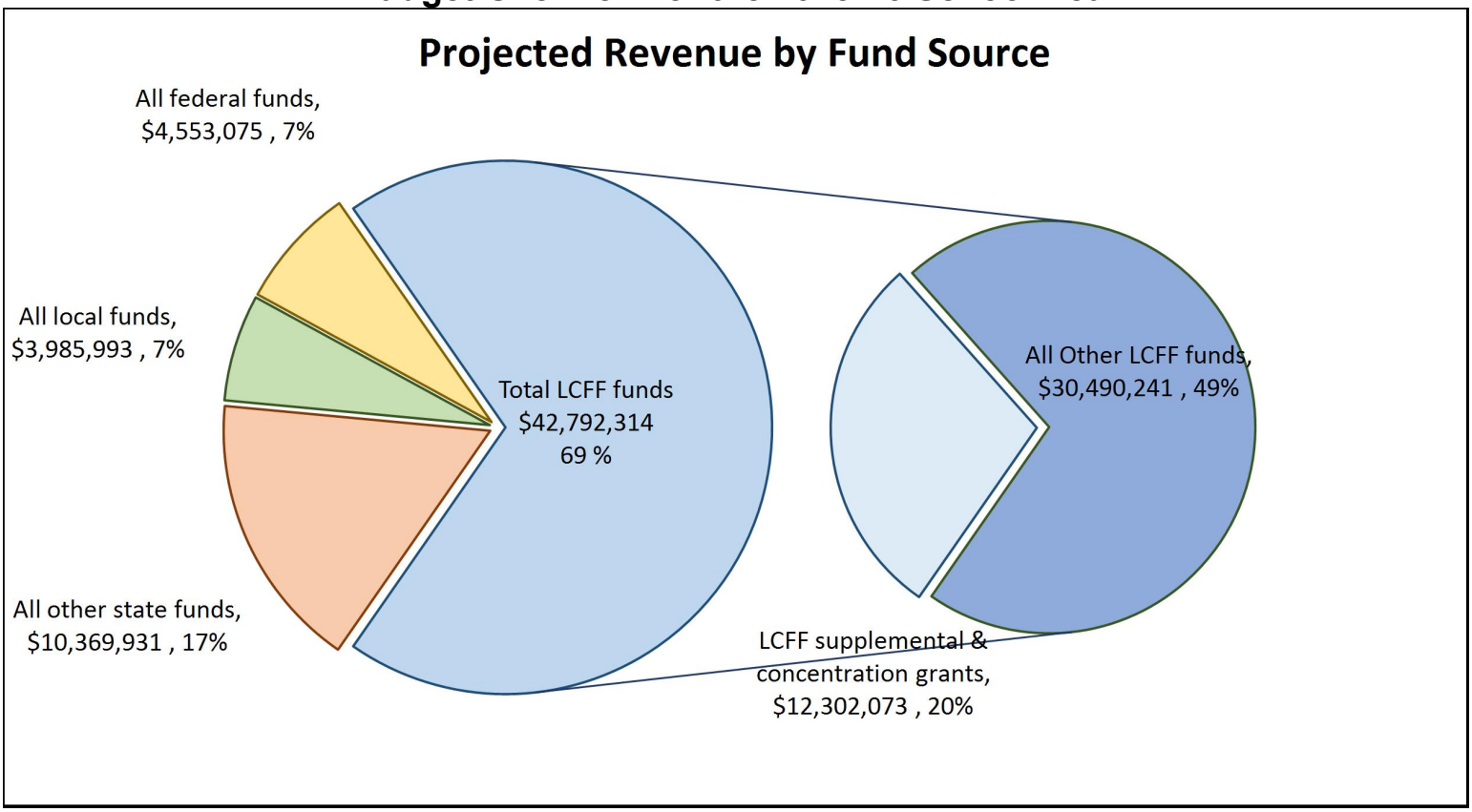
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Eastside Union School District
CDS Code: 19-64477
School Year: 2025-26
LEA contact information:
Dr. Jezelle Fullwood
Superintendent
jfullwood@eastsideusd.org
(661) 952-1200

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

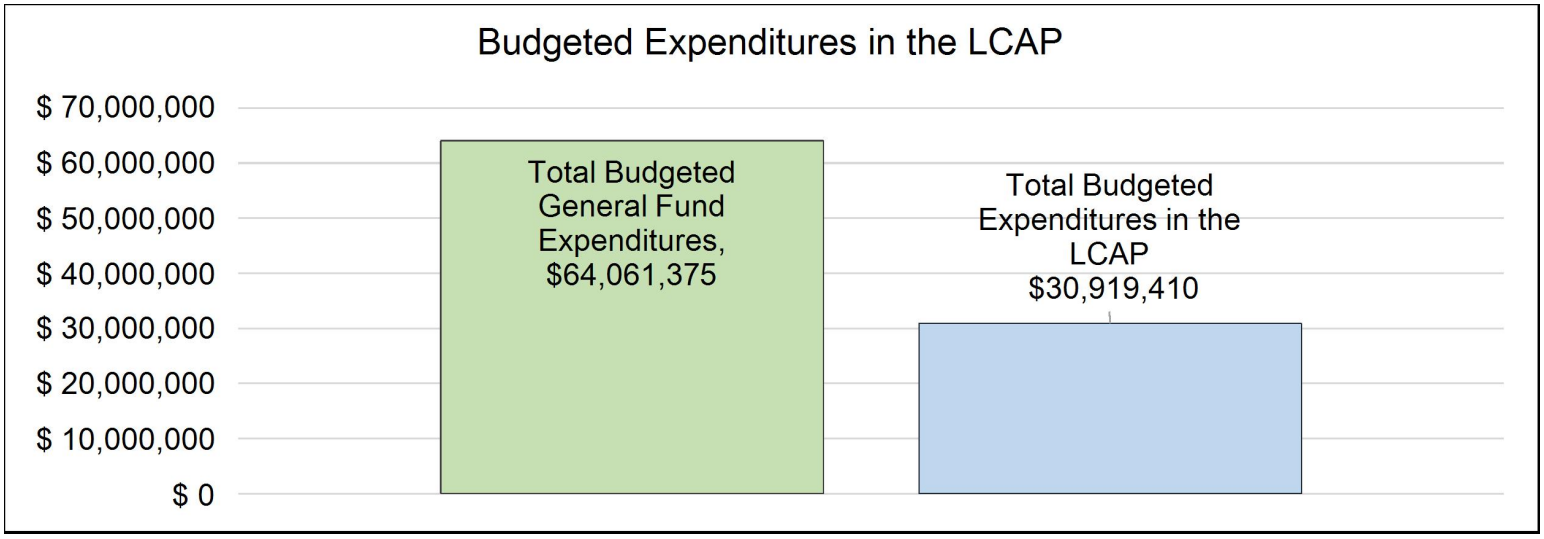


This chart shows the total general purpose revenue Eastside Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Eastside Union School District is $61,701,313, of which $42,792,314.00 is Local Control Funding Formula (LCFF), $10,369,931.00 is other state funds, $3,985,993 is local funds, and $4,553,075 is federal funds. Of the $42,792,314.00 in LCFF Funds, $12,302,073 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Eastside Union School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Eastside Union School District plans to spend $64,061,375 for the 2025-26 school year. Of that amount, $30,919,410 is tied to actions/services in the LCAP and $33,141,965 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

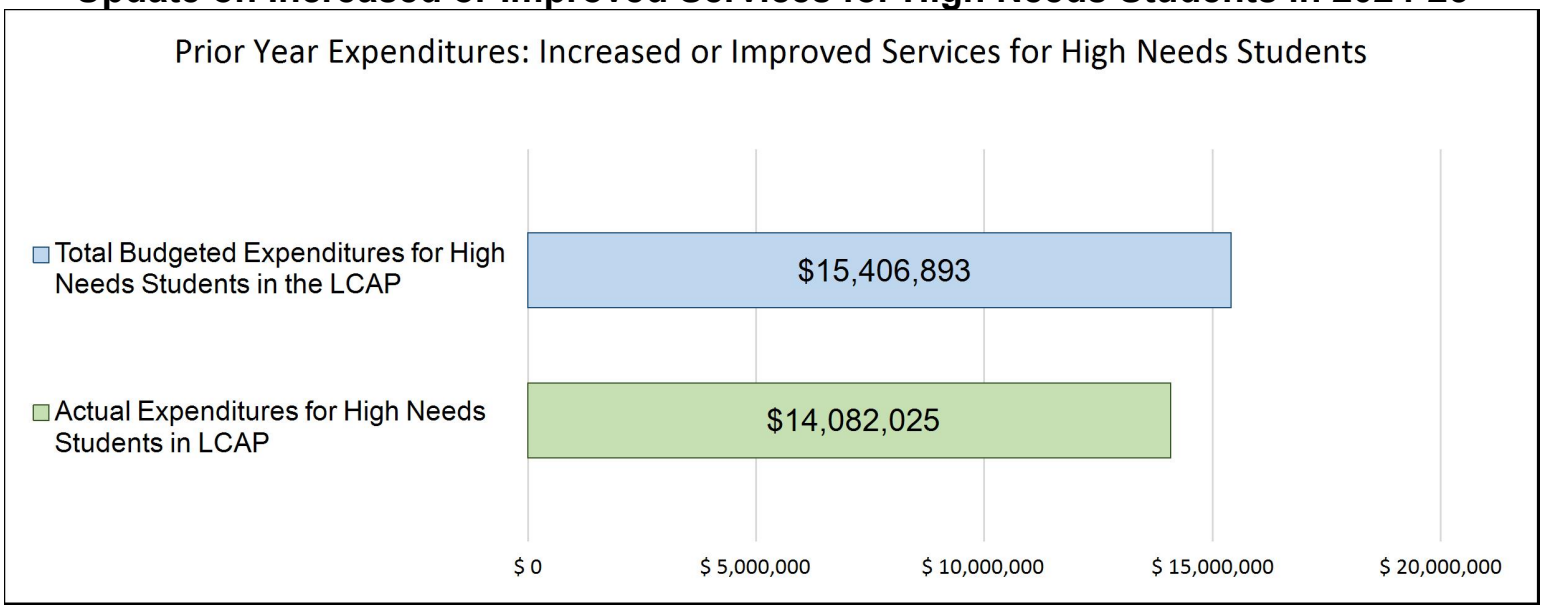
1. Utilities
2. Maintenance and Operations
3. Special Education
4. Employee Salaries and Benefits
5. Purchases of capital equipment

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Eastside Union School District is projecting it will receive $12,302,073 based on the enrollment of foster youth, English learner, and low-income students. Eastside Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Eastside Union School District plans to spend $13,482,513 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Eastside Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Eastside Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Eastside Union School District's LCAP budgeted $15,406,893 for planned actions to increase or improve services for high needs students. Eastside Union School District actually spent $14,082,025 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,324,868 had the following impact on Eastside Union School District's ability to increase or improve services for high needs students:

Strategic use of the one-time funds for expenditures decreased the amount that was spent in the LCAP. Due to the use of one-time funds, the district was able to implement all educational and programmatic goals and actions. There was no impact to the district programs.

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
Eastside Union School District	Dr. Jezelle Fullwood Superintendent	jfullwood@eastsideusd.org (661) 952-1200

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Eastside Union School District (EUSD) is a public Pre-K–8 district located in Lancaster, California, serving a diverse and vibrant community in the eastern portion of the Antelope Valley. EUSD includes four elementary schools—Columbia Elementary, Eastside Elementary, Tierra Bonita Elementary, and Enterprise Elementary—and one middle school, Gifford C. Cole Middle School. Additionally, the district operates Eastside Transitional Academy, an alternative program supporting students with unique needs.

EUSD is proud to serve approximately 3,500 students from transitional kindergarten through 8th grade. Our student body reflects the rich diversity of the community: 69% of students identify as Hispanic, 22% as African American/Black, 5% as White, and 4% as other ethnicities. Over 90.6% of students qualify as low-socioeconomic, with 20.8% designated as English learners, 12.6% receiving special education services, 4.4% identified as foster youth, and 4.4% experiencing housing insecurity.

We are guided by the core values of collaboration and teamwork; respect and trust; and equity. These principles are embedded in every aspect of our strategic work and community engagement. EUSD prioritizes stakeholder collaboration with our classified and certificated associations, parent advisory committees, school site teams, and community-based partners to ensure that every student receives a high-quality, equitable education tailored to their academic, social-emotional, and cultural needs.

The district’s mission is to provide a safe, supportive, and inclusive learning environment that prepares all students for academic success and lifelong learning. Our vision is to ensure that each child achieves their highest potential through rigorous instruction, culturally responsive teaching, and access to meaningful educational opportunities.

Eastside Elementary School and Eastside Transitional Academy have been designated as Equity Multiplier Schools for the 2025–2026 school year, which reflects our targeted efforts to dismantle barriers to student success and close opportunity gaps through systemic, equity-centered practices.

Through strategic planning, professional development, and innovative programming, EUSD continues to invest in the whole child—ensuring every student feels a sense of belonging and is empowered to thrive academically and socially.

Reflections: Annual Performance

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

Eastside Union School District (EUSD) is committed to equity-driven, data-informed continuous improvement. A review of the 2024 California School Dashboard underscores urgent areas of need and emerging strengths, reinforcing the district's strategic priorities and its alignment with state and federal performance expectations.

Priority Area 1: Academic Achievement – English Language Arts (ELA)
EUSD students scored an average of 79.9 points below standard in ELA, representing a 3.3-point decline from the previous year and placing the district in the Red performance level. An equity analysis reveals that seven student groups are performing at the red level. These results signify a critical need for intensified support in early literacy development, universal design for learning (UDL), and culturally responsive pedagogy. The district is investing in structured literacy implementation and evidence-based reading interventions aligned to California's ELA/ELD Framework.
English Language Arts (ELA):
The district's overall ELA performance is 79.9 points below standard, with the following subgroup breakdowns:

African American/Black students: 99.9 points below standard (Red)

Hispanic/Latino students: 80.1 points below standard (Red)

White students: 41.6 points below standard (Orange)

English Learners: 96.8 points below standard (Red)

Students with Disabilities: 135.5 points below standard (Red)

Socioeconomically Disadvantaged Students: 84.8 points below standard (Red)

Foster Youth: 126.5 points below standard (Red)

Students Experiencing Homelessness: 116.2 points below standard (Red)

Priority Area 2: Academic Achievement – Mathematics
While EUSD students scored 106.4 points below standard in mathematics, the district achieved a 5.5-point improvement, moving into the Orange performance level. Despite this progress, significant achievement gaps persist, with two student groups in red and eight in orange. To address these disparities, EUSD is deploying differentiated mathematics instruction, job-embedded professional development, and ongoing instructional coaching, particularly in conceptual learning and mathematical reasoning aligned to state content standards.

Mathematics:
The district's overall math performance is 106.4 points below standard, with the following subgroup breakdowns:

African American/Black students: 128.5 points below standard (Red)

Hispanic/Latino students: 106.3 points below standard (Orange)

White students: 70.6 points below standard (Orange)

English Learners: 128.7 points below standard (Red)

Students with Disabilities: 160.5 points below standard (Red)

Socioeconomically Disadvantaged Students: 110.8 points below standard (Orange)

Foster Youth: 158.3 points below standard (Red)

Students Experiencing Homelessness: 149.6 points below standard (Red)

Priority Area 3: English Learner Progress
Only 38.3% of English Learners are making expected progress toward language proficiency—a decline of 10.7%—placing the district in the Red performance level. This data highlights an urgent need to accelerate outcomes for multilingual learners through expanded designated ELD, increased teacher capacity in integrated ELD, and enhanced use of formative language data. These supports are aligned to the goals outlined in Title III, the CA EL Roadmap, and the district's EL Master Plan.

Based on 2023 CA Dashboard: ;All school sites within Eastside Union School District, with the exception of Eastside Academy, have scored in the lowest performance level

in one or more state indicator:

Columbia Elementary School
All Students - Red in ELA; Red in Math; Red in Suspension
English Learners - Red in ELA; Red in Math; Red in Chronic Absenteeism
Foster Youth - no data in ELA & Math; Red in Suspension; no data in Chronic Absenteeism
Homeless Youth - no data in ELA & Math; Red in Suspension; Red in Chronic Absenteeism
Socioeconomically Disadvantaged - Red in ELA; Red in Math; Red in Suspension;
SWD - Red in ELA; Red in Suspension
African American - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
Hispanic - Red in ELA; Red in Suspension; Red in Chronic Absenteeism
White - Red in Suspension
;All Students - Red in ELA; Red in Math; Red in Suspension

;Enterprise Elementary School
All Students - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
English Learners - Red in ELA; Red in Math; Red in Chronic Absenteeism
Foster Youth - Red in Suspension;
Socioeconomically Disadvantaged - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
SWD -Red in Math; Red in Suspension
African American - Red in ELA; Red in Math; Red in Suspension;
Hispanic - Red in ELA; Red in Math; Red in Chronic Absenteeism

;Eastside Elementary School
All students - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
English Learners - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
Homeless Youth - Red in Suspension; Red in Chronic Absenteeism
;Socioeconomically Disadvantaged - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
SWD - Red in Suspension; Red in Chronic Absenteeism
African American - Red in Suspension; Red in Chronic Absenteeism
Hispanic - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
White - Red in Suspension

;Tierra Bonita Elementary School
All students - No Red
English Learner - Red in ELA; Red in Math
Foster Youth- Red in Chronic Absenteeism
SWD - Red in ELA; Red in Math
African American - Red in ELA; Red in Suspension

;Cole Middle School
All students - Red in Suspension; Red in Chronic Absenteeism
English Learners: Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
Homeless Youth - Red in Suspension; Red in Chronic Absenteeism
Socioeconomically Disadvantaged - Red in Suspension; Red in Chronic Absenteeism
SWD - Red in Math; Red in Suspension; Red in Chronic Absenteeism
African American - Red in ELA; Red in Suspension; Red in Chronic Absenteeism
Hispanic - Red in Math; Red in Suspension; Red in Chronic Absenteeism
White - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism

;District Wide Chronic Absenteeism:
Students in Red: English Learner; Homeless; Socioeconomically Disadvantaged; African American; Filipino; Hispanic; White, all students
District Wide Suspension Rate:
Students in Red: English Learner; Foster Youth; Homeless Youth; Socioeconomically Disadvantaged; Students with Disabilities; African American; Hispanic; White; Two or More Races, all students
;ELA – All students (76.5 points below standard)
Students in Red for ELA: African American; English Learners; Foster; Homeless; Two or more races; Socio-economically disadvantaged; Students with disabilities; White
;Students in Orange for ELA: Hispanic
Math – All students (111.9 points below standard)
Students in Red for Math: English Learners; Foster; Hispanic; Homeless; Two or More Races; Socio-economically disadvantaged; Students with disabilities; White
Students in Orange for Math: African American

The following goals and actions will address the disparities among all of the Red Groups in our LEA:
Goal 1 (Actions 1.1 - 1.11) ELA and Math
Goal 2 (Actions 2.1-2.6): chronic absenistim and suspension

EUSD has unexpended LREBG funds.These LREBG funds will be used in Action 1.11 to increase the learning day 20 minutes across all school sites. This additional instructional time has been integrated into the daily schedule to enhance student engagement, provide targeted academic support, and strengthen core instruction without disrupting existing programming. This action is aligned to the allowable use of LREBG funds in pursuant to EC Section 32526(c)(2)(A-F): instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs. Based on our needs assessment, the community identified that our students would benefit from additional time recover instructional minutes and mediate grade level skill and knowledge.

Reflections: Technical Assistance

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

As a result of multiple student groups qualifying for Differentiated Assistance (DA) under the 2024 California School Dashboard, Eastside Union School District (EUSD) has engaged in sustained technical assistance in collaboration with the Los Angeles County Office of Education (LACOE). The district has conducted several data sessions and equity-focused planning meetings with LACOE partners to identify root causes, align resources, and develop a multi-tiered response to address underperformance and improve outcomes for the most vulnerable student groups.

The student groups identified for DA include:

African American students: CAASPP performance in both ELA and Math in the Red performance level, coupled with high chronic absenteeism and suspension rates. (Priority 4, 5, 6)

Students experiencing homelessness: Red performance in both ELA and Math, along with elevated chronic absenteeism. (Priority 4, 5)

Socioeconomically disadvantaged students: Red in ELA and Orange in Math, with concerning suspension rates.(Priority 4, 6)

Students with disabilities: Red in ELA and Orange in Math, and high chronic absenteeism.(Priority 4, 5,)

Students identifying as two or more races: Elevated rates of chronic absenteeism and suspension.(Priority 5, 6)

These indicators provide great opportunity for the district to improve practice, but demonstrates growth from the previous year's indicators Differentiated Assistance (DA) under the 2023:

African Amer.: Chronic Absenteeism, Suspension Rate & CAASPP (Red-ELA;
Orange-Math)

English Learners: Chronic Absenteeism, Suspension Rate & CAASPP (Both Red)

Foster Youth: Suspension Rate & CAASPP (Both Red)

Hispanic: Chronic Absenteeism, Suspension Rate & CAASPP (Orange-ELA; Red-Math)

Homeless Youth: Chronic Absenteeism, Suspension Rate & CAASPP (Both Red)

Socioeconomically Disadvantaged: Chronic Absenteeism, Suspension Rate &
CAASPP (Both Red)

Students w/ Disabilities: Suspension Rate & CAASPP Results (Both Red)

White: Chronic Absenteeism, Suspension Rate & CAASPP (Both Red)

Two or more races: Suspension Rate & CAASPP (Both Red)

Two or more races: Chronic Absenteeism & Suspension Rate

The district has committed to three strategic priorities—or "Big Rocks"—that are central to all improvement efforts:

Improving Attendance and Student Engagement:
EUSD has elevated attendance as a key performance driver, recognizing its link to student achievement and overall well-being. Chronic absenteeism rates remain a central indicator for systemwide improvement. The district has expanded data systems to allow real-time attendance monitoring and early intervention. Family liaisons and outreach workers are being leveraged to support re-engagement, particularly among students experiencing homelessness and those with disabilities.

Internal Systems Driving Culture, Climate, and Safety:
Efforts are underway to strengthen physical and psychological safety through alignment of culture and climate initiatives. This includes enhanced implementation of restorative practices, expansion of wellness spaces (e.g., restorative practice rooms), and more robust social-emotional learning (SEL) programming. Suspension data is being used not only to reduce exclusionary discipline but to examine root causes and increase coordination across counseling, behavioral support, and family engagement teams.

Accelerating Academic Achievement and Tier 1 Instruction:
The district is focusing heavily on the quality of first-best instruction. Through technical assistance, EUSD is emphasizing Tier 1 instruction across all schools—particularly for DA-identified student groups. Structured literacy implementation, math discourse routines, and data-informed lesson planning are prioritized districtwide. Academic interventions are now more tightly connected to the Multi-Tiered System of Supports (MTSS) framework, ensuring equitable access to core and supplemental services.

Systems Coherence and Cross-Departmental Alignment
One of the most transformative shifts underway is the movement from siloed departmental work to aligned, integrated systems of support. For example, practices originally designed to support English Learner (EL) progress are now being expanded and applied to other student groups (e.g., using formative language practices and ELD monitoring tools to support students with disabilities and African American learners). This shift is enabling a more consistent and impactful approach across sites and departments.

