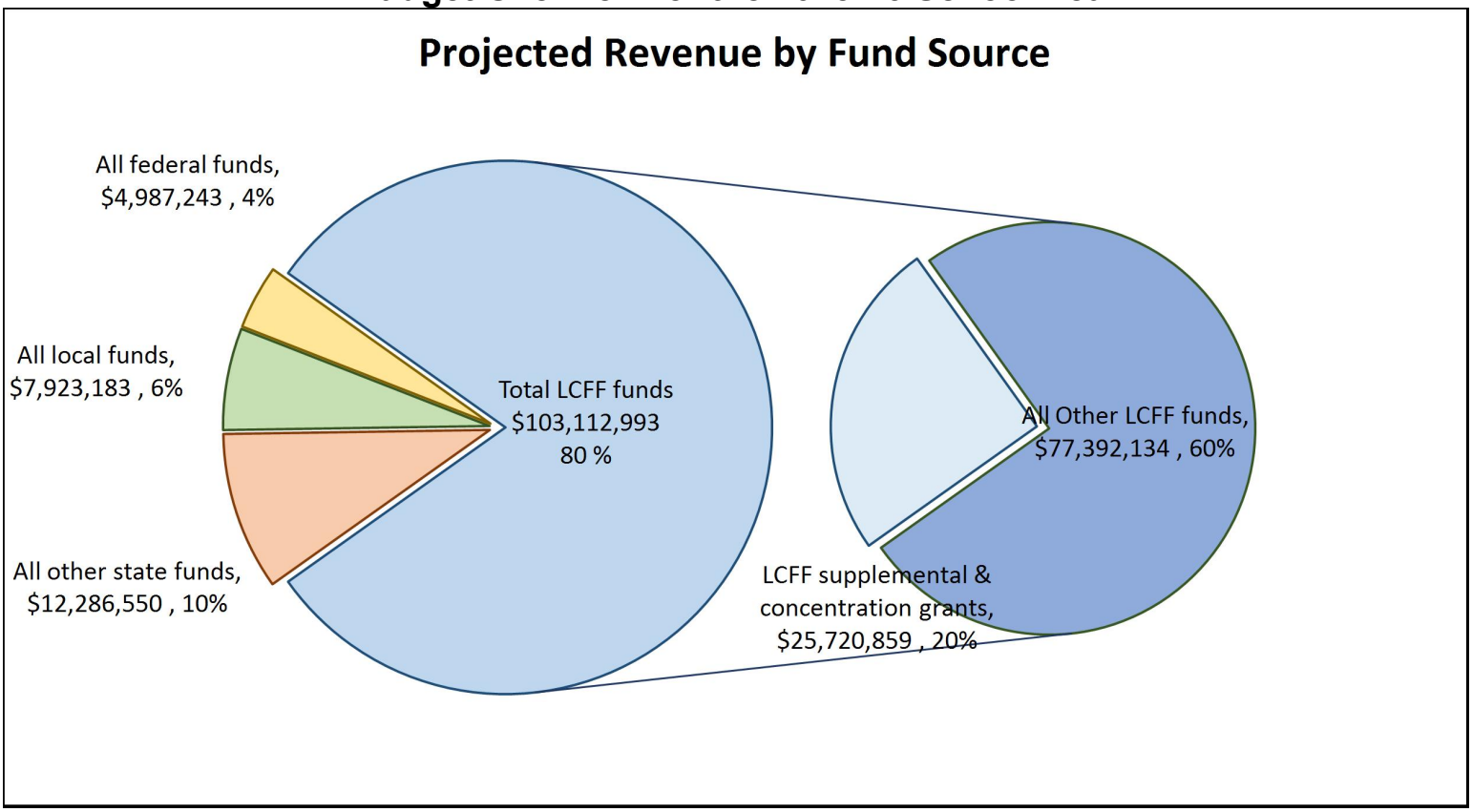
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escondido Union High School District
CDS Code: 37681060000000
School Year: 2025-26
LEA contact information:
Dr. Martin Casas
Assistant Superintendent
MCasas@euhsd.org
760-291-3250

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

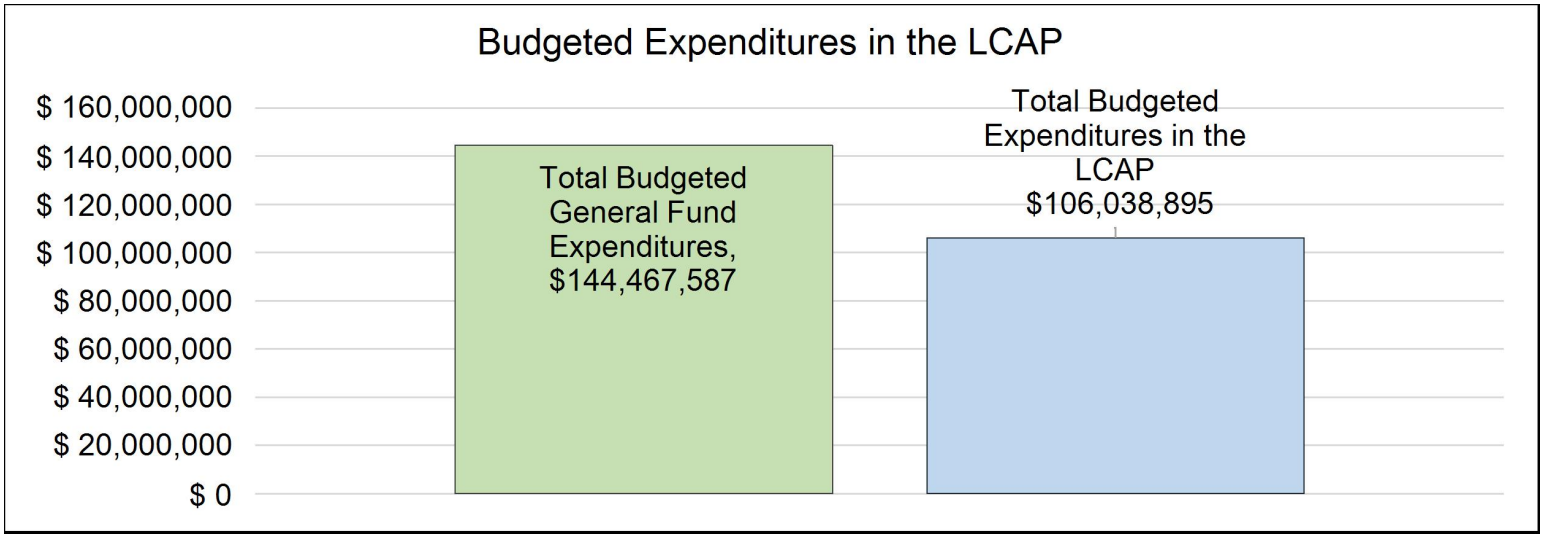


This chart shows the total general purpose revenue Escondido Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Escondido Union High School District is $128,309,969, of which $103,112,993 is Local Control Funding Formula (LCFF), $12,286,550 is other state funds, $7,923,183 is local funds, and $4,987,243 is federal funds. Of the $103,112,993 in LCFF Funds, $25,720,859 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 Escondido Union High 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: Escondido Union High School District plans to spend $144,467,587 for the 2025-26 school year. Of that amount, $106,038,895 is tied to actions/services in the LCAP and $38,428,692 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

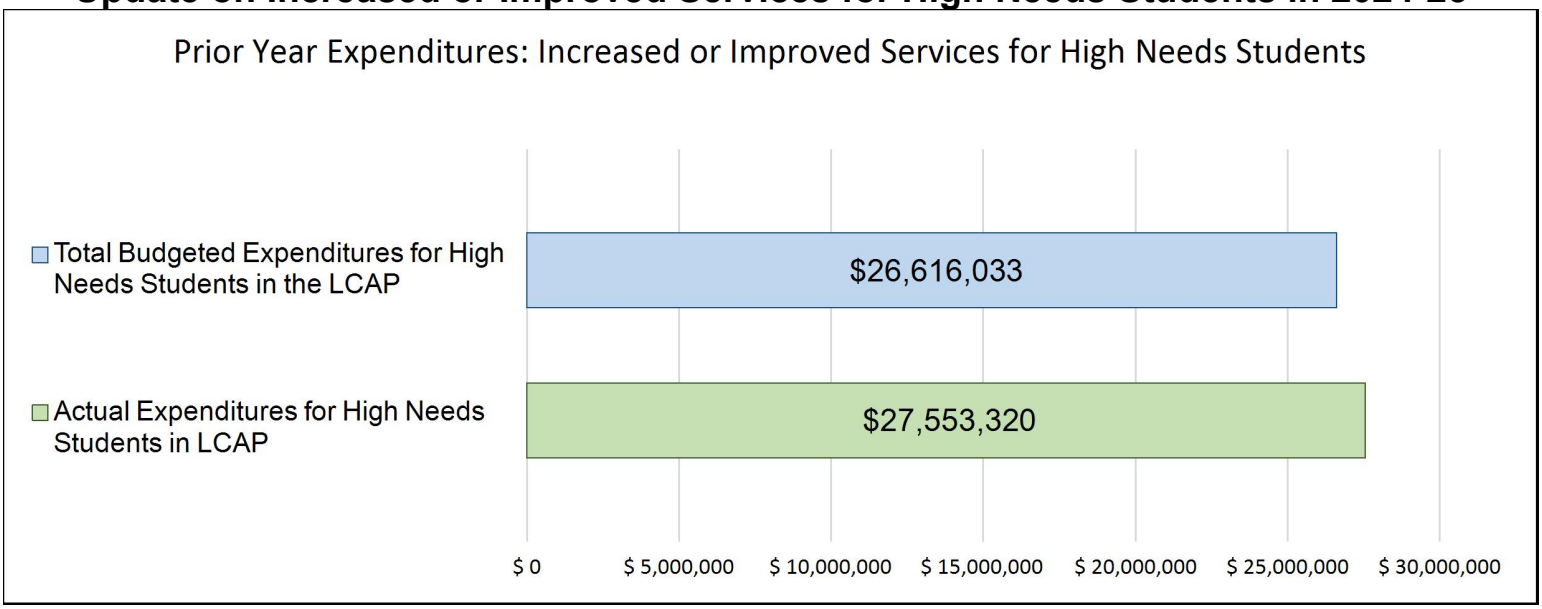
We budget for a variety of expenses out of the General Fund including: employee salaries, benefits, utilities, instructional materials, classroom supplies, travel and conference expenses, legal services, field trip and athletics transportation, technology infrastructure and replacement, software, custodial supplies, and facility repairs. We also budget for Special Education costs such as Non-Public School expenses, transportation, and service contracts that exceed the amount of money we receive from State and Federal programs.

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

In 2025-26, Escondido Union High School District is projecting it will receive $25,720,859 based on the enrollment of foster youth, English learner, and low-income students. Escondido Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Escondido Union High School District plans to spend $25,720,858 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 Escondido Union High 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 Escondido Union High 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, Escondido Union High School District's LCAP budgeted $26,616,033 for planned actions to increase or improve services for high needs students. Escondido Union High School District actually spent $27,553,320 for actions to increase or improve services for high needs students in 2024-25.

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
Escondido Union High School District	Dr. Martin Casas Assistant Superintendent	mcasas@euhsd.org 760-291-3250

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.

Escondido Union High School District: Preparing Students for Success
Located 30 miles northeast of San Diego, Escondido is home to over 150,660 residents. While rooted in agriculture, the city continues to thrive with family-owned businesses and a unique blend of urban and natural landscapes, including rolling hills and lush avocado and citrus groves.

For more than 130 years, the Escondido Union High School District (EUHSD) has been dedicated to student achievement and lifelong success. Serving grades 9-12, the district includes Escondido High School, Orange Glen High School, San Pasqual High School, Valley High School, and Del Lago Academy, each offering diverse and innovative learning experiences.

Academic Excellence and Opportunities
EUHSD is committed to providing students with a high-quality education that prepares them for college, careers, and beyond. The district offers:

Advanced Placement (AP) courses recognized nationwide.
College and Career Technical Education (CCTE) pathways to equip students with real-world skills.
STEM-focused programs that foster innovation and critical thinking.
Independent study options tailored to different learning needs.

Our Students
EUHSD serves more than 6,335 high school students, with 82% identified as unduplicated students (including English learners, foster youth, and low-income students).

82%+ are classified as unduplicated (EL, SED, FY, or Homeless)
22.4% are English Language Learners.
16.4% receive Special Education services.
Student demographics: 80.2% Hispanic/Latino, 13.5% White, 2.7% Asian, 1.8% Black/African American, and 1.8% Filipino.

Equity Multiplier
Valley High School has been designated for the Equity Multiplier since the 2023-24 academic year due to high student turnover rates. As a continuation school, VHS provides targeted support for students facing academic challenges, many of whom are from socioeconomically disadvantaged backgrounds.

A Vision for the Future
EUHSD is dedicated to fostering critical thinking, problem-solving, and leadership skills to ensure students are prepared for life after high school. Additionally, Escondido Adult School has served over 5,000 students annually for more than 40 years, offering programs for high school completion, career development, and personal enrichment.

By partnering with parents, local businesses, and the community, EUHSD strives to create a supportive, inclusive, and future-ready learning environment where all students can achieve their personal and academic goals.

Reflections: Annual Performance

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

Each year, the Escondido Union High School District (EUHSD) reviews state and local data to understand how our students are doing and to guide our next steps. This year's review of the 2024 California School Dashboard shows encouraging progress and highlights areas where we must continue to focus our efforts. In the California School Dashboard, performance on state measures is indicated by five color-coded levels: Blue (highest), Green, Yellow, Orange, and Red (lowest). These colors reflect a scale of performance across all students and student groups, helping districts identify where support is most needed.

English Language Arts (ELA):
EUHSD maintained an overall green rating in ELA, with the percentage of students meeting standards rising slightly from 53.7% in 2023 to 54.8% in 2024. However, there was a re-emergence of red-level performance that had not been present in the previous year. In 2024, Long-Term English Learners (LTELs) across the district received a red rating due to an 11.3-point decline. Escondido High School saw both Students with Disabilities and LTELs earn red ratings. At Orange Glen, English Learners and LTELs earned red. San Pasqual students

identified as LTELs also scored red. In contrast, Valley High School showed improvement; in 2023, its Socioeconomically Disadvantaged students had a red rating in ELA but moved to yellow in 2024.

Mathematics:
Districtwide performance in Math improved from orange to yellow, with students meeting or exceeding standards increasing from 15.75% to 18.7%. Despite these gains, red-level performance appeared in multiple areas. At Escondido High School, LTELs and Students with Disabilities earned red ratings. Orange Glen had three groups earn red: Hispanic, LTELs, and Socioeconomically Disadvantaged students. San Pasqual had the highest number of red-rated student groups in Math, including English Learners, Hispanic/Latino students, LTELs, and Socioeconomically Disadvantaged students. At Valley High School, both Hispanic/Latino and Socioeconomically Disadvantaged students earned red ratings. These results contrast with 2023, when no student groups were in the red for Math across the district, aside from VHS with Hispanic/Latino continuing to perform in the red. .

English Learner Progress:
This indicator saw a notable decline from yellow in 2023 to red in 2024. Although reclassification rates improved by 1.1%, the percentage of students making progress decreased from 43% to 33.5%. Red performance was recorded at multiple schools: Del Lago Academy (English Learners and LTELs), Escondido High School (English Learners and LTELs), Orange Glen (English Learners and LTELs), and San Pasqual (LTELs). This was a significant change from 2023, where no student groups received a red rating for English Learner Progress.

College and Career Readiness:
The district improved from 38.1% prepared in 2023 to 45% in 2024, moving from yellow to green overall. However, red performance ratings were seen in specific student groups and schools. Escondido High School had Students with Disabilities earn red, and Valley High School had three groups earn red ratings: English Learners, Hispanic/Latino students, and LTELs. In 2023, Students with Disabilities had red ratings at multiple schools including DLA, EHS, OGHS, and SPHS. This year, only EHS remained in the red for this group. English Learners and Homeless students, previously in the red at SPHS and VHS, improved in 2024.

Graduation Rate:
The district maintained a yellow rating for Graduation, with most student groups in yellow and African American students scoring green. In 2024, no districtwide group received a red rating. However, site-specific red performance was noted: Homeless students at Escondido High School and Students with Disabilities at Orange Glen received red ratings. This marks improvement from 2023, when EHS and VHS had multiple groups in the red, including English Learners, Hispanic/Latino, Homeless, and Socioeconomically Disadvantaged students. This year, all student groups at VHS improved out of the red, and only the Homeless group at EHS remains.

Suspension Rate:
EUHSD improved from orange to green overall, reducing the percentage of students suspended at least one day from 6.1% in 2023 to 4.1% in 2024. Most student groups improved, with African American students moving from red to yellow and Long-Term English Learners being rated for the first time, receiving a yellow as their baseline. Foster Youth remained in the red districtwide. At the site level, African American students at Orange Glen and Students with Disabilities at San Pasqual received red ratings. This reflects major progress since 2023 when several student groups were rated red—including African American/Black, English Learners, Foster Youth, Homeless, Two or More Races, and Students with Disabilities—across EHS, SPHS, and VHS. In 2024, no red-level suspension data was reported at EHS, SPHS, or VHS.

Site Summary of 2024 Red-Level Performance:

- Del Lago Academy: Red in English Learner Progress (English Learners and LTELs).
- Escondido High School: Red in ELA (LTELs and Students with Disabilities), Math (LTELs and Students with Disabilities), English Learner Progress (English Learners and LTELs), College and Career (Students with Disabilities), and Graduation (Homeless students).
- Orange Glen High School: Red in ELA (English Learners and LTELs), Math (Hispanic, LTELs, and Socioeconomically Disadvantaged), English Learner Progress (English Learners and LTELs), Graduation (Students with Disabilities), and Suspension (African American students).
- San Pasqual High School: Red in ELA (LTELs), Math (English Learners, Hispanic/Latino, LTELs, and Socioeconomically Disadvantaged), English Learner Progress (LTELs), and Suspension (Students with Disabilities).
- Valley High School: Red in Math (Hispanic/Latino and Socioeconomically Disadvantaged), and College and Career (English Learners, Hispanic/Latino, and LTELs).

In summary, EUHSD is proud of the gains made over the past year. We're seeing steady improvement in academic achievement, college readiness, and school climate. At the same time, we remain focused on equity—ensuring that every student, especially those in historically underserved groups, has the support they need to succeed. With continued collaboration and commitment, we look forward to building on this progress in the year ahead.

Addition of LREBG Funds: How and Why We Are Using LREBG Funds (2024–2028)

The Escondido Union High School District (EUHSD) is strategically allocating Learning Recovery Emergency Block Grant (LREBG) funds from 2024 to 2028 to address the academic, behavioral, social-emotional, and engagement needs of unduplicated students—specifically English learners, low-income students, and foster youth. These targeted investments are intended to close learning gaps, boost graduation rates, and ensure equitable access to resources across all school sites. Each LREBG Action is listed below using a two-part code system: the first number (e.g., 1.16) refers to the ACTION identified in the LCAP, and the second (e.g., 1.4.1) is part of the district's internal accounting system to align expenditures appropriately.

1. Increase BIA Hours to 7.5/8 Hours Daily: (LREBG Funds)
*ACTION 1.16 (1.4.1 Operating Unit: Internal uses)
To ensure English learners receive consistent language support throughout the entire school day, LREBG funds will be used to extend the daily hours of Bilingual Instructional Assistants (BIAs). This added support increases students' access to academic content, enhances course flexibility, and improves both engagement and performance in core subjects.

**Research-Based Rationale: Bilingual Instructional Assistants (BIAs) and Lab Assistants
Bilingual Instructional Assistants (BIAs) and Lab Assistants play a key role in helping students recover from learning loss and supporting their social-emotional well-being. These staff members are especially effective for English Learners (ELs) and students needing extra support. Multiple studies and education agencies support the effectiveness of these roles.

+. Academic Support and Learning Recovery BIAs and Lab Assistants help provide small-group instruction, tutoring, and academic support, which accelerates student learning— especially in reading and math.
--Evidence: High-dosage tutoring by paraprofessionals has shown significant gains in learning, particularly for students from underserved communities (Robinson, Kraft, Loeb, & Schueler, 2021, Annenberg Institute at Brown University).
--Support: The U.S. Department of Education (2021) recommends small-group interventions and support staff as key strategies for post pandemic learning recovery.

+. Language Development and Equity
BIAs support students in both English and their home language, helping them better understand lessons and fully participate in learning. This dual-language support leads to higher academic achievement and engagement.
--Research: August, D., & Shanahan, T. (2006) found that bilingual instruction improves outcomes in reading and content learning for English Learners (Developing Literacy in Second-Language Learners, National Literacy Panel).
--Practice: Thomas & Collier (2012) showed that students in programs with bilingual support staff outperformed peers in English-only programs in the long term.

+. Social-Emotional Wellness and Belonging
BIAs help build strong relationships with students and families, especially those who speak languages other than English. This creates a more inclusive and supportive school environment.
--Evidence: Culturally responsive relationships increase students' sense of belonging and emotional safety, which supports academic success (CASEL, 2020 – Collaborative for Academic, Social, and Emotional Learning).
--Support: The Dual Capacity-Building Framework for Family-School Partnerships (Mapp & Kuttner, 2013) emphasizes the importance of bilingual staff in strengthening family-school communication and trust. Research clearly supports the use of Bilingual Instructional Assistants and Lab Assistants to improve both academic outcomes and student well-being. These roles are essential for learning recovery and creating equitable, supportive learning environments for all students.

**Metric(s) for Monitoring
The above mentioned action will be monitored using the following existing metrics:
1.1 ELL progress Indicator,
1.3 redesignation rate,
1.4 9th grade ELA/Math pass rate,
1.5 CAASPP Meets/Exceeds,
1.9 A-G requirement,
3.1 graduation rate and internal progress monitoring data.

**Funding Amount
--Increase BIA Hours to 7.5/8 Hours Daily: (LREBG Funds) *ACTION 1.16 (1.4.1 Operating Unit: Internal uses)

$770,115

** Alignment with LREBG
--Rationale and Alignment with EC Section 32526(c)(2):
Funding for Bilingual Instructional Aides (BIAs) is aligned with EC Section 32526(c)(2)(C) of the Learning Recovery Emergency Block Grant (LREBG), which authorizes expenditures for "instructional support staff, including paraprofessionals." BIAs serve as essential instructional support staff who provide direct academic assistance to English learners (ELs), a student group significantly impacted by pandemic-related disruptions. These aides support learning recovery by reinforcing instruction in both English and students' primary language, facilitating access to grade-level content, and strengthening English language acquisition—all critical components of accelerating learning and improving educational outcomes.

--Addressing Needs Identified in the Needs Assessment (EC Section 32526(d)):
The district's needs assessment, along with LCAP metrics and California School Dashboard data, show that English learners continue to experience unfinished learning in foundational literacy skills and have made limited progress in English Language Development (ELD). These trends highlight a sustained and urgent need for targeted instructional support. Bilingual Instructional Aides are strategically placed to address these needs by providing language-specific academic support during integrated and designated ELD instruction, small group interventions, and through scaffolded assistance in core content areas. Their role also strengthens school-home communication, further supporting student engagement and access—key themes identified in the needs assessment and aligned with LREBG funding priorities.

2. Additional Social Workers at Each Site: (LREBG Funds)
*ACTION 3.16 (3.4.1 Operating Unit: Internal uses) Social Workers;
To address rising social-emotional needs, especially among unduplicated students, LREBG funds will maintain additional social workers at every school site. These professionals are essential in improving attendance, fostering engagement, supporting mental health, and connecting families to vital community services.

**Research-Based Rationale
--Academic Support and Learning
School social workers play a vital role in reducing barriers to learning that impact academic achievement, particularly for students affected by trauma, poverty, housing instability, or chronic absenteeism. According to the Learning Policy Institute (2021), integrated student support systems—including the addition of mental health professionals—are essential components of effective learning recovery strategies. By addressing underlying social or emotional issues, social workers create the conditions necessary for students to engage more fully in academics. Research also shows that when students' basic needs are met through coordinated services, schools see improvements in academic performance, classroom behavior, and attendance.

--Social-Emotional Learning (SEL)
Social workers are key facilitators of schoolwide SEL practices. The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies school social workers as critical staff in delivering evidence-based SEL interventions that help students build emotional regulation, relationship-building skills, and responsible decision-making. Studies have shown that effective SEL implementation is associated with

increased academic performance, reduced behavioral issues, and improved well-being. Social workers also play a central role in supporting students through trauma-informed practices and crisis intervention—services that have become increasingly important in the aftermath of the COVID-19 pandemic.

--Multi-Tiered Systems of Support (MTSS) and Family Engagement
Social workers support the implementation of MTSS by identifying students in need of Tier 2 or Tier 3 interventions and coordinating targeted supports across school teams. They also improve communication between schools and families, particularly those who may face language or socioeconomic barriers, thereby increasing overall engagement. According to the National Association of Social Workers (NASW), this wraparound approach ensures that all students, especially those from underserved groups, have equitable access to the resources they need to succeed.

**Metric(s) for Monitoring
The above mentioned action will be monitored using the following existing metrics:
3.1 Graduation Rates
3.2 Decrease dropout rate
3.4 Decrease the chronic absenteeism rate.

**Funding Amount
- Additional Social Workers at Each Site: (LREBG Funds) *ACTION 3.16 (3.4.1 Operating Unit: Internal uses)

$788,786

** Alignment with LREBG
--Alignment with EC Section 32526(c)(2) – Allowable Uses of LREBG Funds:
The addition of Social Workers at school sites is aligned with the allowable use of funds under EC Section 32526(c)(2)(D), which permits expenditures for "integrated pupil supports to address other barriers to learning, such as health, counseling, or mental health services, access to school meals, before and after school programs, or programs to address trauma and social-emotional learning." Social Workers provide direct mental health support, facilitate access to school-based and community services, and lead social-emotional learning initiatives. Their work also intersects with allowable uses under (c)(2)(A) for learning recovery support, by addressing non-academic barriers that impact attendance, engagement, and academic performance—especially among high-need student groups.

--Alignment with EC Section 32526(d) – Needs Assessment and Identified Areas of Need:
The district's needs assessment, as required by EC Section 32526(d), identified significant and persistent needs in the areas of mental health, school connectedness, and chronic absenteeism—particularly among unduplicated students, including foster youth, English learners, and socioeconomically disadvantaged students. Local LCAP metrics and California School Dashboard data show elevated suspension rates, absenteeism, and disproportionate discipline within these student groups. Additional Social Workers are essential to addressing these systemic challenges through trauma-informed care, family outreach, case management, and the coordination of multi-tiered interventions.

By expanding access to school-based mental health professionals, EUHSD directly addresses the root causes of disengagement and academic decline, creating the conditions for meaningful learning recovery and improved student well-being. This action ensures that students facing the most significant challenges have access to personalized, culturally responsive support—advancing the district's equity

goals and addressing areas of need identified through stakeholder input and performance data.

3.Licensed Mental Health Clinician: (LREBG Funds)
*ACTION 3.17 (3.4.2 Operating Unit: Internal uses)
A full-time, school-based Mental Health Clinician will be funded to support the academic and emotional well-being of English learners, foster youth, and low-income students. This clinician will provide direct therapy, crisis response, and preventative care while also partnering with staff to identify needs, reduce stigma, and link families to support services. This initiative aims to enhance student attendance, engagement, and academic success by fostering a safe and supportive school environment.

**Research-Based Rationale
--Academic Support and Learning
Licensed Mental Health Clinicians (LMHCs) support learning recovery by addressing the mental health challenges that directly affect a student's ability to attend, focus, and succeed in school. The Learning Policy Institute (2021) identifies mental health support as a key element of post-pandemic academic recovery, especially for students disproportionately impacted by school closures and family stressors. LMHCs provide evidence-based interventions such as Cognitive Behavioral Therapy (CBT), which has been shown to reduce anxiety and depression—two of the most common barriers to academic engagement and performance in adolescents. By stabilizing students' emotional well-being, LMHCs enable greater participation in academic instruction and reduce time lost to behavior incidents or mental health-related absences.

--Social-Emotional Learning (SEL)
LMHCs enhance social-emotional wellness through the delivery of individualized and group counseling services that help students develop self-awareness, manage stress, and build resilience. According to the American School Counselor Association (ASCA) and CASEL, mental health professionals are vital to SEL implementation and contribute to safer, more inclusive school environments. LMHCs are uniquely qualified to assess mental health needs, develop behavior intervention plans, and support students navigating trauma, grief, or emotional dysregulation—needs that have significantly increased since the pandemic. These services align with research-based strategies that promote long-term emotional development and student success.

--Crisis Intervention and Tiered Supports (MTSS/PBIS)
Licensed clinicians are essential in providing Tier 2 and Tier 3 mental health supports within a Multi-Tiered System of Support (MTSS) or Positive Behavioral Interventions and Supports (PBIS) framework. They conduct risk assessments, respond to mental health crises, and coordinate with external agencies when higher levels of care are needed. Their expertise ensures that the most vulnerable students receive timely and appropriate care. As highlighted by the Substance Abuse and Mental Health Services Administration (SAMHSA), embedding licensed clinicians in schools is one of the most effective strategies for early identification and intervention of behavioral health concerns.

--Family and Community Engagement
LMHCs also play a key role in supporting families through referrals to outside services, mental health education, and participation in Student Study Teams or IEP meetings. Their ability to collaborate with families increases trust and engagement, particularly for students in crisis or those with complex needs. This holistic approach aligns with best practices in trauma-informed care and contributes to a more connected,

supportive school environment.

**Metric(s) for Monitoring
The above mentioned action will be monitored using the following existing metrics:
3.1 Graduation Rates
3.2 Cohort dropout rate
3.4 Decrease Chronic absenteeism

**Funding Amount
Licensed Mental Health Clinician: (LREBG Funds) *ACTION 3.17 (3.4.2 Operating Unit: Internal uses)
$336,348.00

**** Alignment with LREBG
--Alignment with EC Section 32526(c)(2) – Allowable Uses of LREBG Funds:
The addition of Licensed Mental Health Clinicians (LMHCs) is aligned with the allowable expenditures outlined in EC Section 32526(c)(2)(D), which permits the use of funds for "integrated pupil supports to address other barriers to learning, such as health, counseling, or mental health services…or programs to address trauma and social-emotional learning." LMHCs are credentialed professionals trained to assess, diagnose, and treat a range of mental health conditions. Their presence on school campuses directly supports students' social-emotional and behavioral needs, which are essential to academic success and engagement.

This action also complements Section 32526(c)(2)(A), which includes learning recovery as an allowable use. By stabilizing students' mental and emotional health, LMHCs remove significant barriers to learning, especially for students disproportionately impacted by trauma, anxiety, grief, and disengagement resulting from the COVID-19 pandemic and beyond.

--Alignment with EC Section 32526(d) – Needs Assessment and Identified Areas of Need:
The district's needs assessment identified a clear and urgent need for increased access to school-based mental health services. Local and state data—including California School Dashboard indicators and LCAP metrics—show elevated chronic absenteeism, high rates of student stress and anxiety, and disproportionate discipline outcomes for unduplicated students, including English learners, foster youth, and low-income students. Input from educational partners, including school staff, students, and families, consistently prioritized mental health as a top concern.

LMHCs provide targeted support through Tier 2 and Tier 3 interventions, such as counseling, crisis response, and individualized care coordination. Their services directly address the needs identified in the district's assessment by ensuring that students receive timely, appropriate, and culturally responsive mental health care. This investment builds a stronger foundation for learning recovery, student stability, and long-term academic and emotional success.

4. Additional Campus Online Credit Recovery Sections at Comprehensive Sites: (LREBG Funds)
*ACTION 3.18 (3.4.3 Operating Unit: Internal uses)

Three new online credit recovery sections will be established at the district's comprehensive high schools to expand support for students needing to make up credits. These flexible, campus-based options are designed to help unduplicated students meet graduation requirements in a structured and supportive environment.

**Research-Based Rationale
--Academic Support and Learning
Expanding credit recovery options is a research-based strategy to address learning loss and support on-time graduation, particularly for students who fell behind during pandemic-related disruptions. According to the U.S. Department of Education (2021), flexible, campus-based credit recovery programs—especially those using online platforms—are effective in helping students re-engage with learning and complete required coursework at their own pace. By offering these courses during the school day and supported by credentialed staff, students can earn credits in a structured, supportive environment, improving overall academic outcomes and reducing dropout risk.

California School Dashboard data and local LCAP metrics reveal that students in several subgroups—including English learners, foster youth, and socioeconomically disadvantaged students—continue to show lower graduation rates and increased course failure rates. Additional credit recovery sections directly target these gaps, allowing students to stay on track to graduate while receiving the academic intervention and monitoring needed to succeed.

