The LCAP aligns district goals, actions, and services with the budget to ensure resources support student needs and serves as the planning component of the Local Control Funding Formula.
- **Duration & Updates:** The LCAP is a three-year plan updated annually by July 1. This year, the EGUSD LCAP will be brought to the Board of Education on June 23, 2026.
- **Focus Areas:** The LCAP must address 8 state priorities, including student achievement, parent engagement, school climate, student engagement, course access, basic services, state standards implementation, and other student outcomes.
- **Stakeholder Input:** LCAP development requires input from students, families, teachers, and community members.
- **The LCAP Template:** The LCAP template includes the LCFF Budget Overview for Parents, a plan summary, and information specific to increased or improved services for specific student populations.
- **Transparency:** The LCAPs is required to be prominently posted on the homepage of the District's website.

Impact to the Budget Overview for Parents

When EGUSD adopted our LCAP and Budget on June 24, 2025, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:

Item	As adopted in BOP	Amount per Budget Act
Total LCFF funds	\$805,462,476	\$814,039,172
LCFF Supplemental/ Concentration grants	\$107,588,512	\$109,260,919

Mid-year Update: LCAP Metrics and LCAP Expenditures and Implementation

- At the midpoint in the school year, some metric outcomes are known, some are in progress, and some are unknown.
- At the mid-point in the school year, all actions are in progress, and as yet, not completed.

Goal 1: High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 1: Metrics

Goal 1 High-Quality Curriculum, Instruction, & Assessment	2021-22	2022-23	2023-24	2024-25	Mid-Year 2025-26	Desired Outcome for 2026-27
Teacher Assignment - % of Credentialed/Certified Teachers	91%	91%	90%	n/a	n/a	100%
Instructional Materials - % of Students Having Access to Materials	100%	100%	100%	100%	100%	100%
Content Standards Implementation - % Early Applying + Applying	74%	72%	75%	77%	n/a	80%
Access to Courses - % Students Enrolled in:						
ES Broad Course of Study	99%	99%	98%	99%	96%	100%
MS Honors/Accelerated or AVID Course Upon Promotion	55%	54%	54%	54%	51%	65%
HS Honors and AP/IB Courses	42%	46%	47%	49%	43%	60%

Note:

For students in grades 1 through 6, a Broad Course of Study includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education, and other studies that may be prescribed by the governing board.

For students in grades 7 through 12, a Broad Course of Studies includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.

Goal 1: Metrics

Goal 1 High-Quality Curriculum, Instruction, & Assessment	2021-22	2022-23	2023-24	2024-25	Mid-Year 2025-26	Desired Outcome for 2026-27
CAASPP - Distance from Standard:						
ELA	1	-2	-3	4	n/a	8
MATH	-34	-33	-33	-27	n/a	-23
SCIENCE	-11	-11	-11	-11	n/a	-1
CAASPP - % Standard Met or Exceeded:						
ELA	53%	52%	52%	54%	n/a	n/a
MATH	40%	41%	41%	43%	n/a	n/a
SCIENCE	35%	35%	35%	35%	n/a	n/a
EAP - % Conditionally Ready and Ready for College-Level Coursework:						
ELA	56%	57%	51%	56%	n/a	65%
MATH	33%	34%	31%	34%	n/a	45%

Goal 1: Metrics

Goal 1 High-Quality Curriculum, Instruction, & Assessment	2021-22	2022-23	2023-24	2024-25	Mid-Year 2025-26	Desired Outcome for 2026-27
Progress toward English Proficiency - % Increasing ELPI Level	54%	52%	51%	48%	n/a	55%
Reclassified - % of English Learners Reclassified*	13%	14%	13%	12%	11%	15%
A-G Completion - % of Graduates Completing A-G Requirements	56%	59%	59%	57%	n/a	62%
CTE Sequence Completion - % of Graduates Completing a CTE Sequence	24%	20%	26%	25%	n/a	25%
A-G and CTE Sequence Completion - % of Graduates meeting A-G requirements and completing CTE sequence	19%	17%	20%	18%	n/a	20%
AP/IB Exams - % of Graduates Passing an AP/IB Exam	27%	30%	33%	34%	n/a	33%
Test Participation Rate on Districtwide Assessments: Percentage of required tests taken	22%	28%	70%	79%	80%	95%

* The calculation for Reclassified English Learners changed in 2024-25. The window used to determine rates for reclassification changed from August 15-August 14th to July 1st to June 30th.