The Coordination of Services Team (COST) structure has also been refined to improve site-level responsiveness and coherence. COST teams are now aligned with schoolwide MTSS systems, using unified protocols for identifying student needs, assigning interventions, and monitoring progress. Additionally, the integration of PBIS with MTSS ensures that behavioral and academic supports are delivered in tandem, contributing to safer, more supportive learning environments.

Family and Community Engagement
In tandem with internal systems work, EUSD is investing in robust family and community engagement strategies. Parent advisory committees, site-based family centers, and community partnerships play a pivotal role in shaping responsive supports and re-engagement strategies. Recent technical assistance has helped the district increase family participation in decision-making, build culturally affirming communication practices, and center parent voice in the development of site improvement plans.

Through this multi-layered technical assistance process, EUSD is moving toward a unified, equity-focused system that bridges academic, behavioral, and engagement practices. The district's partnership with LACOE is focused not only on addressing current performance challenges, but on establishing long-term capacity for continuous improvement that reflects the lived experiences and aspirations of its students, families, and educators.

The following goals and actions address Differentiated Assistance status for the district:
ELA and Math
Goal 1/Actions
1.1, 1.2,1.4, 1.5, 1.10, and 1.11 - Increased academics in ELA and Math for all students and student groups including homeless, Foster Youth, and Socioeconomically Disadvantaged
1.3 - English Learner support
;Suspension Rates and Chronic Attendance
Goal 2 /Action
2.1, 2.2, and 2.4 - 2.12 - Decrease in suspension rates and chronic absenteeism for all students

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.

Columbia Elementary
Enterprise Elementary

Support for Identified Schools

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

Eastside Union School District (EUSD) has taken intentional and systemic action to support two identified CSI schools—Columbia Elementary and Enterprise Elementary—by developing comprehensive site-level improvement plans grounded in stakeholder input, data-

driven needs assessments, and alignment with district strategic priorities. The district's focuses on improving coherence across academic, behavioral, and engagement systems to support sustained student success.

Each CSI school initiated its plan development through a thorough needs assessment led by site-based Instructional Leadership Teams (ILTs) and supported by the Educational Services Department. Data sources included:

i-Ready diagnostic and growth assessments

Curriculum-based and common formative assessments

Chronic absenteeism and suspension trends

Student work samples and observational data

Stakeholder input was collected from School Site Councils (SSC), the District English Learner Advisory Committee (DELAC), the Culture and Climate Committee, and the African American Advisory Committee. These partners participated in root cause analyses and helped prioritize actions. Key needs identified included improving Tier 1 instruction, reducing chronic absenteeism, supporting psychological safety, and expanding meaningful family engagement.

To ensure effective implementation of CSI plans, EUSD has provided a comprehensive set of supports aligned with identified needs and funded through CSI and LCAP resources:

Full-time, in-person instructional coaches at each CSI site to support planning, lesson design, modeling, and teacher feedback

Quarterly coaching days by grade level to facilitate instructional alignment, content planning, and peer collaboration

A tailored-made data platform designed to monitor key performance indicators (KPIs) embedded in both the Single Plan for Student Achievement (SPSA) and the Local Control and Accountability Plan (LCAP), supporting the district's cycle of continuous improvement and real-time decision-making

Ten pre-service days prior to the school year for site-based planning, data reflection, and instructional alignment

Standards-connected, hands-on learning experiences and field trips to enhance student engagement and real-world relevance

Implementation of Positive Behavioral Interventions and Supports (PBIS) and student incentive systems to strengthen school climate, increase student connectedness, and promote safe learning environments
The District Director of Curriculum and Instruction and the Superintendent along with site administrators and leadership teams reviewed data and instructional practices to develop comprehensive plans to address student inequities and disparities. This information is included in each school plan to determine where resources can be allocated and how CSI funds would best be expended for the direct needs of students. The

district will continue to support the individual school sites through monthly cohort meetings in which site leadership and district personnel meet to discuss the needs at the site and develop plans on how to improve services for students. These groups develop professional development and work with instructional consultants that will build the knowledge base for teachers and administration to ensure a common depth of knowledge of content, intervention strategies, and best practices.
After reviewing the needs assessments, a plan is being developed to determine how to best meet student needs through interventions, professional development, and building knowledge of both parents and staff. Sites are identifying causes and analysis to help identify reasons of continued learning loss. The district continues it's work with consultants. The
work and facilitated conversations around of best evidence-based practices and have helped in the development of the CSI plan as well as supported best practices across the district. The district works closely with school and consultants in the development of Instructional Leadership Teams focused on sound, researched based instructional practices. Identified CSI schools will have increased monitoring with members of the the Educational Services Team to ensure that Tier I, II, and III instruction is being fully implemented with
fidelity to the adopted curriculum and grade level standards. In addition, members of the Educational Services Team, and site
teams will have an increased focus on the use of data from iReady and standards based and curriculum based common formative assessments. This ongoing analysis will further drive the interventions needed to meet the needs of students.

The district has emphasized the alignment of instructional and support systems across departments and student groups. Practices originally developed for English Learner support—such as embedded language development objectives and ongoing progress monitoring—are now applied broadly to other underserved student populations, including students with disabilities and those experiencing homelessness.

Coordination of Services Teams (COST) at each CSI site have been realigned with the Multi-Tiered System of Supports (MTSS) framework to ensure coordinated identification of and response to academic, behavioral, and attendance-related needs. COST teams utilize common data protocols and intervention tools to make equitable service decisions based on documented need and student progress data.

To ensure accountability and implementation fidelity, the district has instituted the following structures:

Monthly CSI Leadership Cohort meetings facilitated by the Director of Curriculum and Instruction and Educational Services staff. These meetings support site administrators in analyzing data, refining strategies, and sharing effective practices.

Ongoing tracking of CSI plan actions, KPIs, and spending alignment with identified student needs

Professional development aligned to CSI site trends, including structured literacy instruction, inclusive teaching practices, math conceptual routines, and trauma-informed strategies

School CSI plans include specific actions, performance indicators, timelines, and benchmarks for progress monitoring. Quarterly reviews with site and district teams inform iterative adjustments to implementation.

This coordinated cycle of needs assessment, stakeholder consultation, system alignment, and data-informed intervention is enabling CSI sites to address root causes of underperformance. With comprehensive support systems in place—including coaching, integrated COST/MTSS structures, and strategic use of CSI funds—Eastside Union School District is advancing sustainable conditions for improved academic achievement and student well-being.

Monitoring and Evaluating Effectiveness

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

Eastside Union School District (EUSD) has developed a comprehensive monitoring and evaluation framework to ensure the effective implementation of each Comprehensive Support and Improvement (CSI) Plan and to drive sustained student and school improvement. The district's approach is grounded in continuous improvement methodology, systems alignment, and strategic use of data to inform decision-making across all levels of the organization.

A central component of EUSD's monitoring structure is the use of a tailored data platform that tracks key performance indicators (KPIs) embedded in each school's Single Plan for Student Achievement (SPSA) and aligned to the district's Local Control and Accountability Plan (LCAP). These KPIs include, but are not limited to:

Growth in ELA and mathematics based on i-Ready diagnostics

Progress toward standards on common formative assessments

Chronic absenteeism and attendance trends

Suspension and behavior referral data

Student participation in Tier 2 and Tier 3 interventions

School climate and student engagement survey results

Data from these indicators are reviewed regularly by school and district leadership teams to monitor progress toward improvement goals and to inform mid-course corrections.

Each CSI school is expected to engage in monthly site-based data cycles led by Instructional Leadership Teams (ILTs) and supported by district staff. These meetings focus on the analysis of academic, attendance, and behavioral data and include identification of student groups not making sufficient progress. Results from these cycles are used to:

Adjust classroom instruction and intervention schedules

Reallocate site-based resources

Revise goals or strategies in the CSI Plan based on real-time student needs

Each site is also required to maintain documentation of its data analysis, response actions, and communication with educational partners.

At the district level, the Educational Services Department coordinates monthly CSI Leadership Cohort meetings. These meetings bring together site administrators, instructional coaches, and district directors to:

Analyze progress across schools using the shared data platform

Review implementation fidelity of plan actions

Facilitate professional learning aligned to areas of need

Share promising practices and troubleshoot barriers to implementation

Progress toward plan goals is captured in quarterly summaries and shared with the Superintendent, Board of Trustees, and key advisory groups (e.g., DELAC, SSCs, African American Advisory Committee).

Formal mid-year and end-of-year progress reviews are conducted in collaboration with each CSI site. During these sessions, the district and school teams review KPI trends, budget expenditures, and implementation evidence. Schools are required to document:

Actions taken

Impact evidence

Adjustments made

Remaining barriers

Findings from these reviews inform updates to the CSI plans and guide the allocation of supplemental supports and resources.

Stakeholder Communication and Transparency
Monitoring outcomes and evaluation findings are shared with stakeholders through school site council meetings, district advisory committees, and community updates. This ensures transparency and promotes shared accountability for student outcomes.

Through this multi-tiered approach to monitoring and evaluation, Eastside Union School District ensures that CSI plans are implemented with fidelity, continuously improved based on student data, and designed to close persistent opportunity gaps for historically underserved student groups.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Other School Personnel, & Parents:	Eastside Union School District is deeply committed to working closely with parents, guardians, community members, and staff because the Board of Trustees and Superintendent understand that substantial, long-term change will only happen if everyone connected with our district is participating in finding solutions to our challenges and supporting programs that work. To this end we engaged in a robust, multi-faceted process to ensure we heard from our educational partners in the development of this Local Control and Accountability Plan (LCAP). All stakeholders (the Board of Trustees, community members, parents, guardians and family members, students, teachers, principals, assistant principal, district administrators, counselors, and certificated and classified bargaining unit members) have taken part in developing the goals, actions, and metrics in this plan. Through participation in a wide range of advisory groups, surveys, and focus groups, our educational partners have provided guidance for the 2024 - 2027 LCAP development. To update our LCAP plan we met with all our educational partners to ensure that we conducted a thorough analysis of our implementation and to include any recommended changes to the plan. Advisory Group composition:

Educational Partner(s)	Process for Engagement
	LCAP Advisory Meetings were held both in-person and virtually on April 7, 2025, April 10, 2025, April 22, 2025 and May 1, 2025: Title I Parents, EL Parents, SWD Parents, community members, teachers, principals, assistant principals, district office administrators, counselors, classified and certificated bargaining members and elected officials (student input via focus groups and surveys). The agendas for the advisory meetings included the annual update of the LCAP 2023-2024, data analysis (Dashboard Data 2024, iReady Diagnostic Data 2024-25, Panorama Education Survey Data 2024), as well as input on goals and actions. African American Advisory Committee (AAAC) met October 31, 2024, Dec. 19,2024, Feb. 20,2025, March 11, 2025, may 15, 2025: Title I Parents, EL Parents, SWD Parents, board members, parents and guardians of African American/ Black students (including foster youth), community members, principals, assistant principals, counselors, and classified and certificated bargaining members. District English Learner Advisory Committee (DELAC) met Oct 29, 2024, Dec. 12, 2024, Feb. 13,2025, March 13, 2025, May 1, 2025:Title I Parents, EL Parents, SWD Parents, community members, principals, assistant principals, district office administrators, certificated bargaining members, site parent liaisons, and district parent liaisons. Parent University: Sept 27, 2024, Jan 4, 2025, march 21, 2025, and April 25, 2025. EUSD and SELPA Meeting: April 17, 2024 and May 6, 2024 Thorough and engaging small group discussions captured educational partner input which was collected on poster papers. This feedback was typed up and presented at each subsequent LCAP Advisory meeting. The district team provided written comments addressing key questions that arose from the work with the advisory committees. The written comments included answers to key questions and directions for submitting additional comments on the

Educational Partner(s)	Process for Engagement
	LCAP from the meetings with the LCAP Advisory Committee, as well as the public hearing (Education Code section 52062(a)(3) or 52068(a)(3). Because Eastside Union leadership is aware that only a small portion of parents will participate in school governance, such as advisory committees, district leadership and principals strategically invited parents to ensure we were able to get input from parents of low-income, foster youth, English learners, students with disabilities, and African American families. This process yielded additional information to ensure the LCAP development was inclusive. Public Hearing was held on June 11, 2025 in accordance with Education Code section 52062(b)(1) or 52068(b)(1). On June 25, 2025 the Eastside Union School District Board of Trustees adopted the Local Control and Accountability Plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2).
Students:	Student voice is a critical piece of informing our LCAP, thus Student Panorama Results were used to inform continuous improvement: Fall and Spring Panorama.
Equity Multiplier Schools - Eastside Elementary School & Eastside Academy:	Eastside Union School District will be receiving Equity Multiplier Funding for the 2025-2026 school year for Eastside Elementary School and Eastside Academy based on their instability rates (greater than 25%) and low socio-economic status (greater than 70%). In an effort to continue seeking educational partner input on a specific focus goal(s) for our Equity Multiplier schools (Eastside Academy & Eastside Elementary School), district leadership met with staff, administrators, parents, bargaining members and community members on the following dates to get input on potential Equity Multiplier goals:

Educational Partner(s)	Process for Engagement
	ELAC: August 16, 2024, September 20, 2024, October 18, 2024, January 17, 2025, February 21, 2025, April 11, 2025, and May 16, 2025 SSC: September 13, 2024, November 14, 2024, February 3, 2025, March 18, 2025, and April 8, 2025. Coffee with Supt and Principal Meetings: quarterly During these educational partner meetings, a presentation was given that highlighted how schools qualified as an Equity Multiplier School and the amount of money allocated to each of these school sites to support our students who are scoring in the lowest performance levels. The meeting also provided educational partners with an overview of our current LCAP goals, actions and metrics.
Community Partners	Eastside Union School District is deeply committed to working closely community members, and staff to sustain progress across the community. In addition to community partner participation at ELAC, AAAC, and Advisory meetings, we held two events to unpack data, analyze trends, and to determine how the partners' service might fit the need. Meetings were held: November 19, 2024 and April 4, 2025.

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

Based on our educational partner feedback, we identified trends and highlighted the responses that were similar to the concerns of district personnel. The goals and actions are meeting the needs of our students and their families. It was determined that the implementation of our actions need to be increased to expand our focus in meeting student needs. The district will continue to focus the professional development, Instructional Leadership Teams, the purchase of supplemental curriculum and materials, as well as other, actions and services to reflect a greater emphasis on supporting improved skills in English Language Arts and Mathematics. Educational partners, all advisory and focus groups have identified the same trends from prior years and recommend continuing with our plan.

The feedback from our educational partners influenced the development the continuation of this LCAP goal. In one example pertaining specifically for Equity Multiplier Schools (Eastside Elementary and Eastside Academy), we will be adding assistants to our busses at Eastside Elementary School who will serve to support bus safety as well as provide academic assistance to students in the classrooms. A split administrative position will be added to provide an AP position to Eastside Elementary School, and a Principal position to oversee

Eastside Academy. A social worker position will be added to specifically address the chronic absenteeism rates and social emotional concerns among all of our student groups at both Eastside Elementary School and Eastside Academy. This is deepen the implementation all of Actions in Goal 5.

Academic achievement for all student groups in both ELA and Math was a concern from all advisory committees and parent focus groups. While the data shows some increase, the overall achievement is still very low with achievement gaps for student groups who are significantly below standard. Feedback was clear that all educational partners believe the Teacher Support programs for both ELA and Math are working.

Culture and climate and safety were identified as a serious concern from most of the groups, with the African American Advisory Committee indicating this was a primary concern. Chronic Absenteeism was identified as a concern and many groups indicated that low attendance rates are likely tied to poor culture and lack of a sense of safety in the school community. Feedback from our educational partners indicate that more support in the area of attendance is needed. It was recommended we consider hiring Student Welfare and Attendance Liaisons to assist with chronic absenteeism.

Addressing bias in our curriculum, policies, and practices was brought up by all groups. The DELAC identified language bias and the need to develop a dual immersion program, while the AAAC identified a deficit in culturally relevant curriculum that accurately portrays the influence of African Americans in literature, science, and social studies. Educational partners were pleased with the process used to adopt new curriculum that is more culturally relevant in the areas of math, science, and social studies.

In addition, the Eastside Union School District will be implementing and/or expanding the following programs aligned Goals 1, 2, and 3:
* School safety – Cameras, additional support for students coming to and departing from school, increase focus on Bullying cyber bullying
* Continue and/or increase Social-Emotional Supports/ Counseling
* After school / weekend tutoring
* After school enrichment programs
* Cultural Awareness Training and support
* Increased Parental Involvement Activities
* Community Center Parent Support/Technology Classes
* Professional Development for EL Roadmap Training
* Culturally Responsive professional development
* Professional development regarding Cultural Relevant Pedagogy
* Professional development as it relates to PBIS
* Focus on reducing Chronic Absenteeism
* Continuing to support Certificated and Classified Staff through various types of professional development

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve teaching for student learning, achievement, and success - All students will demonstrate high levels of academic through mastery of grade level content as determined by state proficiency levels, with an increased focus placed on ELA and Math. To accomplish this goal, the district will provide professional development that addresses the needs for our unduplicated students as we seek to prepare them for college and career. Utilizing rigorous, research based and standards aligned curriculum, students will receive instruction rooted in best practices and guided by the analysis of data from assessments that measure success toward established learning goals. Unduplicated students will have specific plans to meet their unique needs such as our English Learner Support Plan and Foster Youth Support Plans. Although the rate for unduplicated students within the district is in excess of 85%, there is a focus on ensuring students are provided an individualized education based on their specific learning and social emotional needs.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of state and local measures by all educational partners has produced evidence that instructional practices have not met the needs of EUSD's unique student population. Outcomes for Reading and Math continue to be well below standard (2023 - SBAC data: ELA - Very Low / Mathematics - Very Low). To address this issue, the Board of Trustees, the LCAP Advisory Committee, District English Learner Advisory Committee, principals, teachers, parents, and students, agreed that changes to instructional practices intentionally developed to implement state standards in a manner designed to best meet the needs of low-income, foster youth, and English learner students would be critical to improving outcomes for all students (Priority 2).

To continuously promote the achievement of all students, particularly low-income, Foster Youth, and English Learners students, we plan to improve or develop innovative and research-based programs for Tier II and Tier III academic interventions and develop Tier I & Tier II enrichment programs to increase the opportunity to close achievement gaps between all students and student groups through these targeted programs (Priority 7 & Priority 8).

We acknowledge that in the 21st century it is imperative for students to have access to technology in both broad and personal manners. Poverty has been shown to be a barrier to accessing the technology necessary for a well-rounded and rigorous education. To ensure our low-income students are provided the access they need we will maintain a 1:1 student technology program, that will include access to

Chromebooks in the classroom and at home and a laptop program for teachers and staff. Access to internet in the home will continue to be supported through a hotspot program. Updated and integrated 21st century teaching practices will continue to be an integral component of our professional development program (Priority 7 & 8). Action 1.10 and 1.11 address priority 8.

The district is committed to improving instructional practices, implementing researched based instructional practices and an increased focus on developing programs aligned with the science of reading. Utilizing actions developed for this goal we will improve English Language Arts and Math scores as measured by state and local assessments. (Priority 4).