--Social-Emotional Learning and Student Engagement
On-campus credit recovery supports student wellness and confidence by providing a pathway to success for those who may feel discouraged or disengaged due to course failures. Research from the American Institutes for Research (AIR) shows that credit recovery programs are most effective when paired with a supportive learning environment, ongoing feedback, and social-emotional support—all of which are enhanced when delivered in-person by familiar staff. These programs increase motivation, foster a sense of accomplishment, and reduce chronic absenteeism, which is often linked to academic failure.

--Equity and Access through Tiered Supports
Providing additional online credit recovery sections ensures equitable access to academic recovery opportunities across all comprehensive sites. It also supports Tier 2 and Tier 3 interventions under a Multi-Tiered System of Support (MTSS) framework by offering a flexible, individualized option for students in need of academic remediation. This approach is aligned with best practices identified by the National Dropout Prevention Center, which emphasizes that successful credit recovery requires access to immediate, responsive academic options and staff who build relationships and monitor student progress closely.

--Family and Community Engagement
By offering credit recovery during the school day on campus, schools minimize the burden on families to find or arrange outside academic support, reducing barriers such as transportation, scheduling conflicts, or access to technology. These programs also allow for closer communication between staff and families about students' progress, creating a shared commitment to academic success and graduation.

**Metric(s) for Monitoring
3.1 Graduation Rates

**Funding Amount

Additional Campus Online Credit Recovery Sections at Comprehensive Sites: (LREBG Funds) *ACTION 3.18 (3.4.3 Operating Unit: Internal uses)
$505,546.00

** Alignment with LREBG
--Alignment with EC Section 32526(c)(2) – Allowable Uses of LREBG Funds:
The expansion of online credit recovery sections is aligned with EC Section 32526(c)(2)(A), which allows for the use of Learning Recovery Emergency Block Grant (LREBG) funds for "instructional learning recovery programs, including but not limited to, learning acceleration programs, extended instructional learning time, tutoring or other one-on-one or small group learning supports." Credit recovery courses offer a direct path to learning acceleration by helping students make up failed coursework, stay on track for graduation, and avoid further academic delay.

These campus-based programs are staffed and monitored by site personnel, ensuring structured and personalized academic support. This model addresses unfinished learning caused by pandemic-related disruptions and aligns with best practices in learning recovery, such as timely intervention, flexible pacing, and targeted support for core content areas.

--Alignment with EC Section 32526(d) – Needs Assessment and Identified Areas of Need:
The district's comprehensive needs assessment (EC 32526(d)) identified course failures and credit deficiencies as significant barriers to graduation for student groups including English learners, socioeconomically disadvantaged students, and foster youth. This is supported by 2023 and 2024 California School Dashboard data, which showed persistent equity gaps in the Graduation Rate and College/Career Readiness indicators, as well as patterns of chronic absenteeism and disengagement among these groups.

Additionally, stakeholder feedback gathered through the Local Control and Accountability Plan (LCAP) process emphasized the need for flexible academic recovery pathways and in-school support for students at risk of not graduating. Expanding online credit recovery offerings directly supports LCAP Goal 1: Increase student achievement and access to standards-aligned instruction by providing responsive intervention that helps students complete graduation requirements and improve their academic trajectory.

This action also aligns with the district's Multi-Tiered System of Support (MTSS) by functioning as a Tier 2 intervention for students who need targeted credit remediation. By reducing barriers and delivering individualized support, this strategy promotes equitable outcomes and advances both learning recovery and long-term academic success.

6. Restorative Practices AP (2025–26): (LREBG Funds)
*ACTION 5.6 (5.4.1 Operating Unit: Internal uses)
LREBG funds will cover 50% of the salary for an Assistant Principal on Special Assignment (APOSA) who will lead districtwide restorative practices training and implementation. This position builds staff capacity to foster inclusive school climates, address behavior through restorative approaches, and reduce suspensions—particularly among students historically impacted by disciplinary disparities.

**Research-Based Rationale

--Academic Support and Learning
Restorative Practices (RP) are strongly linked to improved academic outcomes by fostering a positive school climate, reducing exclusionary discipline, and increasing instructional time. Research from the RAND Corporation (2019) and the WestEd Justice & Prevention Research Center demonstrates that schools implementing RP with fidelity experience significant decreases in suspensions and disciplinary referrals, especially for students of color and students with disabilities. Fewer suspensions mean more time in class, better attendance, and higher academic achievement.

By dedicating a district-level administrator—funded in part by LREBG—to coordinate, coach, and monitor site implementation, the district ensures consistency and quality across schools. This leadership role directly supports the learning recovery of students who may have been disproportionately affected by punitive discipline or disengagement during the pandemic.

--Social-Emotional Learning (SEL) and School Climate
Restorative Practices are grounded in core SEL competencies, including self-awareness, empathy, communication, and relationship-building. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), RP contributes to the development of supportive, inclusive school environments that build student agency and emotional well-being. An Assistant Principal focused on districtwide RP ensures that practices such as restorative circles, peer mediation, and conflict resolution are embedded into daily routines and staff practices. This improves student behavior, fosters belonging, and supports healing from trauma—especially important in the wake of the pandemic.

--Equity and Tiered Behavioral Supports (MTSS/PBIS)
A dedicated leader for RP ensures alignment with Tier 1 and Tier 2 behavioral supports within a Multi-Tiered System of Support (MTSS). This position will guide staff in using data to identify disproportionality in discipline and design preventative, restorative alternatives. Restorative approaches reduce reliance on exclusionary practices that disproportionately impact Black, Latino, Native, foster, and special education students. This strategic leadership also supports professional development and coaching for site leaders, counselors, and teachers—ensuring systemic impact and sustainability.

--Family and Community Engagement
Restorative Practices emphasize communication and partnership with families, especially in response to conflict or harm. An Assistant Principal leading RP implementation ensures that parents and guardians are included in restorative conferences and understand the goals of the approach. This helps build trust between schools and families and shifts the school culture toward shared accountability and mutual respect. Research from the National Education Policy Center shows that schools with strong RP frameworks report higher levels of parent satisfaction and student connectedness.

**Metric(s) for Monitoring
5.2 Decrease suspension rates,
5.3 Decrease the percent of suspension incidences (duplicated)

**Funding Amount
Restorative Practices AP (2025–26): (LREBG Funds) *ACTION 5.6 (5.4.1 Operating Unit: Internal uses)
$116,331.00

** Alignment with LREBG
--Alignment with EC Section 32526(c)(2) – Allowable Uses of LREBG Funds:
Funding 50% of an Assistant Principal's role to lead districtwide implementation of Restorative Practices (RP) is aligned with EC Section 32526(c)(2)(D), which allows the use of Learning Recovery Emergency Block Grant (LREBG) funds for "integrated pupil supports to address other barriers to learning, such as health, counseling, or mental health services, access to school meals, before and after school programs, or programs to address trauma and social-emotional learning."

Restorative Practices directly promote trauma-informed care, social-emotional learning, and improved school climate—critical foundations for re-engaging students in the learning process. The Assistant Principal will provide leadership, coaching, and coordination across sites, ensuring implementation fidelity and sustainability of restorative approaches as part of a districtwide learning recovery strategy.

This action also supports Section 32526(c)(2)(A) by addressing learning recovery indirectly: when students feel safe, heard, and connected to their school community, they are more likely to attend class, participate in instruction, and make academic progress.

--Alignment with EC Section 32526(d) – Needs Assessment and Identified Areas of Need:
The district's needs assessment, supported by California School Dashboard data and stakeholder engagement through the Local Control and Accountability Plan (LCAP), identified high suspension rates, chronic absenteeism, and low levels of student connectedness—especially among unduplicated student groups such as English learners, socioeconomically disadvantaged youth, students with disabilities, and foster youth.

In the 2022-23 & 2023- 24 school year, several schools were rated in the red or orange performance levels on the Suspension Rate and Chronic Absenteeism indicators. Restorative Practices provide an equity-driven, research-based alternative to exclusionary discipline that helps reduce disproportionality, improve relationships, and build positive school culture.

Supporting this work through dedicated leadership aligns directly with LCAP Goals in Improving school climate and engagement through positive behavior supports, mental health resources, and inclusive practices. This Assistant Principal role ensures ongoing support for implementation, data monitoring, and capacity-building among staff across all sites.

Equity and Systemic Impact:
This investment strengthens the district's Multi-Tiered System of Support (MTSS) by embedding RP as a Tier 1 and Tier 2 strategy, prioritizing prevention and early intervention. It also supports the long-term shift away from punitive discipline, fostering a more inclusive, respectful, and academically focused learning environment.

7. RESET Program at EHS, OGHS, and SPHS (2025–26): (LREBG Funds)
*ACTION 5.7 (5.4.2 Operating Unit: Internal uses)
The RESET program will continue at Escondido, Orange Glen, and San Pasqual High Schools as a Tier 2 behavioral and academic support. Students in the program participate in restorative circles, self-paced academic work, and reflective practices that encourage personal

accountability and growth, preparing them for successful reintegration into the classroom.

**Research-Based Rationale
--Academic Support and Learning
The RESET program provides students with targeted Tier 2 academic support through a structured, self-paced environment that allows them to stay current with coursework while temporarily removed from the traditional classroom setting. Research from the National Dropout Prevention Center and WestEd confirms that students who receive academic support in non-punitive settings are more likely to recover credits, increase engagement, and transition successfully back to class. By focusing on reflection and reintegration rather than exclusion, RESET helps prevent further academic decline due to suspension or disengagement.

RESET aligns with learning recovery goals by reducing lost instructional time and supporting students in accessing academic content in a way that meets them where they are—particularly students experiencing behavioral challenges that interfere with learning.

--Social-Emotional Learning (SEL) and Behavioral Growth
Students in the RESET program engage in restorative circles, mindfulness, and reflective practices that promote emotional regulation, self-awareness, and personal accountability—key social-emotional competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL). These practices are known to improve behavior, reduce disciplinary incidents, and increase student resilience.

By integrating SEL into the RESET model, students receive intentional support in understanding the impact of their choices, developing conflict-resolution skills, and building positive relationships—all essential for reintegration and long-term behavioral success.

--Tiered Supports and Restorative Practices (MTSS/PBIS Alignment)
RESET functions as a Tier 2 intervention within the district's Multi-Tiered System of Support (MTSS), offering a structured alternative to suspension. This model aligns with Positive Behavioral Interventions and Supports (PBIS) by emphasizing proactive and restorative strategies rather than exclusionary discipline. According to the UCLA Civil Rights Project, such alternatives are especially critical for reducing disproportionate discipline of historically underserved student groups, including students of color, English learners, and students with disabilities.
The program's focus on reintegration further ensures that students return to class with a clearer sense of accountability and readiness to learn—supporting a healthier school climate and improved long-term outcomes.

--Equity and Re-engagement
By continuing the RESET program at comprehensive high school sites, the district ensures equitable access to behavioral and academic interventions that center student growth rather than punishment. This approach reflects best practices in equity-driven discipline reform and aligns with district priorities to reduce suspension rates and improve student engagement. The structure of RESET allows students to reflect, repair, and return—providing a pathway forward rather than a barrier to success.

**Metric(s) for Monitoring
5.2 decrease the suspension rate,
5.3 decrease the percent of suspension incidences.

**Funding Amount
RESET Program at EHS, OGHS, and SPHS (2025–26): (LREBG Funds) *ACTION 5.7 (5.4.2 Operating Unit: Internal uses)
$579,637.00

** Alignment with LREBG
--Alignment with EC Section 32526(c)(2) – Allowable Uses of LREBG Funds:
The continuation of the RESET program at comprehensive high schools aligns with multiple allowable expenditures under EC Section 32526(c)(2) of the Learning Recovery Emergency Block Grant (LREBG), including:
(c)(2)(A): "Instructional learning recovery programs, including but not limited to, learning acceleration programs...or other one-on-one or small group learning supports." RESET provides students with academic recovery opportunities
through self-paced, standards-aligned coursework while receiving targeted behavioral and social-emotional support.

(c)(2)(D): "Integrated pupil supports to address other barriers to learning, such as...mental health services...or programs to address trauma and social-emotional learning." RESET uses restorative circles, reflective practices, and
adult mentorship to help students process behavior, trauma, and emotional challenges that have interfered with learning.
By combining academic and behavioral supports in a non-punitive, relationship-centered setting, RESET helps students re-engage in their education and prepares them for successful reintegration into the classroom.

--Alignment with EC Section 32526(d) – Needs Assessment and Identified Areas of Need:
EUHSD's district wide needs assessment, supported by stakeholder input and state/local data, identified the need for Tier 2 behavioral and academic interventions for students at risk of academic failure or exclusion from class. California School Dashboard data from 2023 and 2024 revealed elevated Suspension Rates, Chronic Absenteeism, and Credit Deficiency, particularly among unduplicated students, including foster youth, English learners, socioeconomically disadvantaged students, and students with disabilities.

The RESET program was developed as a proactive Tier 2 support system that addresses these areas of need by offering:
+A structured academic setting to reduce lost instructional time.
+Restorative and trauma-informed practices to promote personal accountability and emotional growth.
+Strong adult relationships to foster trust, belonging, and school connectedness.

To respond to the needs highlighted in our data, EUHSD is using Learning Recovery Emergency Block Grant (LREBG) funds to provide targeted support for students who need it most—including English learners, low-income students, and foster youth. These funds are being used to expand access to bilingual instructional support, mental health services, credit recovery opportunities, and restorative practices across all school sites. By investing in these areas, we aim to close learning gaps, increase student engagement, and ensure that every student has the tools and support they need to succeed.

Reflections: Technical Assistance

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

Not Applicable: EUHSD is not in Differentiated Assistance

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.

Valley High School Continuation

Support for Identified Schools

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

The Escondido Union High School District (EUHSD) has provided and will continue to provide comprehensive, multi-tiered support to Valley High School (VHS) in the development and implementation of its Comprehensive Support and Improvement (CSI) plan. All support strategies are designed to meet identified needs, align with districtwide goals, and ensure long-term, sustainable student success.

**Comprehensive Needs Assessment Support
EUHSD worked closely with VHS leadership to conduct a detailed needs assessment that informed the current CSI plan. This process included analysis of local and state data—such as grades, attendance, behavior, and stakeholder feedback—to identify the root causes of low graduation rates and high chronic absenteeism. The most recent needs assessment confirmed no resource inequities but highlighted the continued need for targeted support in the areas of student engagement, attendance, and credit recovery. These findings justified maintaining all current CSI actions for the 2024–25 school year.

**Collaborative and Data-Informed CSI Planning
The district has supported the creation and continuous refinement of the CSI plan through collaborative planning meetings, quarterly reviews, and regular data analysis. VHS's improvement strategies are grounded in clear evidence of what works, and aligned with student group needs identified in the California School Dashboard. Because the 2023–24 school year yielded significant gains—including a 24.4% increase in the four-year graduation rate over three years, a reduction in chronic absenteeism, and improved outcomes on several indicators—EUHSD will maintain the current plan structure for 2024–25. While there may be adjustments in funding allocation or emphasis, all actions will remain fully in place to ensure continued momentum.

**School Plan for Student Achievement (SPSA) Alignment
To ensure coherence across improvement efforts, the district offers one-on-one support in aligning the School Plan for Student Achievement (SPSA) with the CSI plan and the district's Arc of Learning. EUHSD facilitates workshops and individualized SPSA planning sessions, helping the school ensure that its goals, strategies, and metrics are tightly aligned with district priorities and LCAP goals.

**Professional Learning Tailored to Site Needs
EUHSD continues to tailor professional learning to VHS's specific needs, drawing from site data and trends. Professional development is rooted in the Arc of Learning framework and includes studio model lessons, content-specific coaching, and quarterly PLC check-ins. One area of growth has been increased staff collaboration through PLCs, which has improved instructional planning and supported student progress in ELA and CTE outcomes.

**Instructional and MTSS Support
To address evolving needs, VHS receives site-specific instructional coaching and ongoing Multi-Tiered System of Supports (MTSS) guidance. MTSS teams meet monthly with district support to assess the impact of interventions, particularly in improving attendance and reducing dropouts. These efforts are directly tied to the improvements seen in the Dashboard indicators, especially in graduation and suspension rates.

**Student and Family Voice in Plan Development
Throughout the year, EUHSD facilitates annual student forums at VHS to gather direct feedback on student engagement and connectedness—two factors strongly linked to absenteeism and dropout prevention. This student input, along with feedback from parents through ELAC, SSC, and Title I forums, plays a central role in shaping and refining both the CSI and SPSA plans. Most recently, parent feedback has reflected growing satisfaction with the school's efforts to support students academically and emotionally.

**Data Transparency and Communication
The district supports VHS in gathering, analyzing, and presenting comprehensive state and local data. This includes developing custom slide decks and reports that help staff, families, and stakeholders understand performance trends, celebrate growth, and identify next steps. These data are used not only for plan development but also to drive site-based conversations about resource allocation, program effectiveness, and instructional change.

**Instructional Focus on Core Subjects
Recognizing the importance of foundational skills, EUHSD maintains a hyper-focus on Literacy, Mathematics, English Language Development, and Science. This includes targeted professional development, embedded coaching, and data review cycles to ensure instruction in these areas is rigorous, equitable, and aligned with student needs.

**Conclusion
Through this robust framework of needs assessment, data-driven planning, instructional support, stakeholder engagement, and continuous monitoring, EUHSD ensures that Valley High School is fully supported in its improvement journey. The significant gains made under the current CSI plan reinforce that the structure is effective. Therefore, for 2024–25, all actions will continue to be implemented without change to the plan structure. Any refinements will involve shifts in funding or emphasis only, ensuring the focus remains on what works—while staying responsive to new needs as they arise.

Evidence Based interventions identified in CSI plan via SPSA: Evidence supporting interventions

Research-Aligned Justification for Instructional Improvement & Professional Learning: All CSI Actions identified below can be found in VHS's

SPSA, located on the school and district website.
Action 1.1, 1.4, 2.2, 3.6
Professional learning on active engagement, rigorous and equitable lesson design, inquiry cycles, instructional tools, and academic rigor (DOK 3+), including integrated ELD and support for at-risk students
-Effective Professional Development Framework (Darling-Hammond et al., 2017)
PD should be sustained, collaborative, content-focused, and job-embedded to influence instructional practice positively. Active engagement and rigorous lesson design are best supported through collaborative inquiry cycles that involve reflection and feedback.
-Equity-Centered Teaching (Gay, 2018; Ladson-Billings, 1995)
Designing lessons that are culturally responsive and equitable improves engagement and learning outcomes for diverse learners, including English Learners (ELs).
-Standards-Aligned Curriculum and Instruction (Schmidt & Prawat, 2006)
Curriculum aligned with state standards, including integrated English Language Development (ELD), ensures rigor and coherence, promoting college and career readiness.
-Depth of Knowledge (DOK) Framework (Webb, 2002)
Tasks at DOK level 3 and above promote higher-order thinking through analysis, reasoning, and extended thinking. Professional learning focused on DOK fosters academic discourse and deeper understanding.
-Supporting At-Risk Students through Differentiated Instruction (Tomlinson, 2014)
Professional learning that builds capacity to identify and support at-risk students through differentiated strategies increases equity and student success.

Action 3.8, 3.10
Intervention and Attendance TOSAs (Teachers on Special Assignment): Data-driven monitoring, curriculum oversight, professional learning facilitation, instructional modeling, and strategic interventions
-Data-Driven Instructional Improvement (Hamilton et al., 2009)
Effective use of data allows TOSAs and educators to identify student needs, monitor progress, and refine instructional strategies, improving targeted interventions and academic outcomes.
-Instructional Coaching and Modeling (Knight, 2007)
Instructional modeling by TOSAs supports teacher practice, increases implementation fidelity of new strategies, and promotes continuous improvement.
-Collaborative Professional Learning Communities (DuFour, DuFour & Eaker, 2008)
PLCs and similar collaborative structures led or supported by TOSAs foster collective responsibility for student learning and shared problem-solving.
-Attendance Interventions & Engagement Strategies (Balfanz & Byrnes, 2012)
Attendance TOSAs working with data and interventions promote student engagement, reduce chronic absenteeism, and improve overall achievement.

Key Frameworks Cited:
Darling-Hammond et al., 2017: Effective Teacher Professional Development Webb, 2002: Depth of Knowledge Framework
Webb, 2002: Depth of Knowledge Framework
Gay, 2018 / Ladson-Billings, 1995: Culturally Responsive Pedagogy

Tomlinson, 2014: Differentiated Instruction
Hamilton et al., 2009: Using Data to Improve Student Achievement (NCEE Report)
Knight, 2007: Instructional Coaching
DuFour et al., 2008: Professional Learning Communities
Balfanz & Byrnes, 2012: Chronic Absenteeism: Its Causes and Effects

Research-Based Justification for: Data, Monitoring & Targeted Academic Support
Action 1.3: Data Collection and Analysis for Early Intervention
-Using data proactively to identify and support at-risk students is a cornerstone of effective Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) frameworks. Research emphasizes the importance of real-time academic data to guide decision-making, identify student learning gaps, and implement timely interventions before students fall further behind (Hamilton et al., 2009; Fuchs & Fuchs, 2006).
-Data literacy among educators—developed through coaching or dedicated staff—has been shown to positively impact instruction and equity by identifying patterns in achievement and attendance that disproportionately affect at-promise groups (Datnow & Park, 2014).

Action 3.1: Tutoring and CTE Lab Assistance
-Targeted tutoring programs, particularly when integrated with core instruction and delivered by trained personnel, can significantly accelerate student learning. Research from the National Bureau of Economic Research finds that "high-dosage" tutoring—particularly in math and ELA—produces gains equivalent to several months of additional instruction (Nickow et al., 2020).
-In Career and Technical Education (CTE), hands-on support in labs fosters real-world application of academic content, promoting engagement and relevance. Students in well-supported CTE programs demonstrate increased motivation, attendance, and higher graduation rates (Stone III et al., 2008; Castellano, Sundell, & Overman, 2012).

Action 3.12: Intervention Period with AVID Strategies
-Students receiving multiple failing grades benefit from structured time to catch up academically, particularly when interventions are proactive and aligned with research-based strategies such as AVID's Focused Note-Taking and Collaborative Study Groups. These strategies promote metacognition and peer-supported learning, which are strongly linked to academic resilience and improvement among underperforming students (Watt, Huerta, & Cossio, 2010).
-Providing time and space for intervention during or outside the school day has been shown to increase credit recovery and reduce dropout rates, especially when interventions are coordinated with family engagement (Balfanz, Herzog, & Mac Iver, 2007).

Action 3.7: Restorative Practices & Academic Support
-District-level restorative teams that integrate academic interventions into their work contribute to a culture of support rather than punishment, which increases student engagement and achievement, especially for students of color and those facing trauma (Gregory, Clawson, Davis, & Gerewitz, 2016).
-Restorative practices that include family engagement and student goal-setting support re-engagement for students on the margins and are linked to higher rates of course completion and attendance (Jain, Bassey, Brown, & Kalra, 2014).

Action 1.8: Bilingual Instructional Aides Supporting English Learners

-English learners (ELs) benefit from extended time on academic tasks, particularly when supported through native language scaffolding and structured support in core content areas. Bilingual instructional aides can help ELs access rigorous content while also developing academic English, which accelerates language acquisition and improves achievement outcomes (Goldenberg, 2008).

Targeted 1:1 language support increases EL engagement and time on task, both of which are strong predictors of academic success for students acquiring English as a second language (August & Shanahan, 2006).

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Research-Based Justification for: Curriculum, and Student Engagement Programs
Action 1.5: Curriculum Planning for Consistent Connections Classes
-Advisory or “Connections” periods have been shown to be highly effective when structured with intentional curriculum around self-monitoring, academic goal-setting, and postsecondary awareness. Studies show that programs with consistent advisory models support stronger relationships, higher engagement, and improved student self-regulation and credit completion rates (McClure, Yonezawa, & Jones, 2010).
-When advisory periods include structured career exploration and academic planning, students—especially those at risk—demonstrate increased graduation rates and motivation (Hein, Smerdon, & Sambolt, 2013).

Action 3.3: Expand Extended Learning Opportunities for College & Career Pathways
-Extending learning beyond the school day and connecting instruction to real-world applications has long-term benefits. Career-connected learning opportunities—including workplace visits, guest speakers, and hands-on projects—are positively correlated with higher graduation and postsecondary enrollment rates (Kemple, 2008; MDRC, 2013).
-Such enrichment builds social capital, particularly for underrepresented students, by providing them with exposure to careers and community networks not always available at home (Friedlaender et al., 2014). When aligned with CTE and academic instruction, these experiences increase relevance and student agency.

Action 3.4: AVID Program Support
-The AVID (Advancement Via Individual Determination) program is grounded in research on college readiness and proven instructional strategies. AVID students—especially those from low-income and underrepresented backgrounds—consistently outperform peers in rigorous coursework and college enrollment (Watt, Huerta, & Cossio, 2010; AVID Center, 2022).
-Key elements such as tutoring, note-taking strategies, writing-focused instruction, and college field trips help students develop habits of inquiry, academic discourse, and confidence. Professional learning through the AVID Summer Institute also supports teacher efficacy in implementing high-impact strategies across content areas (Bernhardt, 2013).

Action 3.14: Motivational Speaker for Student Programs
-Exposure to motivational speakers as part of schoolwide programming enhances student engagement, particularly when the speaker's message aligns with themes of resilience, goal-setting, and college/career aspiration. Such experiences have been shown to boost motivation and increase students' sense of belonging and purpose—key predictors of academic persistence (Schunk, Pintrich, & Meece, 2008).
-When embedded in college and career programs such as the College & Career Corner or Book Club, motivational speakers support whole-child development and spark interest in future pathways, especially when delivered with culturally responsive messaging (Gay, 2018).

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Research-Based Justification for: Social Emotional Learning, student well-being, and family & community Engagement
Action 3.5: SEL-Focused Professional Learning and Support for High-Risk Students
-Research supports the integration of social-emotional learning (SEL) into instructional practice as a critical component for improving student outcomes, particularly for high-risk groups such as foster youth, students experiencing homelessness, and parenting teens. The U.S. Department of Education emphasizes that SEL promotes resilience, enhances academic engagement, and addresses trauma through relationship-building and positive behavior reinforcement (U.S. Department of Education, 2021a). Providing professional development in SEL equips staff with strategies to respond to students' emotional and behavioral needs while creating a positive school climate (Durlak et al., 2011; Osher et al., 2020).

Action 5.4: Positive Behavioral Interventions and Supports (PBIS)
-PBIS is a nationally recognized framework supported by the U.S. Department of Education's Office of Special Education Programs (OSEP) for creating safe and supportive learning environments. Schools that implement PBIS with fidelity have demonstrated reductions in suspensions, improved academic outcomes, and increased instructional time (OSEP Center on PBIS, 2015). Valley High School's continued use of PBIS to recognize behaviors aligned with schoolwide expectations (Respect, Think, Participate) helps establish consistency and a strong school identity.

Action 5.5: Resiliency-Informed School Practices
-Trauma-informed and resiliency-informed school practices help mitigate the effects of adverse childhood experiences on learning and behavior. These practices, endorsed by the U.S. Department of Education, include professional learning that helps staff respond empathetically and effectively to students' emotional needs and reduce barriers to learning (U.S. Department of Education, 2021b). When implemented systematically, these approaches build protective factors and improve academic engagement and student well-being (Brunzell, Waters, & Stokes, 2015).

Action 4.1: Comprehensive Family Engagement Plan
-The U.S. Department of Education highlights family engagement as a cornerstone of student achievement, particularly for English learners and other underrepresented groups. Using the Dual Capacity-Building Framework, schools are encouraged to foster shared responsibility and meaningful collaboration with families through culturally responsive, accessible, and regular communication (Mapp & Kuttner, 2013; U.S. Department of Education, 2016). Providing extended meeting times, offering multilingual communication, and involving families in student-led conferences are examples of how VHS is aligning with this research-based model.

Action 4.2: Student Showcase and Family Nights
Student-led showcase nights offer authentic engagement opportunities for families and connect school efforts to real-world college and career readiness goals. Research by Epstein and colleagues (2009) supports these types of events as effective practices for building partnerships between schools, families, and communities. The U.S. Department of Education further recommends that schools use such events to foster inclusive environments and highlight student progress, especially for at-promise youth (U.S. Department of Education, 2021a).

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In conclusion, the Escondido Union High School District (EUHSD) has taken deliberate and evidence-based steps to support Valley High School in the development and implementation of its Comprehensive Support and Improvement (CSI) plan. Through collaborative planning, robust data analysis, strategic professional learning, and targeted academic and behavioral interventions, the district ensures alignment between identified student needs and responsive actions. Ongoing monitoring, stakeholder engagement, and alignment with state and federal guidance have been central to maintaining a continuous improvement cycle. These collective efforts demonstrate the district's strong commitment to fostering equity, improving student outcomes, and building sustainable systems that support long-term school success.

Monitoring and Evaluating Effectiveness

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

The Escondido Union High School District (EUHSD) uses a comprehensive and data-driven process to monitor and evaluate the effectiveness of the Comprehensive Support and Improvement (CSI) Plan at Valley High School (VHS). With direct support from district leadership, VHS will continue implementing all current CSI actions and services into the 2025–26 school year. While some funding allocations may shift based on student needs, the core strategies and services will remain intact to sustain the positive trajectory established over the past year.

How Valley High School Monitors Implementation
With active collaboration from EUHSD leadership, VHS employs the following strategies to track the implementation and impact of its CSI Plan:
Quarterly Data Reviews: VHS and district leaders jointly analyze performance metrics aligned to CSI goals, including attendance, graduation, suspension, and academic performance.
Progress Monitoring Tools: Each action is tracked using specific indicators—both qualitative and quantitative—to assess impact and fidelity of implementation.

Site-Level Reflection: VHS submits regular progress updates and participates in midyear and end-of-year data reviews facilitated by district leadership. These reviews inform next steps and support responsive CSI adjustments.
Student, Family, and Staff Engagement: Input is gathered through site forums, surveys, advisory councils, and student voice groups. District staff support the collection and use of stakeholder feedback to refine CSI strategies.

Professional Learning as a Key Driver
With strong support from EUHSD's curriculum and instruction team, targeted professional learning has been a foundational element of VHS's CSI Plan:
Content-Specific Coaching: Teachers receive job-embedded coaching from district content specialists aligned to site goals.
Studio Cycles: With guidance from district leadership, VHS teachers participate in Studios centered on a shared Problem of Practice, with cycles of implementation, reflection, and refinement.
PDSA (Plan-Do-Study-Act) Cycles: District and site teams collaborate to facilitate these cycles, using data to test and refine instructional strategies.
Arc of Learning Framework: All professional learning at VHS is structured through the district-supported Arc of Learning model to ensure systemwide coherence and consistent instructional improvement.

Adjustments Based on Data and Feedback
In partnership with district leadership, VHS has made targeted refinements to its monitoring and implementation efforts based on student outcome data and educational partner input, including:
Expanded Credit Recovery: With district support, VHS expanded online and in-person credit recovery offerings to meet the needs of unduplicated student groups, based on credit completion data.
Enhanced MTSS Structures: District data teams and site leaders used attendance and behavior data to strengthen Tier 2 and Tier 3 interventions.
Real-Time Academic Monitoring: Gradebook analysis and formative assessment reviews, conducted in collaboration with district staff, enabled timely interventions.

Measurable Progress in 2023–24
The sustained efforts of VHS, in collaboration with EUHSD leadership, resulted in the following measurable year-over-year improvements:
Graduation Rate: Rose from 62.7% in 2023 to 65.5% in 2024.
Chronic Absenteeism: Fell from 70.5% to 66.5%.
Suspension Rate: Dropped from 14.5% to 8.4%, indicating improved school climate.
ELA CAASPP (Met Standard): Increased by 4.3%, reflecting gains in literacy and academic achievement.

Credit Recovery: Additional course sections and targeted supports led to increased credit attainment in core and graduation-required subjects.

Narrative Example: Continuous Improvement in Action at VHS
When early semester data showed a lag in English Language Arts performance, VHS partnered closely with district instructional leaders to launch a Studio focused on writing fluency and comprehension. Teachers co-developed a Problem of Practice, implemented new strategies,

reviewed student work, and made real-time adjustments with district facilitation. This collaborative process, embedded within the Arc of Learning and aligned with the CSI Plan, directly contributed to the 4.3% increase in ELA scores on the CAASPP assessment.

Conclusion
With ongoing guidance and support from district leadership, Valley High School ensures that its CSI Plan remains a responsive and impactful framework for continuous improvement. All current CSI actions will continue into the 2024–25 school year due to the measurable progress across key indicators. Through collaborative monitoring, targeted professional learning, and meaningful engagement with stakeholders, VHS—backed by EUHSD—remains committed to meeting the needs of all students and advancing equitable outcomes.