Goal 1: Actions

Action # and Implementation Level	Title (*denotes Learning Recovery Emergency Block Grant action)	Contributing (Y/N)	Planned – Total Funds	Mid-Year – Total Funds (as of 12/31/2025)
1.1	School Staffing	N	\$432,998,694	\$202,562,328
1.2	Professional Learning	Y	\$4,259,460	\$3,027,823
1.3	Curriculum/Program Specialists and Instructional Coaches	Y	\$13,052,891	\$5,325,748
1.7	CTE/CPA Program Development	Y	\$4,612,454	\$1,853,185
1.9	Equity	Y	\$2,714,710	\$1,025,623
1.10	Teacher Support Staffing for At-Risk Students (Secondary)	Y	\$8,310,467	\$3,827,156
1.12	Gifted and Talented Education (GATE)	Y	\$250,000	\$16,351
1.13	Academic Competition, AP/IB, Honors, MYP	Y	\$1,316,921	\$561,450
1.14	Achievement Via Individual Determination (AVID)	Y	\$1,888,386	\$554,550
1.15	LCFF Supplemental – Elementary/Secondary	Y	\$11,117,698	\$3,641,291
1.16	Evaluation Support	Y	\$2,014,771	\$736,877

Goal 1: Actions

Action # and Implementation Level	Title (*denotes Learning Recovery Emergency Block Grant action)	Contributing (Y/N)	Planned – Total Funds	Mid-Year – Total Funds (as of 12/31/2025)
1.17	Academic Intervention Teacher (Homeless)*	N	LREBG Funds Used: \$148,197	\$74,937
1.18	Academic Intervention Teachers at each TK-6 site*	N	LREBG Funds Used: \$6,301,950	\$3,132,163
1.19	Additional FTE for English learner coordination at secondary schools*	N	LREBG Funds Used: \$1,308,042	\$681,780
1.20	Administrative Salaries/Coordinator – AVID*	N	LREBG Funds Used: \$181,669	\$92,989
1.21	AVID coaches*	N	LREBG Funds Used: \$751,977	\$163,418
1.22	Curriculum specialists (VAPA)*	N	LREBG Funds Used: \$541,032	\$118,400
1.23	English learner coordinator at Florin and Valley high schools*	N	LREBG Funds Used: \$312,628	\$158,308
1.24	Elementary Academic Intervention Teacher (Foster Youth) *	N	LREBG Funds Used: \$161,784	\$41,261

Goal 1: Actions

Action # and Implementation Level	Title (*denotes Learning Recovery Emergency Block Grant action)	Contributing (Y/N)	Planned – Total Funds	Mid-Year – Total Funds (as of 12/31/2025)
1.25	Equity/SEL Coaches – Teachers, Wellness	N	LREBG Funds Used: \$1,576,365	\$601,694
1.26	Restorative Practices Program Specialist*	N	LREBG Funds Used: \$170,803	\$99,063
1.27	Program Specialists – Universal Equity Programs; Targeted Equity Programs*	N	LREBG Funds Used: \$346,290	\$183,190
1.28	Secondary Academic Intervention Teacher (Foster Youth)*	N	LREBG Funds Used: \$168,343	\$127,006
1.29	Secondary counselor staffing to create ratio of 375:1*	N	LREBG Funds Used: \$1,751,268	\$788,909
1.30	Site-based Desktop Support Technicians*	N	LREBG Funds Used: \$2,231,739	\$1,072,868
1.31	Teacher to support needs of secondary English learners*	N	LREBG Funds Used: \$1,620,670	\$813,799.41
1.32	Vice Principals at Various TK-6 schools*	N	LREBG Funds Used: \$1,288,166	\$451,970
1.33	Additional FTE for English learner program specialist*	N	LREBG Funds Used: \$181,061	\$91,856