The following goals and actions address Differentiated Assistance status for the district: Goal 1 (Actions 1.1 - 1.11)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard - 2023 CAASPP ELA	California School Dashboard - 2023 ELA (all students) 76.5 points Below Standard Red Groups: African American - 109.2 points below standard Homeless - 84.5 points below standard Two or More Races - 88 points below standard SWD - 149.9 points below standard White - 70.4 points below standard	California School Dashboard - 2024 ELA (all students) 79.9 points Below Standard RED: African American - 114.4 points below standard Homeless - 90.3 points below standard Two or More Races - 61.2 points below standard SWD - 148.1 points below standard		California School Dashboard ELA - 2027 All students 30 points below standard Red Groups: We anticipate that every student group will improve a minimum of 30 points on the CAASPP ELA compared to the baseline data (Spring 2023)	California School Dashboard - 2024 ELA (all students) 79.9 points Below Standard (increased by 3.4 points) RED: African American - 114.4 points below standard (increased by 5.2 points) Homeless - 90.3 points below standard (increased by 5.8 points) Two or More Races - 61.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard Hispanic (Orange district wide; Red group site specific) - 69.7 points below standard	EL - 90.3 points below standard Foster - 103.7 points below standard Low income - 81.4 points below standard Hispanic - 71.8 points below standard ORANGE: White - 70 points below standard			points below standard (decreased by 26.8 points) SWD - 148.1 points below standard (decreased by 1.8 points) EL - 90.3 points below standard (increased by 1.9 points) Foster - 103.7 points below standard (decreased by 0.5 points) Low income - 81.4 points below standard (increased by 2.8 points) Hispanic - 71.8 points below standard (increased by 2.1 points) ORANGE: White - 70 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(decreased by 0.4 points)
1.2	CAASPP Math (CA Dashboard)	California School Dashboard - 2023 MATH (All students) 111.9 Points Below Standard Red groups: Hispanic - 104.9 points below standard Homeless - 115.1 points below standard Two or More Races - 116.2 points below standard SWD - 179/9 points below standard White - 102.4 points below standard EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard	California School Dashboard - 2024 MATH (All students) 106.4 Points Below Standard RED: African American - 144.4 points below standard Homeless - 119.4 points below standard ORANGE: Two or More Races - 97.4 points below standard SWD - 175.6 points below standard White - 95.8 points below standard EL - 114.4 points below standard Foster - 131 points below standard		California School Dashboard -MATH 2027 50 points below standard Red Groups: We anticipate that every student group will improve a minimum of 30 points on the CAASPP MATH compared to the baseline data (Spring 2023)	California School Dashboard - 2024 MATH (All students) 106.4 Points Below Standard (decreased by 5.5 points) RED: African American - 144.4 points below standard (decreased by 1.6 points) Homeless - 119.4 points below standard (increased by 4.3 points) ORANGE: Two or More Races - 97.4 points below standard (decreased by 18.8 points) SWD - 175.6 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American (Orange district wide; Red group site specific) - 146 points below standard	Low income - 107.9 points below standard Hispanic - 97.3 points below standard			(decreased by 4.3 points) White - 95.8 points below standard (decreased by 6.6 points) EL - 114.4 points below standard (decreased by 7.9 points) Foster - 131 points below standard (decreased by 5.8 points) Low income - 107.9 points below standard (decreased by 6.5 points) Hispanic - 97.3 points below standard (decreased by 7.6 points)
1.3	California Science Test - Grade 5 (Data Quest)	Spring 2023 8.61% Met/Exceeded Standard Low income - 8.38% Met/Exceeded Standard	Spring 2024 12.66% Met/Exceeded Standard Low income - 12.5%		California School Dashboard - 2027 30% Met/Exceeded Standard	Spring 2024 12.66% Met/Exceeded Standard (increased by 4.05%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster - 7.14% Exceeded Standard EL - 1.2% Met Standard	Met/Exceeded Standard Foster - NA EL - 15.20%			Low income - 12.5% Met/Exceeded Standard (increased by 4.12%) Foster - NA EL - 15.20% (increased by 14%)
1.4	iReady Diagnostic Assessment Report iReady Math	iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: 25% mid, above, early on grade level 14% two grade levels below 24% three of more grade levels below English Learner: 20% mid, above, early on grade level	iReady Spring 2025 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: 28% mid, above, early on grade level 13% two grade levels below 23% three or more grade levels below English Learner:		Spring 2027 - iReady MATH 30% mid, above, early on grade level	iReady Spring 2025 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: 28% mid, above, early on grade level (increased by 3%) 13% two grade levels below (decreased by 1%) 23% three or more grade levels below (decreased by 1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		15% two grade levels below 26% three or more grade levels below Foster: 18% mid, above, early on grade level 15% two grade levels below 24% three or more grade levels below	23% mid, above, early on grade level 13% two grade levels below 25% three or more grade levels below Foster: 20% mid, above, early on grade level 15% two grade levels below 27% three or more grade levels below			English Learner: 23% mid, above, early on grade level (increased by 3%) 13% two grade levels below (decreased by 2%) 25% three or more grade levels below (decreased by 1%) Foster: 20% mid, above, early on grade level (increased by 2%) 15% two grade levels below (no change) 27% three or more grade levels below (increased by 3%)
1.5	iReady Reading (CA Dashboard)	iReady Spring 2024 (Reading) All students: 34% mid, above, early on grade level	iReady Spring 2025 (Reading) All students: 34% mid, above, early on grade level		Spring 2027 - iREADY Reading 40% mid, above, early on grade level	iReady Spring 2025 (Reading) All students: 34% mid, above, early on grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Economically Disadvantaged: 34% mid, above, early on grade level 14% two grade levels below 25% three or more grade levels below English Learner: 28% mid, above, early on grade level 14% two grade levels below 32% three or more grade levels below Foster: 26% mid, above, early on grade level 19% two grade levels below 23% three or more grade levels below	Economically Disadvantaged: 34% mid, above, early on grade level 14% two grade levels below 24% three or more grade levels below English Learner: 26% mid, above, early on grade level 15% two grade levels below 29% three or more grade levels below Foster: 24% mid, above, early on grade level 16% two grade levels below 27% three or more grade levels below			Economically Disadvantaged: 34% mid, above, early on grade level (no change) 14% two grade levels below (no change) 24% three or more grade levels below (decreased by 1%) English Learner: 26% mid, above, early on grade level (decreased by 2%) 15% two grade levels below (increased by 1%) 29% three or more grade levels below (decreased by 4%) Foster: 24% mid, above, early on grade level (decreased by 2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						16% two grade levels below (decreased by 3%) 27% three or more grade levels below (increased by 4%)
1.6	California School Dashboard - 2023 California Science Test - Grade 8 (Data Quest)	Spring 2023 8.19% Met/Exceeded Standard Low income - 7.29% Met/Exceeded Standard Foster - 7.14% Exceeded Standard EL - 2.44% Met Standard	Spring 2024 11.68 Met/Exceeded Standard Low income - 10.16% Met/Exceeded Standard Foster - NA EL - 14.29% Met Standard		Spring 2023 8.19% Met/Exceeded Standard Low income - 7.29% Met/Exceeded Standard Foster - 7.14% Exceeded Standard EL - 2.44% Met Standard	Spring 2023 8.19% Met/Exceeded Standard Low income - 7.29% Met/Exceeded Standard Foster - 7.14% Exceeded Standard EL - 2.44% Met Standard Spring 2024 11.68 Met/Exceeded Standard (increased by 3.49%) Low income - 10.16% Met/Exceeded Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(increased by 2.87%) Foster - NA EL - 14.29% Met Standard (increased by 11.85%)
1.7	EL Progress toward English Proficiency (CA Dashboard) All English Learner Students Long Term English Learner Students (CALPADS)	California School Dashboard - 2023 All English Learner Students: 49% making Progress toward English Proficiency Long Term English Learner Students (Spring 2024) - 179 LTEL students	California School Dashboard – 2024/2025 All English Learner Students: 42.3% are making progress toward English Language Proficiency Declined 12.3% LTEL (ELA) 104.3 points below standard Increased 7.7 points		California School Dashboard - 2027 All English Learner Students: 55% making Progress toward English Proficiency Long Term English Learner Students by 2027 - 100 LTEL students	California School Dashboard – 2024/2025 LTEL (Summative ELPAC) 42.3% are making progress toward English Language Proficiency (decreased by 6.7%) Declined 12.3% LTEL (ELA) 104.3 points below standard Increased 7.7 points
1.8	California School Dashboard - 2023 EL Reclassification Rate (Data Quest)	Dataquest - 2023 8.1% Reclassification Rate	Dataquest – 2024 6.1% Reclassification Rate		Dataquest 2027 15% Reclassification rate	Dataquest - 2023 8.1% Reclassification Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Dataquest – 2024 6.1% Reclassification Rate (decreased by 2%)
1.9	Access to and enrollment in a broad course of study	Master Schedules: 2023-2024 100% Students at the middle school receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective) 100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)	Master Schedules: 2024-2025 100% Students at the middle school receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective) 100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)		Master Schedules: 2027 100% Students at the middle school receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective) 100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)	no change
1.10	21st Century Learning Environment (CA Dashboard, iReady & Data Quest)	iReady Spring 2024 (Reading)	iReady Spring 2025 (Reading)		iReady Spring 2027 (Reading)	iReady Spring 2025 (Reading)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students: 34% mid, above, early on grade level Economically Disadvantaged: 34% mid, above, early on grade level 14% two grade levels below 25% three or more grade levels below English Learner: 28% mid, above, early on grade level 14% two grade levels below 32% three or more grade levels below Foster: 26% mid, above, early on grade level 19% two grade levels below 23% three or more grade levels below	All students: 34% mid, above, early on grade level Economically Disadvantaged: 34% mid, above, early on grade level 14% two grade levels below 24% three or more grade levels below English Learner: 26% mid, above, early on grade level 15% two grade levels below 29% three or more grade levels below Foster: 24% mid, above, early on grade level 16% two grade levels below		All students: 50% mid, above, early on grade level Economically Disadvantaged: 54% mid, above, early on grade level 34% two grade levels below 12% three or more grade levels below English Learner: 38% mid, above, early on grade level 34% two grade levels below 25% three or more grade levels below Foster: 36% mid, above, early on grade level 30% two grade levels below	All students: 34% mid, above, early on grade level Economically Disadvantaged: 34% mid, above, early on grade level (no change) 14% two grade levels below (no change) 24% three or more grade levels below (decreased by 1%) English Learner: 26% mid, above, early on grade level (decreased by 2%) 15% two grade levels below (increased by 1%) 29% three or more grade levels below (decreased by 3%) Foster:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: 25% mid, above, early on grade level 14% two grade levels below 24% three of more grade levels below English Learner: 20% mid, above, early on grade level 15% two grade levels below 26% three or more grade levels below Foster: 18% mid, above, early on grade level	27% three or more grade levels below Ready Spring 2025 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: 28% mid, above, early on grade level 13% two grade levels below 23% three or more grade levels below English Learner: 23% mid, above, early on grade level 13% two grade levels below 25% three or more grade levels below		24% three or more grade levels below iReady Spring 2024 - MATH All students: 35% mid, above, early on grade level Economically Disadvantaged: 35% mid, above, early on grade level 24% two grade levels below 14% three of more grade levels below English Learner: 33% mid, above, early on grade level 25% two grade levels below 16% three or more grade levels below	24% mid, above, early on grade level (decreased by 2%) 16% two grade levels below (decreased by 3%) 27% three or more grade levels below (increased by 4%) Ready Spring 2025 - MATH All students: 25% mid, above, early on grade level (no change) Economically Disadvantaged: 28% mid, above, early on grade level (increased by 3%) 13% two grade levels below (decreased by 1%) 23% three or more grade levels below (decreased by 1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		15% two grade levels below 24% three or more grade levels below California School Dashboard - 2023 - ELA 76.5 points Below Standard EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard California School Dashboard - 2023 MATH 111.9 Points Below Standard EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard	Foster: 20% mid, above, early on grade level 15% two grade levels below 27% three or more grade levels below		Foster: 25% mid, above, early on grade level 20% two grade levels below 15% three or more grade levels below California School Dashboard - 2027 - ELA 60 points Below Standard EL - 78.4 points below standard Foster - 88 points below standard Low income - 65 points below standard California School Dashboard - 2027 MATH 80 Points Below Standard EL - 100 points below standard Foster - 100 points below standard	English Learner: 23% mid, above, early on grade level (increased by 3%) 13% two grade levels below (deceased by 2%) 25% three or more grade levels below (decreased by 1%) Foster: 20% mid, above, early on grade level (increased by 2%) 15% two grade levels below (no change) 27% three or more grade levels below (increased by 3%) EL - 122.3 points below standard Foster - 136.8 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Low income - 100 points below standard	Low income - 114.4 points below standard **********
1.11	Personalized Differentiated Instruction (CA Dashboard, iReady & Data Quest)	iReady Spring 2024 (Reading) All students: 34% mid, above, early on grade level Economically Disadvantaged: 34% mid, above, early on grade level 14% two grade levels below 25% three or more grade levels below English Learner: 28% mid, above, early on grade level 14% two grade levels below 32% three or more grade levels below	iReady Spring 2025 (Reading) All students: 34% mid, above, early on grade level Economically Disadvantaged: 34% mid, above, early on grade level 14% two grade levels below 24% three or more grade levels below English Learner: 26% mid, above, early on grade level 15% two grade levels below		iReady Spring 2024 (Reading) All students: 34% mid, above, early on grade level Economically Disadvantaged: 34% mid, above, early on grade level 14% two grade levels below 25% three or more grade levels below English Learner: 28% mid, above, early on grade level 14% two grade levels below	iReady Spring 2025 (Reading) All students: 34% mid, above, early on grade level Economically Disadvantaged: 34% mid, above, early on grade level (no change) 14% two grade levels below (no change) 24% three or more grade levels below (decreased by 1%) English Learner: 26% mid, above, early on grade level (decreased by 2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 26% mid, above, early on grade level 19% two grade levels below 23% three or more grade levels below iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: 25% mid, above, early on grade level 14% two grade levels below 24% three of more grade levels below English Learner: 20% mid, above, early on grade level	29% three or more grade levels below Foster: 24% mid, above, early on grade level 16% two grade levels below 27% three or more grade levels below Ready Spring 2025 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: 28% mid, above, early on grade level 13% two grade levels below 23% three or more grade levels below English Learner:		32% three or more grade levels below Foster: 26% mid, above, early on grade level 19% two grade levels below 23% three or more grade levels below iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: 25% mid, above, early on grade level 14% two grade levels below 24% three of more grade levels below English Learner:	15% two grade levels below (increased by 1%) 29% three or more grade levels below (deceased by 3%) Foster: 24% mid, above, early on grade level (decreased by 2%) 16% two grade levels below (decreased by 3%) 27% three or more grade levels below (increased by 4%) iReady Spring 2025 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: 28% mid, above, early on grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		15% two grade levels below 26% three or more grade levels below Foster: 18% mid, above, early on grade level 15% two grade levels below 24% three or more grade levels below California School Dashboard - 2023 - ELA 76.5 points Below Standard EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard California School Dashboard - 2023 MATH 111.9 Points Below Standard	23% mid, above, early on grade level 13% two grade levels below 25% three or more grade levels below Foster: 20% mid, above, early on grade level 15% two grade levels below 27% three or more grade levels below CA English 2024 EL - 90.3 points below standard Foster - 103.7 points below standard Low income - 81.4 points below standard CA Math 2024		20% mid, above, early on grade level 15% two grade levels below 26% three or more grade levels below Foster: 18% mid, above, early on grade level 15% two grade levels below 24% three or more grade levels below California School Dashboard - 2027 - ELA 60 points Below Standard EL - 78.4 points below standard Foster - 88 points below standard Low income - 65 points below standard	(increased by 3%) 13% two grade levels below (decreased by 1%) 23% three or more grade levels below (decreased by 1%) English Learner: 23% mid, above, early on grade level (increased by 3%) 13% two grade levels below (deceased by 2%) 25% three or more grade levels below (decreased by 1%) Foster: 20% mid, above, early on grade level (increased by 2%) 15% two grade levels below (no change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard	EL - 114.4 points below standard Foster - 131 points below standard Low income - 107.9 points below standard		California School Dashboard - 2027 MATH 80 Points Below Standard EL - 100 points below standard Foster - 100 points below standard Low income - 100 points below standard	27% three or more grade levels below (increased by 3%) CA ELA EL - 2 Foster +1 Low income -2 CA Math EL -+6 Foster +5 Low income +7
1.12	Implementation of Standards	Implementation of California State Standards as evidenced by California State Dashboard Local Indicators. Progress toward implementing each of the following academic standards adopted by the State Board of Education by teachers for all students: Rating Scale (lowest to highest): – Exploration and Research Phase – Beginning Development	Progress toward implementing each of the following academic standards adopted by the State Board of Education by teachers for all students: Rating Scale (lowest to highest): – Exploration and Research Phase – Beginning Development –Initial Implementation – Full Implementation		Implementation of California State Standards as evidenced by California State Dashboard Local Indicators. Continued progress toward implementing each of the following academic standards adopted by the State Board of Education by teachers for all students: English Language Arts: 5	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		–Initial Implementation – Full Implementation – Full Implementation and Sustainability Baseline Rating: English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5	– Full Implementation and Sustainability Baseline Rating: English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5		English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5	

Goal Analysis [2024-25]

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

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

Overall, all 9 of the 11 actions under Goal 1 were fully implemented, and there were one substantial differences between the planned and actual implementation in Action 1.1--Assistance Principals were added. Additionally Action 1.2 only three of out five planned trainings were completed (substantial difference.) Several actions were executed as designed and contributed to positive outcomes in academic growth, access to core curriculum, and student engagement. Early education programs were launched successfully, and initiatives such as technology access, library services, and site-based instructional leadership supported instructional improvement across schools. In addition, some of the professional development embedded in Action 1.3 were not implemented.

Despite full implementation, the effectiveness of some actions varied. To improve instructional leadership practices, additional Assistant Principals were added to the ILT--Action 1.1. Professional development for Culturally Responsive Teaching was delivered but limited in scope due to staffing constraints, reducing its overall impact. Instructional rounds were conducted but with inconsistent frequency and depth across sites. Intervention programs were introduced districtwide, yet fidelity of implementation varied, impacting their effectiveness for certain student groups. Enrichment activities--Action 1.6(some activities not implemented)-- improved engagement but showed limited alignment

with academic goals. Assessment and progress monitoring systems were effective for some populations but did not fully address the needs of others.

The district responded to rising community trauma by expanding social-emotional learning supports and implementing trauma-informed practices. While these actions provided important services, achievement gaps persist for Foster Youth, Homeless, and African American students. Additionally, the ongoing teacher shortage led to larger class sizes and inconsistent instructional delivery, which affected the reach of targeted supports.

In summary, while all Goal 1 actions were implemented as planned and without major deviation, differences in impact were observed. Continued progress will require deeper investment in MTSS, culturally responsive practices, mental health resources, and educator recruitment and retention to ensure all student groups benefit equitably.

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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures, as well as the Planned Percentages of Improved Services compared to Estimated Actual Percentages of Improved Services, reveals several strategic adjustments based on emerging needs and programmatic shifts. There are a few actions to note:

In Action 1.1: Instructional Leadership Teams (ILT), expenditures increased significantly from the original budget due to the addition of Assistant Principals to enhance site-based leadership and strengthen instructional oversight. This strategic investment aimed at addressing identified gaps in leadership support and driving data-driven cycles of learning more effectively across campuses.

For Action 1.2: Culturally Responsive Teaching, expenditures decreased significantly from the original budget, driven by an adjusted professional development calendar. Only three out of the planned five PD days were executed, resulting in significant savings. This recalibration allowed for reallocation to other high-need areas while maintaining essential training for culturally responsive instructional practices.

In Action 1.3: Improve English Learner Outcomes, some of the original funds were utilized at 35% for materials. Some of the planned professional development sessions were not implemented due to shifts in staffing, vendors, and district led pd opportunities.

In Action 1.4: Intervention Strategies for English Learners, foster youth and low income students, difference of 20.7% in that as many materials and supplies were not purchased.

In Action 1.6: Enrichment Programs, difference of 15.2% less spent as not all planned events took place.

Action 1.5: Assessment and Progress Monitoring experienced a 22% reduction in expenditures compared to the budgeted amount. This variance was primarily due to the decision not to increase our use of additional platforms. Instead, the district streamlined its assessment strategy, focusing exclusively on iReady as the main diagnostic tool, resulting in cost savings and greater efficiency in data collection.

In Action 1.11: Personalized Learning and Differentiated Instruction, increased by 53% in order to reduce class sizes and extend school day by 20 minutes across all sites.

Overall, these material differences reflect the district's ability to strategically reallocate resources to enhance leadership capacity, streamline assessment tools, optimize federal funding, and prioritize technology access, while maintaining alignment with LCAP goals and improved services for students.

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

Action 1.1-1.11 are all contributing actions. These actions are moderately effective as evidenced by the following data:

California School Dashboard - 2024 ELA (all students) 79.9 points Below Standard
(increased by 3.4 points)

RED:

Homeless - 90.3 points below standard
(increased by 5.8 points)

SWD - 148.1 points below standard
(decreased by 1.8 points)

EL - 90.3 points below standard
(increased by 1.9 points)

Foster - 103.7 points below standard
(decreased by 0.5 points)

Low income - 81.4 points below standard
(increased by 2.8 points)

California School Dashboard - 2024 MATH (All students)
106.4 Points Below Standard
(decreased by 5.5 points)

RED:

Homeless - 119.4 points below standard

(increased by 4.3 points)

ORANGE:
Two or More Races - 97.4 points below standard
(decreased by 18.8 points)

SWD - 175.6 points below standard
(decreased by 4.3 points)

EL - 114.4 points below standard
(decreased by 7.9 points)

Foster - 131 points below standard
(decreased by 5.8 points)

Low income - 107.9 points below standard
(decreased by 6.5 points)

iREADY Data

All students: 25% mid, above, early on grade level

Economically Disadvantaged:

28% mid, above, early on grade level
(increased by 3%)

13% two grade levels below
(decreased by 1%)

23% three or more grade levels below
(decreased by 1%)

English Learner:

23% mid, above, early on grade level
(increased by 3%)

13% two grade levels below

(decreased by 2%)

25% three or more grade levels below
(decreased by 1%)

Foster:

20% mid, above, early on grade level
(increased by 2%)

15% two grade levels below
(no change)

27% three or more grade levels below
(increased by 3%)

iReady Spring 2025 (Reading)

All students: 34% mid, above, early on grade level

Economically Disadvantaged:

34% mid, above, early on grade level
(no change)

14% two grade levels below
(no change)

24% three or more grade levels below
(decreased by 1%)

English Learner:

26% mid, above, early on grade level
(decreased by 2%)

15% two grade levels below
(increased by 1%)

29% three or more grade levels below

(decreased by 4%)

Foster:

24% mid, above, early on grade level
(decreased by 2%)

16% two grade levels below
(decreased by 3%)

27% three or more grade levels below
(increased by 4%)

Actions 1.1 through 1.11 contributed to measurable progress in math achievement and limited reading gains, particularly for Low-Income and EL students. However, several groups—including Foster Youth, Homeless, and SWD—continue to face stark disparities, especially in reading and ELA performance. These trends affirm that while foundational structures (like MTSS, ILTs, PD, and technology access) are in place and moderately effective, further differentiation, monitoring, and trauma-informed practices are essential to accelerate academic outcomes for the most underserved.

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

Based on reflections from prior implementation, several adjustments have been made to the planned goals, metrics, target outcomes, and actions for the coming year to better align with student needs and optimize support structures. In Action 1.1, Assistant Principals were added to enhance site-level leadership and provide additional instructional oversight, particularly focusing on attendance, engagement, and support for vulnerable student populations. This adjustment aims to strengthen day-to-day instructional leadership and drive data-driven interventions across all grade levels.

Action 1.3-Additional information has been added.

Metric 1.4, 1.5 1.10, 1.11 baseline and Year 3 Outcome has been updated to reflect more accurate data.

For Action 1.5, Shift in assessment platforms After analysis of data and feedback from Instructional Rounds, the decision was made to prioritize iReady as the primary diagnostic and progress monitoring tool. This shift allows for a streamlined approach to data collection, progress tracking, and targeted interventions. The elimination of Renaissance reduces redundancy and enables a more focused analysis of student performance trends.

Action 1.7 description has been updated to reflect a full-day TK program. Baseline data has been updated with LTEL data

Additionally,Metric 1.10 was adjusted to include the distribution technology for students to bridge the digital divide and enhance connectivity for distance learning and at-home assignments. This change was driven by gaps identified in student access to online platforms, particularly for low-income, foster, and homeless students. The district aims to improve learning continuity, digital literacy, and equitable access to instructional resources.

Lastly, Metric 1.11 LRBG funds will be utilized to extend the school day by 20 minutes at approximately $1mil per year through 2027-2028.