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	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the educational community. Each school has teachers who serve on the LCAP Educational Advisory Committee. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
Administrators (Principals, Assistant Principals, Directors, Assistant Superintendents, Superintendent)	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the educational community. Each school has administrators who serve on the LCAP Educational Advisory Committee. Meeting Dates

Educational Partner(s)	Process for Engagement
	-November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
Classified Staff	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the educational community. Each school has classified staff who serve on the LCAP Educational Advisory Committee. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
Local Bargaining Units	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the educational community. Both Local bargaining units are invited to be a part of the LCAP Educational Advisory Committee. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
Parents	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in

Educational Partner(s)	Process for Engagement
Specifically parents of Unduplicated student and students with identified disabilities	various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the educational community. Each school has parents who serve on the LCAP Educational Advisory Committee. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
Students	District-level meetings are held quarterly and bring together all educational partners for collaborative discussions. During these sessions, participants engage in structured data analysis protocols to review and interpret educational data. These meetings provide a platform for partners to share their perspectives, insights, and constructive feedback, promoting a rich exchange of ideas within the educational community. Additionally, each school is represented by students who serve on the LCAP Educational Advisory Committee. The district also hosts annual Student Forums at each school site, where randomly selected unduplicated students and student leaders are invited to discuss student and site priorities in relation to the LCAP. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
ALL Educational Partners	The LCAP (Local Control and Accountability Plan) survey is circulated annually in February to all Educational Partners. The District employs various communication channels, including telephone calls, text messages, emails, marquee announcements, websites, social media platforms, and meetings attended by educational partners, to disseminate the survey link. This multi-modal approach ensures

Educational Partner(s)	Process for Engagement
	widespread access and participation, facilitating comprehensive feedback from the educational community. The district's DELAC serve on the LCAP Educational Advisory Committee. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
DELAC	LCAP metrics and performance data are shared with the DELAC (District English Learner Advisory Committee). The District actively seeks feedback from DELAC members, and their input is taken into consideration during the development of the LCAP. This collaborative approach ensures that the perspectives and insights of the DELAC contribute to the planning and improvement efforts outlined in the LCAP. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
SELPA	The local SELPA convenes meetings at least quarterly, during which representatives from EUHSD update SELPA on the district's data analysis findings and discuss forthcoming actions. These sessions also serve as a forum for SELPA to share their viewpoints, thoughts, and provide constructive feedback on the information presented. This collaborative process encourages an active exchange of ideas and insights within the educational community. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
VHS: Equity Multiplier	Educational partners convened at VHS and the district office meeting to delve into Valley High School (VHS) data, focusing particularly on

Educational Partner(s)	Process for Engagement
	graduation rates. During the session, discussions revolved around various key aspects, including academic achievement, credit recovery, attendance, and student engagement. The gathering provided a platform for collaborative analysis and dialogue on these crucial factors influencing student success at Valley High School. Meeting dates: Student Forum: 2/11/25 Parent Forum: 1/23/25 Staff Forum: 2/10/25 LCAP Forum: 4/24/25

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

The Escondido Union High School District (EUHSD) engages in a comprehensive, inclusive, and data-driven process to ensure that its Local Control and Accountability Plan (LCAP) authentically reflects the voices, needs, and priorities of its educational partners. The district actively seeks input from a wide range of stakeholders, including students, families, teachers, support staff, site and district administrators, and community members. Multiple engagement opportunities are built into the annual LCAP development cycle, ensuring that all groups are meaningfully included in shaping the district's goals, actions, and services.

Feedback is collected through structured and intentional forums, such as LCAP Educational Partner Advisory Committee meetings, districtwide surveys, and student forums held at every school site. These opportunities are designed not only to gather input but to cultivate a shared understanding of district initiatives and performance data. The student forums, in particular, provide a powerful platform for student voice, allowing young people to reflect on their learning environments, highlight areas of strength, and articulate their priorities for academic and social-emotional support.

EUHSD's engagement model follows a multi-phase collaborative process. It begins with a full review of the current LCAP, during which educational partners analyze the existing goals, actions, and services. In facilitated table groups, participants are guided through a series of reflection activities. These include identifying what each goal addresses—such as academic achievement, teacher leadership, student supports, parent engagement, or school climate and safety—and assessing the visibility and effectiveness of specific actions from their individual perspectives.

To ground discussions in evidence, educational partners participate in data analysis protocols using state and local data sources, including the California School Dashboard. In activities like "Notice, Think, Wonder," partners explore performance trends, recognize areas of growth, and elevate areas needing additional attention. Student survey responses and qualitative feedback are also reviewed collaboratively to ensure students' perspectives remain central to decision-making. Partners then provide feedback on tools like the LCAP survey and parent engagement policy to ensure future data collection reflects their evolving priorities.

As the process progresses, participants engage in a gallery walk where they review each LCAP goal alongside its corresponding actions and services. In small groups, they identify potential service gaps, areas of strength, and actions most critical to student success. In a second round of this activity, individuals vote on the actions and services they believe should be prioritized. This activity is instrumental in identifying both site-specific and districtwide trends.

By the time a draft LCAP is presented, educational partners have reviewed and discussed each element of the plan multiple times. They provide final feedback on any proposed additions, removals, or refinements to ensure the plan aligns with community priorities, available resources, and the district's broader vision for student success.

Importantly, for the 2025–2026 LCAP, all key priorities raised by educational partners during this process were already present in the existing LCAP framework. Each emphasis area—whether focused on academic support, college and career readiness, social-emotional learning, or parent engagement—was reflected in one or more of the district's ongoing actions and services. As a result, no new or additional actions or services were necessary. Instead, the feedback served to validate the direction of the current plan and emphasize which strategies educational partners felt were most essential. This outcome underscores both the alignment of the LCAP with stakeholder needs and the effectiveness of the district's engagement model in fostering a responsive and well-informed planning process. These included:

Goal 1: Academic Achievement

- Priority Emphasis:

*Academic support (tutoring, instructional aides, in-class remediation)
*Hands-on, project-based learning opportunities
All highlighted areas are fully supported within current actions and services, specifically within the Arc of Learning framework.

Goal 2: Effective Instruction and Leadership

- Priority Emphasis:

*Strengthening teacher-student relationships
*Fostering a sense of belonging across all classrooms
All highlighted areas are fully supported within current actions and services..

Goal 3: Support to Students

- Priority Emphasis:

*Increased counseling support (college applications, scholarships, internships, field trips)
*Enhanced college and career experiences
*Expanded course offerings (World Language, Dual Enrollment, AP courses)
All highlighted areas are fully supported within current actions and services.

Goal 4: Parent Engagement

- Priority Emphasis:

*Increased access to translators
*Expanded opportunities for parent participation

*Enhanced communication through live outgoing messages
All highlighted areas are fully supported within current actions and services.

Goal 5: Safe and Respectful Environments

- Priority Emphasis:

*Building a sense of belonging and inclusive school communities
*Celebrating student voice, growth, and achievement
All highlighted areas are fully supported within current actions and services.

Goal 6: Equity Multiplier – Valley High School

- Priority Emphasis:

*Relevant curriculum and collaborative learning
*Attendance interventions with increased social-emotional supports

- Credit recovery and work experience opportunities

All priorities continue to be addressed through existing Equity Multiplier actions and services.

The district's ability to meet these priorities without adding new actions demonstrates the alignment and responsiveness of its existing LCAP framework. The collaborative review and prioritization process affirmed that the current plan is effectively structured to support student needs across all areas. This approach ensures that district resources are used strategically and equitably while honoring the voices of its educational community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

The district established the goal of prioritizing Academic Achievement, recognizing its central role in the educational mission. This emphasis directly addresses concerns about Equity and Access, with the aim of reducing educational disparities and ensuring equal opportunities for all students. While the data from the previous LCAP cycle and the latest CaDashboard results indicate overall progress in state and local metrics, significant work lies ahead, particularly for unduplicated students who consistently score lower than their non-unduplicated peers.

- Student Success: Academic achievement is fundamental to student success. By setting a goal of academic achievement, the district aims to ensure that all students have the necessary knowledge, skills, and abilities to succeed academically and graduate college and career ready.
- Equity and Access: Academic achievement promotes equity and access to high-quality education for all students, regardless of their background or circumstances. It ensures that every student has the opportunity to reach their full potential academically.Accountability: academic achievement holds the district accountable for the educational outcomes of its students. It provides a clear measure by which the district can assess its performance and make data-driven decisions to improve student learning and outcomes.
- Preparation for the Future: Academic achievement prepares students for success beyond high school, whether they choose to pursue higher education, enter the workforce, or pursue other pathways. It equips them with the knowledge and skills they need to navigate an increasingly complex and competitive global economy.
- Community Expectations: Parents, students, educators, and community members anticipate that schools and districts will prioritize academic excellence. Academic achievement stands as the central goal across all district objectives, aligning with the overarching aim of ensuring all students attain academic success and graduate prepared for college and career.

CaDashboard data indicate that in English Language Arts (ELA), the district achieved a commendable Green performance color. However, there is a recognized need for additional support for English Learners, Homeless, and Students with Disabilities. Math performance, indicated by an Orange color, calls for extra support in specific demographic groups, including English Learners, Homeless, SES, SWD, and Hispanic/Latino Students. College/Career readiness received a medium rating, with some groups, including African American/Black, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic/Latino students, scoring low. Although there is improvement in English Learner Progress and graduation rates, both earning a Yellow performance color, persistent disparities among certain student groups are evident, emphasizing the necessity for ongoing attention and support. Areas requiring continued focus include Suspensions and Math, with targeted interventions needed for specific student demographics.

The district remains unwavering in its commitment to fostering a supportive and equitable learning environment for all students, which is the underlying reason for creating this goal. The consensus among the district's Educational Partners underscores that Academic Achievement is the most critical goal for any district. This shared understanding reinforces the district’s dedication to ensuring that every student has the opportunity to succeed academically.

Goal 1: Academic Achievement addresses the following State Priorities:
Priority 1: Basic Services
Priority 2: Implementation of State Standards
Priority 4: Pupil Achievement
Priority 7: Course Access
Priority 8: Other Pupil Outcomes

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Increase the English Learner Progress Indicator by 2% annually as reported on the California School Dashboard Priority 4: Pupil Achievement	Baseline Data: 2022-2023: California School Dashboard 43% making progress towards English Proficiency	2023-2024: California School Dashboard 33.5% making progress towards English Proficiency		Increase by at least 2% each year 2025-26 49% of student making progress toward English Proficiency	Distance from baseline: -9.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Maintain 100% of English Learners access to CCSS and ELD standards as measured through master schedule audits annually Internal Data Priority 1: Basic Services Priority 2: Implementation of State Standards Priority 7: Course Access	Baseline Data: 100% of English Learners have access to Common Core State Standards (CCSS) and ELD Standards as determined by local master schedule audit.	100% of English Learners have access to Common Core State Standards (CCSS) and ELD Standards as determined by local master schedule audit		Maintain the level of standards implementation.	Distance from baseline: 0: Maintaining level of standard
1.3	Increase the EL/LTEL reclassification rate by 2% annually CALPADS Reports Priority 4: Pupil Achievement	Baseline Data: 2022-23: 19.0% reclassification Rate	2023-2024: 20.1% reclassification Rate		at least 2% increase each year from 2022-23 2025-26 25% reclassification Rate	Distance from baseline: +1.1
1.4	Increase the percent of 9th grade students earning a "C" or better in College/Career Ready ELA and Math Classes by 1% annually; 2% to close the achievement gap. Synergy SIS course completion	Baseline Data: 2022-23: Internal Data ELA All- 80.6% Asian- 97.1% Black/African American- 87.2% Filipino- 93.8% Latino/Hispanic- 77.1% White- 93.9% ELL- 63.3%	2023-2024: ELA All- 83.7% Asian- 97.1% Black/African American- 81.0% Filipino- 97.1% Latino/Hispanic81.3% White- 91.8% ELL- 63.5%		At least 3% increase each year from 2022-23 2025-26 ELA Overall: 83.6% Math Overall: 75.3%	Distance from baseline: ELA: +3.1 Math:+1.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4: Pupil Achievement	RFEP- 85.5% Spec Ed- 63.9% SED- 77.9% Foster Youth- 0.0% Homeless- 75.6% Math All- 72.3% Asian- 95.7% Black/African American- 75.0% Filipino- 97.9% Latino/Hispanic- 67.7% White- 90.4% ELL- 48.2% RFEP- 79.4% Spec Ed- 56.9% SED- 68.7% Foster Youth- 66.7% Homeless- 56.3%	RFEP- 88.4% Spec Ed- 72.5% SED- 80.7% Foster Youth- 40.0% Homeless- 80.3% MATH All- 73.8% Asian- 97.1% Black/African American- 52.4% Filipino- 96.9% Latino/Hispanic70.0% White- 89.3% ELL- 48.2% RFEP- 81.8% Spec Ed- 58.0% SED- 69.4% Foster Youth- 30.0% Homeless- 71.8%			
1.5	Increase the percent of 11th grade students that meet or exceed standards as established for CAASPP by 3% annually; 4% to close the achievement gap. Ca School Dashboard Priority 4: Pupil Achievement	Baseline Data: 2022-23 ELA All: 53.7% Asian: 85.71% Black: 51.72% Filipino: 74.29% Latino/a: 47.75% White: 74.54% ELL: 7.71% RFEP: 61.72%	2023-2024: ELA: All- 54.8% Asian- 90.2% Black/African American- 60.0% Filipino- 87.5% Latino/Hispanic49.0% White- 78.1% ELL- 10.3% RFEP- 61.7%		At least 2% increase each year from 2022-23 2025-26 ELA Overall: 62.7% Math Overall: 24.75%	Distance from baseline: ELA: +1.1 Math: +2.95

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 15.98% SED: 50.15% FY: N/A Homeless: 26.32% Math: All: 15.75% Asian: 51.02% Black: 6.90% Filipino: 33.33% Latino/a: 10.66% White: 35.48% ELL: 0.62% RFEP: 15.70% SWD: 2.82% SED: 12.43% FY: N/A Homeless: 12.82%	Spec Ed- 19.8% SED- 50.9% Foster Youth- N/A Homeless- 34.3% MATH All- 18.7% Asian- 64.7% Black/African American- 16.7% Filipino- 33.3% Latino/Hispanic12.2% White- 46.7% ELL- 0.7% RFEP- 16.5% Spec Ed- 2.4% SED- 13.8% Foster Youth- N/A Homeless- 12.1%			
1.6	Increase the percent of 11th grade students that meet the EAP requirement of 'Ready" as determined by CAASPP results by 1% annually and by 2% to close the achievement gaps. CAASPP-ELPAC Public Reporting Site Priority 4: Pupil Achievement	2022-23 Data EAP ELA CAASPP All: 22.90% Asian: 55.10% Black/African American: 20.69% Filipino: 42.86% Latino: 18.01% White: 41.36% ELL: 0.69% RFEP: 25.00% SWD: 3.65% SED: 19.67% FY: N/A Homeless: 10.53%	2023-2024: EAP ELA CAASPP All- 24.3% Asian- 70.6% Black/African American- 26.7% Filipino- 29.2% Latino/Hispanic19.1% White- 44.4% ELL- 0.7% RFEP- 26.0% Spec Ed- 4.2% SED- 20.7% Foster Youth- N/A Homeless- 14.9%		At least 2% increase each year from 2022-23 2025-26 ELA Overall: 28.9% Math Overall: 10.48	ELA Distance from baseline: +1.4 Math Distance from baseline: +2.32

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EAP Math CAASPP Math All: 4.48% Asian: 20.41% Black/African American: 3.45% Filipino: 8.33% Latino: 2.70% White: 11.52 ELL: 0.0% RFEP: 4.71% SWD: 0.0% SED: 3.20% FY: N/A Homeless: 0.0%	EAP Math CAASPP All- 6.8% Asian- 41.2% Black/African American- 3.3% Filipino- 8.3% Latino/Hispanic- 3.3% White- 20.3% ELL- 0.0% RFEP- 4.5% Spec Ed- 1.4% SED- 4.1% Foster Youth- N/A Homeless- 3.0%			
1.7	Increase the percent of students scoring a 3 or higher on an Advanced Placement (AP) Exam by 1% annually; 2%to close the achievement gap. College Board Reporting Site Equity and Excellence Report Priority 4: Pupil Achievement	EUHSD Internal 2022-23 All- 36.6% Asian- 46.7% Black/African American- 42.2% Filipino- 25.4% Latino/Hispanic- 32.0% White- 47.6% ELL- 40.0% RFEP- 31.9% Spec Ed- 18.7% SED- 32.3% Foster Youth- 42.9% Homeless- 12.0%	2023-2024: All- 41.3% Asian- 57.3% Black/African American- 37.7% Filipino- 38.4% Latino/Hispanic35.6% White- 51.7% ELL- 31.1% RFEP- 38.3% Spec Ed- 20.4% SED- 37.0% Foster Youth- 0% Homeless- 26.9%		At least 1% increase each year from 2022-23 2025-26 Overall: 39.60%	Distance from baseline: +4.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Increase the percent of students participating in an Advanced Placement course and/or College Course (Dual Enrollment, Middle College, Concurrent Enrollment) by 1% annually; 2% to close the achievement gap. Synergy SIS course completion Priority 4: Pupil Achievement Priority 7: Course Access	EUHSD Internal Data 2022-23 All- 11.1% Asian- 21.6% Black/African American- 11.1% Filipino- 17.8% Hispanic/Latino- 9.4% White- 17.5% ELL- 2.1% RFEP- 12.9% Spec Ed- 2.4% SED- 9.7% Foster Youth- 11.8% Homeless- 5.9%	2023-2024 All- 10.7 Asian- 22.3% Black/African American- 9.2% Filipino- 15.2 Latino/Hispanic- 9.1% White- 16.9% ELL- 2.1% RFEP- 12.8% Spec Ed- 2.4% SED- 9.7% Foster Youth- 0% Homeless- 6.3%		At least 1% increase each year from 2022-23 2025-26 Overall: 14.10%	Distance from baseline: -0.4
1.9	Increase the percent of students meeting the UC a-g requirements by 1% annually; 2% to close the achievement gap. CALPADS Accountability & Monitoring Reports 15.1 – Counts and Rates. Priority 4: Pupil Achievement Priority 7: Course Access	EUHSD Internal Data 2022-23 Data All- 45.2 Asian- 80.0% Black/African American- 48.3% Filipino- 70.0% Latino/Hispanic- 39.9% White- 60.8% ELL- 11.8% RFEP- 46.8% Spec Ed- 16.4% SED- 41.2% Foster Youth- 25.0% Homeless- 14.0%	2023-2024 All- 49.8% Asian- 78.0% Black/African American- 60.7% Filipino- 75.0% Latino/Hispanic44.4% White- 68.1% ELL- 10.5% RFEP- 52.8% Spec Ed- 18.0% SED- 45.6% Foster Youth- 0% Homeless- 33.3%		At least 2% increase each year from 2022-23 2025-26 Overall: 51.20%	Distance from baseline: +4.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Increase the percent of students qualifying for the Seal of Biliteracy by 2% annually Synergy SIS, AP Exams SAT, ELPAC Priority 4: Pupil Achievement Priority 7: Course Access	EUHSD Internal Data 2022-23 Data All- 10.9% Asian- 2.3% Black/African American- 0.0% Filipino- 3.4% Latino/Hispanic- 13.6% White- 3.6% ELL- 0.0% RFEP- 17.6% Spec Ed- 1.5% SED- 12.2% Foster Youth- 0.0% Homeless- 5.0%	2023-2024 All- 15.5% Asian- 0% Black/African American- 0% Filipino- 0% Latino/Hispanic17.8% White- 1.4% ELL- 6.7% RFEP- 23.2% Spec Ed- 2.6% SED- 16.0% Foster Youth- 0% Homeless- 9.3%		At least 2% increase each year from 2022-23 2025-26 Overall: 16.9%	Distance from baseline: +4.6
1.11	Increase the percent of students qualifying as CTE completers by 2% annually In the 2022-23 school year 14.8% of of all students in the combined Graduation rate met UC/CSU requirements and completed at least One CTE Pathway. CALPADS Priority 4: Pupil Achievement Priority 7: Course Access	EUHSD Internal Data 2022-23 Data All- 27.6% Asian- 44.4% Black/African American- 27.3% Filipino- 25.8% Latino/Hispanic- 26.7% White- 30.6% ELL- 20.1% RFEP- 31.0% Spec Ed- 27.1% SED- 27.1% Foster Youth- 28.6% Homeless- 18.9%	2023-2024 All- 29.0% Asian- 34.0% Black/African American- 30.0% Filipino- 27.0% Latino/Hispanic28.4% White- 31.9% ELL- 24.3% RFEP- 30.9% Spec Ed- 30.4% SED- 28.3% Foster Youth- 11.1% Homeless- 20.3%		At least 2% increase each year from 2022-23 2025-26 Overall: 33.60%	Distance from baseline: +1.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8: Other Pupil Outcomes					
1.12	Increase the percent of CTE enrollment by 1% annually Synergy SIS course completion Priority 4: Pupil Achievement Priority 7: Course Access	2022-23 EUHSD Internal Data All: 37.1% Asian- 34.3% Black/African American- 35.3% Filipino- 31.4% Latino/Hispanic- 38.2% White- 33.2% ELL- 36.3% RFEP- 38.4% Spec Ed- 40.7% SED- 38.1% Foster Youth -0.0% Homeless- 36.7%	2023-2024 All- 40.5% Asian- 34.1% Black/African American- 41.1% Filipino- 28.8% Latino/Hispanic42.1% White- 35.2% ELL- 38.9% RFEP- 43.4% Spec Ed- 44.1% SED- 42.5% Foster Youth- 0% Homeless- 43.1%		At least 1% increase each year from 2022-23 2025-26 Overall: 40.1%	Distance from baseline: +3.4
1.13	Maintain the level of standards implementation annually as reported on the California School Dashboard local indicator. Priority 2: Implementation of State Standards	2023 California School Dashboard Local Indicator lists this standard as full implementation, based on the self reflection tool provided by the CDE 100% of ELA courses are aligned to state standards. 100% of Math courses are aligned to state standards.	2024 California School Dashboard Local Indicator lists this standard as full implementation, based on the self reflection tool provided by the CDE 100% of ELA courses are aligned to state standards.		Maintain the level of standards implementation	Distance from baseline: 0: level maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% Next Generation Science Standards 100% of History/Social Science courses are aligned to state standards.	100% of Math courses are aligned to state standards. 100% Next Generation Science Standards 100% of History/Social Science courses are aligned to state standards.			
1.14	Maintain 100% sufficiency of standards-aligned instructional materials annually Fall 2024 Facilities Inspection Tool Priority 1: Basic Services	California School Dashboard Local Indicator lists this standard as full implementation, based on the self reflection tool provided by the CDE	California School Dashboard Local Indicator lists this standard as full implementation, based on the self reflection tool provided by the CDE		Maintain 100% sufficiency of standards-aligned instructional materials annually	Distance from baseline: 0: level Maintained
1.15	Increase the percent of students completing a broad course of study by the end of their Senior year.	2022-23 EUHSD Internal Data All- 87.7% Asian- 100.0%	2023-2024 EUHSD Internal Data All- 87.0% Asian- 96.1%		At least 1% increase each year, 2% to close the achievement gap from 2022-23	Distance from baseline: -.07

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Increase the percent of unduplicated students and students with exceptional needs completing 3 years of Social Science by the end of their Senior year by 1% annually; 2% to close the achievement gap. Unduplicated students and students with exceptional needs have a lower A-G completion rate, ELL 11.8%, SED 41.2%%, Foster Youth 25.0%, Special Education 16.4%, and Homeless 14.0%, when compared to other students, Asian 80.0%, Black/African American 48.3%, Filipino 70.0%, Latino/Hispanic 39.9%, White 60.8% Synergy SIS course completion Priority 7: Course Access	Black/African American- 96.8% Filipino- 96.8% Latino/Hispanic- 90.1% White- 94.5% ELL- 74.1% RFEP- 94.1% Spec Ed- 80.1% SED- 90.5% Foster Youth- 66.7% Homeless- 68.3%	Black/African American- 93.3% Filipino- 89.2% Latino/Hispanic 90.5% White- 94.5% ELL- 75.1% RFEP- 94.3% Spec Ed- 79.8% SED- 90.4% Foster Youth- 100% Homeless- 84.3%		2025-26 Overall: 93.7%	
1.16	Increase the percent of 10th grade students that meet or exceed standards as established	2022-23 Baseline All: 21.8% Asian- 40.9%	2023-24 All: 19.8% Asian- 46.2%		At least 1% increase each year, 2% to close	Distance from baseline: -2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for CAST by 1% annually; 2% to close the achievement gap. CA School Dashboard Priority 4: Pupil Achievement	Black/African American- 11.5% Filipino- 50.0% Latino/Hispanic- 16.7% White- 41.1% ELL- 0.5% RFEP- 22.1% Spec Ed- 5.6% SED- 18.5% Foster Youth- 50% Homeless- 8.0%	Black/African American- 14.3% Filipino- 61.1% Latino/Hispanic- 14.5% White- 41.1% ELL- 0.3% RFEP- 21.4% Spec Ed- 7.1% SED- 16.1% Foster Youth- N/A Homeless- 14.3%		the achievement gap from 2022-23 2025-26 Overall: 24.8%	

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 Implementation
All planned actions and services were fully implemented, with most metrics met or exceeded. Strategic planning, professional learning, and progress monitoring played a key role in the district's positive progress. No major deviations occurred in execution.

Key Successes
Technology Integration: Action 1.1 (1.2.1 Operating unit: Internal Uses) The 1:1 Laptop Initiative provided devices to 6,020 students, including 1,546 freshmen, with Action 1.1 (1.2.1 Operating unit: Internal Uses) dedicated Network Technicians ensuring support.
Action 1.7 (1.2.2 Operating unit: Internal Uses) Support for English Learners: Expanded Bilingual Instructional Aide (BIA) hours, additional LC Lab Assistants, and smaller class sizes improved student support.
Academic Progress: ELA and Math proficiency rates via Renaissance testing shows steady improvement, with Renaissance math scores increasing from 11.5% in the Fall of 23-24 to 13.5% in the fall of 24-25.
Action 1.9 (1.2.4 Operating unit) CTE Course Expansion: Development of nine new/revised courses for 2025-26, enhancing opportunities in Media Arts, Film/TV Production, ASL Interpretation, and more.

Challenges & Considerations
Continued math proficiency improvements require targeted interventions.
Ongoing support for English Learners remains essential with reduced class sizes and ongoing instructional aide support.
Sustaining progress will require continuous professional development and data-driven monitoring.

Overall, the district made significant strides in meeting its goals, with technology access, student support, and academic performance showing measurable gains. Future efforts should focus on refining instructional strategies and sustaining these successes.

Addition of LREBG Funds: How and Why We Are Using LREBG Funds (2024–2028)

The Escondido Union High School District (EUHSD) is strategically allocating Learning Recovery Emergency Block Grant (LREBG) funds from 2024 to 2028 to address the academic, behavioral, social-emotional, and engagement needs of unduplicated students—specifically English learners, low-income students, and foster youth. These targeted investments are intended to close learning gaps, boost graduation rates, and ensure equitable access to resources across all school sites. Each LREBG Action is listed below using a two-part code system: the first number (e.g., 1.16) refers to the ACTION identified in the LCAP, and the second (e.g., 1.4.1) is part of the district's internal accounting system to align expenditures appropriately.

LREBG:
As part of the new Local Control and Accountability Plan (LCAP) requirements, school districts must now include a plan for how they will spend any remaining funds from the Learning Recovery Emergency Block Grant (LREBG). For the Escondido Union High School District (EUHSD), we are excited to share our plan to use these funds to support our English Learners even further.

Specifically, EUHSD will be increasing the hours for Bilingual Instructional Assistants (BIAs) and Lab Assistants to 7.5 to 8 hours per day, beginning in the 2025–26 school year and continuing through 2026–27. Currently, the LCAP already funds the cost of many BIA positions; however, the additional LREBG funds will allow us to extend their work hours so that language support is available throughout the entire school day.

This is a significant improvement. In the past, BIAs were only available during limited parts of the day, meaning English Learners often had to schedule their core academic classes around when language support was available. Now, with the expansion of BIA hours, students will have greater flexibility in their schedules. They will be able to enroll in a wider variety of courses throughout the day—while still receiving the language support they need to succeed.

This important action is outlined in our LCAP under Goal 1, Action 1.16 (reference 1.4.1). By strategically using the LREBG funds, EUHSD is making meaningful investments in supporting the academic success of our English Learners and ensuring all students have access to a rich and full educational experience.

1. Increase BIA Hours to 7.5/8 Hours Daily: (LREBG Funds)
*ACTION 1.16 (1.4.1 Operating Unit: Internal uses)
To ensure English learners receive consistent language support throughout the entire school day, LREBG funds will be used to extend the daily hours of Bilingual Instructional Assistants (BIAs). This added support increases students' access to academic content, enhances course flexibility, and improves both engagement and performance in core subjects.

**Research-Based Rationale: Bilingual Instructional Assistants (BIAs) and Lab Assistants

Bilingual Instructional Assistants (BIAs) and Lab Assistants play a key role in helping students recover from learning loss and supporting their social-emotional well-being. These staff members are especially effective for English
Learners (ELs) and students needing extra support. Multiple studies and education agencies support the effectiveness of these roles.

+. Academic Support and Learning Recovery BIAs and Lab Assistants help provide small-group instruction, tutoring, and academic support, which accelerates student learning— especially in reading and math.
--Evidence: High-dosage tutoring by paraprofessionals has shown significant gains in learning, particularly for students from underserved communities (Robinson, Kraft, Loeb, & Schueler, 2021, Annenberg Institute at Brown
University).
--Support: The U.S. Department of Education (2021) recommends small-group interventions and support staff as key strategies for post pandemic learning recovery.

+. Language Development and Equity
BIAs support students in both English and their home language, helping them better understand lessons and fully participate in learning. This dual-language support leads to higher academic achievement and engagement.
--Research: August, D., & Shanahan, T. (2006) found that bilingual instruction improves outcomes in reading and content learning for English Learners (Developing Literacy in Second-Language Learners, National Literacy
Panel).
--Practice: Thomas & Collier (2012) showed that students in programs with bilingual support staff outperformed peers in English-only programs in the long term.

+. Social-Emotional Wellness and Belonging
BIAs help build strong relationships with students and families, especially those who speak languages other than English. This creates a more inclusive and supportive school environment.
--Evidence: Culturally responsive relationships increase students' sense of belonging and emotional safety, which supports academic success (CASEL, 2020 – Collaborative for Academic, Social, and Emotional Learning).
--Support: The Dual Capacity-Building Framework for Family-School Partnerships (Mapp & Kuttner, 2013) emphasizes the importance of bilingual staff in strengthening family-school communication and trust. Research clearly
supports the use of Bilingual Instructional Assistants and Lab Assistants to improve both academic outcomes and student well-being. These roles are essential for learning recovery and creating equitable, supportive learning
environments for all students.

**Metric(s) for Monitoring
The above mentioned action will be monitored using the following existing metrics:
1.1 ELL progress Indicator,
1.3 redesignation rate,
1.4 9th grade ELA/Math pass rate,
1.5 CAASPP Meets/Exceeds,
1.9 A-G requirement,
3.1 graduation rate and internal progress monitoring data.

Conclusion
The strategic use of BIAs and Lab Assistants is supported by a strong body of research emphasizing their role in learning acceleration, linguistic equity, and emotional well-being. Implementing this strategy aligns with national best practices and proven interventions to support students' holistic recovery in a post-pandemic educational landscape.

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 Actual Expenditures, as well as Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, are defined as a 10% or greater difference between what was allocated and what was spent. In Goal 1 of the Local Control and Accountability Plan (LCAP), notable differences were identified in actions 1.6 (Technology Support), 1.7 (EL Program), and 1.8 (Data Analysis).

In action 1.6 Technology Support (1.2.1 Operating Unit: Internal uses) , the district experienced a 12.44% difference, with over $200,000 more budgeted than was ultimately spent. This difference was primarily due to vacancies in Support Technician positions, including a Network Support Technician role that remained unfilled for several months. These staffing gaps contributed directly to the underspending.

Similarly, in action 1.7 EL Program (1.2.2 Operating Unit: Internal Uses), the district saw a 13.34% difference, over-budgeting by nearly $450,000. A review of staffing records showed that several teacher and Bilingual Instructional Assistant (BIA) positions were vacant or experienced turnover throughout the year. These gaps led to reduced expenditures compared to the original budget.

In both actions, staffing vacancies and recruitment delays were the main factors leading to the material differences between budgeted and actual expenditures.

In action 1.8 Data Analysis (1.2.3 Operating Unit: Internal Uses), the district under budgeted by 28.32%, amounting to a little over $100,000. In this case, an additional $100,000 was added to the budget during the year to cover the cost of a contract. However, upon further review, the district has determined that this contract may be redundant and will be evaluating it for potential adjustments moving forward.

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

Overall Effectiveness
The implementation of this goal was largely effective, with all planned actions and services carried out as intended. Most of the identified metrics were met, and in some cases, exceeded expectations. The combination of strategic planning, professional learning, and ongoing progress monitoring contributed to positive outcomes. There were no significant deviations from the planned actions.