Goal 2: Targeted Supports & Interventions

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

Goal 2: Metrics

Goal 2 Targeted Supports & Interventions	2021-22	2022-23	2023-24	2024-25	Mid-Year 2025-26	Desired Outcome for 2026-27
Students with Disabilities Disparity: Aggregate risk ratio (x% less likely to occur as favorably as non-Students with Disabilities)	0.51 (49% less likely)	0.53 (47% less likely)	0.53 (47% less likely)	0.53 (47% less likely)	n/a	0.60 (40% less likely)
Foster Disparity: Aggregate risk ratio (x% less likely to occur as favorably as non-Foster Youth)	0.62 (38% less likely)	0.52 (48% less likely)	0.57 (43% less likely)	0.57 (43% less likely)	n/a	0.60 (40% less likely)
African American Disparity: Aggregate risk ratio (x% less likely to occur as favorably as non-African Americans)	0.66 (34% less likely)	0.65 (35% less likely)	0.64 (36% less likely)	0.67 (33% less likely)	n/a	0.85 (15% less likely)
Native American Disparity: Aggregate risk ratio (x% less likely to occur as favorably as non-Native American)	0.74 (26% less likely)	0.75 (25% less likely)	0.80 (20% less likely)	0.85 (15% less likely)	n/a	0.85 (15% less likely)
Homeless Disparity: Aggregate risk ratio (x% less likely to occur as favorably as non-Homeless)	0.50 (50% less likely)	0.51 (49% less likely)	0.52 (48% less likely)	0.46 (54% less likely)	n/a	0.60 (40% less likely)

Goal 2: Actions

Action # and Implementation Level	Title (*denotes Learning Recovery Emergency Block Grant action)	Contributing (Y/N)	Planned – Total Funds	Mid-Year – Total Funds (as of 12/31/2025)
2.3	Students with Disabilities Instructional Support – Low-Income	Y	\$60,025,580	\$26,394,016
2.4	Students with Disabilities Instructional Support – Non-Low Income	N	\$183,414,052	\$83,819,306
2.5	Foster Youth Support	Y	\$2,964,123	\$1,288,208
2.6	Homeless Student Support	Y	\$377,385	\$136,643
2.7	African American Student Support	Y	\$912,870	\$705,400
2.8	Native American Student Support (Funding Source: Federal)	N	\$63,888	\$33,954
2.9	Native American Student Support (Funding Source: Unrestricted)	Y	\$108,466	\$42,311
2.10	Master Scheduling Prioritization	N	\$274,870	\$274,870
2.11	Project Implementor (Homeless)*	N	LREBG Funds Used: \$129,259	\$68,149
2.12	Program Educators – Black Excellence, Young Men of Color, Student Equity Councils*	N	LREBG Funds Used: \$299,623	\$103,368

Goal 3: Wellness

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

Goal 3: Metrics

Strategic Goal 3 Wellness	2021-22	2022-23	2023-24	2024-25	Mid-Year 2025-26	Desired Outcome for 2026-27
MS Dropout Rate	0.58%	0.79%	0.68%	0.32%	n/a	0.5%
HS Dropout Rate	4.3%	4.8%	4.3%	4.3%	n/a	2.5%
Cohort Graduation Rate with 5th yr Grads and 1-year 12th Grade Grad Rates for Alternatives	92.0%	90.3%	91.3%	90.8%	n/a	95.0%
Suspension Rate: % of Students Suspended	3.8%	3.6%	3.6%	3.3%	1.9%	3.0%
Expulsion Rate: % of Students Expelled	0.02%	0.02%	0.03%	0.03%	0.02%	0.02%
School Climate - Average Favorability Rating as Reported by:						
Students	74%	73%	72%	74%	n/a	80%
Parents	89%	90%	91%	92%	n/a	95%
Staff	79%	78%	81%	81%	n/a	85%
Social Emotional Learning - Average Favorability Rating	72%	74%	74%	76%	n/a	85%
Facilities - % of Facilities in Good Repair	100%	100%	100%	100%	n/a	100%

Goal 3: Actions

Action # and Implementation Level	Title (*denotes Learning Recovery Emergency Block Grant action)	Contributing (Y/N)	Planned – Total Funds	Mid-Year – Total Funds (as of 12/31/2025)
3.1	State-Funded Mental Health Services	N	\$5,450,044	\$2,146,608
3.2	PBIS	Y	\$951,095	\$421,543
3.3	Mental Health/SEL Support and Training	Y	\$4,191,897	\$1,802,327
3.4	Custodial Services	N	\$26,704,520	\$12,568,732
3.5	Campus Supervisors – At each site TK-6 site*	N	LREBG Funds Used: \$2,813,233	\$1,398,340
3.6	Counselors (Pupil Personnel Services (PPS) Credential) at all TK-6 sites*	N	LREBG Funds Used: \$1,781,295	\$817,101
3.7	Guided recess activity (funding source: AMIM)	N	\$1,290,000	\$317,446
3.8	Health Assistants*	N	LREBG Funds Used: \$523,966	\$217,758
3.9	Social Workers at Secondary Schools*	N	LREBG Funds Used: \$1,647,926	\$869,768
3.10	Project Implementer (Youth Development)*	N	LREBG Funds Used: \$327,066	\$155,286
3.11	School Nurses*	N	LREBG Funds Used: \$590,106	\$276,189
3.12	Coordinator – Behavioral Services*	N	LREBG Funds Used: \$192,037	\$97,731