These strategic adjustments are intended to enhance instructional leadership, provide targeted support for special education, streamline assessment practices, and close digital access gaps, aligning with the district's goals of improving student learning and achievement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Leadership Teams (ILT)	Instructional Leadership Teams (ILTs) (selected teachers, principals, assistant principals, district leaders) meet regularly to build teacher capacity through professional development to improve academic outcomes for low income, foster youth, and English Learners.	$1,107,274.97	Yes
1.2	Culturally Responsive Teaching	Additional non-student days for professional development have been added to the school calendar for culturally responsive and trauma informed practices workshops for all teachers (general education and special education), counselors, administrators, and classified staff assigned to school sites to ensure that are our low-income, foster youth, and English learners, are provided school environments that are responsive to their unique needs.	$359,007.52	Yes
1.3	Supporting English Learners	The Educational Services team will provide ongoing professional development in language development strategies to teachers of English Learners (ELs), with a focus on improving both designated and integrated English Language Development (ELD) instruction. This professional development will be aligned to the identified needs of EL students and support teachers in delivering high-quality, research-based instruction. The	$105,268.00	Yes

Action #	Title	Description	Total Funds	Contributing
		district will use Amplify Language Studios as the primary language acquisition platform to support EL instruction and monitoring. dedicated Long-Term English Learner (LTEL) program will be developed and implemented to elevate instruction and provide targeted support for LTEL students. This will include professional development tailored to the academic and socio-emotional needs of LTELs. A structured language acquisition program—such as Amplify Language Studio and Ellevation--will be used to accelerate language development and improve reclassification outcomes. ELD teacher leads will support the implementation of the Ellevation program for ELs and assist in elevating instructional practices. They will also work with site administrators to implement the language acquisition program for LTEL students, monitor progress, and support efforts to decrease the number of LTEL students in the district. Reclassification processes for both EL and LTEL students will be closely supported and aligned with district goals for language development and academic achievement.		
1.4	Intervention Strategies for English Learners, foster youth and low income students.	The Educational Services department (Coordinators and Support Teachers) will create and provide an academic Multi-tiered System of Support with a Support Teacher program and professional development series for all teachers that focuses on intervention strategies designed to address the low academic performance needs of low-income, English learner, and foster youth students.	$1,162,291.22	Yes
1.5	Assessment and Progress Monitoring	In order to effectively monitor low-income, English learners, and foster youth student progress, we will build an assessment system that includes classroom assessments, screeners, and local benchmark assessments. Student progress monitoring will lead to the identification of students in need of additional support and our Multi-Tiered System of Support (MTSS) will be integral to the process of effectively designing accommodations and interventions to meet identified need and monitor progress.	$348,355.59	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Enrichment Programs	The Assistant Superintendent of Educational Services, the Assistant Superintendent of Administrative Services, and principals will ensure that our low-income and foster youth students will have access to enrichment programs, such as music, art, science field trips, and intramural sports through the development of a comprehensive enrichment program because these students lack access to such services in the community.	$493,545.91	Yes
1.7	Early Education Program	The Assistant Superintendent of Education Services and the Assistant Superintendent of Administrative Services will implement a full-day Transitional Kindergarten (TK) program for all four-year-olds to ensure that our English learner, foster youth, and low-income students have access to a quality early childhood educational program. All students turning 5 prior to June 30, 2025 will be admitted to our full-day TK program. To ensure our youngest learners have the support necessary to learn appropriate school behavior and meet academic benchmarks, additional paraprofessionals will be hired and assigned to a transitional kindergarten class as part of the 15% Concentration Grant add-on.	$580,618.50	Yes
1.8	Comprehensive Library Program	The Assistant Superintendent of Educational Services will oversee a comprehensive library program that will include a District Librarian and Instructional Assistants at each of the five comprehensive campuses. Expanding access to school libraries will provide a valuable resource for our low-income, foster youth, and English learner students with a high likelihood of improving their academic achievement.	$474,044.35	Yes
1.9	Student Device Program	The Information Services department, in collaboration with cabinet and school site administrators, will develop a robust technology program (that includes safety and student devices) to provide technological equality for our low-income and foster youth students. This robust technology plan includes ensuring a 1:1 ratio of technology to students with the school setting, as well as a 1:1 student to technology ratio at home for our foster and low income students. The district has provided families with hot spots to improve internet connectivity, and has purchased all of our foster/homeless students with headphone devices for use at home. Our technology plan also includes ensuring that our students have access to	$491,073.70	Yes

Action #	Title	Description	Total Funds	Contributing
		technology platforms over the summer to access enrichment programs in reading, math, and english language arts such as iReady, SORA, etc.		
1.10	21st Century Learning Environment	The Chief Technology Officer and the Manager of Maintenance and Operations will ensure our low-income students have access to equitable, well-equipped classrooms through the purchase and maintenance of 21st century instructional technology and classroom learning tools. These are proven strategies to address learning gaps and improve achievement of low-income students. This action address priority 8.	$307,095.18	Yes
1.11	Personalized Learning and Differentiated Instruction	LREBG Action Our district state data shows that our low-income, foster youth and English learners do not perform as well as other students in the district. According to National Education Policy Center (NEPC),in order to assist in this area, smaller class sizes (from 32:1 to a target of 24:1) in Transitional Kindergarten - grade 3, will assist with higher achievement among students who are disadvantaged. The TK-3 classrooms will provide stronger teacher-student relationships, improve feelings of school belonging, increase access to common core curriculum, provide personalized learning and differentiated instruction, specifically for low-income, English learners, and foster youth students. Additionally, according to research by the American education Research Association extending the school day has been found to be an effective strategy in recovering learning loss. EUSD will extend the school day by 20 minutes across all sites. This action address priority 8. Metrics to measure to effectiveness is 1.10 and 1.11. LREBG funds of $1,070,520.29 will be utilized in the 2025-2026 school year.	$3,976,272.03	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Promote a safe and caring learning environment. This goal is a critical component of ensuring that our students experience positive learning environments, provided through trained staff, and clean, safe campuses and facilities. Ensuring that students, staff and families experience a welcoming, safe and healthy environment allows for students to focus on academic achievement and supports their social emotional well being.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of student survey data and student attendance and engagement data has shown that although fewer than last year, several students do not feel connected to the school community, particularly among students who are foster youth, experiencing homelessness, low-income, and/or African American/Black. Survey data from parents and teachers, as well as feedback from principals and school counselors has highlighted a critical need related to school connectedness. Education research predicts students are more likely to have poor attendance, increased behavior referrals, and low academic achievement when they lack school connectedness.

The science of learning and development identifies developmental relationships and safe, calm, and predictable environments as critical support for students to learn how to overcome stress so that they can self-regulate, focus, and learn. Utilizing actions targeted to address these needs will decrease the percentage of students who do not feel connected to the school community, decrease student discipline, and increase attendance. The actions in this goal are designed to improve overall culture, climate, and build relationships between staff and students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate	2024 CA Dashboard Chronic Absenteeism (all students) - 42.4.%	Aeries SIS Analytics Spring 2025		2027 CA Dashboard SchoolStatus Attend (A2A)	Aeries SIS Analytics Spring 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American - 53.6% Homeless - 54.2% SWD - 48.4% Two or More Races - 46.2% Low Income 43.2% Hispanic - 38.9% White - 32.9% EL - 32.4% Foster Youth - 29.9%	Chronic Absenteeism (all students) - 34.9% African American - 46.4% Homeless - 42.6% SWD - 42.6% Two or More Races - 41.6% Low Income 33.5% Hispanic - 31.3% White - 21.6% EL - 25.3% Foster Youth - 21.5%		Chronic Absenteeism - (all students) - 15% We expect that all student groups in the red (based on 2023 CA Dashboard Data) will improve their chronic absenteeism rate by a minimum of 20%	Chronic Absenteeism (all students) (-7.5%) African American (-7.2%) Homeless (-11.6%) SWD: (-5.8%) Two or More Races (-4.6%) Low Income: (-9.7%) Hispanic: (-7.6%) White: (11.3%) EL: (-7.1%) Foster: (- 8.4%)
2.2	Attendance Rates	2023 P2 / CBEDS School Status Attend (A2A) Attendance Rate - 87.6%	2024 P2 / CBEDS School Status Attend (A2A) Attendance Rate - 88.7%		2026-2027 P2 / CBEDS School Status Attend (A2A) Attendance Rate - 96%	Attend (A2A) Attendance Rate - (+1.1%)
2.3	Middle School Dropout Rate	2023-2024 CALPADS Report 0% 0 students	Report: <1% Students: 1		2027 CALPADS Report 0% - 0 students	2023-2024 CALPADS Report (<1%) 1 student
2.4	Suspension Rate	2023 CA Dashboard SchoolStatus Attend (A2A) 9.3% - all students	2024 CA Dashboard 9.3% - all students		2027 Data Quest Suspension Rate SchoolStatus Attend (A2A)	SchoolStatus Attend (A2A) 9.3% - all students (maintained)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American - 17.9% Hispanic - 6.3% Homeless - 9.4% White - 9.4% Two or More Races - 12.9% SWD - 15.7% EL - 6.3% Foster - 17.4% Low Income - 9.7%	Red Groups: African American - 18.0% Hispanic 5.9% Homeless: 8.4% White - 9.6% Two or More Races - 15.3% SWD: 13.4% EL: 5.3% Foster: 16.7% Low Income - 9.6%		3% We expect that all student groups in red (based on 2023 CA Dashboard Data) will improve their suspension rate by 5% or greater by 2027	African American - (+0.1%) White - (+0.2%) Two or More Races (+2.4%) Low Income (-0.1%) Hispanic (-0.4%) Students with Disabilities (-2.3%) EL (-1.0%) Foster (-0.7%) Homeless (-1.1%)
2.5	Expulsion Rate	2023-2024 Data Quest Expulsion Rate - 0.0%	2023-2024 Data Quest Expulsion Rate - 0.0%		2027 Data Quest Expulsion Rate - 0.0%	Expulsion Rate - 0.0%
2.6	Safety and School Connectedness - Rigor	Panorama Education Fall 2023 School Climate Survey gr. 6-8 Rigorous Expectations - 0-19th percentile nationally	Panorama Education Fall 2024 School Climate Survey gr. 6-8 Rigorous Expectations - 0-19th percentile nationally		Panorama Education Fall 2026 School Climate Survey gr. 6-8 Rigorous Expectations - 50th percentile nationally	Panorama Education School Climate Survey gr. 6-8 Rigorous Expectations - 0-19th percentile nationally
2.7	Safety and School Connectedness - Relationships	Panorama Education Fall 2023 School Climate Survey gr. 6-8 Teacher - Student Relationships 0-19th percentile nationally	Panorama Education Fall 2024 School Climate Survey gr. 6-8 Teacher - Student Relationships		Panorama Education Fall 2026 School Climate Survey gr. 6-8 Teacher - Student Relationships -	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0-19th percentile nationally		50th percentile nationally	
2.8	Safety and School Connectedness - School Climate	Panorama Education Fall 2023 School Climate Survey gr. 6-8 School Climate - 0-19th percentile nationally	Panorama Education Fall 2024 School Climate Survey gr. 6-8 School Climate - 0-19th percentile nationally		Panorama Education Fall 2026 School Climate Survey gr. 6-8 School Climate - 50th percentile nationally	no difference
2.9	Safety and School Connectedness - School Engagement	Panorama Education Fall 2023 School Climate Survey gr. 6-8 School Engagement - 0-19th percentile nationally	Panorama Education Fall 2024 School Climate Survey gr. 6-8 School Engagement - 0-19th percentile nationally		Panorama Education Fall 2026 School Climate Survey gr. 6-8 School Engagement - 50th percentile nationally	no difference
2.10	Safety and School Connectedness - School Belonging	Panorama Education Fall 2023 School Climate Survey gr. 6-8 School Belonging - 0th - 19th percentile nationally	Panorama Education Fall 2024 School Climate Survey gr. 6-8 School Belonging - 0th - 19th percentile nationally		Panorama Education Fall 2026 School Climate Survey gr. 6-8 School Belonging - 30th percentile nationally	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Teacher Safety and Connectedness - Well-being	Panorama Education Fall 2023 School Climate Survey gr. 6-8 School Belonging - 0th - 19th percentile nationally	Panorama Education School Climate Survey Fall 2024 – Teachers School Climate Survey gr. 6-8 School Belonging 0th - 19th percentile nationally Well-being - 60-79% percentile nationally		Panorama Education School Climate Survey Spring 2027- Teachers Your Well-Being 80-99% percentile	no difference
2.12	Teacher Safety and Connectedness - Belonging	Panorama Education School Climate Survey Fall 2023 - Teachers Belonging - 80-99% percentile	Panorama Education Beginning of Year 23-24 School Climate Survey - Teachers Your Belonging 20th-39th percentile nationally Belonging - 60-79% percentile nationally		Panorama Education School Climate Survey Spring 2027 - Teachers Belonging 80-99% percentile ranking	Decrease of one level on a 5-point scale

Goal Analysis [2024-25]

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

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

Action(s) to support school culture, climate, safety, and engagement (Actions 2.1–2.5) were mostly fully implemented to address the needs of English Learners, Foster Youth, and Low-Income students in the areas of attendance, school climate, and student engagement.

Actions 2.1 through 2.4 were fully implemented as planned and aligned with their intended goals of improving student well-being, safety, and attendance. These actions included the implementation of Culture and Climate Leadership Teams, Multi-Tiered Systems of Support for wellness, expanded campus safety measures, and attendance improvement strategies, all designed to enhance school connectedness and reduce barriers to student success. Culture and Climate Leadership teams successfully completed the professional development series across all school sites.

However, Action 2.5, which focused on student engagement activities, was partially implemented due to a revised goal and timeline. The district has adjusted its original target outcomes to reflect a more intentional and phased approach, now set for full implementation and evaluation in the 2025–2026 school year. This revision represents a substantive difference in the planned versus actual implementation timeline but ensures alignment with broader district efforts to enhance inclusive and engaging school environments.

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.

Minor underspending in non-personnel categories such as materials, supplies, and professional development did not significantly impact service delivery or student access to planned supports.

Action 2.2 Student Wellness/Social Emotional Support difference as professional development fees, including meals provided, were less than anticipated.

Action 2.5 Beautification--initial phases implemented, but change in direction left budgeted allocation unspent.

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

An analysis of the effectiveness of Actions 2.1 through 2.5 shows that four out of five actions have been effective in making measurable progress toward the district’s goal of improving attendance, reducing chronic absenteeism and suspensions, and enhancing school climate and engagement for English Learners, Foster Youth, and Low-Income students.

Action 2.1 (Culture and Climate Leadership Teams) demonstrated early effectiveness by supporting capacity-building around culturally responsive practices. While this structural effort was implemented as planned, the Panorama Survey results for grades 6–8 remained in the

0–19th percentile nationally across multiple dimensions (rigorous expectations, teacher-student relationships, school climate, engagement, and belonging), indicating that these strategies have not yet led to improved student perceptions of climate and connection:

Action 2.2 (Student Wellness and Social Emotional Support) proved effective in providing targeted social-emotional supports. The district implemented counseling, behavior intervention, and Tier III supports across all sites. These investments helped reduce suspension rates for English Learners (from 6.3% to 5.3%) and Students with Disabilities (from 15.7% to 13.4%) from 2023 to 2024, and contributed to the decline in chronic absenteeism among ELs (from 32.4% to 25.3%) and low-income students (from 43.2% to 33.5%). Overall this action proved to be effective for all groups:

Aeries SIS Analytics Spring 2025
Chronic Absenteeism (all students) (-7.5%)
Homeless (-11.6%)
SWD: (-5.8%)
Low Income: (-9.7%)
EL: (-7.1%)
Foster: (- 8.4%)

SchoolStatus Attend (A2A)
Suspension
9.3% - all students (maintained)
Low Income (-0.1%)
Students with Disabilities (-2.3%)
EL (-1.0%)
Foster (-0.7%)
Homeless (-1.1%)

Action 2.3 (Campus Safety) has been moderately effective. Investments in structured recess and training for campus safety officers contributed to reduced disciplinary issues in less-structured settings. Aeries SIS Analytics Spring 2025
Chronic Absenteeism (all students) (-7.5%)
Homeless (-11.6%)
SWD: (-5.8%)
Low Income: (-9.7%)
EL: (-7.1%)
Foster: (- 8.4%)

SchoolStatus Attend (A2A)
Suspension
9.3% - all students (maintained)
Low Income (-0.1%)

Students with Disabilities (-2.3%)
EL (-1.0%)
Foster (-0.7%)
Homeless (-1.1%)

Action 2.4 (Improve Attendance) has been highly effective. The chronic absenteeism rate decreased from 42.4% to 34.9% overall, with notable improvements among homeless students (from 54.2% to 42.6%), foster youth (from 29.9% to 21.5%), and students with disabilities (from 48.4% to 42.6%). The attendance rate also increased from 87.6% in 2023 to 88.7% in 2024, demonstrating that targeted outreach.Aeries SIS Analytics Spring 2025
Chronic Absenteeism (all students) (-7.5%)
Homeless (-11.6%)
SWD: (-5.8%)
Low Income: (-9.7%)
EL: (-7.1%)
Foster: (- 8.4%)

SchoolStatus Attend (A2A)
Suspension
9.3% - all students (maintained)
Low Income (-0.1%)
Students with Disabilities (-2.3%)
EL (-1.0%)
Foster (-0.7%)
Homeless (-1.1%)

Action 2.5 (Beautification) is minimally effective, with implementation revised and extended through the 2025–2026 school year. While middle school dropout rates remained below 1% and attendance improved, Panorama Survey results did not show improvement, and continued to reflect low levels of student engagement and belonging, remaining at the 0–19th percentile nationally. This suggests that while foundational steps have been taken, further work is needed to ensure these strategies meaningfully impact student experience as evidenced by improvement in suspension rates.
SchoolStatus Attend (A2A)
Suspension
9.3% - all students (maintained)
Low Income (-0.1%)
Students with Disabilities (-2.3%)
EL (-1.0%)
Foster (-0.7%)
Homeless (-1.1%)

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

As a result of reflections on prior practices, adjustments have been made to the planned goals and associated budget allocations for 2.5 - Student Engagement and Campus Environment. Initially, $1.2 million was allocated for campus beautification activities aimed at enhancing the physical environment to foster a sense of belonging and pride among students. Upon further evaluation, it was determined that leveraging bond funds for campus improvements would be a more effective use of resources, allowing the district to redirect general funds towards direct student engagement initiatives.
Consequently, the allocation for campus beautification has been shifted to bond funding, freeing up general funds for to investment in student engagement activities. These activities are designed to increase student connection, participation, and involvement in school-based programs, addressing critical areas identified through school climate surveys, such as school belonging, engagement, and connectedness. This strategic reallocation supports the district's overarching goal of improving school culture and enhancing student experiences in meaningful ways.

Metric 2.1-2.2 order has been revised and baseline data has been updated.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culture and Climate Leadership Teams	Culture and Climate Leadership Teams (C&CLTs) (selected teachers, principals, assistant principals, district leaders) meet regularly to build teacher capacity to implement culturally responsive teaching and social emotional practices that have been researched and proven to have a high likelihood to improve learning conditions for English learner, low income, and foster youth students.	$55,022.08	Yes
2.2	Student Wellness and Social Emotional Support	Under the direction of the Coordinator of Student Services, a robust social emotional and mental health Multi-tiered System of Support Support will be implemented to meet the immense social emotional needs of our English learners, low-income, and foster youth students. Certificated and paraprofessional positions will comprise a Tier III level of social emotional and academic support as part of the 15% Concentration Grant add-on.	$1,657,991.59	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Campus Safety	The Chief Technology Officer, Safety Technician, cabinet, school site administrators, and additional school staff have developed a dynamic safety program to address the underlying issues leading to high suspension rates of our low-income students. Our safety plan is designed to reduce behaviors that lead to harsh disciplinary practices or interactions with law enforcement agencies. For example, our district has invested heavily in the implementation of Playworks for all elementary recesses, and Playworks for middle class PE classes. This structured approached to play time empowers students to make positive choices and minimizes the opportunities for students to engage in maladaptive behaviors during these unstructured times. Additionally, all staff (including Campus Safety Officers) are trained on restorative practices to assist students in appropriately working through conflicts with their fellow peers. These restorative practices are designed to provide structured opportunities for students to explore the impact of their actions, and make positive choices moving forward.	$1,120,286.31	Yes
2.4	Improve Attendance	The Assistant Superintendent of Administrative Services, the Coordinator of Student Support Services, Principals, Child Welfare and Attendance Liaisons, and school attendance clerks will improve communication with families through the development of Attendance Improvement Plans, to and from school bus service, partnerships with outside agencies to increase attendance of our low-income and foster youth students.	$1,138,227.58	Yes
2.5	Student Engagement Activities	Community partners and VAPA TOSA will be focusing on student engagement activities such as field trips, experiential learning, motivational speaker series, outdoor camps and help close gaps for historically underserved student groups by providing targeted support and inclusive learning experiences. By prioritizing attendance, reducing chronic absenteeism, and creating a positive school climate, schools can foster a sense of belonging and commitment among students. Improving student engagement reflects a commitment to ensuring that all students feel connected, supported, and motivated to succeed, contributing to a thriving and inclusive school community. This action is provided on an LEA ide basis to build efficacy and engagement for all stuidents, while increasing a sense of belonging and community.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster a team commitment. This goal is needed to ensure that students receive a consistent focused education based on their specific needs. Schools across the district have high rates of transiency and the more consistent the instruction and information that is being shared with students, families, and the community, the better it is for supporting all educational partners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of state and local measures by all educational partners has produced evidence that many of the EUSD families lack sufficient resources to enhance the success of their children in school, are reluctant to fully engage in the schooling process, and desire more robust communication with the district. To address this, the Board of Trustees, the LCAP Advisory Committee, principals, teachers, and students, agreed that community resources, family engagement and empowerment programs, and a robust communications plan will best support the needs of low-income, foster youth, and English learner students and foster a team commitment throughout the district among all educational partners (Priority 3).

To provide ongoing support for low-income, Foster Youth, and English Learner students, we continue to operate a community resource center that provides assistance with food, clothing, medical services, and mentors for homework help (especially for our Spanish speaking families who struggle to help with homework in English). Adult education classes provide an important resource as parents' ability to help their children improve in school increases as they increase their own education. Through partnerships with local and regional non-profits, donations, and the expertise of the community center staff, resources are provided to meet these identified needs.

We acknowledge that engaging and empowering families is imperative for student success. Parent engagement in schooling has many positive outcomes, including better performance on academic measures, better attendance, higher self-esteem for children, better social skills, and higher high school graduation rates. EUSD will provide parent liaisons at each school site to improve parent engagement opportunities, promote attendance and involvement in parent education programs, and elicit parent involvement in site and district advisory committees.

Our district is committed to improving communication with our families. Utilizing communications staff and tools such as ParentSquare, we will increase attendance at our advisory committees and parent involvement opportunities, and indicators on our parent surveys will demonstrate parent satisfaction in connecting and engaging with their child(ren)'s teachers and school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Input in Decision Making	Local Indicators 2023: Full Implementation Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. o 1 – Exploration and Research o 2 – Beginning Development o 3 – Initial Implementation o 4 – Full Implementation o 5 – Full Implementation and Sustainability	Local Indicators 2024: Full Implementation		Local Indicators 2027: Full Implementation Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. o 1 – Exploration and Research o 2 – Beginning Development o 3 – Initial Implementation o 4 – Full Implementation o 5 – Full Implementation and Sustainability	Full Implementation--No difference
3.2	Parent Participation in Programs for Pupils	Average # of parents attending District Advisory Council	Average # of parents attending		Average # of parents attending District Advisory	Average # of parents attending

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-2024 - 0 parents (No DAC meetings were held during the 2023-2024 school year)	District Advisory Council 2024-2025 - 7 parents		Council - 15 parents	District Advisory Council - +7
3.3	Parent Participation in Programs for English Learner Students	Average # of parents attending District English Learner Advisory Committee 2023-2024 • 6 parents	Average # of parents attending District English Learner Advisory Committee 2024-2025 • 10 parents		Average # of parents attending District English Learner Advisory Committee • 20 parents	Current difference of parents attending District English Learner Advisory Committee - 4
3.4	Parent Participation in Programs for African American Students	Average # of parents attending African American Advisory Committee 2023-2024 • 7 parents	Average # of parents attending African American Advisory Committee 2024-2025 • 7 parents		Average # of parents attending African American Advisory Committee • 20 parents	Current difference of parents attending the African American Advisory Committee - 0
3.5	Parent Participation in Programs for increased engagement and participation	Average # of parents attending LCAP Advisory Committee 2023-2024 • 4 parents	Average # of parents attending LCAP Advisory Committee 2023-2024 • 4 parents		Average # of parents attending LCAP Advisory Committee • 10 parents	Current difference of parents attending LCAP Advisory Committee - 0
3.6	Community Center In-person access to resources	Sign in at point of entry Daily - 6 in-person	Average of Community Center sign in at point of entry 2024-2025 • 10 people		Sign in at point of entry Daily - 10 in-person	Current difference of sign in at point of entry Daily - 4
3.7	Parent Input	Panorama Education Family Survey	Panorama Education		Panorama Education	Panorama Education

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Safety and Connectedness - Engagement	Fall 2023 Barriers to Engagement 0 - 19th percentile nationally	Family Survey Fall 2024-2025 Barriers to Engagement 20 - 39th percentile nationally		Family Survey Spring 2027 Barriers to Engagement 40th - 59th percentile nationally	Family Survey Barriers to Engagement Increase of one level on a 5-point scale
3.8	Parent Input School Safety and Connectedness - Engagement	Panorama Education Family Survey Fall 2023 Family Support 20th - 39th percentile nationally	Panorama Education Family Survey Fall 2024-2025 Family Support 40th - 59th percentile nationally		Panorama Education Family Survey Spring 2027 Family Support 40th - 59th percentile nationally	Panorama Education Family Survey Family Support Increase of one level on a 5-point scale
3.9	Parent Input School Safety and Connectedness - Engagement	Panorama Education Family Survey Fall 2023 Family Engagement 40th - 59th percentile nationally	Panorama Education Family Survey Beginning of Year 24-25 Family Engagement 40th - 59th percentile nationally		Panorama Education Family Survey Spring 2027 Family Engagement 60th - 79th percentile nationally	Panorama Education Family Survey Family Engagement No difference
3.10	Parent Input on School Safety	Panorama Education Family Survey Fall 2023 School Safety 0 - 19th percentile nationally	Panorama Education Family Survey Fall 2023 School Safety 0 - 19th percentile nationally		Panorama Education Family Survey Fall 2023 School Safety 40-59th percentile nationally	Panorama Education Family School Safety No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

Action(s) to support family and community engagement and communication (Actions 3.1,3.3) were fully implemented to address the needs of English Learners, Foster Youth, and Low-Income students in the areas of school connectedness, attendance, and academic access.