Statement of Effectiveness for Actions 1.1 – 1.5 (Base-Funded Services)
2024–25 School Year

During the 2024–25 school year, the district continued to leverage base-funded services to deliver rigorous, standards-aligned instruction and resources that prepare all students for college and career readiness.

Action 1.1: Curriculum teams revised and developed core and CTE pathways—updating instructional units, tasks, lessons, and assessments to align with state standards. Early feedback indicates greater coherence across grade levels and subjects.

Action 1.2: Special education teachers remained integral to every stage of curriculum design and unit development, ensuring materials and lessons are accessible and inclusive for students with disabilities.

Action 1.3: The expanded integration of instructional technology enabled students to deepen digital literacy and engage in real-time formative assessment. Over 90% of teachers report using new tech tools weekly to differentiate instruction.

Action 1.4: Schools distributed core and supplementary standards-aligned materials at the start of each semester, providing teachers with the resources needed to implement revised courses seamlessly.

Action 1.5: Additional supplies, operational services, and co-curricular supports were provided across all sites, bolstering enriched learning experiences—from lab kits in science classrooms to guest-speaker stipends in career academies.

Collectively, these base-funded actions have strengthened instructional quality, fostered inclusive practices, and ensured equitable access to rigorous coursework. Early indicators—including upticks in collaborative lesson planning, positive teacher surveys, and increased student engagement—demonstrate that these foundational investments are driving the district toward its goals of higher A–G completion rates, improved CAASPP performance, and expanded CTE participation.

Key Areas of Effectiveness in LCAP funding (The data below is based on Mid Year Reporting)

Technology Access & Integration Action1.6 (1.2.1 Operating Unit: Internal uses)
The 1:1 Laptop Initiative was highly effective, ensuring 6,020 students had access to a device, including 1,546 freshmen who received district-issued laptops.
The placement of Network Technicians at key sites (EHS, OGHS, SPHS, and DSC) provided consistent technical support, helping students and staff effectively use digital tools.

Support for English Learners Action 1.7(1.2.2 Operating Unit: Internal Uses)
The district’s support for English Learners proved effective, as demonstrated by the increase in redesignation rates compared to last year with 19.0% Redesignation in 23-24 to 20.1% Redesignation in 24-25.
These improvements can be attributed to the following Actions and Services.
Expanded Bilingual Instructional Aide (BIA) hours, allowing for more personalized student support.
Additional LC Lab Assistants at EHS, OGHS, and SPHS, helping students navigate rigorous coursework.
Smaller class sizes in cluster courses, improving the learning environment and direct teacher engagement:
EHS: 30 sections

OGHS: 34 sections
SPHS: 31 sections
VHS: 2 sections
DLA: 3 sections

Academic Performance & Data Analysis Action 1.8 (1.2.3 Operating unit: Internal Uses)
ELA Proficiency Rates in Renaissance:
Fall 23-24: 44.7%; Fall 24-25: 43.9% (Small fluctuation but generally stable.)
Winter 23-24: 46.1%; Winter 24-25: 46.9% (Indicating steady improvement.)
Math Proficiency Rates in Renaissance:
Fall 23-24: 11.5%; Fall 24-25: 13.5% (A positive increase, but still an area for growth.)
These results show that while progress was effective in some areas, math proficiency still requires additional focus to ensure stronger growth.

Career & Technical Education (CTE) Expansion Action 1.9 (1.2.4 Operating Unit: Internal Uses)
The district effectively developed and revised nine new Career and Technical Education (CTE) courses, enhancing opportunities in:
Advanced Printing & Graphics
Digital Photography & Graphic Design
Media Arts & Communications (Journalism & Podcasting)
Film/TV Production
ASL Interpretation (Pilot courses in ASL 3 & 4)
Future Educators & Fire Technology
These additions reflect an effective expansion of career pathways that align with workforce needs.

Reduced Class Size Action 1.11 (1.2.6 Operating Unit: internal uses)
Smaller class sizes allowed for more personalized instruction, improving student engagement and learning outcomes.
Teachers were able to closely monitor student progress and provide targeted interventions.
The strategy directly addressed state and local performance metrics, ensuring that Unduplicated students, specifically EL and LTELs, received adequate support.

Site Initiative funds Action 1.10 (1.2.5 operating Unit: internal uses)
LCAP Site Initiative funds have been effective in helping schools address their unique student needs by allowing flexibility in how funds are used. Schools have implemented supports like tutoring, wellness services, and credit recovery programs. These efforts have led to improved student outcomes, including higher engagement and academic performance. Site-level decision-making has also increased responsiveness and accountability across campuses.

Statement of Effectiveness for Actions 1.12 – 1.15 (Title I-Funded Services)
2024–25 School Year

Title I-funded actions during the 2024–25 school year were strategically implemented to provide targeted support for students most at risk of academic underperformance—particularly English learners and 9th-grade students transitioning into high school. These actions contributed to measurable improvements in engagement, language acquisition, and early intervention.

Action 1.12: The placement of additional instructional aides in English Language Development (ELD) classes ensured students learning English received consistent, individualized support. This contributed to higher engagement and language development, as reflected in rising EL reclassification rates and increased participation in mainstream academic classes.

Action 1.13: ELD support sections provided daily, targeted instruction to English learners, supplemented with evidence-based materials that strengthened reading, writing, speaking, and listening skills. These efforts supported improved performance on the ELPAC and higher pass rates in ELA courses among English learners.

Action 1.14: Ninth-grade support initiatives, including teacher release time for collaboration and intervention, played a critical role in identifying and supporting at-risk students early in the school year. These targeted interventions led to improvements in GPA, attendance, and reduced course failure rates—ensuring students remained on track for graduation.

Action 1.15: PLC leads used data from local assessments, state metrics, and evidence-based research to guide instructional decision-making and refine practices. The intentional use of data elevated the quality of collaboration and responsiveness to student needs across campuses.

Together, these Title I-funded actions created a comprehensive support system that addressed academic and language gaps, eased transitions for vulnerable student populations, and helped schools better respond to the needs of their English learners and ninth-grade students. These efforts directly support the district's goals of equity, access, and improved outcomes for unduplicated students.

Challenges & Areas for Improvement
Math Proficiency – Effectiveness Needs Strengthening
While math scores improved, growth remains less effective than desired. Continued targeted interventions and ongoing professional learning are necessary to accelerate student achievement in this subject.
Support for English Learners – Maintaining Effectiveness
Smaller class sizes and additional aides have been effective, but ongoing professional development and instructional adjustments are needed to ensure long-term success.
Sustaining Progress – Monitoring Effectiveness
To maintain effectiveness, regular data tracking and analysis will be essential to refine instructional strategies and ensure that efforts continue to yield strong results.

Conclusion
Overall, the implementation of this goal was highly effective in improving technology access, English Learner support, and career readiness opportunities. While math proficiency requires stronger interventions, the district has made clear progress. Moving forward, a focus on sustained monitoring, instructional improvements, and targeted interventions will help maintain and enhance these successes.

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.

For the upcoming school year, EUHSD will maintain its current goals, strategies, and services. The progress we've made so far demonstrates that our approach is producing positive results, and we remain committed to these efforts to support student success across all schools.

Action 1.16 (1.4.1) – Increase BIA Hours Using LREBG Funds
This is a new action added to the 2025–26 LCAP. As such, its effectiveness has not yet been determined. The district will use this year to monitor student progress and evaluate the impact through data collection and site-level feedback. These insights will guide future decisions about whether to continue, expand, or adjust this action in subsequent years.

That said, the district is committed to continuous improvement. We will remain responsive to data and stakeholder input to ensure that our programs evolve to meet the needs of all students—especially English Learners, Long-Term English Learners, and unduplicated student groups.

Feedback from students and educational partners confirms we are on the right path. Students have emphasized the importance of hands-on, collaborative learning experiences and the value of strong, supportive relationships with teachers. They want to feel heard, included, and challenged in ways that prepare them for real-world success.

Results from the annual LCAP survey also reinforce these themes—highlighting the need for relevant, rigorous curriculum; college and career readiness; and high expectations for all learners. These priorities are embedded not only in this goal, but across the district's broader educational strategy.

By maintaining effective strategies, carefully evaluating new actions, and staying aligned with community input, EUHSD remains dedicated to delivering a high-quality, equitable, and engaging educational experience for every student.

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	1.1 Base Services	1.1 Provide all students rigorous, standards-aligned courses designed to prepare students to graduate college and career ready by revising and developing curriculum, instructional units, instructional tasks, lessons, CTE	$875,638.00	No

Action #	Title	Description	Total Funds	Contributing
		pathways, as well as formative and summative assessments aligned with state adopted content standards, and assessments.		
1.2	1.1.1 (Operating Unit: Internal uses) Special Education Curriculum revision	1.1.1 (Operating Unit: Internal uses) Include special education teachers in the curriculum revision and unit development process.	$0.00	No
1.3	1.1.2 (Operating Unit: Internal uses) Use of appropriate technology	1.1.2 (Operating Unit: Internal uses) Incorporate the use of appropriate technology so that students have the necessary skills to graduate college and career ready.	$0.00	No
1.4	1.1.4 (Operating Unit: Internal uses) Standards-aligned instructional materials	1.1.4 (Operating Unit: Internal uses) Provide core and supplementary standards-aligned instructional materials to support implementation of course revisions.	$0.00	No
1.5	1.1.5 (Operating Unit: Internal uses) Support of curricular and co-curricular programs	1.1.5 (Operating Unit: Internal uses) Provide materials, supplies, other resources and operational services to support all curricular and co-curricular programs.	$0.00	No
1.6	1.2 .1 (Operating Unit: Internal uses)	1.2.1 (Operating Unit: Internal uses) Appropriate use of technology:	$1,248,051.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Technology Support	Provide resources and support for the appropriate use of technology so that students have the necessary skills to graduate college and career ready. -Network Technicians' • 1:1 Laptop Initiative The district will provide individual devices to socioeconomically disadvantaged (SED) students, identified by CA Dashboard and local data as needing access to online resources and significant online support, to improve their academic performance and college and career readiness.		
1.7	1.2.2 (Operating Unit: Internal uses) EL Program	1.2.2 (Operating Unit: Internal uses) Provide additional support to Language Learners Provide English Learners additional support in order to be successful in rigorous academic content in core classes. -LC Lab Classroom Assistants -BIA: Increase hours -Cluster Classes: reduced class size Escondido High School and Orange Glen High School will intensify monitoring and support for EL/LTEL students, focusing on progress, grades, and redesignation rates, based on California Dashboard data indicating graduation rates. Additionally, extra assistance will be provided to English learners at EHS, SPHS, OGHS, and DLA, including instructional assistants and reduced class sizes tailored for ELD student groups, aiming to improve redesignation rates, EL and LTEL progress, graduation rates, and A-G rates.	$2,511,442.00	Yes
1.8	1.2.3 (Operating Unit: Internal uses) Data analysis	1.2.3 (Operating Unit: Internal uses) Data analysis, resources, and research Inform best practices by analyzing data from metrics, assessments and other sources, including research. Data Techs	$375,420.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Diagnostics and Assessments Diagnostic assessments in Math and English Language Arts for 9th to 11th-grade students will occur three times a year at several schools to track progress, address learning gaps, and inform Professional Learning Communities (PLCs) ahead of the spring CAASPP testing. Special focus will be given to supporting English Learners, Homeless students, and Students with Disabilities, with extra support provided to Hispanic and Socioeconomically Disadvantaged students at Valley High School, and performance data reviewed quarterly to monitor progress.		
1.9	1.2.4 (Operating Unit: Internal uses) Career and Technical Education	1.2.4 (Operating Unit: Internal uses) Career and Technical Education CTE Pathways CTE Curriculum Alignment Providing access to college and career opportunities, including Career and Technical Education (CTE) programs, equips unduplicated students with essential skills and pathways to success in both the workforce and higher education. Implemented LEA-wide, this initiative ensures equitable access to resources and support, helping students transition smoothly to higher education, pursue certifications, and receive the academic and social-emotional support needed to excel.	$103,955.00	Yes
1.10	1.2.5 (Operating Unit: Internal uses) Site Initiatives	1.2.5 (Operating Unit: Internal uses) Site Discretionary fund : The district uses Site Discretionary Funds to enhance academic achievement for unduplicated students through targeted supports, resulting in improved performance in ELA and Math, increased EL & LTEL redesignation rates, and better A-G requirement completion. All initial site initiative funds are directed towards Goal 1, action 1.2.5. Schools can reallocate these funds to other goals as necessary to meet their specific needs.	$281,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	1.2.6 (Operating Unit: Internal uses) Decrease class size	1.2.6 (Operating Unit: Internal uses) Decrease class size in targeted areas: Data analysis of the CA Dashboard data, the district identified a need to support and monitor unduplicated students, particularly English Language Learners (ELL) and long-term English learners (LTELS), by reducing class sizes to provide individualized academic support and interventions, addressing significant needs highlighted by both state and local metrics for various student demographics.	$3,602,888.00	Yes
1.12	1.3.1 (Operating Unit: Internal uses) Bilingual Instructional Aides	1.3.1 (Operating Unit: Internal uses) Supplying additional instructional aides in English Language Development (ELD) classes offers invaluable adult support to students learning English as a second language, aiding them in surmounting any academic obstacles they may confront.	$180,054.00	No
1.13	1.3.2 (Operating Unit: Internal uses) ELD Support classes	1.3.2 (Operating Unit: Internal uses) ELD Support classes offer specialized instruction and assistance to students learning English as a second language, aiming to enhance their language proficiency and academic success. ELD Support Sections Supplemental Support Materials	$353,586.00	No
1.14	1.3.3 (Operating Unit: Internal uses)	1.3.3 (Operating Unit: Internal uses) Provide evidence-based instructional and social-emotional support to at-risk 9th grade students, facilitated through initiatives like teacher release	$55,542.00	No

Action #	Title	Description	Total Funds	Contributing
	Evidence-based instructional support to 9th grade 1.3.3 (Operating Unit: Internal uses) CSI: Valley High School	periods and close collaboration with school staff to identify and assist students in need. CSI: Valley High School Provide evidence-based instructional support to identified at-risk students at Valley Continuation High School CSI funds used by VHS – Materials and personnel, see CSI report Site funded personnel for extended learning Tech Tools to support learning See district initiatives		
1.15	1.3.4 (Operating Unit: Internal uses) Data analysis support	1.3.4 (Operating Unit: Internal uses) Inform best practices by analyzing data from metrics, assessments and other sources, including research. PLC Lead timesheets	$0.00	No
1.16	1.4.1 (Operating Unit: Internal uses) LREBG: Increase hours for BIA's and Lab Assistants	1.4.1: (Operating Unit: Internal uses) LREBG: Increase hours for BIAs & Lab Assistants To provide English Learners with the additional support they need to succeed in rigorous academic content across core classes, Escondido High School (EHS) and Orange Glen High School (OGHS) will intensify their monitoring and intervention efforts for English Learners (EL) and Long-Term English Learners (LTEL). This includes close tracking of student progress, academic performance, and redesignation rates, guided by California Dashboard data on graduation rates. Increase BIA Hours to 7.5/8 Hours Daily: (LREBG Funds) *ACTION 1.16 (1.4.1 Operating Unit: Internal uses) To ensure English learners receive consistent language support throughout the entire school day, LREBG funds will be used to extend the daily hours of Bilingual Instructional Assistants (BIAs). This added support increases students' access to academic content, enhances course	$770,115.00	No

Action #	Title	Description	Total Funds	Contributing
		flexibility, and improves both engagement and performance in core subjects. **Research-Based Rationale: Bilingual Instructional Assistants (BIAs) and Lab Assistants Bilingual Instructional Assistants (BIAs) and Lab Assistants play a key role in helping students recover from learning loss and supporting their social-emotional well-being. These staff members are especially effective for English Learners (ELs) and students needing extra support. Multiple studies and education agencies support the effectiveness of these roles. +. Academic Support and Learning Recovery BIAs and Lab Assistants help provide small-group instruction, tutoring, and academic support, which accelerates student learning— especially in reading and math. --Evidence: High-dosage tutoring by paraprofessionals has shown significant gains in learning, particularly for students from underserved communities (Robinson, Kraft, Loeb, & Schueler, 2021, Annenberg Institute at Brown University). --Support: The U.S. Department of Education (2021) recommends small-group interventions and support staff as key strategies for post pandemic learning recovery. +. Language Development and Equity BIAs support students in both English and their home language, helping them better understand lessons and fully participate in learning. This dual-language support leads to higher academic achievement and engagement. --Research: August, D., & Shanahan, T. (2006) found that bilingual instruction improves outcomes in reading and content learning for English Learners (Developing Literacy in Second-Language Learners, National Literacy Panel). --Practice: Thomas & Collier (2012) showed that students in programs with bilingual support staff outperformed peers in English-only programs in the long term. +. Social-Emotional Wellness and Belonging		

Action #	Title	Description	Total Funds	Contributing
		BIAs help build strong relationships with students and families, especially those who speak languages other than English. This creates a more inclusive and supportive school environment. --Evidence: Culturally responsive relationships increase students' sense of belonging and emotional safety, which supports academic success (CASEL, 2020 – Collaborative for Academic, Social, and Emotional Learning). --Support: The Dual Capacity-Building Framework for Family-School Partnerships (Mapp & Kuttner, 2013) emphasizes the importance of bilingual staff in strengthening family-school communication and trust. Research clearly supports the use of Bilingual Instructional Assistants and Lab Assistants to improve both academic outcomes and student well-being. These roles are essential for learning recovery and creating equitable, supportive learning environments for all students. **Metric(s) for Monitoring The above mentioned action will be monitored using the following existing metrics: 1.1 ELL progress Indicator, 1.3 redesignation rate, 1.4 9th grade ELA/Math pass rate, 1.5 CAASPP Meets/Exceeds, 1.9 A-G requirement, 3.1 graduation rate and internal progress monitoring data.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Effective Instruction and Leadership Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The development of the district's goal stems from extensive input and feedback gathered from various stakeholders, including LCAP Survey results, the district's Learning Design Collective, professional learning feedback responses, the LCAP Educational Partners Advisory Committee, Student Forums, and Professional Learning Community (PLC) meeting notes. These sources collectively indicate a consensus on the priority areas for Effective Instruction and Leadership within the district:

-Recruitment and Retention of High-Quality Teachers and Staff: Recognizing the pivotal role of educators in student success, the district aims to attract and retain talented individuals to ensure a high standard of instruction and support.
-Individualized Student Attention through Smaller Class Sizes: Acknowledging the importance of personalized learning experiences, the district prioritizes smaller class sizes to facilitate greater engagement and support for each student's academic growth and development.
-Teacher Collaboration for Instructional Planning: Emphasizing the significance of collaborative efforts among educators, the district promotes teacher collaboration to tailor instruction to meet the diverse needs of students effectively.
-Teacher Leadership, Support, and Coaching: Cultivating a culture of leadership and professional growth, the district provides opportunities for teachers to assume leadership roles, receive support, and engage in ongoing coaching to enhance their instructional practices.
-Professional Learning Opportunities for Teachers, Administrators, and Staff: Understanding the value of continuous learning, the district invests in professional development opportunities to empower educators and staff with the knowledge and skills needed to excel in their roles.
-Meaningful Learning Experiences with an Emphasis on Collaboration and Experiential Learning: Prioritizing innovative and engaging instructional approaches, the district fosters meaningful learning experiences that emphasize collaboration, project-based learning, hands-on experiential learning, and assessment practices that accurately reflect student learning.

Furthermore, aligning the priorities of educational partners with these focus areas shows our shared commitment to improving teaching quality, learning, and leadership in the district. By using existing expertise and promoting collaboration and continuous improvement through the arc of learning framework, EUHSD aims to achieve its goals effectively and meet the changing needs of students and the community.

While previous data and the latest CaDashboard results indicate progress in state and local metrics for all students, there's still significant work ahead, to close the achievement gap between unduplicated students and their non-unduplicated peers.

This year the Ca.Dashboard data shows that in English Language Arts (ELA), the district achieved a commendable Green performance color. However, there is a recognized need for additional support for English Learners, Homeless, and Students with Disabilities. Math performance, indicated by an Orange color, calls for extra support in specific demographic groups, including English Learners, Homeless, SES, SWD, and Hispanic/Latino Students. College/Career readiness received a medium rating, with some groups, including African American/Black, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic/Latino students, scoring low. Although there is improvement in English Learner Progress and graduation rates, both earning a Yellow performance color, persistent disparities among certain student groups are evident, emphasizing the necessity for ongoing attention and support. Areas requiring continued focus include Suspensions and Math, with targeted interventions needed for specific student demographics.

Goal 2: Effective Instruction and Leadership addresses the following State Priorities:
Priority 1: Basic Services
Priority 2: Implementation of State Standards

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain at 100% the percent of teachers that are appropriately credentialed and assigned. CalSAAS Priority 1: Basic Services	2022-23 All- 100%	2023-24 All 100% of teachers are appropriately credentialed and assigned.		Maintain 100%	Distance from Baseline: 0: Level Maintained
2.2	Maintain at 0% the misalignments and vacancies Priority 1: Basic Services	2022-23 0% misassignment and 0 vacant positions.	2023-24 0% misassignment and 0 vacant positions.		Maintain 0%	Distance from Baseline: 0: Level Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Maintain or increase the level of professional learning implementation as reported on the California School Dashboard local indicator. Priority 2: Implementation of State Standards	2023 School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection tool provided by the CDE ELA= 5 Full Implementation and Sustainability Math= 5 Full Implementation and Sustainability History/Social Science= 5 Full Implementation and Sustainability ELD= 5 Full Implementation and Sustainability NGSS= 5 Full Implementation and Sustainability	2024 School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection tool provided by the CDE ELA= 5 Full Implementation and Sustainability Math= 5 Full Implementation and Sustainability History/Social Science= 5 Full Implementation and Sustainability ELD= 5 Full Implementation and Sustainability NGSS= 5 Full		Maintain at Full Implementation	Distance from Baseline: 0: Level Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Implementation and Sustainability			
2.4	Maintain at 100% the number of teachers completing Year 1 and Year 2 of the RISE Induction Priority 2: Implementation of State Standards	2022-23 • 91% of Year 1 teachers completed Year 1 RISE induction • 91% of Year 2 teachers completed Year 2 RISE induction	2023-24 • 100% Year 1 teachers completed Year 1 RISE induction • 100% of Year 2 teachers completed Year 2 RISE induction		100% completion rates	Distance from Baseline: +9 Year 1 +9 Year 2

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.

EUHSD remains committed to providing high-quality education and continues to make strong progress in key areas. All planned actions were successfully implemented, with no major changes from the original plan.

Key Achievements

- Fully Credentialed Teachers – 100% of teachers are properly credentialed and assigned, with zero vacancies or misalignments.
- Strong Professional Learning – The district maintained full implementation of professional learning programs across all subjects, as reported on the California School Dashboard.
- Teacher Induction Success – 100% of educators completed Year 1 and Year 2 of the RISE program, with a 91% retention rate.

Looking Ahead

EUHSD will continue to monitor progress and refine strategies to maintain high standards in teacher support, professional learning, and

instructional quality. With a strong foundation in place, the district is well-positioned for continued success in the coming year.

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

The district defines a material difference between Budgeted Expenditures and Estimated Actual Expenditures, as well as between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as a variance of 10% or greater between what was allocated and what was ultimately spent. Within Goal 2 of the Local Control and Accountability Plan (LCAP), notable material differences were observed in the following actions:

Action 2.5 (2.2.3 Operating Unit: Internal Uses) – Increase Teacher Support in Teaching and Learning:
This action focuses on strengthening classroom instruction by expanding the support provided by content specialists and instructional coaches. The district over budgeted by nearly $260,000 for this initiative. The primary reasons for this variance include a vacancy for a content specialist position, which remained unfilled for a significant period, and a reduction in the number of sections designated for Educational Technology Teachers on Special Assignment (Ed Tech TOSAs). These staffing adjustments and unfilled positions contributed to the lower-than-expected expenditures.

Action 2.6 (2.2.5 Operating Unit: Internal Uses) – Capacity Building Professional Learning:
This action is aimed at engaging teachers, paraprofessionals, specialists, and administrators in professional learning opportunities to strengthen implementation of districtwide initiatives outlined in Goals 1 through 5. In this case, the district under budgeted by more than $25,000. This variance can be attributed to a higher-than-anticipated level of participation in professional learning activities and an underestimation of the increased hourly compensation rates for staff. As more employees engaged in professional development sessions and hourly rates rose, actual costs exceeded the original budget projections.

In both cases, staffing changes, vacancies, and shifts in participation levels significantly influenced the differences between the district’s initial budget estimates and actual expenditures.

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

EUHSD’s efforts in teacher recruitment, retention, and professional learning have been largely effective in strengthening instructional quality and student success. However, challenges remain in ensuring balanced and fair progress for historically underserved student groups, indicating the need for more targeted interventions to support these students effectively.

Effective Actions

Actions 2.1 & 2.2 – Strengthening Workforce and Professional Capacity to Support Student Success

Throughout the 2024–25 school year, EUHSD effectively supported student achievement and progress toward college and career readiness by hiring and retaining high-quality teachers, counselors, support staff, administrators, and classified personnel. These strategic hires ensured the successful implementation of LCAP Goals 1–5, helping to maintain a stable and highly qualified workforce focused on student learning, engagement, and wellbeing.

In tandem, the district prioritized professional growth for all educators through targeted learning opportunities. Teachers, paraprofessionals, specialists, and administrators participated in district-led RISE workshops, specialized conferences, and content-specific training sessions—including professional learning tailored for Special Education teachers. These efforts built instructional capacity, deepened alignment with district initiatives, and supported the consistent, system-wide implementation of high-leverage practices designed to accelerate outcomes for all students, especially those in underperforming student groups.

As a result, professional learning became a driver of equity and continuous improvement, reinforcing a culture of collaboration and shared responsibility for student success.

-Action 2.3 (2.2.1 Operating Unit: Internal Uses) Teacher Recruitment & Retention – The district's commitment to competitive compensation and strong teacher support systems has been effective, resulting in a 96% retention rate in 2023-24 (up from 95% in 2022-23). This stability helps maintain consistent, high-quality instruction across schools.

-Action 2.4 (2.2.2 (Operating Unit: Internal Uses) PLC Time - The district remained committed to supporting meaningful collaboration by providing additional time for Professional Learning Communities (PLCs). This dedicated time allowed educators to analyze student data, align instructional strategies, and implement targeted supports. As a result, schools reported greater consistency in instructional practices and more responsive interventions, contributing to improved student outcomes across multiple indicators.

- Action 2.6 (2.2.5 Operating Unit: Internal Uses) Professional Learning & Collaboration – The expansion of Professional Learning Communities (PLCs), instructional coaching, and dedicated professional learning days has been highly effective in fostering collaboration and improving teaching strategies. 33 professional learning studios (as of the end of Semester 1) and 182 teachers actively participating demonstrate the district's commitment to ongoing teacher development.

- Action 2.5 (2.2.3 Operating Unit: Internal Uses) Instructional Support & Coaching – The district's investment in content specialists and instructional coaches (TOSA/Teacher on Special Assignment) in ELA/ELD, Math, Science, and Educational Technology has been effective in enhancing curriculum delivery and increasing student engagement.

- Action 2.5 (2.2.3 Operating Unit: Internal Uses) Targeted Training & Development – Professional learning initiatives, such as Teacher Studios, Restorative Practices, Standards Based Grading, Project Based Learning, and Social-Emotional Learning (SEL), have contributed to improvements in both student achievement and school climate.

-Action 2.6 (2.2.5 Operating Unit: Internal uses Base Services)
Capacity building Professional Learning

During the 2023–24 school year, the district actively engaged teachers, paraprofessionals, specialists, and administrators in professional learning aligned to districtwide initiatives in Goals 1–5. Through the Arc of Learning—which includes Design Thinking, Deeper Learning, Improvement Science, and Social Emotional Learning (SEL)—and ongoing work around Equitable Grading Practices, staff built shared capacity and deepened their understanding of strategies that support improved student outcomes. This collaborative professional growth fostered consistency and innovation in instructional practices across school sites. These efforts were especially impactful in supporting English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and students with disabilities—student groups identified on the California Dashboard as facing academic and behavioral challenges, including lower graduation rates and higher suspension rates.

Action 2.7 (2.2.6 Operating Unit: Internal – Base Services)
Site Discretionary Funds
During the 2023–24 school year, Site Discretionary Funds were used effectively by school sites to provide targeted supports that addressed the academic needs of unduplicated students. These funds contributed to improved student outcomes, including gains in English Language Arts and Math performance, increased English Learner reclassification rates, and higher A–G course completion. Initially allocated to Goal 1, Action 1.2.5, sites had the flexibility to reallocate funds to other goals as needed, allowing schools to tailor supports to their unique student populations while remaining aligned with districtwide priorities.

Actions 2.8–2.11 – Advancing Educator Capacity and Instructional Quality through Title I Supports

During the 2024–25 school year, EUHSD effectively utilized Title I funds to strengthen educator capacity, ensure high-quality instruction, and support the systematic implementation of districtwide initiatives aligned to LCAP Goals 1–5.

Action 2.8 focused on supporting teachers in earning additional credential authorizations, clearing credentials, and participating in industry certifications and externships. These efforts directly contributed to a more qualified and workforce-ready teaching staff, ensuring students—particularly those in Title I schools—receive instruction from highly qualified professionals.

Action 2.9 prioritized building site leadership and teacher capacity for effective professional collaboration. By providing targeted support and compensation for Professional Learning Community (PLC) Leads, schools deepened collaborative planning structures, improved data-driven instruction, and advanced shared accountability for student achievement.

Action 2.10 leveraged instructional coaching to deliver differentiated, job-embedded support. EL, Literacy, and Intervention Teachers on Special Assignment (TOSAs), including those funded through Comprehensive Support and Improvement (CSI) at Valley High School, played a pivotal role in coaching educators, modeling instructional practices, and providing targeted supports aligned to student data.

Action 2.11 served as the anchor to ensure systemic implementation of these professional learning initiatives. By investing in sustained adult learning and support, the district cultivated instructional coherence and continuous improvement across school sites. These collective actions created more supportive and effective learning environments—particularly benefiting English Learners, Long-Term English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and students with disabilities—ultimately driving gains in student engagement, access, and achievement.

Ineffective or Less Effective Actions

- Persistent Gaps in Student Achievement – While professional learning and instructional support have improved overall teaching quality, English Learners, Foster Youth, Homeless, and Economically Disadvantaged students continue to progress at a slower rate than their peers. This suggests that while professional learning efforts are effective in general, they are less effective in addressing the unique challenges faced by these student groups. More targeted professional learning focused on students from different backgrounds is needed.

- Need for ongoing Targeted Interventions – According to California Dashboard data, additional specialized support and progress monitoring are required to ensure professional learning effectively closes learning gaps in core subjects such as ELA and Math.

Conclusion

- The district's teacher retention, professional learning, and instructional support efforts have been largely effective, leading to strong teacher retention and improved instructional practices. However, to fully close achievement gaps for historically underserved students, EUHSD must refine and expand targeted interventions. Continued evaluation and improvement of these initiatives will be essential to ensuring equal academic success for all students.

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.

After reviewing our progress over the past year, EUHSD will continue with its current goals, strategies, and metrics for the upcoming year. The district's approach to teacher recruitment, retention, and professional development has been highly effective, leading to a 96% teacher retention rate and ongoing improvements in instructional quality. Programs such as Professional Learning Communities (PLCs), instructional coaching, Learning Studios, and targeted training in areas like Deeper Learning, Design Thinking, Restorative Practices, and Social-Emotional Learning (SEL) have played a key role in supporting both educators and students.

As part of our ongoing adjustments, there will be a reduction in some Teacher on Special Assignment (TOSA) sections, but we remain committed to providing strong instructional support and professional learning opportunities for teachers. These efforts are designed to ensure that students continue receiving high-quality instruction that fosters engagement, collaboration, and real-world learning experiences.

At the same time, we recognize that academic disparities persist among historically underserved student groups, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Moving forward, we will continue to monitor the effectiveness of our current initiatives and refine strategies to better support all students.

Feedback from our educational partners has reinforced the importance of maintaining our current actions and services. Students emphasized the need for hands-on, interactive learning, meaningful assessments, and inclusive classrooms where they feel heard and valued. These priorities align with our district's Arc of Learning, which focuses on Deeper Learning, Design Thinking, Improvement Science, Restorative Practices, and Social-Emotional Learning (SEL) .

Additionally, our LCAP survey identified three key priorities for the district:

Recruit and retain high-quality teachers and staff.
Support a culture where teachers and staff collaborate to plan instruction that meets students' needs.
Develop leaders to support teacher and staff development.
By maintaining our current direction while making necessary refinements, we are ensuring that teachers receive the necessary support and teachers resources they need to be effective and innovative educators.