Goal 4: Family and Community Engagement

All students will benefit from programs and services designed to inform and engage families and community partners.

Goal 4: Metrics

Strategic Goal 4 Family and Community Engagement	2021-22	2022-23	2023-24	2024-25	Mid-Year 2025-26	Desired Outcome for 2026-27
Attendance Rate	91.6%	91.7%	92.6%	92.7%	93.6%	93.0%
% Chronically Absent	30.2%	25.6%	21.3%	20.1%	19.0%	15.0%
Parents indicating a respectful and welcoming school environment	91%	92%	91%	93%	n/a	95%
Parents indicating effective provision of opportunities for parent involvement/parent education	84%	91%	89%	91%	n/a	95%
Parents indicating effective provision of opportunities for parent input in making decisions for school/district	82%	87%	85%	87%	n/a	95%

Goal 4: Actions

Action # and Implementation Level	Title (*denotes Learning Recovery Emergency Block Grant action)	Contributing (Y/N)	Planned – Total Funds	Mid-Year – Total Funds (as of 12/31/2025)
4.1	Attendance Support: Transportation	Y	\$8,257,705	\$3,408,000
4.2	Family & Community Engagement and Attendance Support: Attendance Improvement Program	Y	\$1,850,888	\$763,163
4.3	Bilingual Teaching Associates Translator Interpreters (BTATI)	Y	\$2,176,612	\$902,217
4.4	Family Community Liaisons*	N	LREBG Funds Used: \$679,942	\$261,220
4.5	Family Resource Teacher to support Family Teacher Academic Teams (FTAT)*	N	LREBG Funds Used: \$454,815	\$165,741
4.6	Mental Health Therapist – Family and Community Engagement (FACE)*	N	LREBG Funds Used: \$374,754	\$102,945
4.7	Program Educators – Newcomer Welcome Center (FACE)*	N	LREBG Funds Used: \$224,221	\$116,421
4.8	Program Specialist (FACE)*	N	LREBG Funds Used: \$525,125	\$141,109
4.9	Regional Team Program Technician (Homeless)*	N	LREBG Funds Used: \$227,318	\$117,323
4.10	School Office Assistant II Front office staff or increase hours of existing office staff*	N	LREBG Funds Used: \$2,100,234	\$619,700
4.11	FTE for Bilingual Teaching Associates Translator/Interpreters (BTATI)*	N	LREBG Funds Used: \$190,557	\$45,065
4.12	Average Daily Attendance Dashboard	N	\$0	\$0

Goal 5: Targeted Supports

Actions in Goal 5: Targeted Supports were reassigned to other goals within the LCAP, mostly in Goal 2: Targeted Supports & Interventions

Equity Multiplier Schools

The CDE (California Department of Education) Equity Multiplier provides extra funding to high-need schools based on high student transiency (non-stability rate > 25%) and high concentrations of socioeconomically disadvantaged students (> 70%) from the prior year, using data from the [Stability Rate Report](#). Eligible schools receive funds that must be used for evidence-based programs, supplementing existing services, not replacing them, with goals tied to the Local Control and Accountability Plan (LCAP).

Goal 6: Equity Multiplier Focus Goal – William Daylor High School

By May 30, 2026, the percentage of students at William Daylor High School who are chronically absent will decrease by 20% from 78% to 58%.