Action 3.1 (Family and Community Resource Development) was fully implemented through the Community Center, which offered targeted services such as food, clothing, adult education classes, and vaccine clinics. These services were designed to build stronger school–family partnerships and remove barriers to attendance for low-income and foster youth students. A key success was the establishment of sustained, accessible services that directly support student well-being. However, a notable challenge was the underutilization of some budgeted supplies, which did not significantly impact service delivery and did not result in any substantive difference in implementation outcomes.

Action 3.2 (Family and Community Engagement and Empowerment) was partially implemented to improve school engagement and decision-making participation for unduplicated families. Parent liaisons were assigned to every school site, and programs such as advisory committees and family engagement events were successfully carried out. A key success was the increased participation of English Learner and low-income parents in site-based decision-making. However, not all planned resources, including funds for food and parent education classes, were fully expended, which slightly limited the scope of outreach events but did not alter the core objectives of the action.

Action 3.3 (Maintaining Ongoing Communication) was also fully implemented and focused on overcoming language and access barriers by launching two-way communication tools like ParentSquare, hiring a district translator, and enhancing home–school connections through multiple platforms. A key success was the district's increased communication capacity, particularly for Spanish-speaking and under-resourced families. A notable challenge was that the planned parent conference was not held during the year, which reduced one formal opportunity for in-person engagement. Nonetheless, the district continued to maintain communication channels and resources, ensuring families remained informed and connected.

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.

A material difference between the Budgeted Expenditures and Estimated Actual Expenditures for Action 3.2, primarily due to the planned districtwide Parent Conference not being held during the school year. Funds were allocated to support the logistics, staffing, and resources for this event, but the absence of implementation resulted in a significant portion of those funds remaining unspent.

A material difference Action 3.3 as cost of platforms and equipment were lower than anticipated.

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

Action 3.1 (Family and Community Resource Development) has been effective in improving access to wraparound supports for unduplicated student groups. Through the Community Center, families received targeted services including food, clothing, health clinics, and adult education opportunities. The consistent daily in-person usage—averaging 10 individuals per day, up from 6—reflects increased community trust and reliance on the center. These services help reduce barriers to attendance and well-being, especially for families facing economic hardship. It is evident that this action has been effective in contributing to positive attendance:
Chronic Absenteeism (all students) (-7.5%)
Homeless (-11.6%)
SWD: (-5.8%)
Low Income: (-9.7%)
EL: (-7.1%)
Foster: (- 8.4%)

Action 3.2 (Family and Community Engagement and Empowerment) has shown moderate effectiveness:
Chronic Absenteeism (all students) (-7.5%)
Homeless (-11.6%)
SWD: (-5.8%)
Low Income: (-9.7%)
EL: (-7.1%)
Foster: (- 8.4%)

SchoolStatus Attend (A2A)
Suspension
9.3% - all students (maintained)
Low Income (-0.1%)
Students with Disabilities (-2.3%)
EL (-1.0%)
Foster (-0.7%)
Homeless (-1.1%)
The district successfully maintained parent engagement infrastructure through advisory committees and site-based liaisons, ensuring Spanish-speaking families were represented across schools. However, several planned supports were not utilized, limiting the action's overall reach. Despite this, reported increases in participation in some community engagement events and consistent advisory membership indicate progress.

Action 3.3 (Maintaining Ongoing Communication) has also been effective, particularly in improving the district's ability to reach families through digital and bilingual platforms. The implementation of ParentSquare and continued investment in translation services, Aeries

Analytics, and home-school communication tools responded directly to feedback from the District English Learner Advisory Committee and parent surveys. These tools have helped overcome key language and access barriers, ensuring that more families receive timely and relevant school information. While the parent conference was not held as planned, this omission did not materially affect the primary objectives of this action, which focused on establishing consistent two-way communication systems.

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

There were no changes made to the planned goal, metrics, target outcomes, or actions for the coming year. Upon reflection of prior practice, the district determined that the current strategies and implementation plans remain aligned with identified student and family needs. While areas for continued growth were noted—such as increasing parent participation in advisory committees and fully utilizing planned engagement resources—the foundational structures and intended outcomes continue to support the district's priorities for improving family engagement, communication, and student well-being.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community Resource Development	Under the direction of the Coordinator of Student Support Services, the Community Center staff offer targeted resources designed to meet the needs of our low-income, foster youth, and English learner families. The services and programs provided through the community center are designed to build school – family relationships and to improve the circumstances of our student population to increase school attendance and overall well-being.	$251,357.54	Yes
3.2	Family and Community Engagement and Empowerment	The Coordinator of Student Services, principals, and parent liaisons develop parent engagement programs, advisory committees, and volunteer opportunities to ensure our English learner, low-income, and foster youth students and their families can meaningfully participate in school activities and have authentic opportunities to engage with district and site leaders in decision making.	$209,939.66	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Maintaining Ongoing Communication	The Chief Technology Officer and the Communication Specialist in collaboration with district leadership will develop an effective and comprehensive two-way communication system to overcome communication barriers that negatively impact our low-income, English learners, and foster youth families so that these barriers do not impede access to academic, social emotional, intervention, or enrichment programs.	$251,774.56	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Operate with increasing efficiency and effectiveness. The Eastside Union School District will provide basic services such as certificated staff, instructional materials /textbooks, facilities and operations, site allocations for basic school supplies and services, transportation, access to technology, classified staffing in the areas of health and safety, pupil engagement and parent involvement, and school climate, as required by the Williams Act requirements and outlined in the Facilities Inspection Tool.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In April 2020, we partnered with School Services of California (SSC) to conduct an organizational efficiency and comparative staffing review. This comprehensive process yielded findings and recommendations that were considered while developing the actions for Goal 4. Recommendations from the SSC study included improved practices in recruitment, retention, and development of qualified staff; resource asset management and maintenance; fiscal solvency; and maintaining facilities in good repair (Priority 1). District staff, including cabinet, maintenance, and human resources is committed to holding ourselves collectively accountable to ensure that the actions developed to improve efficiency and effectiveness will be implemented with fidelity and monitored to ensure we reach our collective goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Fully Credentialed and Appropriately Assigned Teachers	2023 - CALSASS Report Fully Credentialed and Appropriately Assigned Teachers 91.5%	2024 - CALSASS Report Fully Credentialed and Appropriately Assigned Teachers 87.62%		Zero Misassignments	CALSASS Report Fully Credentialed and Appropriately Assigned Teachers -3.88

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Access to Standards Aligned Instructional Materials	100% Compliant - Williams Report 2023	100% Compliant - Williams Report 2024		100% Compliant	0% current difference from baseline
4.3	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Enterprise Elementary	2023 - School Rating 98.43% Good	2024 - School Rating 98.12 Good		2027 - School Rating 100% Good	School Rating -.31
4.4	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Eastside Elementary	2023 - School Rating 98.7% Good	2024 - School Rating 100% Good		2027 - School Rating 100% Good	+1.3%
4.5	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Columbia Elementary	2023 - School Rating 93.49% Good	2024 - School Rating 95.59%Good		2027 - School Rating 100% Good	School Rating +2%
4.6	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Tierra Bonita Elementary	2023 - School Rating 98.03% Good	2024 - School Rating 98.07% Good		2027 - School Rating 100% Good	+.04%
4.7	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Gifford C. Cole Middle School/Eastside Transitional Academy)	2023 - School Rating 97.63 Good	2024 - School Rating 98.13% Good		2027 - School Rating 100% Good	School Rating +.5

Goal Analysis [2024-25]

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

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

During the current academic year, the district made consistent efforts to ensure full implementation of basic services in alignment with the Williams Act requirements and as evaluated through the Facilities Inspection Tool (FIT). These services include the provision of appropriately assigned certificated staff, sufficient instructional materials and textbooks, safe and well-maintained school facilities, and equitable site

allocations for school supplies and operational services. Additional focus was given to ensuring access to transportation, technology, and classified staffing in the domains of student health, safety, engagement, and parent involvement.

All eight actions in Goal 4 were fully implemented as planned. There were no substantive differences.

Successes
All teachers were fully trained in pedagogy focused on the needs of Foster Youth, Low Income, and English Learners. This year, the district implemented professional development during mandatory time and required days of participation for teachers as opposed to optional days of pd. Classified staff training was increased this year as well focused on the needs of students, social emotional supports and safety.

Challenges
The opportunity to offer training to staff was much more focused but more limited. Due to time and funding, staff development opportunities were not differentiated for veteran staff who may have varied needs of support
Additionally, the recruitment efforts to secure teachers was less robust than it needed to be. This resulted in several teachers being hired on temporary credentials (STIPs and PIPs), waivers, and emergency credentials.

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.

The material differences between budgeted expenditures and estimated actuals are as follows:

4.2 Development of Staff:
There was a material difference of $158,432. This is due to a decrease in travel for staff development, and classified professional development. In addition, the district decreased the amount of food being purchased for staff meetings, as well.

4.3 Resource and Asset Management and Maintenance
A material difference of $41,585 was due to Staff Development (OPD) Certificated training being decreased. In addition, there was no costs associated with asset management and technology.

4.4 Fiscal Solvency
A material difference of $62,000 was attributed to the district increasing the services contract of Eide Bailley, LLP to support financial literacy and ensure fiscal solvency of the district.

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

The district has demonstrated varied levels of effectiveness across several action areas to ensure proper support of student achievement an organizational stability. The following areas have been deemed effective as evidenced by the FIT report. All schools have maintained their

"good" rating as measured by the FIT tool. The current budgetary documents show that our district is fiscally solvent as evidenced by the first and second interim reports.

Resource and Asset Management:
This action was effective. The district employs efficient systems for tracking and allocating resources to maximize impact and equity. Through careful planning and involvement of site and district teams, assets are managed to support instructional goals and operational sustainability.

Fiscal Solvency:
This action was effective. Increased and strong fiscal oversight and strategic budgeting practices have supported good financial health. The district maintains balanced budgets, adheres to all regulatory requirements, and engages in transparent financial reporting to educational partners.

Facilities Master Planning:
This action was effective. The has a robust project and facilities plan focused on student and community needs. Moving forward the district will refine a more impactful and student centered Facilities Master Plan to guide the development and modernization of physical infrastructure. The plan will be data-driven and responsive to demographic trends, ensuring that learning environments are safe, modern, and conducive to 21st-century learning.

Repair and Maintenance Program:
This action was effective. Preventative maintenance and timely repairs are prioritized through a facilities management system. The program ensures clean, safe, and functional learning spaces, minimizing disruptions to instruction and enhancing the overall school climate.

There are areas that will need to be refined to ensure better outcomes for our students. The actions below are deemed partially effective and are being adjusted to meet the district needs.

Recruitment of Qualified Staff:
This action was partially effective. Although the district did not have vacancies, several positions were filled with staff on emergency credentials, waivers and temporary credentials. Due to teacher shortages, the district's recruitment process will become more data informed to attract and retain a more diverse pool of highly qualified candidates. The district will employ various modes of outreach and continued inclusive hiring practices to ensure the placement of skilled professionals who align with the EUSD's mission and goals.

Implementation of Academic Standards:
This action was partially effective. The district implemented state academic standards with fidelity as evidenced by teacher observation, feedback from site and district administration. However, data from State and Local Assessments indicate an increased need for curriculum planning, more aligned instructional practices, and ongoing targeted assessments to ensure that students achieve mastery and are prepared success. Additional professional development for new teachers will aid in our efforts of ensuring highly skilled and qualified teachers.

Fully Credentialed and Appropriately Assigned Teachers:

This action was partially effective. The EUSD has 12.62% of teachers considered missasigned. Teachers are assigned based on subject-matter expertise and credential alignment, however, due to teacher shortages and a competitive pool, we are increasing efforts to ensure a robust recruitment and retention of teachers so that every student receives instruction from educators who are highly skilled and qualified.

Staff Development:
This action was partially effective. CAASPP data indicates that English Learner and Low Income students declined in Language Arts but increased in mathematics. Foster Youth student increased in Language Arts and Mathematics. Overall, all students decreased in English Language Arts but made slight increases in mathematics. The district is revising a robust and targeted professional development plan that is specifically aligned with academic standards, instructional best practices, and emerging educational trends. Opportunities for mentorship, leadership development, and continuous learning are embedded in the district's culture to further support implementation for teacher and student growth.

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

There are no changes to the planned goals, metrics, target outcomes or actions for the coming year. However, following a comprehensive review of our progress over the past year, several key insights emerged that led to refinement of our planned goals, metrics, target outcomes, and actions for the upcoming year. These goals were guided by data analysis, stakeholder feedback, and evaluation of strategies and actions were most and least effective.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Recruitment of Qualified Staff	The Assistant Superintendent of Administrative Services will use a multi-pronged approach to attracting the most qualified employees because recruiting fully credentialed faculty and appropriately certified staff is a proven strategy to help meet the needs of low income, English Learners, and foster youth students.	$30,500.00	No
4.2	Development of Staff	The Assistant Superintendent of Administrative Services, in coordination with site and district administration, will support employee development through job specific training, certification programs, and recognition programs to increase job effectiveness and ensure that low-income,	$363,587.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English learner, and foster youth students are provided the improved services necessary to increase academic and social emotional outcomes.		
4.3	Resource and Asset Management and Maintenance	The Assistant Superintendent of Administrative Services, the Chief Fiscal Officer, and the Chief Technology Officer will ensure procurement and receiving procedures, along with an asset management software program will provide timely and accurate resource and asset management systems that are essential to ensure low-income, English learner, and foster youth students have access to standards-aligned supplemental instructional materials, technology, and other resources and materials.	$68,206.00	No
4.4	Fiscal Solvency	The Assistant Superintendent of Administrative Services and the Chief Fiscal Officer will ensure that the district pays bills on time, has a positive cash flow, and maintains the legally required reserve. To assist the fiscal team, consultants are contracted for support and memberships in fiscal organizations are maintained as needed. A well run and effective fiscal program ensures that all students have access to necessary resources and a higher likelihood of academic success.	$50,000.00	No
4.5	Facilities Master Planning	The Assistant Superintendent of Administrative Services and the Manager of Maintenance and Operations partner with consultants to develop a long-term facility master plan to ensure that substandard facilities are not a barrier to student learning.	$0.00	No
4.6	Implementation of Academic Standards	The Educational Services Department will ensure all students have access to rigorous standard aligned instructional materials.	$248,625.00	No
4.7	Fully Credentialed and Appropriately Assigned Teachers	The Assistant Superintendent of Administrative Services will provide all students access to teachers who are fully qualified and appropriately assigned.	$11,264,671.57	No

Action #	Title	Description	Total Funds	Contributing
4.8	Repair and Maintenance Program	The Manager of Maintenance and Operations, along with district leadership, will ensure that all facilities are clean, safe, and are conducive to learning.	$1,847,164.06	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Improve outcomes for students who are affected academically and social-emotionally at Equity Multiplier Schools (Eastside Elementary School and the Eastside Academy). The metrics used to measure the effectiveness of the Equity Multiplier Goal for both Eastside Elementary and Eastside Academy are as follows: Pupil Achievement - ELA and Mathematics All students will increase in ELA and math by 20 points (DFS) by 2027 English Learner students will increase in ELA and math by 20 points (DFS) by 2027 Socially Economically Disadvantaged students will increase in ELA and math by 20 points (DFS) by 2027 Hispanic students will increase in ELA and math by 20 points (DFS) by 2027 School Climate - Suspension Rate All students will decrease suspension rate by 3% by 2027 English Learner students will will decrease suspension rate by 3% by 2027 Homeless Youth will decrease suspension rate by 3% by 2027 Socially Economically Disadvantaged students will decrease suspension rate by 3% by 2027 Students with Disabilities will decrease suspension rate by 3% by 2027 African American will decrease suspension rate by 3% by 2027 Hispanic students will decrease suspension rate by 3% by 2027 Pupil Engagement - Chronic Absenteeism All students will decrease in chronic absenteeism by 5% by 2027 English Learner students will decrease in chronic absenteeism by 5% by 2027 Homeless Youth will decrease in chronic absenteeism by 5% by 2027 Socially Economically Disadvantaged students will improve in ELA and Math by 5% by 2027 Students with Disabilities will decrease in chronic absenteeism by 5% by 2027 African American will decrease in chronic absenteeism by 5% by 2027 Hispanic students will decrease in chronic absenteeism by 5% by 2027	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of state and local measures by all educational partners has produced evidence that instructional practices have not met the needs of EUSD's unique student population at the schools within the district. Specifically Eastside Elementary and Eastside Academy have been deemed equity multiplier schools due to the low socio economic rates, low academic and school climate and pupil engagement rates and instability rates in excess of 25%.

Data from the 2023 CAASPP indicate that all students are in need of improvement in pupil achievement, school climate and pupil engagement. However, English Learners, Homeless Youth, Socioeconomically disadvantaged, African American(AA)/Black and Hispanic students have need for improvement in each of these areas.

The state has identified these students groups as consistently low performing per Ed. Code 52064. Outcomes for ELA and Mathematics continue to be well below standard. The data for Eastside Academy is not available due to low numbers of students within each student group. Due to student transiency and instability rates, here is no data available for Eastside Academy. The data for Eastside Elementary School is as follows:

Pupil Achievement - Eastside Academy

California School Dashboard - 2023
ELA (all students)
76.5 points Below Standard

Red Groups:

African American - 109.2 points below standard

Homeless - 84.5 points below standard

Two or More Races - 88 points below standard

SWD - 149.9 points below standard

White - 70.4 points below standard

EL - 88.4 points below standard

Foster - 104.2 points below standard

California School Dashboard - 2023
MATH (All students)
111.9 Points Below Standard

Red groups:

Hispanic - 104.9 points below standard

Homeless - 115.1 points below standard

Two or More Races - 116.2 points below standard

SWD - 179/9 points below standard

White - 102.4 points below standard

EL - 122.3 points below standard

Foster - 136.8 points below standard

Low income - 114.4 points below standard

2023 CA Dashboard
Chronic Absenteeism (all students) - 44%

Red Groups:

African American - 52.2%
EL - 35.9%
Filipino - 23.5%
Hispanic - 41.8%
Homeless - 53.2%
Low income - 44.5%

White - 39.6%

2023 CA Dashboard - Chronic Absenteeism
9.3% - all students

Red Groups:

African American - 17.9%
Hispanic - 6.3%
Homeless - 9.4%
White - 9.4%
Two or More Races - 12.9%
Students with Disabilities - 15.7%
EL - 6.3%
Foster - 17.4%
Low Income - 9.7%

Pupil Achievement & Data - Eastside Elementary School

2023 CA Dashboard - ELA
All students - 77.6 points below standard

Red Groups:
EL - 78.9 points below standard
Hispanic - 75.2 points below standard
Low Income - 78.1 points below standard

2023 CA Dashboard - Math
All students - 98.4 points below standard

Red Groups:
EL - 100.4 points below standard
Hispanic - 95.9 points below standard
Low Income - 98.3 points below standard

2023 CA Dashboard - Chronic Absenteeism
All Students - 44.1%

Red Groups:
African American - 63%

Hispanic - 40.7%
Homeless - 37.5%
Students with Disabilities - 47.2%
EL - 29.4%
Low Income - 47.2%

2023 CA Dashboard - Suspension
All Students - 10.7%

Red Groups:
African American - 19.4%
Hispanic - 8.3%
Homeless - 13.2%
Students with Disabilities - 18.6%
EL - 10.8%
Low Income - 10.7%
White - 13.3%

Pupil Achievement - California Dashboard - 2024
ALL EUSD Students - ELA
79.9.5 points Below Standard

Red Groups:
African American - 114.4 points below standard
Homeless – 90.3 points below standard
Two or More Races (MOVED TO YELLOW FROM RED) - 61.2 points below standard
SWD – 148.1 points below standard
White (MOVED TO ORANGE FROM RED) - 70 points below standard
EL – 90.3 points below standard
Foster - 103.7 points below standard

Pupil Achievement - California School Dashboard - 2024
ALL EUSD Students - MATH
106.4 Points Below Standard (Increased 5.5 points; EUSD students are now in Orange)

Red groups:

African American – 144.4 points below standard
Homeless – 119.4 points below standard

Orange Groups:
Hispanic – 97.3 points below standard
Two or More Races – 97.4 points below standard
SWD – 175.6 points below standard
White – 95.8 points below standard
EL – 111.4 points below standard
Long-Term English Learners – 154.5 points below standard
Foster - 131 points below standard
Low income – 107.9 points below standard

2024 California Dashboard
Chronic Absenteeism (all EUSD students) - 42.4%
All students are now in the orange group

Red Groups:
African American – 53.6%
Homeless - 54.2%
Two or More Races - 46.2%
Students with Disabilities – 48.4%

Orange Groups:
Hispanic – 38.9%
Low income - 43.2%
White - 32.9%

Yellow Groups:
EL - 32.4%
Foster Youth – 29.9%
Long-Term English Learners – 26.9%

2024 Suspension Rate – California Dashboard - Eastside Union School District

All EUSD Students – 9.3%

Red Groups:
African American – 18%
Two or More Races – 15.3%
Low Income – 9.6%
White – 9.6%

Orange Groups:
Foster Youth – 16.7%
Homeless – 8.4%
Long-term English Learners – 13%
Yellow Groups:
English Learners- 5.3%
Hispanic – 5.9%
Students with Disabilities – 13.4%

Pupil Achievement & Data - Eastside Elementary School
2024 CA Dashboard - ELA (Eastside Elementary School)
All students – 59.4 points below standard (increased 18.2 points); moved from Red to Yellow group.