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	2.1.1 (Operating Unit: Internal uses Base Services)	2.1.1 (Operating Unit: Internal uses Base Services) Support students graduating college and career ready by hiring high quality teachers and support staff to implement Goals 1-5 (classified staff, certificated teachers, counselors, administrators, and non represented managers)	$71,394,079.00	No
2.2	2.1.2 (Operating Unit: Internal uses Base Services) Professional Learning	2.1.2 (Operating Unit: Internal uses Base Services) Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5. RISE District-led Workshops Conferences Content specific Professional Learning for Special Education teachers	$0.00	No
2.3	2.2.1 (Operating Unit: Internal uses)	2.2.1 (Operating Unit: Internal uses)	$3,199,657.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Recruit and Retain	Recruit and retain high quality teachers: Implementation of LEA-wide teacher support, including site-level teacher leaders and district-level specialists, is justified by the need for equitable compensation to attract and retain highly qualified educators, resulting in improved academic outcomes for unduplicated students within the EUHSD.		
2.4	2.2.2 (Operating Unit: Internal uses) PLC Time	2.2.2 (Operating Unit: Internal uses) Professional Learning: Provide additional time to increase effective engagement in professional collaboration such as Professional Learning Communities (PLC) and professional learning days. PLC Time (5min) 2 PL Days Certificated 2 PL Days Classified Professional Learning PLCs and PL foster collaborative learning, continuous improvement, data-driven decision making, and personalized professional development, which enhance student achievement, especially for ELL, FY, homeless, and SED students who continue to underperform in graduation rates, English Language Arts, and college and career readiness according to the California Dashboard.	$865,947.00	Yes
2.5	2.2.3 (Operating Unit: Internal uses) Improve Teaching and Learning	2.2.3 (Operating Unit: Internal uses) Increase teacher support in teaching and learning: Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning. Content Specialists • ELA/ELD • Math Teacher on Special Assignment (TOSA)	$1,025,853.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Math • Science/Flex • Dual Language Immersion • Ed Tech TOSA • Curriculum TOSA • Extra Days for content specialists This support is crucial to address the needs of all students, especially English Language Learners, Long Term English Learners, Homeless, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities, as local data and the California Dashboard indicate these groups continue to require academic assistance, reflected in graduation rates, and social-emotional support, evidenced by suspension rates.		
2.6	2.2.5 (Operating Unit: Internal uses) Capacity building Professional Learning	2.2.5 (Operating Unit: Internal uses) Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and districtwide initiatives described in Goals 1-5. Professional Learning -Arc of Learning (Design Thinking, Deeper Learning, Improvement Science, and SEL). -Equitable Grading Practices Prioritizing professional growth among all educational partners allows the district to foster an environment conducive to continuous improvement, aiding the success of all students, particularly those requiring additional support, such as English Language Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged students, and students with disabilities, while also addressing academic and social challenges faced by unduplicated students, as indicated by lower graduation rates and higher suspension rates in the California Dashboard.	$90,158.00	Yes
2.7	2.2.6 (Operating Unit: Internal uses)	2.2.6 (Operating Unit: Internal uses) Site Discretionary Funds	$1.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Site Discretionary Funds	The district uses Site Discretionary Funds to enhance academic achievement for unduplicated students through targeted supports, resulting in improved performance in ELA and Math, increased EL & LTEL redesignation rates, and better A-G requirement completion. All initial site initiative funds are directed towards Goal 1, action 1.2.5. Schools can reallocate these funds to other goals as necessary to meet their specific needs.		
2.8	2.3.1 (Operating Unit: Internal uses) Credential Clearing and authorization	2.3.1 (Operating Unit: Internal uses) Support teachers needing to add credential authorizations, or clear credentials in order to be Highly Qualified. Support teachers to participate in industry certifications, and externships	$0.00	No
2.9	2.3.2 (Operating Unit: Internal uses) Build teacher and site leadership capacity in PLC	2.3.2 (Operating Unit: Internal uses) Build teacher and site leadership capacity for effective engagement in professional collaborations PLC Leads	$268,310.00	No
2.10	2.3.3 (Operating Unit: Internal uses) Content Specialist and instructional coaches to improve teaching and learning	2.3.3 (Operating Unit: Internal uses) Instructional Coaches- • EL TOSAs • Literacy TOSAs • Intervention TOSAs • CSI funds used by VHS – Personnel, see CSI report	$624,551.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	2.3.4 (Operating Unit: Internal use) Professional Learning	2.3.4 (Operating Unit: Internal uses) Build capacity and ensure systemic implementation of actions and services By prioritizing professional growth for EUHSD educators, the district aims to ensure the effective implementation of districtwide initiatives, fostering continuous improvement and creating supportive learning environments for all students, particularly those requiring additional support and interventions, including English Language Learners, Long Term English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged students, and students with disabilities.	$25,769.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Support to Students Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all student's graduate college and career ready	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

EUHSD has developed Goal 3 in response to our commitment to equity and access for all students. This goal directly addresses the need to minimize educational disparities and ensure equal opportunities and access for every student. While we have seen overall improvement in state and local indicators based on data from previous LCAP cycles and the latest CaDashboard results, there is still significant work to be done, particularly for unduplicated students who consistently perform below their non-unduplicated peers.
-Equity: The district goal focuses on addressing disparities in access to support services among students based on factors such as socioeconomic status, race, language acquisition, and disability. By prioritizing equitable support, we aim to ensure that all students have access to the resources they need to succeed academically and personally.

- College and Career Readiness: EUHSD recognizes that the ultimate aim of education is to prepare students for success beyond high school, whether in college, career, or both. By providing support services focused on academic, career, and personal development, we aim to adequately prepare students for their future endeavors.
- Social Emotional Support: At EUHSD it is understood that students' needs extend beyond academic achievement. They also require support for their personal and social development to navigate challenges effectively and make informed decisions about their futures. Our goal includes providing social-emotional support to address these needs.
- Systemic Approach: Developing a systemic approach to providing support services ensures that resources are allocated effectively, services are accessible to all students, and interventions are implemented consistently across the district. This approach maximizes the impact of support services and ensures that no student falls through the cracks.
- Graduation Rates: By providing comprehensive support services, we aim to improve graduation rates by addressing barriers to success and providing students with the necessary resources and support to stay on track toward graduation.

Overall, Goal 3 reflects the district's commitment to providing systemic, equitable, and accessible support services to meet the diverse needs of all students and ensure their success both during and beyond their time in school. The data reviewed to assist in determining the need for this goal included local metrics as well as California Dashboard indicators.

The California Dashboard data indicate that in English Language Arts (ELA), the district achieved a commendable Green performance color. However, there is a recognized need for additional support for English Learners, Homeless, and Students with Disabilities. Math performance, indicated by an Orange color, calls for extra support in specific demographic groups, including English Learners, Homeless, SES, SWD, and Hispanic/Latino Students. College/Career readiness received a medium rating, with some groups, including African American/Black, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic/Latino students, scoring low. Although there is improvement in English Learner Progress and graduation rates, both earning a Yellow performance color, persistent disparities among certain student groups are evident, emphasizing the necessity for ongoing attention, support, and interventions. Areas requiring continued focus include Suspensions and Math, with targeted interventions needed for specific student demographics.

Goal 3: Support to Students addresses the following State Priorities:
Priority 4: Pupil Achievement
Priority 5: Pupil Engagement

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the cohort graduation rate by 1% annually as reported on the California School Dashboard Priority 4: Pupil Achievement Priority 5: Pupil Engagement	2022-23 Baseline Data All: 86.0% Asian- 100.0% Black/African American- 87.9% Filipino- 96.8% Latino/Hispanic- 84.4% White- 90.0% ELL- 71.1% RFEP- N/A Spec Ed- 72.9% SED- 85.1% Foster Youth- N/A Homeless- 71.3%	2023-2024 All- 85.9% Asian- 94.3% Black/African American- 93.3% Filipino- 89.2% Latino/Hispanic84.6% White- 90.1% ELL- 73.0% RFEP- N/A Spec Ed- 72.9% SED- 85.1% Foster Youth- N/A Homeless- 75.2%		1% annually as reported on the California School Dashboard by 2025-26 All: 89.0%	Difference from Baseline -0.1
3.2	Decrease cohort dropout rate from previous year by 0.5% annually	2022-23 Baseline Data All- 8.4%	2023-2024 All- 10.1%		Decrease 0.5% annually	Difference from Baseline +1.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CALPADS Priority 5: Pupil Engagement	Asian: 0.0% Black/African American: 6.1% Filipino: 0.0% Latino/Hispanic: 9.3% White: 5.7% ELL: 17.5% SpEd: 10.9% SED: 8.8% FY: N/A Homeless: 18.0%	Asian- 1.9% Black/African American- 3.3% Filipino- 2.7% Latino/Hispanic11.2% White- 7.8% ELL- 20.5% RFEP- N/A Spec Ed- 11.0% SED- 10.6% Foster Youth- N/A Homeless- 15.8%		by 2025-26 6.9%	
3.3	Increase or maintain the ADA rate Synergy SIS attendance data Priority 5: Pupil Engagement	2022-23 Data All: 90.0%	2023-24 Data All: 90.72%		increase or maintain 2025-26 All 90.0% or higher	Difference from Baseline +0.72
3.4	Decrease the chronic absenteeism by 0.25% CALPADS Priority 5: Pupil Engagement	2022-23 Data All- 32.1% Asian- 9.8% Black/African American- 32.8% Filipino- 17.5% Latino/Hispanic- 34.6% White- 23.8% ELL- 41.1% RFEP- 28.7% Spec Ed- 42.9% SED- 34.7%	2023-2024 All- 27.0% Asian- 11.5% Black/African American- 33.9% Filipino- 16.7% Latino/Hispanic28.7% White- 21.0% ELL- 34.7% RFEP- 22.9% Spec Ed- 36.7%		Decrease by 0.25% annually by 2025-26 All: 31.35%	Difference from Baseline -5.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth- 67.6% Homeless- 48.0%	SED- 29.3% Foster Youth- 47.1% Homeless- 43.1%			

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.

The district has fully implemented this goal with minimal differences between planned actions and actual execution. While there were notable successes, including an increase in Average Daily Attendance (ADA) and a significant decrease in chronic absenteeism, there were also challenges, particularly a slight decline in the cohort graduation rate and an increase in the cohort dropout rate.

Successes & Positive Outcomes

- Increase in ADA (Average Daily Attendance)

The district successfully improved overall student attendance, with ADA increasing from 90.0% in 2022-23 to 90.72% in 2023-24.

- Significant Decrease in Chronic Absenteeism

Chronic absenteeism dropped from 32.1% in 2022-23 to 27.0% in 2023-24, exceeding the district's goal of reducing it by 0.25% annually.
Groups with the lowest absenteeism rates:
Asian students: 11.5%
Filipino students: 16.7%
White students: 21.0%
Groups still requiring additional support:
Foster Youth: 47.1%
Homeless students: 43.1%
Students with Disabilities (Spec Ed): 36.7%
English Learners (ELL): 34.7%

Challenges & Areas for Improvement
Slight Decrease in Graduation Rate
The overall cohort graduation rate declined from 86.0% in 2022-23 to 85.9% in 2023-24, highlighting a need for additional support and interventions.

Graduation rate by subgroup:
Highest:
Asian: 94.3%
Black/African American: 93.3%
White: 90.1%
Areas for focus:
English Learners (ELL): 73.0%
Students with Disabilities (Spec Ed): 72.9%
Homeless students: 75.2%

Increase in Dropout Rate
The cohort dropout rate increased from 8.4% in 2022-23 to 10.1% in 2023-24, indicating an ongoing need for further interventions.
Highest dropout rates:
English Learners (ELL): 20.5%
Homeless students: 15.8%
Students with Disabilities (Spec Ed): 11.0%

- Next Steps & Continued Focus

To address these challenges, the district is committed to:
Expanding credit recovery programs and academic support services for students at risk of dropping out.
Strengthening attendance intervention strategies, particularly for English Learners, homeless students, foster youth, and students with disabilities.
Enhancing personalized learning plans, tutoring opportunities, and college/career readiness initiatives.

The district has made strong progress in improving attendance and reducing chronic absenteeism, demonstrating the effectiveness of targeted interventions. However, the increase in dropout rates and slight decline in graduation rates highlight the need for continued focus on student support programs. Moving forward, the district remains dedicated to ensuring all students have the resources and opportunities needed to succeed.

Addition of LREBG Funds: How and Why We Are Using LREBG Funds (2024–2028)

The Escondido Union High School District (EUHSD) is strategically allocating Learning Recovery Emergency Block Grant (LREBG) funds from 2024 to 2028 to address the academic, behavioral, social-emotional, and engagement needs of unduplicated students—specifically English learners, low-income students, and foster youth. These targeted investments are intended to close learning gaps, boost graduation rates, and ensure equitable access to resources across all school sites. Each LREBG Action is listed below using a two-part code system: the first number (e.g., 1.16) refers to the ACTION identified in the LCAP, and the second (e.g., 1.4.1) is part of the district's internal accounting system to align expenditures appropriately.

LREBG:
1. Additional Social Workers at Each Site: (LREBG Funds)

*ACTION 3.16 (3.4.1 Operating Unit: Internal uses) Social Workers;
To address rising social-emotional needs, especially among unduplicated students, LREBG funds will maintain additional social workers at every school site. These professionals are essential in improving attendance, fostering engagement, supporting mental health, and connecting families to vital community services.

**Research-Based Rationale
--Academic Support and Learning
School social workers play a vital role in reducing barriers to learning that impact academic achievement, particularly for students affected by trauma, poverty, housing instability, or chronic absenteeism. According to the Learning Policy Institute (2021), integrated student support systems—including the addition of mental health professionals—are essential components of effective learning recovery strategies. By addressing underlying social or emotional issues, social workers create the conditions necessary for students to engage more fully in academics. Research also shows that when students' basic needs are met through coordinated services, schools see improvements in academic performance, classroom behavior, and attendance.

--Social-Emotional Learning (SEL)
Social workers are key facilitators of schoolwide SEL practices. The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies school social workers as critical staff in delivering evidence-based SEL interventions that help students build emotional regulation, relationship-building skills, and responsible decision-making. Studies have shown that effective SEL implementation is associated with increased academic performance, reduced behavioral issues, and improved well-being. Social workers also play a central role in supporting students through trauma-informed practices and crisis intervention—services that have become increasingly important in the aftermath of the COVID-19 pandemic.

--Multi-Tiered Systems of Support (MTSS) and Family Engagement
Social workers support the implementation of MTSS by identifying students in need of Tier 2 or Tier 3 interventions and coordinating targeted supports across school teams. They also improve communication between schools and families, particularly those who may face language or socioeconomic barriers, thereby increasing overall engagement. According to the National Association of Social Workers (NASW), this wraparound approach ensures that all students, especially those from underserved groups, have equitable access to the resources they need to succeed.

**Metric(s) for Monitoring
The above mentioned action will be monitored using the following existing metrics:
3.1 Graduation Rates
3.2 Decrease dropout rate
3.4 Decrease the chronic absenteeism rate.

2. Licensed Mental Health Clinician: (LREBG Funds)
*ACTION 3.17 (3.4.2 Operating Unit: Internal uses)
A full-time, school-based Mental Health Clinician will be funded to support the academic and emotional well-being of English learners, foster youth, and low-income students. This clinician will provide direct therapy, crisis response, and preventative care while also partnering with staff to identify needs, reduce stigma, and link families to support services. This initiative aims to enhance student attendance, engagement,

and academic success by fostering a safe and supportive school environment.

**Research-Based Rationale
--Academic Support and Learning
Licensed Mental Health Clinicians (LMHCs) support learning recovery by addressing the mental health challenges that directly affect a student's ability to attend, focus, and succeed in school. The Learning Policy Institute (2021) identifies mental health support as a key element of post-pandemic academic recovery, especially for students disproportionately impacted by school closures and family stressors. LMHCs provide evidence-based interventions such as Cognitive Behavioral Therapy (CBT), which has been shown to reduce anxiety and depression—two of the most common barriers to academic engagement and performance in adolescents. By stabilizing students' emotional well-being, LMHCs enable greater participation in academic instruction and reduce time lost to behavior incidents or mental health-related absences.

--Social-Emotional Learning (SEL)
LMHCs enhance social-emotional wellness through the delivery of individualized and group counseling services that help students develop self-awareness, manage stress, and build resilience. According to the American School Counselor Association (ASCA) and CASEL, mental health professionals are vital to SEL implementation and contribute to safer, more inclusive school environments. LMHCs are uniquely qualified to assess mental health needs, develop behavior intervention plans, and support students navigating trauma, grief, or emotional dysregulation—needs that have significantly increased since the pandemic. These services align with research-based strategies that promote long-term emotional development and student success.

--Crisis Intervention and Tiered Supports (MTSS/PBIS)
Licensed clinicians are essential in providing Tier 2 and Tier 3 mental health supports within a Multi-Tiered System of Support (MTSS) or Positive Behavioral Interventions and Supports (PBIS) framework. They conduct risk assessments, respond to mental health crises, and coordinate with external agencies when higher levels of care are needed. Their expertise ensures that the most vulnerable students receive timely and appropriate care. As highlighted by the Substance Abuse and Mental Health Services Administration (SAMHSA), embedding licensed clinicians in schools is one of the most effective strategies for early identification and intervention of behavioral health concerns.

--Family and Community Engagement
LMHCs also play a key role in supporting families through referrals to outside services, mental health education, and participation in Student Study Teams or IEP meetings. Their ability to collaborate with families increases trust and engagement, particularly for students in crisis or those with complex needs. This holistic approach aligns with best practices in trauma-informed care and contributes to a more connected, supportive school environment.

**Metric(s) for Monitoring
The above mentioned action will be monitored using the following existing metrics:
3.1 Graduation Rates
3.2 Cohort dropout rate
3.4 Decrease Chronic absenteeism

3. Additional Campus Online Credit Recovery Sections at Comprehensive Sites: (LREBG Funds)

*ACTION 3.18 (3.4.3 Operating Unit: Internal uses)
Three new online credit recovery sections will be established at the district's comprehensive high schools to expand support for students needing to make up credits. These flexible, campus-based options are designed to help unduplicated students meet graduation requirements in a structured and supportive environment.

**Research-Based Rationale
--Academic Support and Learning
Expanding credit recovery options is a research-based strategy to address learning loss and support on-time graduation, particularly for students who fell behind during pandemic-related disruptions. According to the U.S. Department of Education (2021), flexible, campus-based credit recovery programs—especially those using online platforms—are effective in helping students re-engage with learning and complete required coursework at their own pace. By offering these courses during the school day and supported by credentialed staff, students can earn credits in a structured, supportive environment, improving overall academic outcomes and reducing dropout risk.

California School Dashboard data and local LCAP metrics reveal that students in several subgroups—including English learners, foster youth, and socioeconomically disadvantaged students—continue to show lower graduation rates and increased course failure rates. Additional credit recovery sections directly target these gaps, allowing students to stay on track to graduate while receiving the academic intervention and monitoring needed to succeed.

--Social-Emotional Learning and Student Engagement
On-campus credit recovery supports student wellness and confidence by providing a pathway to success for those who may feel discouraged or disengaged due to course failures. Research from the American Institutes for Research (AIR) shows that credit recovery programs are most effective when paired with a supportive learning environment, ongoing feedback, and social-emotional support—all of which are enhanced when delivered in-person by familiar staff. These programs increase motivation, foster a sense of accomplishment, and reduce chronic absenteeism, which is often linked to academic failure.

--Equity and Access through Tiered Supports
Providing additional online credit recovery sections ensures equitable access to academic recovery opportunities across all comprehensive sites. It also supports Tier 2 and Tier 3 interventions under a Multi-Tiered System of Support (MTSS) framework by offering a flexible, individualized option for students in need of academic remediation. This approach is aligned with best practices identified by the National Dropout Prevention Center, which emphasizes that successful credit recovery requires access to immediate, responsive academic options and staff who build relationships and monitor student progress closely.

--Family and Community Engagement
By offering credit recovery during the school day on campus, schools minimize the burden on families to find or arrange outside academic support, reducing barriers such as transportation, scheduling conflicts, or access to technology. These programs also allow for closer communication between staff and families about students' progress, creating a shared commitment to academic success and graduation.

**Metric(s) for Monitoring
3.1 Graduation Rates

Conclusion
EUHSD's continued investment in social-emotional services through social workers and a licensed clinician, along with expanded Campus Online credit recovery, is well supported by research and best practices. These strategies directly address the academic and emotional challenges many students face, helping ensure that all students have equitable access to 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.

The district defines a material difference between Budgeted Expenditures and Estimated Actual Expenditures, as well as between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as a variance of 10% or greater between what was allocated and what was actually spent. Within Goal 3 of the Local Control and Accountability Plan (LCAP), a notable material difference was identified in the following action:

Action 3.3 (3.2.2 Operating Unit: Internal Uses) – Opportunities to Recover and Accelerate (Credit Recovery/Acceleration):
This action focuses on providing students with expanded opportunities for credit recovery and academic acceleration through programs such as Campus Online, Summer School, and Middle College. The district under budgeted for this action by over $800,000. This significant difference was primarily due to a much higher-than-anticipated student turnout for Summer School. Enrollment in the program exceeded projections, resulting in greater staffing needs and associated costs. Additionally, there was an increase in wages for teachers and staff that had not been factored into the original budget. Together, the unexpected rise in student participation and higher compensation rates led to expenditures that exceeded the initial budget allocation.

The district continues to monitor these programs closely to better align future budget estimates with actual program demand and staffing costs.

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

The specific actions implemented by the district have been effective in supporting student success, resulting in notable improvements in attendance, academic support, and social-emotional well-being. However, some areas still require additional attention to fully address ongoing challenges.

Action 3.1 – Sustaining Core Services to Support Student Access and Engagement

During the 2024–25 school year, EUHSD continued to provide essential base services as outlined in Action 1.1.5 to ensure that all students had equitable access to high-quality curricular and co-curricular programs. Through the consistent allocation of materials, supplies, and operational support, schools were able to maintain well-functioning learning environments that supported both academic achievement and student engagement.

These foundational services contributed to positive school climate, increased student participation, and greater access to opportunities

across all campuses—particularly for unduplicated students and those requiring additional support. By sustaining these core operational services, the district reinforced its commitment to removing barriers to learning and promoting success for every student.

The following data comes from the district's LCAP mid-year report and serves as a tool for monitoring and evaluating progress using Mid Year Reporting (Semester 1) data. While this provides insight into the impact of these efforts, we anticipate continued growth and improvement as these initiatives evolve and expand.

Academic Programs and 9th Grade Support Action 3.2 (3.2.1 Operating Unit: Internal Uses)
The district has effectively implemented tutoring support and 9th-grade academies to assist students with the lowest passing rates, particularly prioritizing Homeless, Special Education (SpEd), and English Learner (ELL) students.

Tutoring Support:
EHS: 70 peer tutors, 9 adult tutors, 117 students served, 267 contacts.
OGHS: 20 tutors, 300 students served, 600 contacts.
SPHS: 25 peer tutors, 350 students served, 450 contacts.
DLA: 43 peer tutors.
VHS: 9th Grade Academy.
While the number of students served and contacts made demonstrate strong engagement, further evaluation is needed to measure direct academic performance improvements.

Credit Recovery and Acceleration Action 3.3 (3.2.2 Operating Unit: Internal Uses)
Credit recovery and acceleration efforts have been highly effective, expanding opportunities for students to regain credits and accelerate their learning.
Campus Online Program:

- 1,543 courses completed.
- 443 courses in progress.
- 1,089 students served.

Dual Enrollment:
EHS: 4 courses, 98 students enrolled.
OGHS: 3 courses, 97 students enrolled.

Middle College Success:
357 students enrolled (9th-12th grade).
91% of seniors expected to graduate with 12+ college credits.
100% of seniors meeting IGETC requirements.
6 students expected to earn an AA degree.
75 seniors on track to graduate high school on time.

Project-Based Learning (PBL) Credit Recovery:

66 students enrolled.
3 pilot teacher release days and 5 PD sessions completed.
While completion rates indicate success, ongoing support is necessary for students struggling in ELA and Math, particularly among SpEd, ELL, and socioeconomically disadvantaged students.

Social-Emotional Support and Cal-SAFE Action 3.4 (3.2.3 Operating Unit: Internal Uses)
The district's investment in mental health and social-emotional support has been essential, with high engagement at wellness centers and strong crisis response efforts.
SPHS Wellness Center:
794 student visits, 249 students met with SSWs, 60 linked with providers.
OGHS Wellness Center:
1,275 student visits, 371 students met with SSWs, 1,424 student contacts.
210 crisis interventions, 25 risk assessments, 2 threat assessments.
51 referrals to partner agencies, 8 wellness events, 2 parent workshops.

Cal-SAFE Program:
25 students served, 15 babies enrolled, 1 course/workshop provided.
Given the high demand for social-emotional services, additional staffing and resources may be required to ensure continued support.

College and Career Readiness Action 3.5 (3.2.4 Operating Unit: Internal Uses)
The district has expanded college and career readiness services, ensuring access to guidance for unduplicated student populations.
Additional Counselors:
EHS, SPHS, OGHS, DLA, VHS each received 1 additional counselor.

College and Career Technicians Action 3.5 (3.2.4 Operating Unit: Internal Uses):
1 per site (EHS, SPHS, OGHS, DLA, VHS).
AP & PSAT Participation:
3,035 students took the PSAT.
2,364 students registered for AP exams (4,766 enrollments).
4,223 AP exams scheduled.
These efforts are effectively expanding college readiness, though targeted mentoring for at-risk groups remains a key focus.

AVID Support Action 3.6 (3.2.5 Operating Unit: Internal Uses)
The AVID program continues to support college preparation for at-promise students, with dedicated coordinators and resources in place.
Enrollment:
EHS: 273 students.
SPHS: 283 students.
OGHS: 498 students.
VHS: 41 students.

Attendance and Truancy Interventions Action 3.7 (3.2.7 Operating Unit: Internal Uses)
The district's multi-tiered attendance intervention efforts have reduced chronic absenteeism, but challenges remain.
MTSS Student Contacts & Family Engagement:
EHS: 60 families served, 800 student contacts.
OGHS: 207 families served, 1,213 student contacts.
SPHS: 106 families served, 2,066 student contacts.
DSC: 19 families served.

Attendance Breakdown:
Excellent Attendance: 1,229 students.
Satisfactory: 2,495 students.
Manageable: 1,387 students.
Chronic Absenteeism: 720 students.
Severe Chronic Absenteeism: 387 students.

Attention 2 Attendance (A2A) Data:
371 conferences logged.
114 cases closed.
While efforts have improved attendance rates, continued outreach is needed for students in the chronic and severe chronic categories.

English Learner (EL) Monitoring & Support Action 3.8 (3.2.8 Operating Unit: Internal Uses)
Targeted EL and LTEL monitoring and support has been effective, particularly in tracking progress and reclassification rates.
Bilingual Assessment Technicians at each site.
Redesignation Rates:
EHS: 34 students.
OGHS: 43 students.
SPHS: 40 students.
DLA: 8 students.
VHS: 3 students.

Newcomer Assessments:
EHS: 26.
OGHS: 51.
SPHS: 21.
While EL students are progressing, continued instructional support and monitoring are necessary to improve long-term outcomes.

Action 3.9 (3.2.9 Operating Unit: Internal Uses)
Site-based allocations align with the priorities outlined in Goal 3. While initial funding is directed to Goal 1, Action 1.2.5, schools are given the flexibility to reallocate funds to other goals based on their identified needs—particularly to support unduplicated students.

Each school site conducts a comprehensive needs assessment, supported by the Educational Services department, using achievement, attendance, and social-emotional data to tailor academic and behavioral supports. These LEA-wide site-based funds have been used effectively to address unique school-level priorities, resulting in notable gains. Schools report significant increases in English Learner redesignation rates, improved passing rates in ELA and Math, higher A–G completion and graduation rates, stronger attendance, and overall improved student outcomes on CAASPP assessments—demonstrating the positive impact of targeted, site-driven interventions.

Effective Implementation of Actions Supporting College, Career, and Graduation Readiness for All Students through Title I funds.
Action 3.10 – College & Career Exploration Opportunities
Throughout the 2024–25 school year, EUHSD expanded college and career exploration opportunities with a strong emphasis on serving unduplicated pupils. Students engaged in interactive experiences with professionals across diverse industries, helping them develop a clearer understanding of postsecondary pathways and skill requirements. These efforts broadened student exposure to career options and strengthened their sense of purpose and direction.

Action 3.11 – Support for English Learner Programs
To address the needs of a significant English Learner population, the district collaborated with school sites to provide targeted support through supplemental instructional materials and professional learning. These services were designed to strengthen instructional practices and language development. Progress was monitored through Dashboard indicators, and EL students received more tailored instruction to ensure readiness for college and careers.

Actions 3.12 & 3.13 – Credit Acceleration and Recovery
At campuses with low graduation rates for English Learners—EHS, OGHS, and VHS—the district implemented expanded credit recovery and acceleration options. Through summer school, before/after-school sessions, and counselor-led academic planning, EL students accessed additional opportunities to stay on track for graduation. These interventions were personalized based on transcript reviews and student needs, directly addressing performance gaps.

Action 3.14 – 9th Grade Academy Support
Recognizing the pivotal role of 9th grade success, EUHSD increased academic and social-emotional supports at EHS, OGHS, and SPHS 9th Grade Academies. Focused attention was given to unduplicated students and those identified as at risk. Monitoring of ELA and math performance guided early interventions, helping more freshmen stay on pace for graduation and improving school connectedness and attendance.

Action 3.15 – Services for Homeless and Foster Youth
Despite academic progress among homeless students, suspension and chronic absenteeism rates remained high for both homeless and foster youth. The district responded with enhanced support services tailored to these students' unique needs. Services included increased coordination, case management, and access to basic resources, which contributed to improved engagement and stability.

Conclusion & Next Steps
The district’s strategic actions have been largely effective, with notable success in: Expanding academic and credit recovery support. Strengthening social-emotional services. Increasing college and career readiness. Improving attendance intervention efforts. Enhancing EL &

LTEL student monitoring.

However, challenges persist in: Reducing chronic absenteeism. Improving ELA and Math success rates for at-promise student groups. Expanding mental health resources to meet student demand. Strengthening credit recovery and acceleration pathways.

Moving forward, sustained intervention, staffing, and enhanced program evaluation will be critical to ensure continued progress toward district goals.

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.

After evaluating our progress during the first semester and reviewing feedback from our Education Partners, the district has decided to continue with the planned actions and services for the coming year. The current programs and support systems are proving effective, and we remain committed to maintaining these efforts.

While no major changes will be made, some adjustments may include reducing the number of sections offered for certain interventions. However, all services will remain available to ensure students continue to receive the support they need to succeed.

Feedback from our student forums and LCAP survey has reinforced key priorities for students:

The need for ongoing academic support, including time for reteaching, remediation, and opportunities to make up work during class, before, or after school.
A desire for meaningful learning experiences that emphasize collaboration, hands-on learning, engaging lessons, and real-world applications.
Continued access to counseling services for college applications, scholarships, and career pathways, as well as hands-on experiences like internships, guest speakers, and college or trade school visits.
Additionally, our LCAP survey results identified the top three student priorities as:

Access to counselors for academic, career, and post-secondary guidance.
The ability to speak with a trained adult about social or emotional concerns.
Additional academic support when struggling in school, such as tutoring and intervention services.
This valuable input will continue to shape how we refine and enhance our programs, ensuring that students receive the best possible support for their academic and personal success.

Actions 3.16–3.18 introduce new services funded through the Learning Recovery Emergency Block Grant (LREBG), including additional social workers, a licensed mental health clinician, and site-based online credit recovery courses—all aimed at improving academic and social-emotional outcomes for unduplicated students; these new actions will be closely monitored during the 2025–26 school year to assess effectiveness.

An addition to Action 3.2.2 (Operating Unit: Internal uses) – Targeted Credit Recovery and Academic Support for Long-Term English Learners (LTELs)
To support Long-Term English Learners (LTELs) in overcoming academic challenges, the district will intentionally place LTEL students in credit recovery and acceleration programs such as campus online courses, summer school, and Middle College. These programs will include tailored instructional supports that integrate academic language development with content recovery. Progress will be closely monitored throughout the 2025-26 school year using transcript reviews, course completion rates in ELA and Math, and reclassification data to evaluate the effectiveness of these supports and make any necessary adjustments to better meet LTEL students' academic and language needs.