Goal 6: Metrics

Strategic Goal 6 Equity Multiplier Focus Goal: William Daylor High School	2021-22	2022-23	2023-24	2024-25	Mid-Year 2025-26	Desired Outcome for 2026-27
Chronic absenteeism decrease by 20% from 78% to 58%		80.3%	81.5%	78.7%	74.1%	58.0%
Content Standards Implementation - % Early Applying + Applying		50%	82%	83%	n/a	80%
CAASPP - Distance from Standard:						
ELA		-113	-134	-114	n/a	-100
MATH		-212	-212	-163	n/a	-200
Progress toward English Proficiency - % Increasing ELPI Level		58%	54%	74%	n/a	55%
Reclassified - % of English Learners Reclassified*		0%	5%	3%	14%	10%
CTE Sequence Completion - % of Graduates Completing a CTE Sequence		3%	3%	0%	n/a	10%

Goal 6: Actions

Action # and Implementation Level	Title	Contributing (Y/N)	Planned – Total Funds	Mid-Year – Total Funds (as of 12/31/2025)
6.1	Socioeconomic Status Support: Professional Learning – William Daylor High School	N	\$3,000	\$583
6.2	Socioeconomic Status Support: Extended Day – William Daylor High School	N	\$4,931	\$2,085
6.3	Socioeconomic Status Support: English Learner Professional Learning – William Daylor High School	N	\$900	\$139
6.4	Socioeconomic Status Support: Career Technical Education – William Daylor High School	N	\$10,000	\$4,476

Goal 7: Equity Multiplier Focus Goal – Rio Cazadero High School

By May 30, 2026, the percentage of students at Rio Cazadero High School who are chronically absent will decrease by 20% from 75.5% to 55.5%.

Goal 7: Metrics

Strategic Goal 7 Equity Multiplier Focus Goal: Rio Cazadero High School	2021-22	2022-23	2023-24	2024-25	Mid-Year 2025-26	Desired Outcome for 2026-27
Chronic absenteeism decrease by 20% from 75.5% to 55.5%		83%	81.6%	76.8%	71.4%	55.5%
Content Standards Implementation - % Early Applying + Applying		80%	59%	86%	n/a	90%
CAASPP - Distance from Standard:						
ELA		-125	-123	-123	n/a	-115
MATH		-206	-200	-199	n/a	-196
Progress toward English Proficiency - % Increasing ELPI Level		63%	36%	63%	n/a	55%
Reclassified - % of English Learners Reclassified*		0%	18%	15%	7%	15%
CTE Sequence Completion - % of Graduates Completing a CTE Sequence		0%	5%	4%	n/a	10%
Suspension Rate: % of Students Suspended		11.0%	23.0%	12.4%	11.0%	6.0%

Goal 7: Actions

Action # and Implementation Level	Title	Contributing (Y/N)	Planned – Total Funds	Mid-Year – Total Funds (as of 12/31/2025)
7.1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Rio Cazadero High School	N	\$7,500	\$2,325
7.2	African American, Hispanic, and Socioeconomic Status Support: Extended Day – Rio Cazadero High School	N	\$7,500	\$252
7.3	Hispanic and Socioeconomic Status Support: Professional Learning – Rio Cazadero High School	N	\$1,950	\$108
7.4	African American, Hispanic, and Socioeconomic Status Support: Career Technical Education – Rio Cazadero High School	N	\$10,000	\$5,352
7.5	African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Rio Cazadero High School	N	\$5,000	\$3,185

Goal 8: Equity Multiplier Focus Goal – Calvin High School

By the end of the 2025-26 school year, the percentage of students at Calvin High School who are chronically absent will decrease by 20% from 63.8% to 43.8%.

Goal 8: Metrics

Strategic Goal 8 Equity Multiplier Focus Goal: Calvine High School	2021-22	2022-23	2023-24	2024-25	Mid-Year 2025-26	Desired Outcome for 2026-27
Chronic absenteeism decrease by 20% from 63.8% to 43.8%		77.7%	71.5%	70.2%	57.4%	15.0%
Content Standards Implementation - % Early Applying + Applying		50%	79%	73%	n/a	90%
CAASPP - Distance from Standard:						
ELA		-79	-110	-97	n/a	-100
MATH		-181	-192	-192	n/a	-200
Reclassified - % of English Learners Reclassified*		0%	6%	6%	13%	15%
CTE Sequence Completion - % of Graduates Completing a CTE Sequence		8%	9%	5%	n/a	10%
Suspension Rate: % of Students Suspended		5.0%	6.4%	3.9%	3.6%	6.0%