Red Groups:
No student groups are in red

Orange Groups:
EL – 70.4 points below standard

Yellow Groups:
Hispanic – 57.7 points below standard
Low Income – 59.3 points below standard

2024 CA Dashboard – Math (Eastside Elementary School)

All students – 69.8 points below standard (increased 28.6 points); all students in Yellow
No student groups in red or orange

Yellow Groups:
EL – 71.6 points below standard
Hispanic – 67.2 points below standard
Low Income – 70.5 points below standard

2024 CA Dashboard - Chronic Absenteeism (Eastside Elementary School)
All Students – 43.3%

Red Groups:
African American - 70.5%
EL —– 35.5%Homeless – 435.5%Homeless – 435.5%
Homeless – 49.4%
Students with Disabilities – 48.4%

Orange Groups:
Hispanic —– 3999.4%
Low Income - 43.8%

2024 CA Dashboard — Suspension (Eastside Elementary)
All Students - 7.2.2%
No Red Groups

Orange Groups:
African American - 11.7%
Homeless – 7.8%
Students with Disabilities - 13.6%
Yellow Groups:
Hispanic - 5.5%
EL - 4.8%
Low Income – 7.3%

To address the data, the Board of Trustees, the LCAP Advisory Committee, District English Learner Advisory Committee, principals, teachers, parents, and students, agreed that changes to instructional practices intentionally developed to best meet the needs of these students is critical to improving outcomes for these student groups. The district's Multi-tiered System of Support (MTSS) will be leveraged to prioritize our highest need students and ensure that their interventions are monitored on a regular basis through Student Study Teams (SSTs). The district's Individualized Educational Plans (IEPs) process will be leveraged to prioritize Students with Disabilities as our highest need students and ensure IEPs are monitored on a regular basis (Priority 4, Priority 5, Priority 6).

By focusing on these schools, and closely monitoring their academic, behavioral, and attendance data, we will be able to modify programs quickly in response to students' needs. Research indicates that MTSS programs, SSTs, and IEPs are effective ways to improve outcomes for consistently low performing students. (The Student Study Team Process: Impact on Academic Achievement, Long, L., https://eric.ed.gov/?id=ED553955 / Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support (2015), Jimerson, S., Burns, M., & VanDerHeyden, A. https://link.springer.com/chapter/10.1007/978-1-4899-7568-3_1)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism CA Dashboard 2023 for Eastside Academy English Learner Homeless Youth Socially Economically Disadvantaged Students with Disabilities African American Hispanic students	Chronic Absenteeism CA Dashboard 2023 All students: 44.1% English Learner: 29.4% Homeless Youth: 37.5% Socially Economically Disadvantaged: 44.3% Students with Disabilities: 47.2% African American: 63.2% Hispanic students: 40.7%	2024 California Dashboard Chronic Absenteeism (all EUSD students) - 42.4% All students are now in the orange group Red Groups: African American – 53.6% Homeless - 54.2% Two or More Races - 46.2% Students with Disabilities – 48.4% Orange Groups: Hispanic – 38.9%		Chronic Absenteeism CA Dashboard 2027 (decrease by 3%) All students: 39% English Learner: 24% Homeless Youth: 32% Socially Economically Disadvantaged: 39% Students with Disabilities: 42% African American: 58% Hispanic students: 35%	2024 California Dashboard Chronic Absenteeism (all EUSD students) - 42.4% (decreased 1.7%) All students are now in the orange group Red Groups: African American – 53.6% (decreased 9.6%) Homeless - 54.2% (increased 16.7%) Two or More Races - 46.2% Students with Disabilities –

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low income - 43.2% White - 32.9% Yellow Groups: EL - 32.4% Foster Youth – 29.9% Long-Term English Learners – 26.9%			48.4% (increased 1.2%) Orange Groups: Hispanic – 38.9% (decreased 1.8%) Low income - 43.2% (decreased 1.1%) White - 32.9% Yellow Groups: EL - 32.4% (increased 3%) Foster Youth – 29.9% Long-Term English Learners – 26.9%
5.2	Suspension Rates CA Dashboard 2023 for Eastside Academy English Learner Homeless Youth Socially Economically Disadvantaged Students with Disabilities African American Hispanic students	Suspension Rates CA Dashboard 2023 All students: 10.7% English Learner: 10.8% Homeless Youth: 13.2% Socially Economically Disadvantaged: 10.7% Students with Disabilities: 18.6% African American: 19.4% Hispanic students: 8.3% White: 13.3%	2024 Suspension Rate – California Dashboard - Eastside Union School District All EUSD Students – 9.3% Red Groups: African American – 18% Two or More Races – 15.3% Low Income – 9.6% White – 9.6% Orange Groups:		Suspension Rate CA Dashboard 2027 (decrease by 3%) All students: 7% English Learner: 7% Homeless Youth: 10% Socially Economically Disadvantaged: 7% Students with Disabilities: 11% African American: 16%	2024 Suspension Rate – California Dashboard - Eastside Union School District All EUSD Students – 9.3% (decreased 1.4%) Red Groups: African American – 18% (decreased 1.4%) Two or More Races – 15.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth – 16.7% Homeless – 8.4% Long-term English Learners – 13% Yellow Groups: English Learners-5.3% Hispanic – 5.9% Students with Disabilities – 13.4%		Hispanic students: 5% White: 8%	Low Income – 9.6% (decreased 1.1%) White – 9.6% (decreased 3.7%) Orange Groups: Foster Youth – 16.7% Homeless – 8.4% (decreased 4.8%) Long-term English Learners – 13% Yellow Groups: English Learners-5.3% (decreased 5.5%) Hispanic – 5.9% (decreased 2.4%) Students with Disabilities – 13.4% (decreased 5.2%)
5.3	ELA Achievement CA Dashboard 2023 for Eastside Academy All students English Learner students Socially Economically Disadvantaged Hispanic students	ELA Achievement CA Dashboard 2023 All students: -77.6 DFS English Learners: - 79.9 DFS Socially Economically Disadvantaged: -78.1 DFS Hispanic students: -75.2 DFS	Pupil Achievement - California School Dashboard - 2024 ALL EUSD Students - ELA -79.9.5 DFS Red Groups: African American: -114.4 DFS		Achievement in ELA CA Dashboard 2027 (increase by 20 points) All students: -57 DFS English Learners: -59 DFS Socially Economically	Pupil Achievement - California School Dashboard - 2024 ALL EUSD Students - ELA -79.9.5 DFS (decreased 2.3 points) Red Groups:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless: – 90.3 DFS Two or More Races (MOVED TO YELLOW FROM RED): -61.2 DFS SWD: – 148.1 DFS White (MOVED TO ORANGE FROM RED): - 70 DFS EL: – 90.3 DFS Foster: - 103.7DFS		Disadvantaged: -58 DFS Hispanic students: -55 DFS	African American: -114.4 DFS Homeless: – 90.3 DFS Two or More Races (MOVED TO YELLOW FROM RED): -61.2 DFS SWD: – 148.1 DFS White (MOVED TO ORANGE FROM RED): - 70 DFS EL: – 90.3 DFS (increased 10.4 points) Foster: - 103.7DFS
5.4	Math Achievement CA Dashboard 2023 for Eastside Academy All students English Learners Socially Economically Disadvantaged Hispanic	Math Achievement CA Dashboard 2023 All students: -98.4 DFS English Learners: -100.4 DFS Socially Economically Disadvantaged: -98.3 DFS Hispanic students: -95.9 DFS	California School Dashboard - 2024 ALL EUSD Students - MATH -106.4 DFS (Increased 5.5 points; EUSD students are now in Orange) Red groups:		Achievement in Math CA Dashboard 2027 (increase by 20 points) All students: -78 DFS English Learners: -80 DFS Socially Economically Disadvantaged: -78 DFS	California School Dashboard - 2024 ALL EUSD Students - MATH -106.4 DFS (Increased 5.5 points; EUSD students are now in Orange) (increased 8 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American: – 144.4 DFS Homeless: – 119.4 DFS Orange Groups: Hispanic: – 97.3 DFS Two or More Races: – 97.4 DFS SWD: – 175.6 DFS White: – 95.8 DFS EL: – 111.4 DFS LTELs: -154.5 DFS Foster: - 131 DFS Low income: – 107.9 DFS		Hispanic students: -75 DFS	Red groups: African American: – 144.4 DFS Homeless: – 119.4 DFS Orange Groups: Hispanic: – 97.3 DFS (increased 1.4 points) Two or More Races: – 97.4 DFS SWD: – 175.6 DFS White: – 95.8 DFS EL: – 111.4 DFS (increased 11 points) LTELs: -154.5 DFS Foster: - 131 DFS Low income: – 107.9 DFS (increased 9.6 points)
5.5	Chronic Absenteeism CA Dashboard 2023 for Eastside Elementary School All students African American EL Hispanic Homeless Low Income	Chronic Absenteeism CA Dashboard 2023 for Eastside Elementary School All students - 44.1% African American - 63% Hispanic - 40.7% Homeless - 37.5% Students with Disabilities - 47.2%	2024 CA Dashboard - Chronic Absenteeism (Eastside Elementary School) All Students – 43.3%		Chronic Absenteeism CA Dashboard 2027 for Eastside Elementary School (decrease by 3%) All students - 41% African American - 60%	2024 CA Dashboard - Chronic Absenteeism (Eastside Elementary School) All Students – 43.3% (decrease by 0.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SWD	EL - 29.4% Low Income - 47.2%	Red Groups: African American - 70.5% EL- 35.5% Homeless – 49.4% Students with Disabilities – 48.4% Orange Groups: Hispanic —– 39.4% Low Income - 43.8%		Hispanic - 37% Homeless - 34% Students with Disabilities - 43% EL - 26% Low Income - 44%	Red Groups: African American - 70.5% (increased by 7.5%) EL- 35.5% (increased by 6.1%) Homeless – 49.4% (increased by 11.9) Students with Disabilities – 48.4% (increased by 1.2%) Orange Groups: Hispanic – 39.4% (decreased by 1.3%) Low Income - 43.8% (decreased by 3.4%)
5.6	Suspension Rates CA Dashboard 2023 for Eastside Elementary School All students African American EL Hispanic Homeless Low Income	Suspension Rates CA Dashboard 2023 for Eastside Elementary School All students -10.7% African American - 19.4% EL - 10.8% Hispanic - 8.3% Homeless - 13.2%	2024 CA Dashboard — Suspension (Eastside Elementary) All Students - 7.2.2% No Red Groups		Suspension Rates CA Dashboard 2027 for Eastside Elementary School (decrease by 3%) All students - 7% African American - 16% EL - 7% Hispanic - 5%	2024 CA Dashboard — Suspension (Eastside Elementary) All Students - 7.2.2% (decreased by 3.5%) No Red Groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SWD White	Low Income - 10.7% SWD - 18.6% White - 13.3%	Orange Groups: African American - 11.7% Homeless – 7.8% Students with Disabilities - 13.6% Yellow Groups: Hispanic - 5.5% EL - 4.8% Low Income – 7.3%		Homeless - 10% Low Income - 7% SWD - 15% White - 10%	Orange Groups: African American - 11.7% (decreased by 7.7%) Homeless – 7.8% (decreased by 5.4%) Students with Disabilities - 13.6% (decreased by 5%) Yellow Groups: Hispanic - 5.5% (increased by 2.8%) EL - 4.8% (decreased by 6%) Low Income – 7.3% (decreased by 3.4%)
5.7	ELA Achievement CA Dashboard 2023 for Eastside Elementary School All students EL Hispanic Low Income	ELA Achievement CA Dashboard 2023 for Eastside Elementary School All students - 77.6 DFS EL - 78.9 DFS Hispanic - 75.2 DFS Low Income - 78.1 DFS	2024 CA Dashboard - ELA (Eastside Elementary School) All students: – 59.4 DFS (increased 18.2 points); moved from Red to Yellow group. Red Groups:		ELA Achievement CA Dashboard 2027 for Eastside Elementary School (increase by 20 points) All students - 57 DFS EL - 58 DFS Hispanic - 55 DFS Low Income - 58 DFS	2024 CA Dashboard - ELA (Eastside Elementary School) All students: – 59.4 DFS (decreased 18.2 by points); moved from Red to Yellow group. Red Groups:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			No student groups are in red Orange Groups: EL: – 70.4 DFS Yellow Groups: Hispanic: -57.7DFS Low Income: – 59.3 DFS			No student groups are in red Orange Groups: EL: – 70.4 DFS (decreased by 8.5 points) Yellow Groups: Hispanic: -57.7DFS (decreased by 17.5 points) Low Income: – 59.3 DFS (decreased by 18.8 points)
5.8	Math Achievement CA Dashboard 2023 for Eastside Elementary School All students EL Hispanic Low Income	Math Achievement CA Dashboard 2023 for Eastside Elementary School All students - 98.4 DFS EL - 100.4 DFS Hispanic - 95.9 DFS Low Income - 98.3 DFS	2024 CA Dashboard – Math (Eastside Elementary School) All students: – 69.8 DFS (increased 28.6 points); all students in Yellow No student groups in red or orange Yellow Groups: EL: – 71.6 DFS Hispanic: – 67.2 DFS		Math Achievement CA Dashboard 2027 for Eastside Elementary School (increase by 20 points) All students - 78 DFS EL - 80 DFS Hispanic - 75 DFS Low Income - 78 DFS	2024 CA Dashboard – Math (Eastside Elementary School) All students: – 69.8 DFS (increased 28.6 points); all students in Yellow No student groups in red or orange Yellow Groups: EL: – 71.6 DFS (decreased by 28.8 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low Income: – 70.5 DFS			Hispanic: – 67.2 DFS (decreased by 31.3 points) Low Income: – 70.5 DFS (decreased by 27.8 points)

Goal Analysis [2024-25]

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

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

Actions to implement a comprehensive Multi-Tiered System of Supports (MTSS), strengthen services for students with disabilities, increase staffing, and improve student safety (Actions 5.1–5.4) were fully implemented to address the needs of all students, with a particular focus on students with disabilities, African American students, and unduplicated groups (English Learners, Foster Youth, and Low-Income students) at Eastside Elementary and Eastside Academy.

Action 5.1 (MTSS Implementation) was fully implemented to support students through Student Study Teams (SST). These teams applied trauma-informed practices to design targeted interventions in academics, behavior, and attendance, with a particular emphasis on African American/Black students. A key success was the establishment of regular SST meetings to coordinate multi-tiered interventions across social-emotional, academic, and behavioral domains. However, a challenge remains in ensuring all staff consistently implement interventions with fidelity, which may impact the pace of measurable academic improvement.

Action 5.2 (Supporting Students with Disabilities) was fully implemented through professional development, IEP compliance monitoring, and the integration of inclusive practices in the general education setting. A key success was the consistent provision of services to ensure that students with disabilities received support aligned with their IEP goals, contributing to improved academic performance and reduced suspensions. This action was also designed to address chronic absenteeism by providing equitable access to the general education curriculum.

Action 5.3 (Increased Staffing) was fully implemented, with the addition of a social worker, assistant principal, instructional aides, and site administrators to provide targeted student support. These staff members supported home visits, social-emotional learning, and leadership development. A key success was enhanced principal coaching and classroom support, leading to more consistent Tier 1 instruction and increased student engagement. The primary challenge was balancing limited staff resources across a high-need student population, though staffing increases addressed critical gaps in both academic and wellness areas.

Action 5.4 (Increase Student Safety) was also fully implemented, with additional instructional aides supporting supervision during arrival and dismissal times. These aides contributed to improved student transitions, reduced behavioral incidents, and increased safety presence. A key success was enhanced visibility and proactive engagement by staff during critical periods of the school day. This action helped foster a safe and orderly campus environment, which is foundational to academic and social-emotional success.

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.

There were notable differences between the Budgeted Expenditures and Estimated Actual Expenditures for this goal, primarily due to a 40% decrease in spending resulting from staffing shortages. Although Action 5.4 (Increase Student Safety) was fully implemented—with additional instructional aides enhancing supervision during arrival and dismissal—limited staffing impacted the full allocation of funds. The aides who were employed contributed meaningfully to improved student transitions, reduced behavioral incidents, and increased campus safety through enhanced visibility and proactive engagement. While the action achieved its intended outcomes, the reduction in personnel led to underspending, particularly in areas related to staffing and support services. Despite this, implementation remained aligned with the overall design, and service delivery was maintained through efficient resource use and strategic deployment of available staff.

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

The degree of effectiveness across metrics reveals progress in suspension rates and math achievement, particularly for Hispanic and EL students. ELA achievement is improving incrementally, though challenges persist for African American, Homeless Youth, and Students with Disabilities. Action 5.1 – Multi-Tiered System of Support (MTSS)
Effectiveness: Moderate

The MTSS framework was implemented with a focus on early identification, trauma-informed practices, and tiered interventions. While there were signs of impact—such as a 1.7% reduction in chronic absenteeism across EUSD and movement of "all students" into the orange performance band, the progress was uneven across subgroups.

Eastside Academy: Chronic absenteeism slightly decreased for African American students (-9.6%) but increased for homeless students (+16.7%) and ELs (+3%), indicating inconsistent impact.

Eastside Elementary: Chronic absenteeism declined slightly (-0.8% overall), but increased significantly for African American (+7.5%) and homeless students (+11.9%).

Action 5.2 – Supporting Students with Disabilities
Effectiveness: Effective

This action aimed to build capacity and compliance in special education service delivery. It yielded positive trends in suspension rates and some progress in academic outcomes:

Suspension Rates:

SWD decreased significantly across both sites:

Eastside Academy: -5.2%

Eastside Elementary: -5%

ELA & Math Outcomes for SWD (Eastside-wide):

While SWD remain in the red with severe DFS scores (e.g., ELA: -148.1, Math: -175.6), early interventions and inclusive practices contributed to reduced behavior referrals and better monitoring.

Although academic performance is still far below state standards, the decline in suspensions and chronic absenteeism reflects that inclusive supports are beginning to stabilize student outcomes.

Action 5.3 – Increased Staffing
Effectiveness: Strong

The addition of a social worker, assistant principal, and instructional aides resulted in tangible gains in attendance, behavior, and achievement—especially at Eastside Elementary:

Suspension Rates at Eastside Elementary fell by 3.5% overall, with notable declines among:

African American students (-7.7%)

ELs (-6%)

SWD (-5%)

ELA and Math Achievement improved significantly:

ELA: Increased +18.2 points overall

Math: Increased +28.6 points, with all student groups moving out of red and orange categories

Hispanic and low-income students improved over 17 points in both subjects

This action is proving highly effective in improving whole-child outcomes, especially when paired with MTSS structures and trauma-informed practices.

Action 5.4 – Increased Student Safety
Effectiveness: Strong

This action focused on increasing supervision and supporting safe transitions to and from school. The effect of improved campus safety appears to correlate with improved behavioral data:

Suspension rates across Eastside Elementary and Academy both decreased substantially, and no student groups remained in the red at Eastside Elementary.

The presence of additional aides and safety staff has likely contributed to enhanced adult-student relationships and reduced conflict, supporting both social-emotional learning and classroom readiness.

These safety enhancements, though not academic in nature, created a foundation for success in both student conduct and attendance.

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

Action 5.1--COST was added to reflect the need for more rigorous collaboration regarding wrap-around services.

Action 5.3--Social Worker, Assistant Principal, and Principal were added.

Action 5.4--Instructional aides were added

Recognizing the impact of social-emotional challenges on student learning, Trauma-Informed Professional Development will be incorporated to equip educators with skills to recognize, understand, and respond to student behaviors rooted in trauma. This will be complemented by Principal Coaching, focused on building leadership capacity to support trauma-informed practices and culturally responsive leadership at each site. These enhancements are strategically aligned to support the Equity Multiplier Goal, ensuring that the instructional environment is not only academically rigorous but also socially and emotionally supportive for all students. These adjustments reflect our commitment to continuous improvement and equity-driven practices to meet our target outcomes by 2027.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Multi-tiered System of Support	Student Study Teams (SST), including classroom teachers, behavior support teachers, program specialists, administrators, classified staff, and parents, will implement a trauma-informed approach to identify and support consistently low-performing students, particularly African American/Black students.These teams will develop intervention plans focused on improving academic performance, behavior, and attendance while addressing the impacts of trauma. In addition, Coordination of Services Team (COST) meetings will be held to review referrals, coordinate support services, and ensure alignment of interventions across academic, behavioral, and social-emotional domains. SST and COST meetings will occur to monitor progress, adjust supports, and integrate additional resources as needed to ensure student success.	$35,402.11	No
5.2	Supporting Students with Disabilities	The Assistant Superintendent of Educational Services and the Coordinator of Special Education will ensure that general and special education teachers meet IEP procedural timelines and that they receive high-quality professional development on best practices to meet the needs of students with disabilities. Understanding that special education students are first and foremost general education students, and providing a comprehensive approach to meeting special education students' needs is a proven way to support their academic achievement, decrease chronic absenteeism, and decrease suspensions. This action contributes to the funds needed to support the special education program.	$2,205,699.36	No
5.3	Increased Staffing	Staff, including a Social Worker, Assistant Principal, and Principals, will be added to support attendance, engagement, and social-emotional learning through home visits, classroom instructional support, and targeted principal coaching to enhance leadership capacity and instructional effectiveness.	$374,637.52	No
5.4	Increase Student Safety	Provide additional Instructional Aides staff to support students arriving to and departing from school each day.	$241,471.29	No

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$12,302,073	$1,600,169

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
41.427%	3.975%	$1,178,327.81	45.402%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Leadership Teams (ILT) **Need:** Reviewing the 2024 California School Dashboard data reveals persistent academic disparities among English Learners, foster youth, homeless students, and socioeconomically disadvantaged students, all of whom continue to perform at the red performance level in key areas such as	Based on the identified needs of unduplicated student groups—including English Learners, foster youth, homeless students, and socioeconomically disadvantaged students—strategic actions will be implemented to improve academic outcomes and close persistent achievement gaps. These actions include building teacher and leader capacity through Instructional Leadership Teams (ILTs) that meet regularly to support high-quality instruction.	CAASPP Data iReady Assessment Data ELPAC Instructional Rounds/Observations