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	3.1 (Operating Unit: Internal uses)	3.1 (Operating Unit: Internal uses) Continue to provide base services as described in Action 1.1.5	$0.00	No
3.2	3.2.1 (Operating Unit: Internal uses)	3.2.1 (Operating Unit: Internal uses) academic programs which provide additional support Tutors 9th grade Academies Teachers from the academies at EHS, OGHS, and SPHS will regularly meet with and oversee students who showed the lowest passing rates on the district metric 1.4, prioritizing Homeless, SpEd, LTEL and ELL students, using continuous improvement techniques to support and monitor progress.	$362,795.00	Yes
3.3	3.2.2 (Operating Unit: Internal uses) Opportunities to Recover & Accelerate	3.2.2 (Operating Unit: Internal uses) Credit Recovery/Acceleration -Campus online -Summer school -Middle College	$5,010,651.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Action 3.2.2 (Operating Unit: Internal uses) – Credit Recovery and Acceleration for Unduplicated Students To support the academic progress of unduplicated students—including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged (SED) students—the district will expand access to credit recovery and acceleration opportunities. These services include campus-based online courses, summer school programs, and Middle College enrollment. These options are designed to provide flexible, accessible pathways for students who need to recover credits, accelerate learning, or overcome academic disruptions. Student progress will be monitored through transcript reviews and counselor input to ensure targeted support and improved graduation outcomes. 3.2.2.5 To support Long-Term English Learners (LTELs) in overcoming academic challenges, the district will intentionally place LTEL students in credit recovery and acceleration programs such as campus online courses, summer school, and Middle College. These programs will include tailored instructional supports that integrate academic language development with content recovery. Progress will be closely monitored throughout the 2025-26 school year using transcript reviews, course completion rates in ELA and Math, graduation progress, A-G requirement completion, and reclassification data to evaluate the effectiveness of these supports and make any necessary adjustments to better meet LTEL students' academic and language needs.		
3.4	3.2.3 (Operating Unit: Internal uses) Social Emotional Needs & CalSafe	3.2.3 (Operating Unit: Internal uses) Social Emotional support to students. -Social Workers -Social Work Interns -Wellness Centers -Cal Safe Action 3.2.3 addresses diverse student needs, particularly focusing on supporting homeless, foster youth, English Learners, and lower socioeconomic students through social-emotional assistance, resource	$1,847,859.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access, and a stable learning environment, facilitated by social workers, wellness centers, and programs like Cal-SAFE, implemented LEA-wide in response to ongoing student demand and recognized value, with top priorities including counselor accessibility, academic aid, and availability of trained adults for social-emotional issues.		
3.5	3.2.4 (Operating Unit: Internal uses) Counseling & Guidance Services	3.2.4 (Operating Unit: Internal uses) College and career counseling, guidance, access, and resources. Additional counselors College Career Technician Goods/Services AP Testing PSAT Project Next Each site receives an additional counselor to provide comprehensive college and career guidance, focusing on unduplicated student populations to ensure access and resources for post-high school success. This district-wide initiative addresses the needs of EUHSD's 83% unduplicated student population, with a focus on supporting college applications, scholarships, internships, and career prospects through student forums and district initiatives.	$1,799,142.00	Yes
3.6	3.2.5 (Operating Unit: Internal uses) AVID Support	3.2.5 (Operating Unit: Internal uses) AVID -Coordinator -Tutor -Goods/Services This support includes providing release time for AVID coordinators, assistance from the District director, AVID class tutors, essential classroom resources, enriching field trips, and professional development opportunities. Additionally, extra support and monitoring will be focused on English Learners, LTEL, Students with Disabilities, Homeless, and	$352,794.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Socioeconomically Disadvantaged students at EHS, OG, SPHS, and VHS, due to lower graduation rates and College and Career indicators.		
3.7	3.2.7 (Operating Unit: Internal uses) Chronically Absent & Truant	3.2.7 (Operating Unit: Internal uses) Additional time and resources to counsel/support chronically absent and truant students MTSS Attention 2 Attendance Transportation Attendance tracking and family communication will be overseen through Attention 2 Attendance, while Tier 2 and 3 attendance services, such as home visits and tailored support, will be coordinated by site and district MTSS teams, alongside additional transportation provisions for targeted students; this district-wide initiative aims to address ongoing attendance and MTSS concerns, targeting homeless students, ELLs, socioeconomically disadvantaged students, and those in special education, with the goal of improving overall attendance, engagement, and academic performance.	$42,847.00	Yes
3.8	3.2.8 (Operating Unit: Internal uses) EL Monitoring and Support	3.2.8 (Operating Unit: Internal uses) College and Career monitoring and support for EL, LTEL and RFEP students Bilingual Assessment Technicians This action, implemented district-wide, offers services and support for English Learners (EL), Long Term English Learners (LTEL), and Reclassified Fluent English Proficient (RFEP) students, including quarterly progress monitoring by Bilingual Assessment Technicians to track academic growth and language proficiency, facilitating timely interventions and targeted support.	$191,384.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	3.2.9 (Operating Unit: Internal uses) Site Initiatives	3.2.9 (Operating Unit: Internal uses) Site-based allocations are in line with the priorities of Goal 3's actions and services, with initial funds directed to Goal 1, action 1.2.5, but schools have the flexibility to reallocate these funds to other goals as needed, particularly for their unduplicated pupils. The district manages Site Discretionary Funds to enhance academic achievement for unduplicated students, with each school conducting a needs assessment supported by Educational Services and tailoring academic supports based on achievement, attendance, and social-emotional data. This LEA-wide action addresses unique school needs and focuses, with funds used effectively to support Language Learners, resulting in significant increases in redesignation rates, passing rates for ELA and Math, meeting A-G requirements, graduation rates, positive attendance, and overall student performance on CAASPP assessments.	$1.00	Yes
3.10	3.3.1 (Operating Unit: Internal uses) College & Career Exploration	3.3.1 (Operating Unit: Internal uses) Increased access to opportunities for in-depth college and career exploration Students will gain increased access to college and career exploration and skill development opportunities, with a focus on prioritizing unduplicated pupils, providing them with more opportunities to interact with professionals from various fields and broaden their understanding of diverse career paths.	$293,367.00	No
3.11	3.3.2 (Operating Unit: Internal uses) Support for EL programs	3.3.2 (Operating Unit: Internal uses) Provide support for EL & LTEL programs so that students graduate college and career ready. Supplementary Instructional Materials Professional Learning	$239,879.00	No

Action #	Title	Description	Total Funds	Contributing
		With a significant English Learner population, including LTEL's, the district recognizes the need for tailored assistance and continuous support to facilitate language acquisition, aiming to address lower performance levels across various areas indicated by the California Dashboard. Collaborating with individual school sites, the district will provide ongoing opportunities and support mechanisms, such as supplementary instructional materials and professional learning, to ensure English Learners graduate college and career ready.		
3.12	3.3.3 (Operating Unit: Internal uses) Opportunities to accelerate or recover credits	3.3.3 (Operating Unit: Internal uses) Provide additional opportunities to accelerate or recover credits Identified schools with low graduation rates among English Learners, notably EHS, OGHS, and VHS, will receive extra focus to ensure these students have essential opportunities for progress acceleration or credit recovery. English Learners will have added chances, including summer school and before/after-school programs, tailored based on transcript review and counselor input, to support their path towards graduation.	$53,000.00	No
3.13	3.3.4 (Operating Unit: Internal uses) Peer tutoring and Saturday Scholar	3.3.4 (Operating Unit: Internal uses) Provide peer tutor and Saturday Scholar support for EL, LTEL and SED students English Learners continue to face challenges meeting graduation requirements, particularly at EHS, OGHS, and VHS, while Socioeconomically Disadvantaged students have shown academic improvements overall but still struggle to meet graduation requirements, notably at VHS. Tutors will be readily available to offer additional academic support to all students, with a specific emphasis on English Learners and Socioeconomically Disadvantaged students across all school sites, focusing on core subject areas.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.14	3.3.5 (Operating Unit: Internal uses) Additional Support	3.3.5 (Operating Unit: Internal uses) Provide additional support to 9th grade academies Additional support is being directed towards primarily unduplicated students in the 9th grade academies at EHS, OGHS, and SPHS, focusing on those identified as academically or socio-emotionally at risk, which may affect their academic performance and attendance. This initiative is given priority because data indicates that students who pass 9th grade, particularly in ELA and Math, are more likely to graduate with their class, prompting the district to closely monitor freshman progress for early intervention and support.	$140,115.00	No
3.15	3.3.6 (Operating Unit: Internal uses) Services for homeless and foster youth	3.3.6 (Operating Unit: Internal uses) Provide additional services for homeless and foster youth Ensure that homeless and foster youth across the district receive the necessary additional support, as despite improved academic performance among homeless students, they still face overrepresentation in school suspension rates, and both homeless and foster youth exhibit the highest rates of chronic absenteeism district-wide.	$30,000.00	No
3.16	3.4.1 (Operating Unit: Internal uses) LREBG: Additional Social Workers 2025-28	3.4.1: (Operating Unit: Internal uses) LREBG Social workers 2025-2028 one extra at each site (VHS and DLA split) Action 3.4.1 addresses diverse student needs, particularly focusing on supporting all students through social-emotional assistance, resource access, and a stable learning environment often facilitated by social workers. This action is implemented LEA-wide in response to ongoing student demand and recognized value, with top priorities including availability of trained adults for social-emotional issues.	$788,786.00	No

Action #	Title	Description	Total Funds	Contributing
		LREBG: 1. Additional Social Workers at Each Site: (LREBG Funds) *ACTION 3.16 (3.4.1 Operating Unit: Internal uses) Social Workers; To address rising social-emotional needs, especially among unduplicated students, LREBG funds will maintain additional social workers at every school site. These professionals are essential in improving attendance, fostering engagement, supporting mental health, and connecting families to vital community services. **Research-Based Rationale --Academic Support and Learning School social workers play a vital role in reducing barriers to learning that impact academic achievement, particularly for students affected by trauma, poverty, housing instability, or chronic absenteeism. According to the Learning Policy Institute (2021), integrated student support systems—including the addition of mental health professionals—are essential components of effective learning recovery strategies. By addressing underlying social or emotional issues, social workers create the conditions necessary for students to engage more fully in academics. Research also shows that when students' basic needs are met through coordinated services, schools see improvements in academic performance, classroom behavior, and attendance. --Social-Emotional Learning (SEL) Social workers are key facilitators of schoolwide SEL practices. The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies school social workers as critical staff in delivering evidence-based SEL interventions that help students build emotional regulation, relationship-building skills, and responsible decision-making. Studies have shown that effective SEL implementation is associated with increased academic performance, reduced behavioral issues, and improved well-being. Social workers also play a central role in supporting students through trauma-informed practices and crisis intervention—services that have become increasingly important in the aftermath of the COVID-19 pandemic. --Multi-Tiered Systems of Support (MTSS) and Family Engagement		

Action #	Title	Description	Total Funds	Contributing
		Social workers support the implementation of MTSS by identifying students in need of Tier 2 or Tier 3 interventions and coordinating targeted supports across school teams. They also improve communication between schools and families, particularly those who may face language or socioeconomic barriers, thereby increasing overall engagement. According to the National Association of Social Workers (NASW), this wraparound approach ensures that all students, especially those from underserved groups, have equitable access to the resources they need to succeed. **Metric(s) for Monitoring The above mentioned action will be monitored using the following existing metrics: 3.1 Graduation Rates 3.2 Decrease dropout rate 3.4 Decrease the chronic absenteeism rate.		
3.17	3.4.2 (Operating Unit: Internal uses) LREBG: Licensed Mental Health Clinician	3.4.2: (Operating Unit: Internal uses) LREBG Licensed Mental Health Clinician To support the academic and emotional well-being of unduplicated students—English learners, foster youth, and low-income students—the district will fund a full-time, school-based Mental Health Clinician. This position will offer direct therapeutic services, crisis intervention, and preventative care to address the unique challenges these students face, including trauma, family instability, and socio-economic stressors. The clinician will also collaborate with staff to identify students in need, reduce mental health stigma, and connect families with appropriate community resources. This action aims to improve student engagement, attendance, and academic performance by fostering a supportive and inclusive school environment. Licensed Mental Health Clinician: (LREBG Funds) *ACTION 3.17 (3.4.2 Operating Unit: Internal uses) A full-time, school-based Mental Health Clinician will be funded to support the academic and emotional well-being of English learners, foster youth,	$336,348.00	No

Action #	Title	Description	Total Funds	Contributing
		and low-income students. This clinician will provide direct therapy, crisis response, and preventative care while also partnering with staff to identify needs, reduce stigma, and link families to support services. This initiative aims to enhance student attendance, engagement, and academic success by fostering a safe and supportive school environment. **Research-Based Rationale --Academic Support and Learning Licensed Mental Health Clinicians (LMHCs) support learning recovery by addressing the mental health challenges that directly affect a student's ability to attend, focus, and succeed in school. The Learning Policy Institute (2021) identifies mental health support as a key element of post-pandemic academic recovery, especially for students disproportionately impacted by school closures and family stressors. LMHCs provide evidence-based interventions such as Cognitive Behavioral Therapy (CBT), which has been shown to reduce anxiety and depression—two of the most common barriers to academic engagement and performance in adolescents. By stabilizing students' emotional well-being, LMHCs enable greater participation in academic instruction and reduce time lost to behavior incidents or mental health-related absences. --Social-Emotional Learning (SEL) LMHCs enhance social-emotional wellness through the delivery of individualized and group counseling services that help students develop self-awareness, manage stress, and build resilience. According to the American School Counselor Association (ASCA) and CASEL, mental health professionals are vital to SEL implementation and contribute to safer, more inclusive school environments. LMHCs are uniquely qualified to assess mental health needs, develop behavior intervention plans, and support students navigating trauma, grief, or emotional dysregulation—needs that have significantly increased since the pandemic. These services align with research-based strategies that promote long-term emotional development and student success. --Crisis Intervention and Tiered Supports (MTSS/PBIS) Licensed clinicians are essential in providing Tier 2 and Tier 3 mental health supports within a Multi-Tiered System of Support (MTSS) or Positive Behavioral Interventions and Supports (PBIS) framework. They conduct		

Action #	Title	Description	Total Funds	Contributing
		risk assessments, respond to mental health crises, and coordinate with external agencies when higher levels of care are needed. Their expertise ensures that the most vulnerable students receive timely and appropriate care. As highlighted by the Substance Abuse and Mental Health Services Administration (SAMHSA), embedding licensed clinicians in schools is one of the most effective strategies for early identification and intervention of behavioral health concerns. --Family and Community Engagement LMHCs also play a key role in supporting families through referrals to outside services, mental health education, and participation in Student Study Teams or IEP meetings. Their ability to collaborate with families increases trust and engagement, particularly for students in crisis or those with complex needs. This holistic approach aligns with best practices in trauma-informed care and contributes to a more connected, supportive school environment. **Metric(s) for Monitoring The above mentioned action will be monitored using the following existing metrics: 3.1 Graduation Rates 3.2 Cohort dropout rate 3.4 Decrease Chronic absenteeism		
3.18	3.4.3 (Operating Unit: Internal uses) LREBG: Campus Online sections	3.4.3 (Operating Unit: Internal uses) LREBG Campus online sections for sites (3.0) 3 comprehensive sites The allocation of additional campus-based online courses for credit recovery provides unduplicated students, particularly those from low-income, foster, and English learner backgrounds, with flexible and accessible opportunities to recover credits. This ensures they stay on track for graduation and post-secondary success, overcoming barriers that might otherwise prevent them from meeting academic requirements. By offering these resources across the district's comprehensive high schools, the district ensures equitable access and support for all unduplicated pupils.	$505,546.00	No

Action #	Title	Description	Total Funds	Contributing
		Additional Campus Online Credit Recovery Sections at Comprehensive Sites: (LREBG Funds) *ACTION 3.18 (3.4.3 Operating Unit: Internal uses) Three new online credit recovery sections will be established at the district's comprehensive high schools to expand support for students needing to make up credits. These flexible, campus-based options are designed to help unduplicated students meet graduation requirements in a structured and supportive environment. **Research-Based Rationale --Academic Support and Learning Expanding credit recovery options is a research-based strategy to address learning loss and support on-time graduation, particularly for students who fell behind during pandemic-related disruptions. According to the U.S. Department of Education (2021), flexible, campus-based credit recovery programs—especially those using online platforms—are effective in helping students re-engage with learning and complete required coursework at their own pace. By offering these courses during the school day and supported by credentialed staff, students can earn credits in a structured, supportive environment, improving overall academic outcomes and reducing dropout risk. California School Dashboard data and local LCAP metrics reveal that students in several subgroups—including English learners, foster youth, and socioeconomically disadvantaged students—continue to show lower graduation rates and increased course failure rates. Additional credit recovery sections directly target these gaps, allowing students to stay on track to graduate while receiving the academic intervention and monitoring needed to succeed. --Social-Emotional Learning and Student Engagement On-campus credit recovery supports student wellness and confidence by providing a pathway to success for those who may feel discouraged or disengaged due to course failures. Research from the American Institutes for Research (AIR) shows that credit recovery programs are most effective when paired with a supportive learning environment, ongoing feedback, and social-emotional support—all of which are enhanced when delivered		

Action #	Title	Description	Total Funds	Contributing
		in-person by familiar staff. These programs increase motivation, foster a sense of accomplishment, and reduce chronic absenteeism, which is often linked to academic failure. --Equity and Access through Tiered Supports Providing additional online credit recovery sections ensures equitable access to academic recovery opportunities across all comprehensive sites. It also supports Tier 2 and Tier 3 interventions under a Multi-Tiered System of Support (MTSS) framework by offering a flexible, individualized option for students in need of academic remediation. This approach is aligned with best practices identified by the National Dropout Prevention Center, which emphasizes that successful credit recovery requires access to immediate, responsive academic options and staff who build relationships and monitor student progress closely. --Family and Community Engagement By offering credit recovery during the school day on campus, schools minimize the burden on families to find or arrange outside academic support, reducing barriers such as transportation, scheduling conflicts, or access to technology. These programs also allow for closer communication between staff and families about students' progress, creating a shared commitment to academic success and graduation. **Metric(s) for Monitoring 3.1 Graduation Rates		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Engaged Parents Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

EUHSD remains committed to prioritizing parent engagement and maintaining parents as valued partners, recognizing their significant role in both student and school success. The district has established this goal for the following reasons:

- Student Success: Research consistently shows that parental involvement positively impacts student achievement. When parents are engaged in their child's education, students tend to have higher grades, better attendance, improved behavior, and increased motivation to learn.
- Partnership in Education: Parents are a child's first and most influential teachers. By keeping parents engaged, schools can leverage this partnership to support student learning both at home and in the classroom. When parents are involved, they can reinforce lessons taught in school, provide additional academic support, and create a supportive learning environment at home.
- Communication and Collaboration: Engaged parents facilitate open lines of communication between home and school. This collaboration allows for a better understanding of each student's individual needs, strengths, and challenges. It also enables teachers and parents to exchange information, share insights, and work together to address any concerns or issues that may arise.
- Positive School Culture: Parent involvement contributes to the development of a positive school culture where all stakeholders feel valued, seen, heard, and connected. When parents are engaged, it cultivates a sense of community within the school, leading to greater overall satisfaction with the educational experience.
- Support for Teachers and Staff: Engaged parents can provide valuable support to teachers and staff by volunteering their time, skills, and resources, ultimately enhancing the learning environment for all students.
- Advocacy and Accountability: Engaged parents often serve as advocates for their children and for the broader school community. They can raise important concerns, provide feedback, and participate in decision-making processes at the school and district levels. Additionally, when parents are involved, there tends to be greater accountability for student achievement and school performance.

In general, maintaining parental involvement is crucial for establishing a cooperative and supportive educational atmosphere where all students can excel academically, socially, and emotionally. By fostering strong partnerships between home and school, districts can strive towards the common objective of ensuring every student receives a high-quality education and is prepared for college and career success. The Ca.Dashboard highlights the Parent and Family Engagement indicator, and data from the LCAP survey along with feedback from the

LCAP Educational Partners Advisory Committee affirm that the district continues to prioritize parent and family engagement. EUHSD Educational Partners have commended the district for effectively welcoming and encouraging parental involvement, making teachers and staff accessible when needed, ensuring effective communication, and keeping parents informed about their child's academic progress. However, there are areas identified for improvement, including providing parents with information about the importance of participating in site and district-level meetings such as ELAC, SSC, DELAC, and LCAP.

Goal 4: Engaged Parents addresses the following State Priorities:
Priority 3: Parent Involvement

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site Increase or maintain the number of opportunities for parents, specifically parents of unduplicated students and individuals with exceptional needs, and families to provide input in making decisions for the school district and each individual school site. LCAP Survey/LCAP Educational Partners Advisory Committee Feedback/DELAC/ELAC/SSC	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2021-22 LCAP Stakeholder Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2023-24 LCAP Stakeholder Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings		Increase or maintain the number of events parent are invited to participate in	Difference from Baseline 0: Level Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3: Parent Involvement					
4.2	Increase or maintain the parent and family engagement level as reported on the California School Dashboard local indicators. LCAP Survey/LCAP Educational Partners Advisory Committee Feedback/DELAC/ELAC /SSC Priority 3: Parent Involvement	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2021-22 LCAP Stakeholder Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2023-24 LCAP Stakeholder Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings		Increase or maintain the number of events parent are invited to participate in	Difference from Baseline 0: Level Maintained
4.3	Increase or maintain the parent and family engagement level as reported on the California School Dashboard local indicators. LCAP Survey/LCAP Educational Partners Advisory Committee Feedback Priority 3: Parent Involvement	The 2022-23 California School Dashboard, lists this standard as full implementation in all 12 elements, based on the self-reflection tool provided by the CDE.	The 2023-24 California School Dashboard, lists this standard as full implementation in all 12 elements, based on the self-reflection tool provided by the CDE.		Maintain or increase standard as full implementation	Difference from Baseline 0: Level Maintained

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.

Over the past year, the district successfully carried out its goal of increasing parent and family engagement, ensuring that parents have meaningful opportunities to participate in school decision-making. Our local indicators show full implementation, with all metrics met, demonstrating the district's strong commitment to fostering parent partnerships.

To achieve this, schools provided multiple opportunities for parents—especially those of English Learners, socioeconomically disadvantaged students, and students with exceptional needs —to engage in decision-making processes. Parents and guardians were actively invited to participate in English Learner Advisory Committees (ELAC), School Site Councils (SSC), the District English Learner Advisory Committee (DELAC), and the LCAP Advisory Committee**.

Implementation Successes

- Consistent Opportunities for Parent Input
- LCAP Stakeholder Advisory Meetings: 4 meetings
- DELAC Meetings: 4 meetings
- SSC Meetings:4 meetings
- Maintaining High Engagement Levels
- The California School Dashboard lists this goal as fully implemented in all 12 elements, based on the state's self-reflection tool.

Challenges & Areas for Growth
While the district has successfully engaged many parents, continuing to expand outreach to families who may face barriers to participation remains a priority. Efforts will focus on removing obstacles such as scheduling conflicts, language barriers, and access to resources** to ensure all families have the opportunity to engage.

Looking Ahead
Because this goal has been fully implemented and all metrics have been met, the district will continue its current actions and services. Moving forward, EUHSD remains committed to sustaining and strengthening these efforts, ensuring that all parents—especially those from historically underserved communities—have a voice in shaping their children's education.

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 district defines a material difference between Budgeted Expenditures and Estimated Actual Expenditures, as well as between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as a variance of 10% or greater between what

was allocated and what was actually spent. Within Goal 4 of the Local Control and Accountability Plan (LCAP), notable material differences were observed in the following actions:

Action 4.2 (4.2.1 Operating Unit: Internal Uses) – Parent and Family Involvement Plans:
This action focuses on coordinating the efforts of counseling staff, social workers, and parent liaisons to implement site-specific family engagement plans. The district under budgeted by more than $9,000 for this initiative. The primary reason for this variance was the increased cost associated with sending a greater number of parents to the California Association for Bilingual Education (CABE) conference. Higher participation than originally anticipated led to greater travel, registration, and associated expenses.

Action 4.3 (4.2.2 Operating Unit: Internal Uses)– Opportunities for Parents to Support Student Success:
This action aims to create and promote opportunities for parents and guardians to better navigate the school system and support their students' academic success, particularly as they prepare for high school and beyond. Activities under this action include hosting community and parent-based events. The district under budgeted by over $11,806 for this action. The main contributing factor was a change in the district's parent communication service provider, which resulted in a higher cost than what had been originally budgeted.

In both cases, the under budgeting was largely due to expanded participation opportunities and necessary adjustments to service costs, both of which reflect the district's commitment to strengthening family engagement and communication.

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

The district's coordinated efforts to increase family engagement through targeted actions have been highly effective, resulting in stronger connections between schools and families, particularly for unduplicated students (English Learners, socioeconomically disadvantaged students, foster youth, and homeless students). While progress has been made, the district continues to seek improvements to enhance the overall parent experience.

Action 4.1 (4.1.1 Operating Unit: Internal Uses - Base funding)
Effectively communicate interim metrics and ongoing progress of LCAP actions and services to stakeholders. Actively solicit feedback and input on goals, actions, and services to ensure community voices shape the plan. Conduct thorough reviews of the final LCAP working document with stakeholders prior to the Public Hearing to promote transparency and informed decision-making.

Action 4.2 (4.2.1 Operating Unit: Internal Uses) Coordinating Counseling, Social Work, and Parent Liaison Efforts
Each school site successfully organized at least four family engagement events focused on academic support, college readiness, and mental health awareness. With 83% of students classified as unduplicated, these tailored events have been instrumental in addressing the specific needs of families, fostering stronger relationships, and empowering parents to take an active role in their child's education.

Action 4.3 (4.2.2 Operating Unit: Internal Uses) Helping Parents Navigate School and Support Student Success
The district provided workshops, consultations, and resources to help parents support their children through high school and beyond. Feedback from LCAP surveys and educational partners confirmed the value of these efforts, with parents highlighting the importance of improved school-family communication and access to college and career preparation resources.

Action 4.4 (4.2.3 Operating Unit: Internal Uses) Expanding Communication through Social Media and Bilingual Support
The Bilingual Parent Liaison (BPL) program has been a recognized district strength, playing a key role in increasing two-way communication with families. BPLs helped design parent workshops that directly addressed families' needs, strengthening parent-school relationships. The LCAP survey identified BPLs as a top priority, underscoring their effectiveness in engaging diverse families.

Action 4.5 (4.2.4 Operating Unit: Internal Uses) Translating Materials and Resources for Spanish-Speaking Families
The district has prioritized bilingual communication, ensuring Spanish-speaking families have access to translated materials and interpreter services. The LCAP survey reinforced the importance of these services, confirming that they have been effectively implemented district-wide, helping families better navigate the school system and stay informed.

Action 4.6 (4.2.5 Operating Unit: Internal Uses) Supporting Immigrant Families
School sites created safe spaces for immigrant families, offering tailored presentations and workshops to address language and cultural barriers. These initiatives have been effective in building trust, making families feel valued, and empowering them to participate more fully in their children's education.

Action 4.7 (4.2.6 Operating Unit: Internal Uses) Aligning Site-Based Allocations with Family Engagement Priorities
Schools successfully used site discretionary funds to enhance parental engagement, directing initial funds toward academic success initiatives. Schools had the flexibility to reallocate funds based on their specific needs, ensuring resources were used effectively to support both parents and students.

Action 4.8 (4.3.1 Operating Unit: Internal Uses - Title I Funding)
Provide targeted resources and professional learning opportunities designed to empower parents and enhance their involvement in their children’s education. These efforts aim to strengthen partnerships between families and schools, fostering an environment that supports student success and engagement.

The district has met its family engagement goals through these strategic actions. However, it remains committed to enhancing the parent experience by continuously refining services, increasing outreach, and removing barriers to parent participation. Moving forward, EUHSD will build upon these successes to further strengthen school-family partnerships and support student success.

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 a review of progress and feedback from Educational Partners through the LCAP survey, the district will continue implementing current actions and services without major changes for the upcoming year.

Survey results indicate that parents feel welcomed, informed, and encouraged to participate in school activities and district-level meetings. They also report that teachers and staff are accessible when needed, reinforcing the district’s commitment to fostering strong school-family relationships.

While overall feedback is positive, there are areas where the district can continue to improve. Moving forward, the district will focus on enhancing engagement opportunities, strengthening communication strategies, and ensuring all families—particularly those from historically underserved communities—feel empowered to take an active role in their child's education.

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	4.1.1 (Operating Unit: Internal Uses) LCAP Education Partners Advisory Committee	4.1.1. (Operating Unit: Internal Uses) Share information regarding interim metrics and the progress on LCAP actions and services. Gather feedback and input regarding goals, actions and services and review final LCAP working document prior to Public Hearing.	$5,000.00	No
4.2	4.2.1 (Operating Unit: Internal Uses) Parent and Family Involvement Plans	4.2.1 (Operating Unit: Internal Uses) Coordinate work of counseling staff, social workers and parent liaison to implement site-specific family engagement plans. At each EUHSD school site, at least four events will be organized to engage and support unduplicated families, focusing on a variety of topics including academic support, college readiness, and mental health awareness, complementing existing workshops for the whole community. With 83% of EUHSD students classified as unduplicated, including ELL, socioeconomically disadvantaged, foster youth, and homeless students, these events aim to tailor support to address their unique needs, fostering stronger school-family connections and empowering parental engagement in their children's education. Through these targeted efforts, the district seeks to provide valuable resources and foster active participation from all members of the school community in supporting students' academic journeys.	$32,985.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	4.2.2 (Operating Unit: Internal Uses) Opportunities for parent to support student success	4.2.2 (Operating Unit: Internal Uses) Include establishing opportunities for parents/guardians to navigate school and support student success in high school and beyond. • Community/Parent-based events and offerings The district is committed to providing comprehensive support to empower parents of unduplicated pupils, offering resources, workshops, and consultations to aid in navigating their children's educational journey. Feedback from the LCAP survey and educational partners underscores the district's focus on involving parents as partners in preparing students for college and career pathways, emphasizing improved school-family communication as a priority.	$12,000.00	Yes
4.4	4.2.3 (Operating Unit: Internal Uses) Increase parent communication	4.2.3 (Operating Unit: Internal Uses) Include options for increasing communication and use of social media. • District Bilingual Parent Liaison • Bilingual Parent Liaison Increase two-way communication with parents Bilingual Parent Liaisons (BPLs) are crucial in bridging the gap between families and schools by providing support, guidance, and effective communication, especially for families facing language or cultural barriers, including the parents of the district's Language Learners. Recognized as a district strength, BPLs collaborate with school leadership to tailor parent workshops that empower parents to engage in their children's education, and they are identified as a top priority in the district's LCAP survey.	$415,688.00	Yes
4.5	4.2.4 (Operating Unit: Internal Uses) Translation services	4.2.4 (Operating Unit: Internal Uses) Translate more materials and resources for Spanish speaking families. • District Translator/ Interpreter	$101,039.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Ensuring effective bilingual communication for Spanish-speaking families is a district priority, bolstered by dedicated translation services to foster trust and engagement. The LCAP survey underscores the importance of translators and interpreters, affirming the district's commitment to equity and accessibility in education for Language Learner's families, with these services implemented LEA-wide to assist schools and support district-level meetings.		
4.6	4.2.5 (Operating Unit: Internal Uses) Support for immigrant families	4.2.5 (Operating Unit: Internal Uses) Include establishing opportunities for immigrant parents/guardians to navigate school and support student success in high school and beyond. School sites in EUHSD are dedicated to addressing systemic barriers that impede open communication within immigrant families, such as language and cultural differences. By providing tailored presentations and workshops, as well as establishing safe spaces for questions, they aim to create an environment where these families feel valued, engaged, and empowered to actively participate in their children's education.	$1,000.00	Yes
4.7	4.2.6 (Operating Unit: Internal Uses) Site Initiatives	4.2.6 (Operating Unit: Internal Uses) Site-based allocations are aligned with the priorities of Goal 4's actions and services. All initial site initiative funds are directed towards Goal 1, action 1.2.5. Schools can reallocate these funds to other goals as necessary to meet their specific needs. Schools within the district use site discretionary funds to enhance parental engagement and support student success through various initiatives. These initiatives, informed by data and parental feedback, result in stronger partnerships between parents and schools, with a focus on the needs of unduplicated pupils.	$1.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.8	4.3.1 (Operating Unit: Internal Uses) Resources and Support for parent involvement	4.3.1. (Operating Unit: Internal Uses) Provide resources and professional learning to support parent involvement and education	$78,315.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Safe and Respectful Environments Foster respectful, collaborative, safe and secure environments that support teaching and learning	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Safe and respectful campuses are crucial in schools for several reasons:

- Promoting Learning: A safe and respectful environment is conducive to learning. Students who feel safe and respected are more likely to be engaged in their studies and perform better academically.
- Emotional Well-being: Students thrive in environments where they feel emotionally safe. A respectful atmosphere fosters positive relationships among students and between students and staff, reducing stress and anxiety levels.
- Physical Safety: Ensuring a safe campus environment is essential for the physical well-being of students and staff. It helps prevent accidents, injuries, and violence, creating a secure atmosphere conducive to learning and growth.
- Social Development: Schools play a vital role in socializing students and teaching them how to interact respectfully with others. A campus that promotes respect and safety helps cultivate social skills, empathy, and positive relationships.
- Preventing Bullying and Harassment: A culture of respect and safety helps deter bullying and harassment. Students are more likely to speak up against such behavior when they feel supported and trust that their concerns will be addressed promptly and effectively.
- Building Trust: A safe and respectful campus builds trust among students, parents, and staff. When stakeholders feel confident in the school's ability to maintain a safe environment, they are more likely to engage actively in school activities and support its initiatives.
- Enhancing School Climate: A positive school climate characterized by safety and respect contributes to overall student well-being and satisfaction. It fosters a sense of belonging and community, making students more eager to attend school and participate in extracurricular activities.
- Facilitating Academic Success: Ultimately, a safe and respectful campus creates the optimal conditions for academic success. When students feel secure and valued, they are better able to focus on their studies, participate in classroom discussions, and reach their full potential.