Goal 8: Actions

Action # and Implementation Level	Title	Contributing (Y/N)	Planned – Total Funds	Mid-Year – Total Funds (as of 12/31/2025)
8.1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Calvine High School	N	\$13,000	\$2,247
8.2	African American, Hispanic, and Socioeconomic Status Support: Extended Day – Calvine High School	N	\$5,490	\$346
8.3	Hispanic and Socioeconomic Status Support: Professional Learning – Calvine High School	N	\$2,671	\$156
8.4	African American, Hispanic, and Socioeconomic Status Support: Career Technical Education – Calvine High School	N	\$5,000	\$3,481
8.5	African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Calvine High School	N	\$2,250	\$1,000

Goal 9: Equity Multiplier Focus Goal – Las Flores

By the end of the 2025-26 school year, the percentage of students at Las Flores who are chronically absent will decrease for all students by 20% across all three grade bands from 32.3% to 12% in elementary (grades K-6), from 54.3% to 34% in middle (grades 7-8), and from 53.1% to 33% in high school (grades 9-12).

Goal 9: Metrics

Strategic Goal 9 Equity Multiplier Focus Goal: Las Flores	2021-22	2022-23	2023-24	2024-25	Mid-Year 2025-26	Desired Outcome for 2026-27
Chronic absenteeism decrease by 20% across all grade bands: from 32.3% to 12% in Elementary (grades K-6) from 54.3% to 34% in middle (grades 7-8) from 53.1% to 33% in high school (grades 9-12)				32.3% 54.3% 53.1%	38.2% 41.7% 37.3%	12% 34% 33%
Content Standards Implementation - % Early Applying + Applying		69%	84%	83%	n/a	90%
CAASPP - Distance from Standard:						
ELA		-25	-33	-15	n/a	-100
MATH		-84	-74	-58	n/a	-200
Progress toward English Proficiency - % Increasing ELPI Level		70%	43%	57%	n/a	55%
Reclassified - % of English Learners Reclassified*		12%	18%	8%	15%	15%
Suspension Rate: % of Students Suspended		0.0%	0.2%	0.0%	0.0%	6.0%
% Chronically Absent		59.4%	48.9%	44.0%	38.2%	15%

Goal 9: Actions

Action # and Implementation Level	Title	Contributing (Y/N)	Planned – Total Funds	Mid-Year – Total Funds (as of 12/31/2025)
9.1	African American, Hispanic, and Socioeconomic Status Support: Professional Learning – Las Flores	N	\$5,000	\$1,421
9.2	Hispanic and Socioeconomic Status Support: Professional Learning – Las Flores	N	\$5,000	\$5,242
9.3	African American, English Learner, and Socioeconomic Status Support: Positive Behavioral Interventions and Supports (PBIS) – Las Flores	N	\$2,500	\$999

Important Next Steps – Single Plan For Student Achievement (SPSA) Development

SPSA/Site LCAP Development

- **Focus on Improvement:** The Site LCAP's primary goal is to raise the academic performance of all students to state-established levels, specifically focusing on student groups needing extra support.
- **Consolidation:** It streamlines various school plans (e.g., Title I, targeted, or comprehensive support) into one document to eliminate duplication of efforts.
- **Key Components:** A SPSA typically includes an analysis of student performance data, school-wide and student-group-specific goals, evidence-based instructional strategies, professional development plans, and budget allocations.
- **Development:** The School Site Council (SSC), which includes teachers, parents, and community members, is responsible for creating, reviewing, and updating the SPSA annually.
- **Alignment:** It informs the District's LCAP, ensuring that school-level actions support district-wide goals for student success.

Perspective Survey Administration

- Survey administration: March 30 – May 8, 2026
- Comprehensive, end-of-year survey to all students in grades 5 through 12, all staff, and all parents/guardians
- Student Perspective Survey – includes items related to school climate, the instructional framework, social-emotional learning, and Local Control and Accountability Plan (LCAP) needs
- Parent Perspective Survey – includes items focused on school climate, family engagement, and LCAP needs
- School Staff Perspective Survey – includes items related to school climate, social-emotional learning, curriculum implementation, instructional practices, Positive Behavioral Interventions and Supports (PBIS), and LCAP needs
- The student, parent, and staff surveys each take approximately 10-20 minutes to complete and serve as a critical data source for informing the District's LCAP development and ongoing program evaluation. Meaningful engagement of educational partners is strongly emphasized in the State's LCAP template as well as LCAP statutory language.

2025-26 LCAP

- The EGUSD LCAP can be found here: [2025-26 Elk Grove Unified School District LCAP](#)



Thank you