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academic achievement, school climate, and pupil engagement. Local i-Ready assessment results in English Language Arts (ELA) and Mathematics mirror these trends, with these student groups demonstrating consistently low performance levels across grade levels. To address these outcomes, there is a critical need to build teacher capacity in delivering research-based instructional strategies that are proven to improve academic achievement for students who face systemic barriers—particularly English Learners, foster youth, and students from low-income households. English Learners face the dual challenge of developing English proficiency while accessing grade-level academic content, which often creates barriers to full participation in the core curriculum. Foster youth, as supported by educational research, are at heightened risk for academic underachievement due to factors such as trauma exposure, chronic absenteeism, high suspension rates, and frequent school changes. These challenges are reflected in the Eastside Union School District's own data and result in lower rates of academic success, graduation, and college enrollment. Low-income students also face significant barriers to success, including the digital divide, economic hardship, and food insecurity. These	To provide more targeted support, additional assistant principals have been hired specifically to serve schools with high populations of English Learners, foster youth, and low-income students. These leaders will help ensure that the unique needs of these populations are prioritized through tailored academic interventions, responsive school-wide systems, and increased family engagement. Their presence enhances site-level leadership and supports the implementation of evidence-based practices aligned with district goals for equity and excellence. Through professional development and coaching, educators will implement research-based strategies such as the Gradual Release of Responsibility model (Fisher & Frey), Academic Conversations (Zwiers), and Text-Dependent Questions (Fisher & Frey).These strategies are designed to increase engagement, critical thinking, language development, and comprehension—skills essential for student success across content areas. To strengthen instructional coherence and ensure equity across classrooms, the district will implement instructional rounds—a process where teams of educators observe classroom instruction, analyze trends, and identify high-leverage practices. These rounds serve as a continuous improvement tool that informs professional learning and promotes a shared vision of effective instruction. In addition, grade-level Professional Learning Communities (PLCs) will play a central role in	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	conditions contribute to opportunity and achievement gaps that limit access to rigorous, high-quality instruction.. California School Dashboard - 2024 ELA (all students) 79.9 points Below Standard RED: EL - 90.3 points below standard Foster - 103.7 points below standard Low income - 81.4 points below standard California School Dashboard - 2023 MATH (All students) 106.4 Points Below Standard RED: Homeless - 119.4 points below standard ORANGE: EL - 114.4 points below standard Foster - 131 points below standard Low income - 107.9 points below standard Spring 2024 12.66% Met/Exceeded Standard Low income - 12.5% Met/Exceeded Standard Foster - NA EL - 15.20% Spring 2024	driving instructional improvement. ILTs will facilitate PLC collaboration to analyze student data, plan targeted instruction, and reflect on practice. By focusing on standards-based instruction, formative assessment, and responsive teaching, PLCs ensure that all students—particularly those who are most vulnerable—receive consistent and high-quality learning experiences. For English Learners, teachers will engage in targeted training to deepen their understanding of language development and instructional scaffolding, ensuring students can access and engage with rigorous academic content. For Foster Youth, educators will refine practices related to trauma-informed instruction, student engagement, and building school connectedness. Professional learning will include strategies for improving attendance, understanding the impacts of mobility, and creating supportive environments. For Low-Income Students, the ILT will guide teachers and administrators in identifying and addressing barriers to learning through supplemental academic supports, technology access, intervention, and remediation programs. These actions are being provided on an LEA-wide basis to promote equity, coherence, and alignment across all schools. While they directly address the unique needs of unduplicated pupils, implementing them districtwide ensures that every educator is equipped with the tools and practices necessary to support all learners, fostering a culture of	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	11.68 Met/Exceeded Standard Low income - 10.16% Met/Exceeded Standard Foster - NA EL - 14.29% Met Standard **Scope:** LEA-wide	excellence and shared responsibility for student success.	
1.2	**Action:** Culturally Responsive Teaching **Need:** The purpose of this professional learning is to equip staff with the knowledge, tools, and mindsets necessary to create inclusive, equitable, and supportive learning environments. Emphasis will be placed on understanding the lived experiences of historically underserved student groups—particularly low-income students, foster youth, and English learners—and on implementing practices that affirm students' identities, build trust, and address the effects of trauma and chronic stress. California School Dashboard - 2024 ELA (all students) 79.9 points Below Standard RED: EL - 90.3 points below standard Foster - 103.7 points below standard	To address the needs of the English Learners, the district will provide professional development strategies in culturally relevant teaching that aligns to language acquisition. Culturally relevant teachers help english Learner students make connections between their community, nationality and global identities. Teachers who are culturally relevant view knowledge critically and see teaching as “digging knowledge out” of English Learner students. The primary aim of culturally relevant teaching is to assist in the development of instruction focused that allows EL students to choose academic excellence yet still identify with their culture. Teachers who emphasize and practice culturally relevant methods, help students make connection between their local, national, racial, cultural and global identities. These teachers believe that students are capable of excellence and assume responsibility for ensuring that their students achieve such excellence. Finally the teachers that know the importance of culture and apply it within their classrooms.	iReady Assessments CAASPP Data ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low income - 81.4 points below standard California School Dashboard - 2023 MATH (All students) 106.4 Points Below Standard RED: Homeless - 119.4 points below standard ORANGE: EL - 114.4 points below standard Foster - 131 points below standard Low income - 107.9 points below standard Spring 2024 12.66% Met/Exceeded Standard Low income - 12.5% Met/Exceeded Standard Foster - NA EL - 15.20% Spring 2024 11.68 Met/Exceeded Standard Low income - 10.16% Met/Exceeded Standard Foster - NA EL - 14.29% Met Standard **Scope:** LEA-wide	This action will create an opportunity to significantly increase student achievement for English Learners because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing reading for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Intervention Strategies for English Learners, foster youth and low income students. **Need:** State and local data indicate that English Learners, foster youth, and low income are in need of additional academic support from highly qualified staff members. Moreover, local data indicates that unduplicated students are in need of additional strategies and supports to assist them in accessing the curriculum. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility which mirrors the data within the EUSD. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education.	To address the academic needs of our Low-income, English learner, and foster youth students the principals, school site teacher leadership teams, and support teachers will provide a English Language Arts and math intervention programs designed to address the low academic performance of Low-income, English learner and Foster Youth students. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students. The district will continue to provide research based professional development for all teachers focused on meeting the needs of English learners, foster youth students. With this implementation, unduplicated students will learn from highly qualified and prepared teachers to increase student engagement and achievement as evidenced by local and state assessments. This action will create an opportunity to significantly increase student achievement for English learners, foster youth, homeless, low income student because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	iReady Assessments CAASPP Data ELPAC Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Data is as follows: 2024 CAASPP Data: English Learner, low income and foster youth are performing at the lowest level in ELA and mathematics in comparison to English Learner, low income, and foster youth across the State of California. Eastside CAASPP ELA Scores: EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores: EL - 67.7 points below standard Foster - 89.2 points below standard Low income - 42.6 points below standard Eastside CAASPP Math Scores: EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	State of California CAASPP Math Scores: EL - 93.4 points below standard Foster - 127.4 points below standard Low income - 80.8 points below standard iReady Diagnostic Data Reading English Learners Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level Foster Youth Diagnostic #1: 29% 3 or More Grade Levels Below Diagnostic #2 24% 3 or More Grade Levels Below SocioEconomically Disadvantaged Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Foster Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Teachers are engaged in professional development that supports early learning, intervention, and language acquisition for students. For English Learners, low income and Foster Youth students who have not demonstrated proficiency and/or are in need of further connection and engagement, the District will provide professional development to address academic and social/emotional needs. Assessment data indicate an increase need to support students academically and social emotionally.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	**Action:** Assessment and Progress Monitoring **Need:** Ongoing progress monitoring is needed to ensure that low-income, English learners, and foster youth have intentional focused instruction based on their individual needs. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education. iReady Spring 2024 Reading:	To effectively monitor low-income, English learners, and foster youth student progress, the district will support the ongoing assessment system that includes classroom assessments, screeners, and local benchmark assessments. Data will be disaggregated to identify specific learning needs of students within these groups. Low-income, English learners, and foster youth student progress monitoring will lead to the identification of students in need of additional support and our Multi-Tiered System of Support (MTSS) will be integral to the process of effectively designing accommodations and interventions to meet identified need and monitor progress. This action will create an opportunity to significantly increase student achievement for English learners, foster youth, homeless, low income student because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	iReady Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level Foster Youth Diagnostic #1: 29% 3 or More Grade Levels Below Diagnostic #2 24% 3 or More Grade Levels Below SocioEconomically Disadvantaged Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level iReady Spring 2024 - Math All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below EL Winter Diagnostic - 14% mid-above or early on grade level		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Fall Diagnostic - 4% mid-above or early on grade level Foster Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level **Scope:** LEA-wide		
1.6	**Action:** Enrichment Programs **Need:** Low income have limited access to enrichments programs such as sports, visual and performing arts outside of the school day due to financial constraints. The remote rural location limits access to enrichment services offered by the county or even local parks and recreations, as many of our families are 5 - 20 miles away from locations such as music classes or organized park programs. The cost of and access to transportation to travel to and from these services and the cost of the services themselves make access for our low-income extremely difficult. Low Income students have little to no access to ongoing enrichment programs such as music, physical sports and activities, and other engagement. State Chronic Absenteeism Rate:	To ensure our low income students have access to a well-rounded broad course of study, enrichment programs have been developed to be delivered during the school day (music, art, Lego for Education) and to be provided in an extended learning model that includes the arts and physical education through structured sports. Music, art, exploratory sciences, and physical activity are all important components of a well-rounded program for students. Music is proven to stimulate brain development in children and helps develop language and reasoning. To foster enrichment in mathematics and science, EUSD participates in fieldtrips. Low income students have the opportunity to participate in STEM based activities at Edwards Air Force Base. This program is intended to expose low income students to real life applications of mathematics and science. This action will create an opportunity to significantly increase student achievement and	SchoolStatus Attend (formally A2A) iReady diagnostic data CAASPP Data in Math & Science

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL - 26.3% Foster - 33.6 % Low Income - 29.9% Eastside Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% 2023 CAASPP Data: Eastside CAASPP ELA Scores: EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores: EL - 67.7 points below standard Foster - 89.2 points below standard Low income - 42.6 points below standard Eastside CAASPP Math Scores: EL - 122.3 points below standard Foster - 136.8 points below standard	attendance for low income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance and achievement rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low income - 114.4 points below standard State of California CAASPP Math Scores: EL - 93.4 points below standard Foster - 127.4 points below standard Low income - 80.8 points below standard iReady Diagnostic Data Reading English Learners Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level Foster Youth Diagnostic #1: 29% 3 or More Grade Levels Below Diagnostic #2 24% 3 or More Grade Levels Below SocioEconomically Disadvantaged Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Foster Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level CA 5th Grade CAST Data: 31.86% Met or Exceeded Standard EUSD 5th Grade CAST Data: 9.72% Met or Exceeded Standard CA 8th Grade CAST Data: 28.76% Met or Exceeded Standard EUSD 8th Grade CAST Data: 8.19% Met or Exceeded Standard		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.7	**Action:** Early Education Program **Need:** Research indicates that English Learner and low income students lack the resources and English supports at home which are needed to thrive in a K-12 educational settings, which mirrors data at the Eastside Union School District. These student groups are in need of early developmental instruction and academics. In addition, research has shown that the investment in early education—particularly among disadvantaged children—improves not only cognitive abilities, but also critical behavioral traits like sociability, motivation, and self-esteem. Research indicates that early education programs promote improved academic and social emotional outcomes and our parent advisory committees indicate this is of high value to the community. **Scope:** Schoolwide	This action is limited to elementary schools only. The Assistant Superintendent of Education Services and the Assistant Superintendent of Administrative Services will implement a Transitional Kindergarten (TK) program for all four-year-olds to ensure that our English learner and low-income students have access to a quality early childhood educational program. The district will provide supplemental developmental curriculum for low income and English learner students focused on TK-3rd grade students. All students turning 5 prior to June 30, 2025, will be admitted to our full-day TK program. Assistants are required to be present in all TK classrooms, however, to ensure our youngest learners K-3rd have the support necessary to learn appropriate school behavior and meet academic benchmarks, additional paraprofessionals will be hire as part of the 15% Concentration Grant add-on. This action will create an opportunity to significantly increase student achievement for English learner and low income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	iReady Diagnostic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	**Action:** Comprehensive Library Program **Need:** Feedback from educational partners continue to identify a need for schools to provide English Learners and low income students access to libraries to foster critical thinking, and provide unduplicated students access to high quality literacy resources that enhance student learning. The district's school library aides assist unduplicated students with access to not only literature, they also support low income, and English learners access to technological resources, assisting them to find additional resources to assist their learning. For low income and English Learner students, it is essential that the students have access to school libraries to further assist the classroom teacher with supporting students to think critically, provide students resources that the unduplicated student may not have access to in the home, and further enhance student creativity. In addition, the school library aides partner with the teachers to provide support with the use of technology in accessing additional educational resources to accelerate student learning. Low income and foster youth students do not have consistent access to transportation to travel to the library and Spanish speaking families perceive language as a barrier to access. Research known as the School	To meet the needs of English Learners and low income students the district will expand access to school libraries to create learning hub resources will provide a valuable resource for our low-income, foster youth, and English learner students with a high likelihood of improving academic achievement. The parent advisory committees and research indicate that library programs are of high value to the community and help promote improved academic and social emotional outcomes. This access will provide students with equitable opportunities to access curriculum and achieve at higher levels as evidenced by state and local assessments. This action will create an opportunity to significantly increase student achievement for English learner and low income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	CAASPP Data iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Library Impact Studies has consistently shown positive correlations between high-quality library programs and student achievement. These studies have found that the benefits associated with good library programs are strongest for unduplicated students. EUSD is in a remote and unincorporated area of Los Angeles County with limited access to the one community library. In addition, the school libraries continue to greatly support English Learner students by providing a diversity of literature to assist with English Language acquisition, cultivating an interest in reading and creativity. The District expects students to show an increase in achievement in English Language Arts and Language Acquisition as evidenced by state and local assessments. 2023 CAASPP Data: English Learner, low income and foster youth are performing at the lowest level in ELA and mathematics in comparison to English Learner, low income, and foster youth across the State of California. Eastside CAASPP ELA Scores: EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	State of California CAASPP ELA Scores: EL - 67.7 points below standard Foster - 89.2 points below standard Low income - 42.6 points below standard Eastside CAASPP Math Scores: EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard State of California CAASPP Math Scores: EL - 93.4 points below standard Foster - 127.4 points below standard Low income - 80.8 points below standard iReady Diagnostic Data Reading English Learners Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level Foster Youth Diagnostic #1: 29% 3 or More Grade Levels Below		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Diagnostic #2 24% 3 or More Grade Levels Below Socio economically Disadvantaged Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Foster Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.9	**Action:** Student Device Program **Need:** Research has indicated that children living in poverty lack access to technology that their more affluent peers are able to utilize on a regular basis. This mirrors the data of EUSD. This action is directed toward low-income students, which represents 95% of our student population, although all students will have access to the same equipment and services, our low-income students will benefit academically as they will be able to access applications and programs for individualized support in ELA and Math. A review of our data shows low income students have disproportionately less access to technology when compared to their grade level peers. 2023 CAASPP Data: Eastside CAASPP ELA Scores: Low income - 78.6 points below standard State of California CAASPP ELA Scores:	To meet the demand of 21st century teaching and learning a robust student device program that provides technological equality to low income students will be implemented, ensuring a 1:1 student device program for all TK – grade 8 students, and internet access in their homes via district issued hot spots. This access will provide low income students with equitable opportunities to access curriculum and achieve at higher levels as evidenced by state and local assessments. This action will create an opportunity to significantly increase student achievement and for low income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	CAASPP Data iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low income - 42.6 points below standard Eastside CAASPP Math Scores: Low income - 114.4 points below standard State of California CAASPP Math Scores: Low income - 80.8 points below standard iReady Diagnostic Data Reading SocioEconomically Disadvantaged Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below **Scope:** LEA-wide		
1.10	**Action:** 21st Century Learning Environment **Need:** A review of our data shows indicated that low Income students have disproportionately less access to technology when compared to their grade level peers. Considering the need to assure low income students receive instruction that includes 21st century skills and practices, devices are provided to support low income students to eliminate that digital divide. There is a need to equip low income students with additional devices. This will provide equitable opportunities to low income students in order access curriculum and achieve at higher levels as evidenced by state and local assessments. 2023 CAASPP Data: Eastside CAASPP ELA Scores: Low income - 78.6 points below standard	21st century classrooms designed to improve teaching and learning of low income students by supporting small group instruction and differentiated instructional practices and additional supplemental software and online programs. Information and Technology Services department and cabinet are committed to ensuring equitable access to well-equipped classrooms. This action will create an opportunity to significantly increase student achievement and for low income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	CAASPP Data iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	State of California CAASPP ELA Scores: Low income - 42.6 points below standard Eastside CAASPP Math Scores: Low income - 114.4 points below standard State of California CAASPP Math Scores: Low income - 80.8 points below standard iReady Diagnostic Data Reading SocioEconomically Disadvantaged Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below **Scope:** LEA-wide		
1.11	**Action:** Personalized Learning and Differentiated Instruction **Need:** District state and local data show that low-income, foster youth and English learners do not perform as well as other students in the district. In order to assist in this area, smaller class sizes (from 32:1 to a target of 24:1) in Transitional Kindergarten - grade 3, will assist with higher achievement among students who are disadvantaged. Small class sizes are needed in TK-3rd grade classrooms to support individualized instruction and mitigate language barriers for English Learner students. In addition, extending the school day in closing the achievement gap. Reviewing the CA Dashboard data from 2023 indicates English Learners, foster youth, homeless, socioeconomically disadvantaged fell within the red performance levels in pupil achievement, school climate and pupil engagement.	The District will provide small group learning experiences through small class sizes, to address language literacy and numeracy needs by lowering student to teacher ratios and extending the school day. The TK-3 classrooms will provide stronger teacher-student relationships, improve feelings of school belonging, increase access to common core curriculum, provide personalized learning and differentiated instruction, specifically for low-income, English learners, and foster youth students. This action, focused at our elementary school sites, will create an opportunity to significantly increase student achievement and for low income, foster youth and English learner students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all TK-3rd grade students.	iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Academically, these same student groups are scoring similarly on the local iReady assessments which measures English Language Arts and Mathematics. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility which mirrors the data within the EUSD. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education. The need for low income, Foster Youth, and English Learners to have access to high-quality early education programs is essential. These student groups have higher chances of not being provided parental support in their educational learning, face social and/or emotional trauma, lack opportunities for oral		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	speaking experiences, and an inadequacy of educational materials, such as devices and internet. Further, research supports that unduplicated students that are provided access to the early childhood program, Transitional Kindergarten, earn higher scores at the beginning of kindergarten on math, reading, cognitive flexibility, attentiveness, persistence, and eagerness to learn. 2023 CAASPP Data: English Learner, low income and foster youth are performing at the lowest level in ELA and mathematics in comparison to English Learner, low income, and foster youth across the State of California. Eastside CAASPP ELA Scores: EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores: EL - 67.7 points below standard Foster - 89.2 points below standard Low income - 42.6 points below standard		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Eastside CAASPP Math Scores: EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard State of California CAASPP Math Scores: EL - 93.4 points below standard Foster - 127.4 points below standard Low income - 80.8 points below standard iReady Diagnostic Data Reading English Learners Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level Foster Youth Diagnostic #1: 29% 3 or More Grade Levels Below Diagnostic #2 24% 3 or More Grade Levels Below SocioEconomically Disadvantaged Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Foster Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level **Scope:** LEA-wide		
2.1	**Action:** Culture and Climate Leadership Teams	To address these needs, the Culture and Climate Leadership Teams meet regularly to build teacher	Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Suspension and chronic absenteeism data indicate that our low income, English learners and foster youth students are in need of additional academic support from highly qualified staff members. Moreover, local data indicates that English Learners, low Income and foster youth students are in need of additional strategies and supports to assist them in accessing the curriculum. English Learners have limited English proficiency which is a barrier in accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education. 2023 Data CA Chronic Absenteeism Rate:	and staff capacity to implement culturally responsive strategies that have a high likelihood to promote an equitable and humanizing experience for low income and foster youth students. Strategies include but are not limited to the Positive Behavior Intervention and Support (PBIS) and Restorative Practices. The District will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students. The District will continue to provide researched based professional development for all teachers focused on meeting the needs of English Learners, foster youth and low income students. With this implementation, unduplicated students will learn from highly qualified and prepared teachers to increase student engagement and achievement as evidenced by local and state assessments. By implementing these targeted and researched based actions we anticipate an improved district culture and more responsive school climates that are proven to increase attendance and reduce disciplinary practices for low-income and foster youth students. This action will create an opportunity to significantly increase student achievement and for low income, foster youth and English learner students because they are designed to address their identified needs. However, these actions are	SchoolStatus Attend (formally A2A)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% **Scope:** LEA-wide	being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	
2.2	**Action:** Student Wellness and Social Emotional Support **Need:** Suspension and chronic absenteeism data indicate that our low income, English learners and foster youth students are in need of additional social emotional support from highly qualified staff members. Moreover, local data indicates that English Learners, low Income and foster youth students are in need of additional strategies and supports to assist them in dealing with social emotional and wellness issues. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging.	To address the needs of English Learner, low income and foster youth students, teachers and staff, under the direction of the Coordinator of Student Services, will implement a robust social emotional and mental health Multi-tiered System of Support Support to meet the immense social emotional needs of our English learners, low-income, and foster youth students. Counselors, the district social worker and district behaviorist will meet with teacher to support MTSS through clear guidance and coaching. In addition, the behaviorist and counselors meet with students to address behavior errors and redirect student behaviors as needed. This action will create an opportunity to significantly increase student achievement and for low income, foster youth and English learner students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize	Chronic Absenteeism Rates Suspension Data SchoolStatus Attend (formally A2A)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education. 2023 Data CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% CA Suspension Rate: EL - 3.7% Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7%	their impact in improving overall attendance and chronic absenteeism rates for all students. Certificated and paraprofessional positions will comprise a Tier III level of social emotional and academic support as part of the 15% Concentration Grant add-on. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	**Action:** Campus Safety **Need:** Suspension and chronic absenteeism data indicate that our low income, English learners and foster youth students are in need of additional social emotional support from highly qualified staff members. Moreover, local data indicates that English Learners, low Income and foster youth students are in need of additional strategies and supports to assist them in dealing with social emotional and wellness issues. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates.	The district is providing additional campus safety supports and additional personnel to support students feeling safe at school which will increase attendance rates. Structured recess will promote a positive climate in which English Learner, low-income, amd foster youth students can increase their social emotional skills to develop positive peer to peer and child to adult relationships. When these relationships are strong, research indicates that disciplinary events leading to suspension will decrease and attendance will increase. This action will create an opportunity to significantly increase attendance rates for low income, foster youth and English learner students because they are designed to address their identified needs regarding safety at school. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	Chronic Absenteeism Rates Suspension Data SchoolStatus Attend (formally A2A)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education. 2023 Data: CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% CA Suspension Rate: EL - 3.7% Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7% **Scope:** LEA-wide		
2.4	**Action:** Improve Attendance	To meet the needs of English Learner and foster youth students. The EUSD will provide increased bus routes to ensure English learners and foster	Chronic Absenteeism Rates Suspension Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Data from the CA School Dashboard and SchoolStatus Attend (formally A2A) shows that 44% of students in the district are chronically absent. This has affected unduplicated student groups at an increased rate, as well. 2023 Data: English Learners - 29.4% Foster Youth- 33.3% Low-income--43.2% English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility which mirrors the data within the EUSD. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. There is a need for English learner and foster youth students to have additional strategies and supports to assist them in dealing with social emotional and wellness issues to attend school regularly. CA Chronic Absenteeism Rate:	youth students make it to school safely and eliminate a barrier to good school attendance. Child welfare and attendance personnel and the district social worker will support students and families in addressing the needs of students that could limit their ability to attend school. To increase attendance, we will improve communication with families through a partnership with SchoolStatus Attend (formally A2A) and the LA County Abolish Chronic Truancy (ACT) program. These programs are coordinated to follow up with Tier I interventions with an intended outcome of increasing daily attendance. Additionally, supplemental bus routes provided to Eastside Elementary, Enterprise Elementary, and Cole Middle School provide a safe and cost-efficient way for low-income and foster youth to be transported to school. This action will create an opportunity to significantly increase attendance rates for foster youth and English learner students because they are designed to address their identified needs regarding safety at school. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	SchoolStatus Attend (formally A2A)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% CA Suspension Rate: EL - 3.7% Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7% **Scope:** LEA-wide		
2.5	**Action:** Student Engagement Activities **Need:** Student engagement is a critical goal in educational settings, as it serves as the foundation for meaningful learning and academic success. Engagement is reflected in key indicators such as attendance rates, chronic absenteeism, dropout rates, suspension rates, and school climate measures. Data from the 2023-2024 and 2024-2025 school years indicate progress in	Community partners and VAPA TOSA will be focusing on student engagement activities such as field trips, experiential learning, motivational speaker series, outdoor camps and help close gaps for historically underserved student groups by providing targeted support and inclusive learning experiences. By prioritizing attendance, reducing chronic absenteeism, and creating a positive school climate, schools can foster a sense of belonging and commitment among students. Improving student engagement reflects a commitment to ensuring that all students feel	SchoolStatus Attend (formally A2A) Suspension Rate Data Panorama Survey Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	several areas, yet challenges remain, particularly among student groups historically identified as high-risk for disengagement. Data from the CA School Dashboard and SchoolStatus Attend (formally A2A) shows that 44% of students in the district are chronically absent. This has affected unduplicated student groups at an increased rate, as well. English Learners - 29.4% Foster Youth- 33.3% Low-income--43.2% The middle school dropout rate remains impressively low, holding steady at 0% for the past three years. This stability underscores effective intervention and support strategies aimed at keeping students engaged in their education. School climate data collected through the Panorama Education School Climate Survey indicates a substantial need for improvement in perceived rigor, relationships, and belonging. In Fall 2023 and 2024, results showed students rated rigorous expectations, teacher-student relationships, school climate, school engagement, and school belonging in the 0-19th percentile nationally. However, there is a clear growth trajectory outlined, with expectations to reach the 50th percentile nationally in multiple areas by Fall 2026, and 30th percentile in school belonging. These targeted improvements align with strategies to	connected, supported, and motivated to succeed, contributing to a thriving and inclusive school community.The actions identified to improve student engagement are strategically designed to meet the specific needs of unduplicated pupils, which include English Learners (ELs), Foster Youth, and low-income students. These student groups often face barriers to consistent attendance, academic engagement, and positive school climate due to socio-economic challenges, language acquisition needs, and lack of stability. Implementing these actions on an LEA-wide or schoolwide basis ensures equitable access to support services, targeted interventions, and inclusive learning environments for all students, while intensifying focus on unduplicated populations. Improved Attendance and Chronic Absenteeism Reduction: Consistent attendance is crucial for academic success. The district's focus on increasing attendance rates to 96% by 2027 and reducing chronic absenteeism to 15% specifically benefits unduplicated pupils who are statistically more likely to miss school due to external barriers. Attendance initiatives, such as home visits, parent outreach, and attendance incentives, help bridge these gaps. Positive School Climate and Engagement: School climate surveys indicate a need for stronger connections between students and their learning environments. Enhanced teacher-student	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	build stronger connections and academic expectations that inspire sustained engagement. CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% CA Suspension Rate: EL - 3.7% Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7% 2024 P2 / CBEDS School Status Attend (A2A) Attendance Rate - 88.7% **Scope:** LEA-wide	relationships, increased social-emotional learning supports, and culturally responsive practices create inclusive spaces where unduplicated students feel valued and supported. Addressing suspension rates and improving school belonging to reach the 50th percentile nationally by 2026 is part of this effort. Academic and Social-Emotional Supports: Foster Youth, ELs, and low-income students often require additional academic support and mental health services. Schoolwide access to intervention programs, counseling, and social work services ensures that these students receive the resources needed to succeed, reducing learning gaps and promoting resilience. Providing these actions on an LEA-wide or schoolwide basis maximizes efficiency and equity. It allows for a cohesive, consistent approach to student support across all schools, ensuring that unduplicated pupils are not isolated in their interventions. This structure also enables the district to leverage resources more effectively, integrate data-driven decision-making, and promote a culture of inclusivity and high expectations for all students. By embedding these strategies throughout the entire LEA, the district ensures that every student, particularly those most at risk, has equitable access to the supports necessary for engagement and academic success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Family and Community Resource Development **Need:** Low income students and foster youth are in need of services to support them in coming to school. Having a lack of support in this area leads to attendance concerns. Additional, staff, strategies and supports are needed to assist low income in dealing with overall wellness issues due to limited financial resources. In addition, Low income students and foster youth may need access to services to aid them in accessing school curriculum and resources. **Scope:** LEA-wide	To support low income and foster youth students, the services and programs provided through the community center are designed to build school – family relationships and to improve the circumstances of our student population, offer services such as food and clothing, and to foster a team commitment for the benefit of improving student outcomes. The community center has been established to meet these identified needs, with programs and services aligned to low-income, foster youth, and English learners. A series of adult education classes are available as an important resource for parents to build their own capacity to help their children improve academically. Due to the limited access to low-cost or free medical services, the district nurse has partnered with Vaccines for Kids and community partners to establish vaccine clinics so that lack of childhood vaccines does not become a barrier to school attendance especially for our low-income or foster youth. This action will create an opportunity to increase attendance rates for low income and foster youth students because they are designed to address their identified needs regarding safety at school. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	SchoolStatus Attend (formally A2A) Chronic Absenteeism Rates
3.2	**Action:** Family and Community Engagement and Empowerment	There is a focus to support unduplicated students by providing academic and social emotional behavior programs to promote student engagement and foster connectedness with their	SchoolStatus Attend (formally A2A) Suspension Rate Data Chronic Absenteeism Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English Learners, low income students and foster youth students are in need of opportunities to address school connectedness and positive school relationships due to language barriers, financial constraints, and/or limited parental support. Schools promoting a positive school climate and behavior programs greatly enhance opportunities for unduplicated students' educational outcomes, and narrows the achievement gap among students of different socioeconomic backgrounds. Unduplicated students have a greater chance of facing obstacles in their journey to learn through the educational system due to not having access to additional support in school, lacking an opportunity to attend early childhood programs, parents working multiple jobs and not able to support their child both academically and behaviorally, as well as, lacking family engagement which can lead to feelings isolation and sadness. Data from the CA School Dashboard and SchoolStatus Attend (formally A2A) shows that 44% of students in the district are chronically absent. This has affected unduplicated student groups at an increased rate, as well. English Learners - 29.4% Foster Youth- 33.3%	peers and adults on campus. Implementation of this strategy will support students in mitigating behavior and social emotional concerns which will aid in students accessing curriculum and achieving at levels consistent with grade level peers as evidenced by attendance and behavior referral data. This action is designed to increase parent volunteering to improve student outcomes. Volunteering is one aspect of an effective parent engagement program, however, to have authentic relationships with families, we need to ensure parents are empowered to engage in two-way communication and decision making. All advisory committees include parent membership, and the district actively seeks out low-income, foster parents, and English learner families to participate. Advisory committees are designed to ensure parents and community members have authentic opportunities to engage with district and site leaders in decision making. A bilingual parent liaison is assigned to every school site to ensure our Spanish speaking families (approximately 30%) can participate fully. Parent engagement in schooling has many positive outcomes, including better performance on academic measures, better attendance, higher self-esteem for children, better social skills, and higher high school graduation rates. We are continuing this action because our data shows increasing numbers of participation in our community events and advisory committees.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging. There is a in need for English Learner and foster youth students to have additional strategies and supports to assist them in dealing with social emotional and wellness issues to attend school regularly. CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% CA Suspension Rate: EL - 3.7% Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7% **Scope:**	This action will create an opportunity to increase attendance rates for English Learners, low income and foster youth students because they are designed to address their identified needs regarding safety at school. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.2	**Action:** Development of Staff **Need:** New teachers and new site administrators need coaching and support when instructing students of low income, foster youth, and English learners. These student groups have a greater risk of school failure due to several factors such as not having access to additional support with their education, parents working multiple jobs and difficulty with acquiring the English language. This strategy will enable teachers to receive support regarding classroom instruction to aid in meeting the needs of students as evidenced by state and local assessments. 2023 Data: Eastside CAASPP ELA Scores: EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores: EL - 67.7 points below standard	Professional development opportunities for new teachers and new site administrators will be targeted and offered. The district will provide coaches for new teachers and administrators to support their understanding of the needs of English Learners, foster youth and low income students. The retention and professional development programs will increase faculty and staff engagement, thus increasing efficiency and effectiveness in supporting the needs of low-income, English learner, and foster youth students. In order to continue to target closing the achievement gap of English learners, foster youth, and low income students, teachers on special assignment will provide coaching and intervention support for teachers focused on scaffolding lessons for English learners, supporting foster youth with school connectedness, and identifying needs for support for low income students. This action will create an opportunity to increase academics and supports for English Learners, low income and foster youth students because they are designed to address their identified needs in academics. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall achievement for all students.	CAASPP Data iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster - 89.2 points below standard Low income - 42.6 points below standard Eastside CAASPP Math Scores: EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard State of California CAASPP Math Scores: EL - 93.4 points below standard Foster - 127.4 points below standard Low income - 80.8 points below standard iReady Diagnostic Data Reading English Learners Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level Foster Youth Diagnostic #1: 29% 3 or More Grade Levels Below Diagnostic #2 24% 3 or More Grade Levels Below SocioEconomically Disadvantaged		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Foster Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level CA 5th Grade CAST Data: 31.86% Met or Exceeded Standard		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EUSD 5th Grade CAST Data: 9.72% Met or Exceeded Standard CA 8th Grade CAST Data: 28.76% Met or Exceeded Standard EUSD 8th Grade CAST Data: 8.19% Met or Exceeded Standard **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Supporting English Learners **Need:** All school sites within Eastside Union School District, with the exception of Eastside Academy, have English learner students who scored in the lowest performance level in one or more state indicator: English Learners have limited English proficiency which is a barrier is accessing the	Based on the needs of English learners to increase the language acquisition and pupil outcomes in ELA and math for English learner students at all sites, teachers will participate in increased professional development and classroom lesson support focused on the needs of English Learners. The Educational Services team will provide ongoing professional development in language development strategies to teachers of English Learners and Long Term English Learners	ELPAC Assessment Data CAASPP Data iReady Data Ellevation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	core curriculum and challenges that create barriers to accessing curriculum English Learner, low income and foster youth are performing at the lowest level in ELA and mathematics in comparison to English Learners. CA 2024 Data: EL - CAASPP ELA: 90.3 points below standard EL - CAASPP MATH: 114.4 points below standard EL - iReady Reading: 26% mid, above, early on grade level 15% two grade levels below 29% three or more grade levels below EL - iReady Math: 23% mid, above, early on grade level 13% two grade levels below 25% three or more grade levels below (Summative ELPAC) 42.3% are making progress toward English Language Proficiency Declined 12.3% LTEL (ELA)	(LTELs) to improve English Language Development instruction (designated and integrated) for students learning English. ELD teacher leads will assist with ELD program Implementation and work with admin to reclassify English Learners and decrease the amount of LTEL students in EUSD.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	104.3 points below standard Increased 7.7 points LTEL (math) 154.5 points below standard Increased 21.7 points **Scope:** Limited to Unduplicated Student Group(s)		
3.3	**Action:** Maintaining Ongoing Communication **Need:** Feedback from the district ELAC committee and parent surveys indicated that there is a continued need for families to have access to resources, such as home/school communication tools, engagement for families to be connected to schools, and access to educational resources for families to support their child's learning. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum. English Learner, low income and foster youth are performing at the lowest level in ELA and mathematics in comparison to English Learners. By supporting families with communication in both English and their home language, students will feel more connected to school and have greater access to curriculum and supports.	Based on the needs of English learners to increase the language acquisition and pupil outcomes in ELA and math for English learner students at all sites, the district will purchase ParentSquare to support home/school communication, participate in increased professional development and classroom lesson support focused on the needs of English Learners. The Chief Technology Officer and the Communication Specialist in collaboration with district leadership will support two way communication to overcome barriers that negatively impact our English Learner students.	ParentSquare SchoolStatus Attend (formally A2A) Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