In brief, safe and respectful school campuses are vital as they foster student learning, emotional well-being, physical safety, social development, and overall school effectiveness. While Ca.Dashboard data indicates progress in conditions and climate, there is still significant room for improvement. Overall, the district's suspension rates have improved, with an Green rating and the only subgroup identified in the Red continues to be Foster Youth. However this is a significant improvement from last year where the district scored in the Orange and

several student groups were identified in the red, including African Americans, English Learners, Foster Youth, Homeless, Two or More Races, and Students with Disabilities. The district has met the standard for the Local Climate Survey through the California Healthy Kids Survey, administered annually to students in grades 9 and 11. These metrics will continue to be utilized to assess ongoing needs

Goal 5: Safe and Respectful Environments addresses the following State Priorities:
Priority 1: Basic Services
Priority 6: School Climate

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Maintain or decrease the expulsion rate. CALPADS Priority 6: School Climate	2022-23 Data All- 0.1% Asian- 0.0% Black/African American- 0.0% Filipino- 0.0% Latino/Hispanic- 0.0% White- 0.1% ELL- 0.0% Spec Ed- 0.1% SED- 0.1% Foster Youth- 2.3% Homeless- 0.0%	2023-2024 Data All- 0.03% Asian- 0.00% Black/African American- 0.00% Filipino- 0.00% Latino/Hispanic0.04% White- 0.00% ELL- 0.00% Spec Ed- 0.00% SED- 0.00% Foster Youth- 0.00% Homeless- 0.00%		2025-26 Maintain at 0.1% or decrease	Difference from Baseline +0.07
5.2	Maintain or decrease the suspension rate as reported on the California School Dashboard Priority 6: School Climate	2022-23 Data All- 6.1% Asian- 0.0% Black/African American- 9.6% Filipino- 1.6% Latino/Hispanic- 6.6% White- 4.2% ELL- 9.6%	2023-2024 Data All- 4.2% Asian- 0.5% Black/African American- 6.3% Filipino- 1.7% Latino/Hispanic- 4.6% White- 2.5%		2025-26 Maintain at 6.1% or decrease	Difference from Baseline -1.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Spec Ed- 12.9% SED- 6.8% Foster Youth- 31.8% Homeless- 10.6%	ELL- 6.6% Spec Ed- 9.5% SED- 4.7% Foster Youth- 38.1% Homeless- 6.1%			
5.3	Maintain or decrease the percent of suspension incidences (duplicated) Synergy SIS discipline data Priority 6: School Climate	2022-2023 Data All- 24.9% Asian- 0.0% Black/African American- 15.4% Filipino- 0.0% Latino/Hispanic- 25.9% White- 20.9% ELL- 30.5% Spec Ed- 32.5% SED- 26.3% Foster Youth- 28.6% Homeless- 22.7%	2023-2024 Data All- 27.1% Asian- 0.0% Black/African American- 25.0% Filipino- 0.0% Latino/Hispanic28.3% White- 21.7% ELL- 29.1% Spec Ed- 36.4% SED- 29.1% Foster Youth- 62.5% Homeless- 17.6%		Maintain at 24.9% or decrease	Difference from Baseline +2.2
5.4	Maintain Local Climate Survey as "standards met" annually, based on the results of the California Healthy Kids Survey. California Healthy Kids Survey/LCAP/LCAP Student forum	2022-23 California School Dashboard Local Climate Survey lists this indicator as "standard met" based on the results of the California Healthy Kids Survey. The results of the LCAP survey for the 2023-24 school year include:	2023-24 California School Dashboard Local Climate Survey lists this indicator as "standard met" based on the results of the California Healthy Kids		2025-26 Maintain “Standards Met” on Local Climate Survey	Difference from Baseline 0: Level Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6: School Climate	Support to students: (School Connectedness) Top 3 responses (based on ranking of top 2 priorities) 61% of pupils, parents, teachers, and community members felt students were able to meet with a counselor to discuss academic topics, guidance topics, or post secondary options when needed, 54% of pupils, parents, teachers, and community members felt that students were provided with extra academic help when struggling in school (tutoring, interventions, etc) 53% of pupils, parents,teachers, and community members felt that students are able to talk to a trained adult about social or emotional issues Parent Engagement (School Connectedness)	Survey. The LCAP survey 2024-25 results highlight key priorities related to student support and school connectedness. Educational partners identified the following top three areas of support for students: Support to Student: (School Connectedness) Top 3 responses (based on ranking the top 2 priorities) 75% of respondents felt that students were able to meet with a counselor to discuss academic topics, guidance topics, or post-secondary options when needed. 52% of respondents indicated that students received extra academic help when			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		top 3 responses (based on ranking agree through disagree) 59% of pupils, parents, teachers, and community members felt that parents are welcomed and encouraged to be involved in school. 57% of pupils, parents,teachers, and community members felt that teachers and staff are available to parents when needed 54% of pupils, parents,teachers, and community members felt that teachers and staff communicate effectively with parents. Safe and Respectful Environments (Sense of Safety) Top 3 reponses (based on ranking agree through disagree) 63% of pupils, parents,teachers, and community members felt that at EUHSD schools, students respect teachers and staff, 56% of pupils,	struggling in school. 50% of respondents felt that students had access to a trained adult for social or emotional issues. Parent Engagement (School Connectedness) top 3 responses (based on ranking agree through disagree) 85% of pupils, parents,teachers, and community members felt comfortable participating in school activities. 84% of pupils, parents,teachers, and community members felt that the school provides parents with information on the importance and significance of participating in school and district level meetings. 83% of pupils, parents,teachers,			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		parents,teachers, and community members felt that EUHSD students have a sense of belonging at school 53% of pupils, parents,teachers, and community members felt that at EUHSD schools, teachers and staff respect students. Overall satisfaction with EUHSD schools: (sense of safety) Top 3 responses (based on ranking to top 2 statements) 72% of pupils, parents,teachers, and community members were satisfied with the academic support provided for students (e.g. tutoring, Saturday school/scholars) 59% of pupils, parents, teachers, and community members were were satisfied with school safety 58% of pupils, parents,teachers, and community members were satisfied with the quality of instructions (e.g students have	and community members felt that teachers and staff communicate effectively with parents. Safe and Respectful Environments (Sense of Safety) Top 3 reponses (based on ranking agree through disagree)88% of pupils, parents,teachers, and community members felt that at EUHSD schools, teachers and staff respect students. 87% of pupils, parents,teachers, and community members felt that at EUHSD schools, students have a sense of belonging at school, 80% of pupils, parents,teachers, and community members felt that at EUHSD schools			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		opportunities to give, receive and use feedback to revise essential pieces of work).	are clean and well maintained. Overall satisfaction with EUHSD schools:(sense of safety) Top 3 responses (based on ranking to top 2 statements) 92% of pupils, parents,teachers, and community members were satisfied with the academic support provided for students. 87% of pupils, parents,teachers, and community members were satisfied with the quality of instruction (students have opportunities to give,receive, and use feedback to revise essential pieces of work). 85% of pupils, parents,teachers, and community members were satisfied with the			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			opportunities for parent involvement (workshops, opportunities to share your thinking/concerns regarding student achievement).			
5.5	Maintain school facilities in "good repair", based on the self-reflection tool provided by CDE Fall 2024 Facilities Inspection Tool Priority 1: Basic Services	0% of instances where facilities do not meet the "Good repair" standard.	0% of instances where facilities do not meet the "Good repair" standard.		2025-26 Maintain “Good repair”	Difference from Baseline 0: Level Maintained

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.

This past year, EUHSD continued its commitment to making schools safe, welcoming, and supportive for all students. Instead of creating new programs, the district focused on strengthening and refining the ones already in place. These efforts have made a real difference in students’ lives, improving attendance, academic success, and behavior while also fostering a more positive school climate.

The district’s hard work was recognized with a green performance level on the California Dashboard, showing that the actions and services provided to EUHSD students are working. However, there is still more to do—especially for foster youth, who were the only student group to perform in the red. The district is keeping a close eye on their progress and looking for new ways to support them.

Helping Students Stay in School and Succeed
One of the biggest priorities this year was helping students who were struggling with attendance. The Attention 2 Attendance (A2A) program continued to focus on students with the highest rates of absenteeism, including English Learners, special education students, foster youth,

and homeless students. By providing extra support and tracking attendance closely, the district was able to reduce chronic absenteeism and improve overall attendance rates.

However, there are still challenges. While many students showed improvement, 12% remain chronically absent, and 9% are considered severely chronically absent. This means that nearly one in five students is still missing too much school. EUHSD recognizes that more targeted strategies may be needed to reach these students and keep them engaged.

For students who had fallen behind in their coursework, the LEAP (Learning, Engagement, and Academic Progress) program provided a second chance. Across three high schools, 29 students earned a total of 265 credits, helping them stay on track for graduation. The district knows that credit recovery programs like LEAP are essential in making sure every student has the opportunity to succeed.

Providing Support and Alternatives to Suspension
Discipline is an important part of maintaining a safe and respectful school environment, but EUHSD believes that students should have opportunities to learn from their mistakes rather than just being punished. That's why programs like Prevention & Diversion (PAD) and Safety Outreach for Students (SOS) continue to play a major role in supporting student success.

- The PAD program, which offers alternatives to suspension, had 65 students referred this year, and 57 of them completed the program successfully.

- The SOS program, designed to help students struggling with personal or emotional challenges, had 109 students referred, with 85 completing it successfully.

These programs show that when students are given guidance and support, they can make positive changes. Still, some students were unable to complete the programs, and the district is working on ways to help them follow through.

Creating Safer, More Welcoming Schools
Beyond attendance and discipline, EUHSD worked to make schools safer and improve the overall climate. The Multi-Tiered System of Supports (MTSS) continued to provide structure and resources for students at every level. Some of the key improvements included:

- More campus supervision to ensure student safety.
- Expanded Positive Behavioral Interventions & Supports (PBIS) and restorative practices to help students build better relationships and resolve conflicts in a healthy way.
- More security cameras and the Raptor check-in system to enhance school security.

Each school also had unique ways of supporting students:
- At Escondido High School, staff checked in with 57 students individually, held over 500 face-to-face meetings, and tracked nearly 2,000 Raptor check-ins.
- At Orange Glen High School, 300 students received direct support, and restorative justice conferences were held to help students work through conflicts.

- At San Pasqual High School, teachers and staff held 12 restorative conferences and worked with over 200 students to improve school culture and behavior.

These efforts are making a difference, but there is still room for growth. While 87% of educational partners feel that students have a sense of belonging at school, there is still work to be done to ensure that all students feel respected and valued.

Educational Partners' Perspectives on Student Support
EUHSD values the input of educational partners—students, parents, teachers, and staff—when making decisions to improve school programs. In the recent LCAP survey, educational partners identified the top areas of support for students:

- Counseling Services – 75% of respondents felt that students were able to meet with a counselor for academic guidance, personal issues, or college and career planning.
- Academic Support – 52% of respondents said students received extra help when struggling in school.
- Social-Emotional Support – 50% of respondents felt that students had access to a trained adult for emotional and personal challenges.

These insights reinforce the district's commitment to accessible counseling, academic interventions, and social-emotional support to ensure all students feel connected and supported in their educational journey.

In addition to student support, educational partners also shared their thoughts on school climate:
- 87% of respondents felt that students have a sense of belonging at school.
- 70% felt that students respect teachers and staff.- 53% felt that EUHSD schools and staff respect students.

While the data highlights a strong sense of belonging, there is still work to be done in fostering mutual respect between students and staff. Moving forward, EUHSD remains committed to strengthening relationships, improving school climate, and ensuring that all students feel valued in their learning environments.

Overall Satisfaction with EUHSD Schools
The LCAP survey results indicate that most educational partners are satisfied with the support and instruction provided by EUHSD schools. The top three areas of satisfaction include:
- Academic Support – 92% of respondents felt that students received the help they needed in their studies.
- Social/Emotional Support – 91% were satisfied with the emotional and mental health resources available to students.
- Quality of Instruction – 87% were pleased with the teaching and learning in EUHSD schools.

These results highlight the district's commitment to student success by ensuring access to academic assistance, emotional well-being resources, and high-quality teaching.

Challenges and Next Steps
While EUHSD has made significant progress, some challenges remain:
- Chronic absenteeism is still an issue, with a portion of students struggling to attend school regularly. More support and outreach may be needed to help them stay engaged.

- Not all students complete behavioral programs like PAD and SOS. The district is looking for ways to ensure that every student who starts these programs has the support to finish them.
- Foster youth continue to need extra help. With this group performing in the red on the California Dashboard, EUHSD is committed to finding better ways to support their academic and emotional needs.

Moving Forward
The district is proud of the progress made this year, and the green rating on the California Dashboard proves that these programs are working. By continuing to refine and improve the support offered to students, EUHSD is making sure that every student has the opportunity to learn, grow, and succeed.

There's still more work to do, but with a strong foundation in place, the district is ready to keep building a brighter future for all students.

Addition of LREBG Funds: How and Why We Are Using LREBG Funds (2024–2028)

The Escondido Union High School District (EUHSD) is strategically allocating Learning Recovery Emergency Block Grant (LREBG) funds from 2024 to 2028 to address the academic, behavioral, social-emotional, and engagement needs of unduplicated students—specifically English learners, low-income students, and foster youth. These targeted investments are intended to close learning gaps, boost graduation rates, and ensure equitable access to resources across all school sites. Each LREBG Action is listed below using a two-part code system: the first number (e.g., 5.16) refers to the ACTION identified in the LCAP, and the second (e.g., 5.4.1) is part of the district's internal accounting system to align expenditures appropriately.

LREBG:
1. Restorative Practices AP (2025–26): (LREBG Funds)
*ACTION 5.6 (5.4.1 Operating Unit: Internal uses)
LREBG funds will cover 50% of the salary for an Assistant Principal on Special Assignment (APOSA) who will lead districtwide restorative practices training and implementation. This position builds staff capacity to foster inclusive school climates, address behavior through restorative approaches, and reduce suspensions—particularly among students historically impacted by disciplinary disparities.

**Research-Based Rationale
--Academic Support and Learning
Restorative Practices (RP) are strongly linked to improved academic outcomes by fostering a positive school climate, reducing exclusionary discipline, and increasing instructional time. Research from the RAND Corporation (2019) and the WestEd Justice & Prevention Research Center demonstrates that schools implementing RP with fidelity experience significant decreases in suspensions and disciplinary referrals, especially for students of color and students with disabilities. Fewer suspensions mean more time in class, better attendance, and higher academic achievement.

By dedicating a district-level administrator—funded in part by LREBG—to coordinate, coach, and monitor site implementation, the district ensures consistency and quality across schools. This leadership role directly supports the learning recovery of students who may have been disproportionately affected by punitive discipline or disengagement during the pandemic.

--Social-Emotional Learning (SEL) and School Climate
Restorative Practices are grounded in core SEL competencies, including self-awareness, empathy, communication, and relationship-building. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), RP contributes to the development of supportive, inclusive school environments that build student agency and emotional well-being. An Assistant Principal focused on districtwide RP ensures that practices such as restorative circles, peer mediation, and conflict resolution are embedded into daily routines and staff practices. This improves student behavior, fosters belonging, and supports healing from trauma—especially important in the wake of the pandemic.

--Equity and Tiered Behavioral Supports (MTSS/PBIS)
A dedicated leader for RP ensures alignment with Tier 1 and Tier 2 behavioral supports within a Multi-Tiered System of Support (MTSS). This position will guide staff in using data to identify disproportionality in discipline and design preventative, restorative alternatives. Restorative approaches reduce reliance on exclusionary practices that disproportionately impact Black, Latino, Native, foster, and special education students. This strategic leadership also supports professional development and coaching for site leaders, counselors, and teachers—ensuring systemic impact and sustainability.

--Family and Community Engagement
Restorative Practices emphasize communication and partnership with families, especially in response to conflict or harm. An Assistant Principal leading RP implementation ensures that parents and guardians are included in restorative conferences and understand the goals of the approach. This helps build trust between schools and families and shifts the school culture toward shared accountability and mutual respect. Research from the National Education Policy Center shows that schools with strong RP frameworks report higher levels of parent satisfaction and student connectedness.

**Metric(s) for Monitoring
5.2 Decrease suspension rates,
5.3 Decrease the percent of suspension incidences (duplicated)

2. RESET Program at EHS, OGHS, and SPHS (2025–26): (LREBG Funds)
*ACTION 5.7 (5.4.2 Operating Unit: Internal uses)
The RESET program will continue at Escondido, Orange Glen, and San Pasqual High Schools as a Tier 2 behavioral and academic support. Students in the program participate in restorative circles, self-paced academic work, and reflective practices that encourage personal accountability and growth, preparing them for successful reintegration into the classroom.

**Research-Based Rationale
--Academic Support and Learning
The RESET program provides students with targeted Tier 2 academic support through a structured, self-paced environment that allows them to stay current with coursework while temporarily removed from the traditional classroom setting. Research from the National Dropout Prevention Center and WestEd confirms that students who receive academic support in non-punitive settings are more likely to recover credits, increase engagement, and transition successfully back to class. By focusing on reflection and reintegration rather than exclusion, RESET helps prevent further academic decline due to suspension or disengagement.

RESET aligns with learning recovery goals by reducing lost instructional time and supporting students in accessing academic content in a way that meets them where they are—particularly students experiencing behavioral challenges that interfere with learning.

--Social-Emotional Learning (SEL) and Behavioral Growth
Students in the RESET program engage in restorative circles, mindfulness, and reflective practices that promote emotional regulation, self-awareness, and personal accountability—key social-emotional competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL). These practices are known to improve behavior, reduce disciplinary incidents, and increase student resilience.

By integrating SEL into the RESET model, students receive intentional support in understanding the impact of their choices, developing conflict-resolution skills, and building positive relationships—all essential for reintegration and long-term behavioral success.

--Tiered Supports and Restorative Practices (MTSS/PBIS Alignment)
RESET functions as a Tier 2 intervention within the district's Multi-Tiered System of Support (MTSS), offering a structured alternative to suspension. This model aligns with Positive Behavioral Interventions and Supports (PBIS) by emphasizing proactive and restorative strategies rather than exclusionary discipline. According to the UCLA Civil Rights Project, such alternatives are especially critical for reducing disproportionate discipline of historically underserved student groups, including students of color, English learners, and students with disabilities.
The program's focus on reintegration further ensures that students return to class with a clearer sense of accountability and readiness to learn—supporting a healthier school climate and improved long-term outcomes.

--Equity and Re-engagement
By continuing the RESET program at comprehensive high school sites, the district ensures equitable access to behavioral and academic interventions that center student growth rather than punishment. This approach reflects best practices in equity-driven discipline reform and aligns with district priorities to reduce suspension rates and improve student engagement. The structure of RESET allows students to reflect, repair, and return—providing a pathway forward rather than a barrier to success.

**Metric(s) for Monitoring
5.2 decrease the suspension rate,
5.3 decrease the percent of suspension incidences.

To respond to the needs highlighted in our data, EUHSD is using Learning Recovery Emergency Block Grant (LREBG) funds to provide targeted support for students who need it most—including English learners, low-income students, and foster youth. These funds are being used to expand access to bilingual instructional support, mental health services, credit recovery opportunities, and restorative practices across all school sites. By investing in these areas, we aim to close learning gaps, increase student engagement, and ensure that every student has the tools and support they need to succeed.

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 district defines a material difference between Budgeted Expenditures and Estimated Actual Expenditures, as well as between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as a variance of 10% or greater between what was allocated and what was actually spent. Within Goal 5 of the Local Control and Accountability Plan (LCAP), notable material differences were observed in the following actions:

Action 5.3 (5.2.2 Operating Unit: Internal Uses) – Multi-Tiered System of Supports (MTSS):
This action provides equipment, resources, programs, and services designed to promote a collaborative, respectful, safe, and secure learning environment. Specific components include support for the MTSS team, an NCRC contract, professional learning opportunities, increased campus supervision, Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices, the installation of additional security cameras, and the use of the Raptor school check-in service.
The district over budgeted for this action by over $300,000. A key reason for this variance was the underestimation of the actual cost of additional materials and services distributed to school sites. These included the purchase of a new safety device that enables staff to quickly alert emergency services during incidents, contributing significantly to the overall increase in expenses compared to initial projections.

Action 5.4 (5.2.3 Operating Unit: Internal Uses) – Site-Based Allocations Aligned to Goal 5 Priorities:
This action involves site-level initiatives that support the priorities outlined in Goal 5. The district did not allocate a specific budget to Action 5.2.3 initially. Instead, as a practice, all site initiative funds are first placed under Goal 1. School sites have the flexibility to transfer funds from Goal 1 to other goals, including Goal 5, as needed to support their specific initiatives. This internal accounting practice allows for more site-specific decision-making while ensuring proper oversight and verification of fund expenditures.

In both cases, the material differences reflect either unforeseen costs tied to enhanced safety measures or intentional budget practices that provide flexibility to school sites to meet their needs.

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

Strengthening Support and Refining Systems: A Look at This Year’s Progress as of the first semester.
Over the past academic year, EUHSD continued its commitment to supporting students by refining and strengthening programs already in place. The district did not introduce new initiatives but instead focused on improving existing efforts to better meet student needs. By analyzing data, listening to feedback, and making necessary adjustments, EUHSD worked to ensure that students received the academic, social, and emotional support they needed.

Effectiveness of Action 5.1 (5.1.1 Operating Unit: Internal uses) - Base Funding
The continued provision of base services has been instrumental in maintaining steady progress toward district goals. By supporting core instructional programs and investing in staff capacity, these foundational services have contributed to improved student outcomes across all demographics. Consistent access to these resources ensures that educators are equipped to deliver high-quality instruction and that students receive the necessary support to succeed academically. This ongoing commitment has helped sustain growth in key performance areas and supports the district’s focus on equity and achievement for all students.

Action 5.2 (5.2.1 Operating Unit: Internal Uses)
Refining Support for High-Risk Students
EUHSD has long recognized the importance of helping students who face challenges such as poor attendance, academic struggles, and behavioral concerns. Rather than implementing new programs, the district worked on improving the effectiveness of those already in place.

Attention 2 Attendance (A2A) continued to focus on reducing chronic absenteeism by identifying and supporting students with attendance issues, particularly English Learners, Special Education students, Foster Youth, and Homeless students.
The 9th Grade Interventions Program continued providing extra support for at-risk freshmen, ensuring a smoother transition into high school.
The Prevention & Diversion (PAD) Program remained an important alternative to suspension, offering students a chance to correct behavior without being removed from school.
Safety Outreach for Students (SOS) continued providing interventions for students struggling with social-emotional challenges.
LEAP (Learning, Engagement, and Academic Progress) focused on helping students recover credits and stay on track for graduation.

How Well Did These Programs Work?
The district continued to track student progress and adjust programs as needed. The results showed both successes and areas for improvement as of the first semester:

Attendance efforts saw steady progress, with 64% of students maintaining excellent or satisfactory attendance, though 12% were still chronically absent and 9% severely chronically absent. While these numbers show improvement, attendance remains a challenge for some students.

LEAP remained a valuable resource for credit recovery, with students earning a total of 265 credits across the district, ensuring that more students stayed on the path to graduation.

Behavioral interventions continued to be effective, with 57 out of 65 students successfully completing the PAD program and 85 out of 109 finishing the SOS program. While completion rates were strong, some students still struggled to finish these programs, indicating a need for further refinement.

Improving School Culture and Safety
Beyond academic and behavioral support, EUHSD remained committed to creating a safe and respectful learning environment. The district continued its work in restorative practices, increased supervision, and school-wide safety measures, making refinements where needed.

-Action 5.3 (5.2.2 Operating Unit: internal uses)
The Multi-Tiered System of Supports (MTSS) teams worked closely with students at each school to provide targeted interventions based on need.
Schools used Raptor check-in systems to maintain campus security, ensuring a safe environment for students and staff.
Staff continued using PBIS (Positive Behavioral Interventions & Supports) and restorative practices to promote positive relationships and reduce conflicts.

-Action 5.4 (5.2.3 Operating Unit: Internal Uses)
Site-based allocations in EUHSD are strategically aligned with Goal 5's priorities and are initially directed to Goal 1, Action 1.2.5. Schools have the flexibility to reallocate these funds to address site-specific needs, particularly in support of their unduplicated students. The district maintains internal accounting procedures to ensure all expenditures align with LCAP goals and actions.

Effectiveness of Action 5.5 (5.3.1 Operating Unit: Internal uses)- Title I funds
The implementation of PBIS and Restorative Practices has played a key role in strengthening the district's Multi-Tiered System of Supports (MTSS) and fostering a more positive and inclusive school climate. These efforts have contributed to increased awareness and better management of student behavior, particularly among Unduplicated pupils—including African American/Black, English Learners, Foster Youth, Homeless students, and students with disabilities—who have historically experienced higher suspension rates. While suspension remains a challenge, the district's focused evaluation and integration of restorative approaches have led to more proactive, supportive interventions, reducing disciplinary disparities and supporting student retention. Continued monitoring and refinement of these practices are guiding progress toward safer, more equitable learning environments for all students.

Each school site conducts a needs assessment using data from the California Healthy Kids Survey, site-level metrics, and the California School Dashboard to inform how funds are used. As a result, Site Discretionary Funds have been effectively utilized to strengthen Multi-Tiered Systems of Support (MTSS), improve student attendance, and enhance campus safety. These efforts are contributing to positive outcomes; however, ongoing attention is needed to further reduce suspensions and address behavior concerns among unduplicated students, particularly African American/Black students and students with disabilities. This approach reflects the district's commitment to continuous improvement and equity.

Each school site focused on refining their support systems:
At Escondido High School (EHS), over 500 student check-ins were conducted, helping students stay engaged.
At Orange Glen High School (OGHS), over 300 students received personalized support, and 5 restorative conferences were held to resolve conflicts.
At San Pasqual High School (SPHS), 12 restorative conferences took place to address student concerns through conversation and resolution.

What Challenges Remain?
While the district successfully met its goals, some areas still require further attention:
Chronic absenteeism remains a concern, despite improvements in attendance rates. Continued refinements to A2A and additional targeted support may help students who are struggling the most.
Some students did not complete behavioral intervention programs, indicating that additional follow-up and individualized support may be needed.
Perceptions of school culture still need improvement—while 87% of students felt a sense of belonging, only 53% felt fully respected by staff. Strengthening communication and relationships between students and staff remains a priority.

Moving Forward

As EUHSD continues into the next school year, the focus remains on refining and strengthening existing programs rather than introducing new ones. The district will continue using data and feedback to make adjustments where necessary, ensuring that all students receive the support they need.
By maintaining its commitment to attendance improvement, credit recovery, behavioral support, and school safety, EUHSD is steadily working toward its goal of creating a positive and successful school experience for every student.

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.

After reviewing progress and feedback from students, families, and staff, EUHSD has decided to keep its current goals, target outcomes, and actions in place for the coming year. While there may be slight reductions in some services, no major changes will be made, as the district's programs have been effective in supporting student success.

Key Takeaways from Student & Educational Partner Feedback
Student forums highlighted the importance of strong relationships between teachers and students. Students shared that they value classrooms where teachers actively listen, encourage participation, and create an inclusive environment where every student feels seen and supported.

The LCAP survey results also identified the top three areas of student support:
- Counseling Services – 75% of respondents felt that students could access a counselor when needed for academic guidance or personal concerns.
- Academic Support – 52% indicated that students received extra help when struggling in school.
- Social-Emotional Support – 50% felt that students had access to a trusted adult for social or emotional challenges.

A Safe and Supportive School Environment
Survey responses also highlighted key factors that contribute to students feeling safe and connected at school:
- 87% of respondents felt that students have a strong sense of belonging.
- 70% felt that students respect teachers and staff.
- Only 53% felt that students themselves are respected, showing an area for continued focus.

EUHSD recognizes the importance of fostering mutual respect between students and staff to create a positive and welcoming school culture.

High Satisfaction with Programs & Instruction
Overall, the LCAP survey results reflected strong satisfaction with the district's efforts:
- 92% felt students received adequate academic support.
- 91% were satisfied with the social-emotional resources available.
- 87% felt the quality of instruction met student needs.

The LCAP survey results indicate strong satisfaction among educational partners regarding the support and instruction provided by EUHSD schools. The top three areas of satisfaction include:

Academic Support – 92% of respondents felt that students received adequate academic support.
Social/Emotional Support – 91% of respondents were satisfied with the social and emotional support available to students.
Quality of Instruction – 87% of respondents were satisfied with the quality of instruction provided.
These results highlight the district's commitment to student success by ensuring access to academic assistance, emotional well-being resources, and high-quality teaching. Moving forward, EUHSD will continue to build on these strengths while identifying opportunities for further growth to meet the evolving needs of students and families.

New LREBG Actions and Monitoring for Effectiveness
Actions 5.6 (5.4.1) and 5.7 (5.4.2) are new additions to the 2024–25 LCAP, funded through LREBG, and will be carefully monitored throughout the 2025–26 school year to assess their effectiveness.

Action 5.6 – Restorative Practices Support (APOSA, 50%)
A dedicated Assistant Principal On Special Assignment (APOSA) will provide focused leadership to support the district-wide implementation of Restorative Practices. This role will ensure consistent training and guidance for staff, promote a unified school culture centered on empathy and accountability, and support positive student behavior across all schools.

Action 5.7 – RESET Program (1.2 FTE at EHS, OGHS, & SPHS)
The RESET program will offer targeted behavioral and academic interventions for unduplicated students, including low-income, foster, and English learners. Through restorative group sessions and online modules, students will build skills in reflection, accountability, and success strategies. Implemented schoolwide at Orange Glen, Escondido High, and San Pasqual, RESET aims to improve attendance, graduation progress, and student engagement.

The district will use ongoing data collection, student and staff feedback, and outcome measures to evaluate these initiatives, making adjustments as needed to maximize their positive impact on unduplicated students.

These insights reinforce that the district's approach is working. Moving forward, EUHSD will continue refining its efforts, ensuring students have access to the support, resources, and relationships they need to succeed.