EUSD is using the concentration grant add-on funds in a manner consistent with CA Ed Code 42238.02 to increase the number of certificated and classified staff serving students. All EUSD schools have an enrollment of English learners, low-income, and foster youth that exceeds 55%.

To address the intense social emotional and academic needs of students brought on by pandemic related isolation and trauma, we will be maintaining the increase of certificated positions by 5 FTE and maintaining the increase in paraprofessionals by 7 positions to support all elementary school campuses. Five certificated and four paraprofessional positions comprise a Tier III level of social emotional and academic support as part of our Multi-tiered System of Support (Goal 2, Action 2) To ensure our youngest learners have the support necessary to learn appropriate school behavior and meet academic benchmarks, 7 paraprofessionals have been hired and assigned to a transitional kindergarten class (Goal 1, Action 7).

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	N/A	N/A

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	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	29,695,857	12,302,073	41.427%	3.975%	45.402%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$26,991,679.63	$3,927,730.57	$0.00	$0.00	$30,919,410.20	$26,087,028.62	$4,832,381.58

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Leadership Teams (ILT)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,050,474.97	$56,800.00	$1,107,274.97				$1,107,274.97	0%
1	1.2	Culturally Responsive Teaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$331,007.52	$28,000.00	$359,007.52				$359,007.52	0%
1	1.3	Supporting English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$90,268.00	$15,000.00	$105,268.00				$105,268.00	0%
1	1.4	Intervention Strategies for English Learners, foster youth and low income students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,157,291.22	$5,000.00	$1,162,291.22				$1,162,291.22	0%
1	1.5	Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$113,355.59	$235,000.00	$348,355.59				$348,355.59	0%
1	1.6	Enrichment Programs	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$457,313.91	$36,232.00	$493,545.91				$493,545.91	0%
1	1.7	Early Education Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Eastside Elementary, Columbia Elementary, Tierra Bonita, and	ongoing	$580,618.50	$0.00	$580,618.50				$580,618.50	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Enterprise TK - 3rd Grade									
1	1.8	Comprehensive Library Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$387,044.35	$87,000.00	$474,044.35				$474,044.35	0%
1	1.9	Student Device Program	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$293,831.70	$197,242.00	$491,073.70				$491,073.70	0%
1	1.10	21st Century Learning Environment	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$307,095.18	$307,095.18				$307,095.18	0%
1	1.11	Personalized Learning and Differentiated Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,976,272.03	$0.00	$2,905,751.74	$1,070,520.29			$3,976,272.03	0%
2	2.1	Culture and Climate Leadership Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$50,022.08	$5,000.00	$55,022.08				$55,022.08	0%
2	2.2	Student Wellness and Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,645,491.59	$12,500.00	$1,657,991.59				$1,657,991.59	0%
2	2.3	Campus Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$825,006.31	$295,280.00	$1,120,286.31				$1,120,286.31	0%
2	2.4	Improve Attendance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$322,127.58	$816,100.00	$1,138,227.58				$1,138,227.58	0%
2	2.5	Student Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	0%
3	3.1	Family and Community Resource Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$249,857.54	$1,500.00	$251,357.54				$251,357.54	0%
3	3.2	Family and Community Engagement and Empowerment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$198,439.66	$11,500.00	$209,939.66				$209,939.66	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Maintaining Ongoing Communication	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$75,016.00	$176,758.56	$251,774.56				$251,774.56	0%
4	4.1	Recruitment of Qualified Staff	All	No			All Schools	ongoing	$0.00	$30,500.00	$30,500.00				$30,500.00	0%
4	4.2	Development of Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$161,708.22	$201,878.78	$363,587.00				$363,587.00	0%
4	4.3	Resource and Asset Management and Maintenance	All	No			All Schools	ongoing	$0.00	$68,206.00	$68,206.00				$68,206.00	0%
4	4.4	Fiscal Solvency	All	No			All Schools	ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	0%
4	4.5	Facilities Master Planning	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	0%
4	4.6	Implementation of Academic Standards	All	No			All Schools	ongoing	$0.00	$248,625.00	$248,625.00				$248,625.00	0%
4	4.7	Fully Credentialed and Appropriately Assigned Teachers	All	No			All Schools	ongoing	$11,264,671.57	$0.00	$11,264,671.57				$11,264,671.57	0%
4	4.8	Repair and Maintenance Program	All	No			All Schools	ongoing	$0.00	$1,847,164.06	$1,847,164.06				$1,847,164.06	0%
5	5.1	Multi-tiered System of Support	All	No			Specific Schools: Eastside Elementary, Eastside Academy	ongoing	$35,402.11	$0.00		$35,402.11			$35,402.11	0%
5	5.2	Supporting Students with Disabilities	Students with Disabilities	No			Specific Schools: Eastside Elementary, Eastside Academy	ongoing	$2,205,699.36	$0.00		$2,205,699.36			$2,205,699.36	0%
5	5.3	Increased Staffing	All	No			Specific Schools: Eastside Elementary	ongoing	$374,637.52	$0.00		$374,637.52			$374,637.52	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Eastside Academy									
5	**5.4**	Increase Student Safety	All	No			Specific Schools: Eastside Elementary Eastside Academy	ongoing	$241,471.29	$0.00		$241,471.29			$241,471.29	0%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
29,695,857	12,302,073	41.427%	3.975%	45.402%	$13,482,513.00	0.000%	45.402 %	**Total:**	$13,482,513.00
								LEA-wide Total:	$12,544,851.94
								Limited Total:	$357,042.56
								Schoolwide Total:	$580,618.50

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Leadership Teams (ILT)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,107,274.97	0%
1	1.2	Culturally Responsive Teaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$359,007.52	0%
1	1.3	Supporting English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$105,268.00	0%
1	1.4	Intervention Strategies for English Learners, foster youth and low income students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,162,291.22	0%
1	1.5	Assessment and Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$348,355.59	0%
1	1.6	Enrichment Programs	Yes	LEA-wide	Foster Youth Low Income	All Schools	$493,545.91	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Early Education Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Eastside Elementary, Columbia Elementary, Tierra Bonita, and Enterprise TK - 3rd Grade	$580,618.50	0%
1	1.8	Comprehensive Library Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$474,044.35	0%
1	1.9	Student Device Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	$491,073.70	0%
1	1.10	21st Century Learning Environment	Yes	LEA-wide	Low Income	All Schools	$307,095.18	0%
1	1.11	Personalized Learning and Differentiated Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,905,751.74	0%
2	2.1	Culture and Climate Leadership Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,022.08	0%
2	2.2	Student Wellness and Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,657,991.59	0%
2	2.3	Campus Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,120,286.31	0%
2	2.4	Improve Attendance	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,138,227.58	0%
2	2.5	Student Engagement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0%
3	3.1	Family and Community Resource Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$251,357.54	0%
3	3.2	Family and Community Engagement and Empowerment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$209,939.66	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Maintaining Ongoing Communication	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$251,774.56	0%
4	4.2	Development of Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$363,587.00	0%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$34,298,129.00	$33,587,635.61

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Leadership Teams (ILT)	Yes	$448,197.00	$1,055,618.95
1	**1.2**	Culturally Responsive Teaching	Yes	$549,434.00	$62,777.65
1	**1.3**	Supporting English Learners	Yes	$87,066.00	$117,768.79
1	**1.4**	Intervention Strategies for English Learners, foster youth and low income students.	Yes	$1,544,421.00	$1,224,705.00
1	**1.5**	Assessment and Progress Monitoring	Yes	$317,997.00	$248,266.00
1	**1.6**	Enrichment Programs	Yes	$434,407.00	$368,338.00
1	**1.7**	Early Education Program	Yes	$588,334.00	$542,252.00
1	**1.8**	Comprehensive Library Program	Yes	$470,310.00	$439,671.57
1	**1.9**	Student Device Program	Yes	$889,582.00	$812,162.40
1	**1.10**	21st Century Learning Environment	Yes	$1,050,000.00	$1,054,823.00
1	**1.11**	Personalized Learning and Differentiated Instruction	Yes	$2,293,884.00	$3,522,032.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Culture and Climate Leadership Teams	Yes	$43,942.00	$47,053.41
2	2.2	Student Wellness and Social Emotional Support	Yes	$1,892,703.00	$1,544,935.00
2	2.3	Campus Safety	Yes	$1,191,946.00	$1,101,606.00
2	2.4	Improve Attendance	Yes	$1,080,381.00	$1,097,975.48
2	2.5	Campus Beautification Activities	Yes	$1,268,393.00	$23,922.00
3	3.1	Family and Community Resource Development	Yes	$250,216.00	$245,080.00
3	3.2	Family and Community Engagement and Empowerment	Yes	$267,817.00	$206,748.00
3	3.3	Maintaining Ongoing Communication	Yes	$356,775.00	$254,329.00
4	4.1	Recruitment of Qualified Staff	No	$30,500.00	$30,500.00
4	4.2	Development of Staff	Yes	$381,088.00	$222,656.00
4	4.3	Resource and Asset Management and Maintenance	No	$52,850.00	$11,265.00
4	4.4	Fiscal Solvency	No	$25,000.00	$87,270.00
4	4.5	Facilities Master Planning	No	$10,000.00	$10,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.6**	Implementation of Academic Standards	No	$248,625.00	$262,275.60
4	**4.7**	Fully Credentialed and Appropriately Assigned Teachers	No	$14,348,846.00	$14,796,933.00
4	**4.8**	Repair and Maintenance Program	No	$1,779,418.00	$1,850,551.00
5	**5.1**	Multi-tiered System of Support	No	$35,541.00	$35,500.00
5	**5.2**	Supporting Students with Disabilities	No	$1,881,995.00	$1,905,668.80
5	**5.3**	Increased Staffing	No	$245,667.00	$262,142.00
5	**5.4**	Increase Student Safety	No	$232,794.00	$142,809.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$12,382,595.00	$15,406,893.00	$14,082,024.77	$1,324,868.23	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Leadership Teams (ILT)	Yes	$448,197.00	$1,055,618.95	0%	0%
1	1.2	Culturally Responsive Teaching	Yes	$549,434.00	$10,997.00	0%	0%
1	1.3	Supporting English Learners	Yes	$87,066.00	$1,783.00	0%	0%
1	1.4	Intervention Strategies for English Learners, foster youth and low income students.	Yes	$1,544,421.00	$1,224,705.00	0%	0%
1	1.5	Assessment and Progress Monitoring	Yes	$317,997.00	$248,266.00	0%	0%
1	1.6	Enrichment Programs	Yes	$434,407.00	$368,338.00	0%	0%
1	1.7	Early Education Program	Yes	$588,334.00	$542,252.00	0%	0%
1	1.8	Comprehensive Library Program	Yes	$470,310.00	$493,671.57	0%	0%
1	1.9	Student Device Program	Yes	$889,582.00	$812,162.40	0%	0%
1	1.10	21st Century Learning Environment	Yes	$1,050,000.00	$1,054,823.00	0%	0%
1	1.11	Personalized Learning and Differentiated Instruction	Yes	$2,293,884.00	$3,522,032.96	0%	0%
2	2.1	Culture and Climate Leadership Teams	Yes	$43,942.00	$47,053.41	0%	0%
2	2.2	Student Wellness and Social Emotional Support	Yes	$1,892,703.00	$1,544,935.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Campus Safety	Yes	$1,191,946.00	$1,101,606.00	0%	0%
2	2.4	Improve Attendance	Yes	$1,080,381.00	$1,097,975.48	0%	0%
2	2.5	Campus Beautification Activities	Yes	$1,268,393.00	$23,992.00	0%	0%
3	3.1	Family and Community Resource Development	Yes	$250,216.00	$248,080.00	0%	0%
3	3.2	Family and Community Engagement and Empowerment	Yes	$267,817.00	$206,748.00	0%	0%
3	3.3	Maintaining Ongoing Communication	Yes	$356,775.00	$254,329.00	0%	0%
4	4.2	Development of Staff	Yes	$381,088.00	$222,656.00	0%	0%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$29,643,156	$12,382,595.00	9.708%	51.480%	$14,082,024.77	0.000%	47.505%	$1,178,327.81	3.975%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - 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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

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

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - 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 Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - 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 the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - 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).

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