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	5.1.1 (Operating Unit: Internal uses) Base Services	5.1.1 (Operating Unit: Internal uses) Continue to provide the base services as described in 1.1.5 and 2.1.1	$1,922,437.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	5.2.1 (Operating Unit: Internal uses) High Risk Programs	5.2.1 (Operating Unit: Internal uses) With an intentional focus on high risk students, implement evidence based programs to foster respectful, safe and secure learning environments. Examples include: 5.2.1: Operating Unit: Internal uses • Attention 2 Attendance • 9th grade interventions program • Alternative to suspension (PAD) prevention and diversion • Safety Outreach for Students (SOS) • RESET • Youth Advisory Council • Diversion Program • School Resource Officer Persistent absenteeism prompts the implementation of the Attention 2 Attendance program, focusing on students with the lowest attendance rates including ELL, LTEL, SpEd, Foster youth, and homeless students, alongside intervention programs such as LEAP, PAD, SOS, and the Diversion Program, aiming to address attendance and suspension challenges district-wide, with special emphasis on unduplicated students.	$2,201,956.00	Yes
5.3	5.2.2 (Operating Unit: Internal uses) MTSS	5.2.2 (Operating Unit: Internal uses) Provide equipment, resources, programs and services that support a learning culture and climate which is collaborative, respectful, safe and secure. MTSS Team NCRC Contract Professional Learning Increased campus supervision PBIS and Restorative Practices Additional Security Cameras School check-in service: Raptor	$44,297.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The MTSS team will work with site teams to establish tiered supports for student groups with high rates of absenteeism and suspension, such as English Learners, Foster Youth, Homeless, students with disabilities, and Socioeconomically Disadvantaged students, while addressing student desires for belonging, positive interactions, and community-building as identified in student forums.		
5.4	5.2.3 (Operating Unit: Internal uses) Site Initiatives	5.2.3 (Operating Unit: Internal uses) Site-based allocations aligned to Goal 5 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds. Site-based allocations in EUHSD are aligned with Goal 5's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to reallocate them to meet the specific needs of their unduplicated population. Managed internally, Site Discretionary Funds aim to enhance academic achievement for unduplicated students, with schools conducting needs assessments using data from the Healthy Kids Survey to tailor support. This LEA-wide practice, informed by data from the CA Dashboard, has seen funds used to bolster MTSS efforts, improve attendance, and address safety concerns, with ongoing efforts needed to support unduplicated, African American/Black, and students with disabilities in behavior mitigation and suspension reduction.	$1.00	Yes
5.5	5.3.1 (Operating Unit: Internal uses) PBIS and Restorative Practices	5.3.1 (Operating Unit: Internal uses) Carry out the plan for implementing PBIS and Restorative Practices implementation. PBIS and Restorative Practices are integral to the district's Multi-Tiered System of Supports (MTSS), yet student suspensions, particularly among demographic groups such as African American/Black, English Learners, Foster Youth, Homeless, Two or More Races, and Students with Disabilities, remain a concern, with Suspension Rates being a notable challenge. To address this, there will be heightened focus on evaluating suspension practices and integrating Restorative Practices and PBIS to	$262,678.00	No

Action #	Title	Description	Total Funds	Contributing
		promote positive student behavior district-wide, prioritizing Unduplicated pupils, aiming to create a more inclusive and supportive environment for students amidst concerns over high suspension and dropout rates among this demographic.		
5.6	5.4.1 (Operating Unit: Internal uses) LREBG: Restorative Practices (APOSA)	5.4.1 (Operating Unit: Internal uses) LREBG Restorative Practices (APOSA) 50% for 2025-26 A dedicated staff member, such as an Assistant Principal On Special Assignment (APOSA), is essential for supporting the district-wide implementation of Restorative Practices. This role ensures consistent training, guidance, and support for all teachers and staff, helping them effectively integrate restorative approaches into their interactions with students. By providing focused leadership, the APOSA can promote a unified, school-wide commitment to building a positive school culture, fostering accountability, and addressing student behavior in a constructive, empathetic way. This support is crucial for ensuring that restorative practices are consistently applied across the district, benefiting all students. Restorative Practices AP (2025–26): (LREBG Funds) *ACTION 5.6 (5.4.1 Operating Unit: Internal uses) LREBG funds will cover 50% of the salary for an Assistant Principal on Special Assignment (APOSA) who will lead districtwide restorative practices training and implementation. This position builds staff capacity to foster inclusive school climates, address behavior through restorative approaches, and reduce suspensions—particularly among students historically impacted by disciplinary disparities. **Research-Based Rationale --Academic Support and Learning Restorative Practices (RP) are strongly linked to improved academic outcomes by fostering a positive school climate, reducing exclusionary discipline, and increasing instructional time. Research from the RAND Corporation (2019) and the WestEd Justice & Prevention Research Center demonstrates that schools implementing RP with fidelity experience	$116,331.00	No

Action #	Title	Description	Total Funds	Contributing
		significant decreases in suspensions and disciplinary referrals, especially for students of color and students with disabilities. Fewer suspensions mean more time in class, better attendance, and higher academic achievement. By dedicating a district-level administrator—funded in part by LREBG—to coordinate, coach, and monitor site implementation, the district ensures consistency and quality across schools. This leadership role directly supports the learning recovery of students who may have been disproportionately affected by punitive discipline or disengagement during the pandemic. --Social-Emotional Learning (SEL) and School Climate Restorative Practices are grounded in core SEL competencies, including self-awareness, empathy, communication, and relationship-building. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), RP contributes to the development of supportive, inclusive school environments that build student agency and emotional well-being. An Assistant Principal focused on districtwide RP ensures that practices such as restorative circles, peer mediation, and conflict resolution are embedded into daily routines and staff practices. This improves student behavior, fosters belonging, and supports healing from trauma—especially important in the wake of the pandemic. --Equity and Tiered Behavioral Supports (MTSS/PBIS) A dedicated leader for RP ensures alignment with Tier 1 and Tier 2 behavioral supports within a Multi-Tiered System of Support (MTSS). This position will guide staff in using data to identify disproportionality in discipline and design preventative, restorative alternatives. Restorative approaches reduce reliance on exclusionary practices that disproportionately impact Black, Latino, Native, foster, and special education students. This strategic leadership also supports professional development and coaching for site leaders, counselors, and teachers—ensuring systemic impact and sustainability. --Family and Community Engagement Restorative Practices emphasize communication and partnership with families, especially in response to conflict or harm. An Assistant Principal		

Action #	Title	Description	Total Funds	Contributing
		leading RP implementation ensures that parents and guardians are included in restorative conferences and understand the goals of the approach. This helps build trust between schools and families and shifts the school culture toward shared accountability and mutual respect. Research from the National Education Policy Center shows that schools with strong RP frameworks report higher levels of parent satisfaction and student connectedness. **Metric(s) for Monitoring 5.2 Decrease suspension rates, 5.3 Decrease the percent of suspension incidences (duplicated)		
5.7	5.4.2 (Operating Unit: Internal uses)	5.4.2 (Operating Unit: Internal uses) LREBG: Reset at EHS, OGHS, & SPHS (1.2 FTE) 25-26 school year The RESET program provides targeted behavioral and academic support for unduplicated students, including those from low-income, foster, and English learner backgrounds. Through online modules and restorative group sessions, students learn to reflect on their choices, develop accountability, and build strategies for success. Offered schoolwide at Orange Glen, Escondido High, and San Pascual Schools, RESET ensures equitable access to interventions that help students improve attendance, stay on track for graduation, and strengthen their connection to the school community. RESET Program at EHS, OGHS, and SPHS (2025–26): (LREBG Funds) *ACTION 5.7 (5.4.2 Operating Unit: Internal uses) The RESET program will continue at Escondido, Orange Glen, and San Pasqual High Schools as a Tier 2 behavioral and academic support. Students in the program participate in restorative circles, self-paced academic work, and reflective practices that encourage personal accountability and growth, preparing them for successful reintegration into the classroom. **Research-Based Rationale --Academic Support and Learning	$579,637.00	No

Action #	Title	Description	Total Funds	Contributing
		The RESET program provides students with targeted Tier 2 academic support through a structured, self-paced environment that allows them to stay current with coursework while temporarily removed from the traditional classroom setting. Research from the National Dropout Prevention Center and WestEd confirms that students who receive academic support in non-punitive settings are more likely to recover credits, increase engagement, and transition successfully back to class. By focusing on reflection and reintegration rather than exclusion, RESET helps prevent further academic decline due to suspension or disengagement. RESET aligns with learning recovery goals by reducing lost instructional time and supporting students in accessing academic content in a way that meets them where they are—particularly students experiencing behavioral challenges that interfere with learning. --Social-Emotional Learning (SEL) and Behavioral Growth Students in the RESET program engage in restorative circles, mindfulness, and reflective practices that promote emotional regulation, self-awareness, and personal accountability—key social-emotional competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL). These practices are known to improve behavior, reduce disciplinary incidents, and increase student resilience. By integrating SEL into the RESET model, students receive intentional support in understanding the impact of their choices, developing conflict-resolution skills, and building positive relationships—all essential for reintegration and long-term behavioral success. --Tiered Supports and Restorative Practices (MTSS/PBIS Alignment) RESET functions as a Tier 2 intervention within the district's Multi-Tiered System of Support (MTSS), offering a structured alternative to suspension. This model aligns with Positive Behavioral Interventions and Supports (PBIS) by emphasizing proactive and restorative strategies rather than exclusionary discipline. According to the UCLA Civil Rights Project, such alternatives are especially critical for reducing disproportionate discipline of historically underserved student groups, including students of color, English learners, and students with disabilities.		

Action #	Title	Description	Total Funds	Contributing
		The program's focus on reintegration further ensures that students return to class with a clearer sense of accountability and readiness to learn—supporting a healthier school climate and improved long-term outcomes. --Equity and Re-engagement By continuing the RESET program at comprehensive high school sites, the district ensures equitable access to behavioral and academic interventions that center student growth rather than punishment. This approach reflects best practices in equity-driven discipline reform and aligns with district priorities to reduce suspension rates and improve student engagement. The structure of RESET allows students to reflect, repair, and return—providing a pathway forward rather than a barrier to success. **Metric(s) for Monitoring 5.2 decrease the suspension rate, 5.3 decrease the percent of suspension incidences.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Equity Multiplier: Improve Graduation Rates at Valley High School	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Valley High School (VHS), as a continuation high school, serves students who are often significantly behind in credits and at risk of not graduating. Supporting students in reaching the milestone of high school graduation is not only essential for their academic trajectory but also has profound impacts on their confidence, long-term success, and ability to access future opportunities. For many students at VHS, graduating breaks a cycle of academic struggles and disconnection, while preparing them for adulthood and allowing them to contribute positively to their communities.

This goal was developed in direct response to persistent equity gaps and performance data that emphasize the need to prioritize graduation and postsecondary preparation—particularly for historically underserved student groups. According to the 2023 California School Dashboard, VHS was the only school in the district that did not show improvement in overall suspension rates, with Homeless, Socioeconomically Disadvantaged (SED), and Special Education students disproportionately impacted. Graduation rates for English Learners, Hispanic/Latino, Homeless, and SED students were also areas of concern, as was English Language Arts performance for SED students.

In 2024, the school showed meaningful growth in several areas: no student groups were in the red performance level for suspensions, English Language Arts, or graduation rates. These gains reflect the school's focused efforts and early success in improving outcomes. However, significant challenges remain:

- Mathematics: Students identified as Socioeconomically Disadvantaged and Hispanic performed in the red performance level.
- College and Career Readiness: Students identified as English Learners, Long-Term English Learners, and Hispanic also performed in the red.

These areas underscore the continued need for targeted supports to ensure all students—particularly those most at risk—are equipped with the academic and college/career readiness skills necessary for success after high school.

The district developed this goal to build upon areas of progress and address remaining gaps in student outcomes, with a clear focus on graduation and equitable access to postsecondary pathways. Input from educational partners played a vital role in shaping this goal. Stakeholder engagement took place through parent meetings, site-based LCAP educational partner sessions, staff discussions, ELAC and SSC meetings, student forums, and district-level LCAP Educational Partner Advisory meetings. These forums ensured the goal reflects the shared priorities and concerns of students, families, educators, and community members.

Goal 6: Equity Multiplier directly addresses key areas of the California State Priorities:
Priority 4: Pupil Achievement – by addressing academic performance and college/career readiness for underserved groups.
Priority 5: Pupil Engagement – by promoting student connection and reducing barriers to on-time graduation.
Priority 8: Other Pupil Outcomes – by focusing on whole-student development beyond test scores.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Increase Attendance Rates at VHS by 1% annually. Priority 5: Pupil Engagement	2022-23 84.8%	2023-24 89.21%		Increase Attendance Rates by 1% annually 2025-26 expected outcome 87.8%	Difference from Baseline +4.41
6.2	Decrease Chronic Absenteeism Rate at VHS by 1% annually. Priority 5: Pupil Engagement	2022-23 All: 70.5% Asian: 0.0% Black/African American: 0.0% Filipino: 0.0% Latino/Hispanic: 71.4% White: 59.3% ELL: 67.1% RFEP: 73.2% SpEd: 81.8% FY: 0.0% Homeless: 82.8%	2023-24 All: 66.5% Asian: N/A Black/African American: N/A Filipino: N/A Latino/Hispanic:66.5% White: 62.5% ELL: 63.8% RFEP: 65.6% SpEd: 63.6% SED: 67.5% FY: N/A Homeless: 76.6%		Decrease Chronic Absenteeism Rate at VHS by 1% annually 2025-26 expected outcome 67.50%	Difference from Baseline -4
6.3	Decrease the Dropout Rate at VHS from the	2022-23 All: 20.3%	2023-24 All: 27.6		Decrease the Dropout Rate at	Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	previous year by 0.5% annually Priority 5: Pupil Engagement	Asian: N/A Black/African American: N/A Filipino: N/A Hispanic: 21.7% White: N/A ELL: 19.7% SpEd: 10% SED: 20.9% FY: N/A Homeless: 27.6%	Asian: N/A Black/African American: N/A Filipino: N/A Latino/Hispanic: 27.7% White: 0.2% ELL: 27.5% SpEd: 13.3% SED: 27.4% FY: N/A Homeless: 20.7%		VHS from the previous year by 0.5% annually 2025-26 expected outcome 18.80%	+7.3
6.4	Increase Graduation Rate at VHS by 1% annually as reported on California Dashboard Priority 5: Pupil Engagement	2022-23 All: 62.7% Asian: N/A Black/African American: N/A Filipino: NA Latino/Hispanic: 62.2% White: N/A ELL: 59.2% SpEd: 55.0% SED: 61.4% FY: N /A Homeless: 44.8%	2023-24 All: 65.5% Asian: N/A Black/African American: N/A Filipino: N/A Latino/Hispanic: 65.8% White: 66.7% ELL: 66.3% SpEd: 73.3% SED: 66.1% FY: N/A Homeless: 69.0%		Increase Graduation Rate at VHS by 1% annually as reported on California Dashboard 2025-26 expected outcome 65.7%	Difference from Baseline +2.8
6.5	Increase the percent of CTE enrollment at VHS by 1% annually Priority 4: Pupil Achievement	2022-23 All: 44.9% Asian: 100% Black/African American: 28.6% Filipino: 50% Latino/Hispanic: 59.9% White: 38.5%	2023-24 All: 50.9% Asian: N/A Black/African American: 60.0% Filipino: 66.7% Latino/Hispanic: 50.4%		Increase the percent of CTE enrollment at VHS by 1% annually 2025-26 expected outcome 47.9%	Difference from Baseline +6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELL: 45.2% SpEd: 43.6% SED: 44.7% FY: N /A Homeless: 33.3%	White: 57.7% ELL: 39.3% RFEP: 58.4% SpEd: 34.2% SED: 50.7% FY: N/A Homeless: 42.1%			
6.6	Increase the percentage of CTE completion rate at VHS by 2% Priority 8: Other Pupil Outcomes	2022-23 All: 0.6% Asian: 0.0% Black/African American: 0.0% Filipino: 0.0% Latino/Hispanic: 0.7% White: 0.0% ELL: 0.0% RFEP: 2.3% SpEd: 0.0% SED: 0.0% FY: 0.0% Homeless: 0.0%	2023-24 All: 8.6% Asian: N/A Black/African American: N/A Filipino: N/A Latino/Hispanic: 8.4% White: 13.3% ELL: 6.3% RFEP: 11.3% SpEd: 6.7% SED: 8.9% FY: 100% Homeless: 17.2%		Increase the percentage of CTE completion rate at VHS by 2% 2025-26 expected outcome 6.6%	Difference from Baseline +8

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 Implementation
All planned actions were implemented as intended, with no substantive differences between the planned and actual execution. Most performance metrics showed improvement, particularly at Valley High School (VHS). However, the overall dropout rate increased by more than 7%, presenting a notable challenge that will require focused attention moving forward.

Key Successes

There were several key successes across multiple areas. Special Education students experienced a substantial reduction in chronic absenteeism by 18.2% and an increase in graduation rates from 34.2% to 43.6%. Their CTE completion rate also rose from 0% to 6.7%. Among English Language Learners (ELLs), chronic absenteeism decreased from 67.1% to 63.8%, graduation rates improved from 59.2% to 65.5%, and CTE completion rose from 0% to 6.3%. The AVID tutoring program and credit recovery supports contributed to an overall increase in graduation rates and significant gains in CTE completion—rising from 0.6% to 8.6%. Support for CTE programs overall led to increased student engagement, with enrollment rising by 6%.

Efforts to improve school climate and student engagement also saw success. Initiatives such as experiential learning, extracurricular tracking via the 5-Star system, and the Youth Advisory Council resulted in improved student connection, as reflected in survey and CHKS data. Students reported feeling more engaged, safe, and validated on campus. Additionally, professional learning for staff, with a focus on hands-on instruction, PBIS, and technology integration, contributed to gains in attendance, graduation, and dropout reduction.

Challenges & Considerations
Despite these gains, challenges remain—particularly the rising dropout rate, which was especially pronounced among ELL students, whose dropout rate increased from 19.7% to 27.5%, alongside a decrease in CTE enrollment from 45.2% to 39.3%. These issues underscore the need for targeted support and intervention to ensure all students are successfully engaged and on track for graduation and career readiness.

Overall, implementation efforts were effective in advancing key priorities related to student engagement, academic achievement, and college and career readiness. Continued focus on at-risk student groups, particularly English Learners, will be critical in addressing remaining gaps and ensuring equitable outcomes for all students.

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 several material differences between budgeted expenditures and estimated actual expenditures for the year due to a combination of staffing adjustments, misallocations, and evolving instructional needs For Action 6.2 (6.2.2 Operating Unit: Internal Uses), there was a 29% underbudget due to overestimating staffing costs. Once actual staff were identified and hired, the expenditures were significantly lower than anticipated. Action 6.3 (6.2.3 Operating Unit: Internal Uses) experienced a 100% overbudget, as the associated position was mistakenly allocated to the wrong account. Adjustments are being made to ensure proper alignment in the future. For Action 6.2 (6.2.4 Operating Unit: Internal Uses), there was a 49% overbudget due to a reduction in tutoring services, which led to lower-than-expected expenditures. Action 6.5 (6.2.5 Operating Unit: Internal Uses) showed a nearly 90% underbudget, as the actual cost of supplemental instructional materials—particularly in CTE and Science—was much higher than originally anticipated. Action 6.6 (6.2.6 Operating Unit: Internal Uses) had no original budget allocation, but incurred significant expenditures due to both an error in budget planning and a growing need for supplemental materials aimed at increasing academic engagement. Lastly, Action 6.9 (6.2.9 Operating Unit: Internal Uses) also showed a nearly 90% underbudget. This was due to the identified need for additional instructional materials, supplies, and professional learning services related to hands-on learning, PBIS, and technology integration—areas that became increasingly central to improving student engagement.

These variances reflect a combination of adjustments based on actual staffing and service delivery, and the evolving needs of the school site in its efforts to provide targeted and effective student support.

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

Overall Implementation Summary:

There were no substantive differences between the planned and actual implementation of the actions outlined in this goal. All actions were carried out as intended, and most associated metrics demonstrated measurable progress. A notable exception, however, was an increase in the overall dropout rate, which rose by more than 7%. Despite this challenge, Valley High School (VHS) experienced significant gains in several areas targeted by the goal, particularly among students in Special Education and English Language Learners (ELLs).

Implementation Highlights and Impact:

Action 6.1 (6.2.1 Operating Unit: Internal uses)– Support to Students in Special Education:
This action had a positive impact, resulting in a significant 18.2% decrease in chronic absenteeism among Special Education students. Graduation rates for these students increased from 34.2% in 2022-23 to 43.6% in 2023-24. Although CTE course participation declined by 9.4%, the CTE completion rate for Special Education students improved from 0.0% to 6.7%, indicating increased follow-through and success among those enrolled.

Action 6.2 (6.2.2 Operating Unit: Internal uses) – Credit Recovery Support:
The continued implementation of credit recovery options is believed to have contributed to a slight increase in the overall graduation rate at VHS, moving from 62.7% to 65.5%.

Action 6.3 (6.2.3 Operating Unit: Internal uses) Operating Unit: Internal uses) – Support to Language Learners (BIA):
ELL students saw positive trends in key metrics. Chronic absenteeism dropped from 67.1% to 63.8%, and graduation rates rose from 59.2% to 66.3%. Additionally, the ELL CTE completion rate improved from 0.0% to 6.3%. However, challenges remain, as ELL CTE enrollment dropped from 45.2% to 39.3%, and dropout rates for ELLs increased significantly from 19.7% to 27.5%.

Action 6.4 (6.2.4 Operating Unit: Internal uses) – AVID Tutors Support:
Increased access to AVID tutors correlated with a graduation rate increase from 62.7% to 65.5%. The CTE completion rate also jumped significantly from 0.6% to 8.6%, suggesting that the tutoring support helped students stay on track toward both graduation and career readiness.

Action 6.5 (6.2.5 Operating Unit: Internal uses)– CTE Support (Supplementary Goods & Services):
Student engagement in CTE programs increased, with CTE enrollment rising by 6% and completion rates improving from 0.6% to 8.6%. These outcomes highlight the effectiveness of enhanced support and resources in fostering career readiness.

Action 6.6 (6.2.6 Operating Unit: Internal uses) – Outside Learning Opportunities:

In response to student feedback, VHS expanded opportunities for experiential and hands-on learning. These initiatives contributed to a 4% decrease in chronic absenteeism and were positively reflected in student survey data. Students reported feeling more connected to the school and valued the opportunities for creative expression and practical skill-building.

Action 6.7 (6.2.7 Operating Unit: Internal uses)– Student Connection via 5-Star System:
The implementation of the 5-Star system allowed VHS to better track and support student participation in extracurricular activities. This data-driven approach improved the school's ability to engage students outside the classroom and monitor their involvement in school life.

Action 6.8 (6.2.8 Operating Unit: Internal uses) – Student Voice (Youth Advisory Council):
The Youth Advisory Council provided a platform for student leadership and voice. Through regular meetings and collaborative planning, the council contributed to an improved sense of school climate and student engagement. LCAP survey data, CHKS results, and internal surveys consistently reflected that students felt connected, safe, and validated at VHS.

Action 6.9 (6.2.9 Operating Unit: Internal uses) – Professional Learning and In-Class Support:
VHS expanded its professional learning efforts, emphasizing hands-on instruction, relationship-building strategies (including PBIS and restorative practices), and technology integration. These efforts were monitored through attendance rates, dropout rates, and graduation rates—all of which improved compared to the prior year, indicating a successful implementation.

Challenges and Conclusion:

While most metrics showed improvement, the notable challenge remains the increase in the overall dropout rate, particularly among ELL students. This area will require targeted analysis and additional support moving forward. Nonetheless, the overall implementation of the

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 of prior practice, there are no major changes being made to the planned goal, metrics, target outcomes, or actions for the coming year. We are seeing steady progress in many of our key areas of focus, including student engagement, graduation rates, CTE participation and completion, and reductions in chronic absenteeism. The current strategies and supports are proving effective, and continued implementation will allow us to build on the positive momentum already established.

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
6.1	6.2.1 (Operating Unit: Internal uses) Support to students in Special Education	6.2.1 (Operating Unit: Internal uses)v Support to students in Special Education	$150,000.00	No
6.2	6.2.2 (Operating Unit: Internal uses) Credit recovery support	6.2.2 (Operating Unit: Internal uses) Credit recovery support	$97,514.00	No
6.3	6.2.3 (Operating Unit: Internal uses) Support to Language Learners BIA	6.2.3 (Operating Unit: Internal uses) Support to Language Learners BIA	$77,000.00	No
6.4	6.2.4 (Operating Unit: Internal uses) Support to students	6.2.4 (Operating Unit: Internal uses) Support to students AVID Tutors	$54,000.00	No
6.5	6.2.5 (Operating Unit: Internal uses) CTE Support	6.2.5 (Operating Unit: Internal uses) CTE Support	$15,000.00	No
6.6	6.2.6 (Operating Unit: Internal uses) Outside Learning Opportunities	6.2.6 (Operating Unit: Internal uses) Outside learning opportunities: Offer students practical exposure to the workforce, apprenticeships, and vocational training.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
6.7	6.2.7 (Operating Unit: Internal uses) Connecting students to school	6.2.7 (Operating Unit: Internal uses) Connecting students to school 5-star System System Check in devices	$5,000.00	No
6.8	6.2.8 (Operating Unit: Internal uses) Student Voice	6.2.8 (Operating Unit: Internal uses) Student Voice: Youth Advisory Council	$10,000.00	No
6.9	6.2.9 (Operating Unit: Internal uses) Professional Learning and in class support/resources	6.2.9 (Operating Unit: Internal uses) Professional Learning and in class support/resources Hands on learning Building relationships Technology	$10,440.00	No

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
$25,720,859	$3,059,803

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
33.754%	0.000%	$0.00	33.754%

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
1.6	**Action:** 1.2 .1 (Operating Unit: Internal uses) Technology Support **Need:** The percentage of socioeconomically disadvantaged (SED) students passing 9th-grade ELA is 77.9%, while 68.7% pass Math.	All students have access to a school issued laptop. The district's priority is to ensure equity and access to educational resources, supporting digital literacy, personalized learning, collaborative learning, preparation for standardized testing by familiarizing students with digital testing environments and preparing students for college and career.	Action 1.6 (121 Operating Unit: Internal Uses) will be monitored with the following Metrics: 3.1 (graduation rate) 1.4 (9th grade ELA/Math Pass rate) 1.5 (CAASPP Meets/Exceeds),

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
	In the CAASPP, 50% of SED students meet or exceed standards in ELA, and 12.43% meet or exceed standards in Math. According to the district's local A-G completion metric, 41.2% of SED students meet the requirements, and 27.1% meet the minimum requirement for CTE completion. In response, the district will provide individual devices to students. This decision is based on findings from California's Dashboard data and local data, which highlight a significant need for additional support among various student demographics. This includes the district's SED population, students with disabilities, homeless students, English learners, and Hispanic/Latino students, especially at EHS, OGHS, SPHS, and VHS, with a focus on improving college and career readiness and graduation rates. **Scope:** LEA-wide	Providing unduplicated students with 1:1 computer access ensures they have the same educational resources, instructional materials, and additional supports available online as all other students. To maximize the impact, this initiative is implemented LEA-wide, benefiting all students. Given that 81% of EUHSD's population is low socioeconomic, this approach is particularly advantageous for students from these backgrounds, ensuring equitable access to technology.	1.11(CTE Completion), and 1.15 (Broad course of study completion) and local data based on implementation of educational technology resources.
1.7	**Action:** 1.2.2 (Operating Unit: Internal uses) EL Program **Need:** Based on Ca. Dashboard data, specifically graduation rates, there will be an intentional focus on active monitoring of implementation and support of EL/LTEL students at Escondido High school and Orange Glen High School	Offer additional support to English learners at EHS, SPHS, OGHS, and DLA by assigning instructional assistants and reducing class sizes within cluster classes tailored for groups of ELD students in the General Education setting. In an effort to increase redesignation rates and English Learner Progress, graduation rates, and A-G rates for English Language Learners.	Action 1.7 (1.2.2 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.1 (ELL progress Indicator), 1.3 (redesignation rate), 1.4 (9th grade ELA/Math pass rate),

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
	through progress monitoring, grades, and redesignation rates. **Scope:** LEA-wide		1.5 (CAASPP Meets/Exceeds), 1.6 (meet EAP), 1.9 (A-G requirement), 3.1 (graduation rate) and internal progress monitoring data.
1.8	**Action:** 1.2.3 (Operating Unit: Internal uses) Data analysis **Need:** Diagnostic assessments will occur three times per year at DLA, EHS, OGHS, SPHS, and VHS, for all 9th to 11th-grade students in Math and English Language Arts. The focus is to track progress, address learning gaps, inform Professional Learning Communities (PLCs), and serve as a leading indicator for the spring CAASPP testing. Particular emphasis will be placed on supporting English Learners, Homeless students, and Students with Disabilities, given their lower performance (Orange) noted on the Ca. Dashboard. The District Assessment team will offer extra support to Hispanic and Socioeconomically Disadvantaged students at Valley High School. Performance data will be reviewed quarterly to assist in monitoring progress. **Scope:** LEA-wide	Diagnostics and assessments are essential for gauging student advancement toward learning objectives, guiding instructional approaches, pinpointing areas of learning deficiency, tracking levels of accomplishment, ensuring accountability, and fostering equity. Data technicians aid in monitoring and analyzing data to guide subsequent actions and measure progress. In the 2022-23 school year EUHSD saw a 10.4% increase in CAASPP Met or Exceeded test scores in ELA and nearly 1% increase in math	Action 1.8 (1.2.3 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.4 (9th grade ELA/Math pass rate), 1.5 (CAASPP meets/exceeds), 1.6 (EAP rate) and regular progress monitoring data for student A-C 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
1.9	**Action:** 1.2.4 (Operating Unit: Internal uses) Career and Technical Education **Need:** Unduplicated students are enrolling in CTE courses at slightly lower rates than their non unduplicated counterparts. However, internal data analysis show what unduplicated students are completing the pathway at much lower rates than their counterparts. The district is committed to provide additional support at the district level to develop and execute CTE pathways and align curriculum to meet industry standards and the expectations of higher education programs to facilitate access to all students, specifically unduplicated students. District staff will convene with all CTE educators at least twice annually and account for student demographic enrollment. Further assistance and oversight will be extended to DLA, EHS, SPHS, and VHS, particularly for students identified as Students with Disabilities, English Learners, Homeless, and Hispanic/Latino students. **Scope:** LEA-wide	Offering access to college and career opportunities, including Career and Technical Education (CTE) programs, addresses the needs of unduplicated students by providing valuable skills, career exploration, and pathways to success in both the workforce and higher education. CTE programs play a vital role in preparing students for the demands of the 21st-century economy, empowering them to achieve their college and career goals and providing additional routes to success for students who may face barriers to traditional academic pathways. This action is implemented LEA-wide with the goal of improving outcomes for unduplicated students by ensuring equitable access to resources and opportunities. It aims to provide tailored guidance and support to help these students transition smoothly to higher education and pursue appropriate certifications or advanced content courses. By organizing targeted events and workshops, the initiative addresses both academic and social-emotional needs, ensuring that unduplicated students receive the necessary support to excel in their educational journeys. This comprehensive approach helps to bridge gaps in access and opportunity, fostering a more inclusive and supportive environment for all students.	Action 1.9 (1.2.4 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.11 (CTE Completers), 1.12 (CTE Enrollment), CCI performance on the California Dashboard, and through internal progress monitoring of Master Schedule offering and scheduling of students.
1.10	**Action:** 1.2.5 (Operating Unit: Internal uses) Site Initiatives	The district manages Site Discretionary Funds internally to ensure they are used effectively to enhance academic achievement, directly benefiting instruction, learning, and services for	Action 1.10 (1.2.5 Operating Unit: Internal Uses) will be monitored with the following Metrics:

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: Educational Services staff will assist schools in utilizing discretionary funds to improve metrics related to academic achievement including, ELA/Math pass rates and A-G completion for unduplicated students and students with disabilities. These student groups typically have lower rates in the mentioned areas. 9th Grade ELA/Math Pass Rates 2022-23: Internal Data ELA All- 80.6% Asian- 97.1% Black/African American- 87.2% Filipino- 93.8% Latino/Hispanic- 77.1% White- 93.9% ELL- 63.3% RFEP- 85.5% Spec Ed- 63.9% SED- 77.9% Foster Youth- 0.0% Homeless- 75.6% Math All- 72.3% Asian- 95.7% Black/African American- 75.0% Filipino- 97.9% Latino/Hispanic- 67.7% White- 90.4% ELL- 48.2% RFEP- 79.4% Spec Ed- 56.9%	unduplicated students. Each school, supported by Educational Services, conducts a needs assessment to identify specific student needs. Schools use achievement, attendance, and social-emotional data (from the Healthy Kids Survey) to tailor academic supports for unduplicated students. This action continues to be implemented on an LEA-wide basis because each school has unique needs and focuses for their unduplicated students. Based on data from the CA Dashboard and local metrics, schools have used site discretionary funds to support Language Learners by providing additional support in core content areas. These efforts have led to a significant increase in EL students being redesignated, from 0.8% in 2020-21 to 19.0% in 2022-23, an improvement in passing rates for ELA and Math in 9th grade from 50.1% in 2020-21 to 63.3% in 2022-23, and an increase in meeting A-G requirements from 10.2% in 2020-21 to 11.8% in 2022-23. Additionally, funds have been used to enhance technology and access to diagnostics and assessments, contributing to improved overall student scores in both Math and ELA compared to the previous year, 2021-22. The district has seen gains in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math.	All metrics identified in Goal 1 and 3.1 (graduation rate).

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
	SED- 68.7% Foster Youth- 66.7% Homeless- 56.3% **Scope:** LEA-wide		
1.11	**Action:** 1.2.6 (Operating Unit: Internal uses) Decrease class size **Need:** When analyzing data from the CA Dashboard, particularly in the areas of CCI, graduation rates, and dropout rates, the district identified a need to continue supporting and monitoring the progress of unduplicated students, specifically English Language Learners (ELL), including long-term English learners (LTELS). Reducing class sizes in targeted areas can provide individualized academic support and increase interventions. This decision is informed by California's Dashboard data and local data, which highlight a significant need for additional support among various student demographics. These include the district's socioeconomically disadvantaged population, students with disabilities, homeless students, English learners, and Hispanic/Latino students, particularly at EHS, OGHS, SPHS, and VHS, focusing on enhancing college and career readiness and graduation rates.	Providing smaller class sizes in targeted areas for English Language Learners, Foster Youth, Homeless students, and socioeconomically disadvantaged students at all EUHSD school sites will enhance individualized attention, foster a positive classroom environment, enable differentiated instruction, and strengthen teacher-student relationships, leading to better student engagement and academic performance. This initiative is implemented on an LEA-wide basis to offer additional support, resources, and access to challenging core classes. Based on the needs and percentage of unduplicated students at each site, additional FTEs were allocated: 0.4 FTE for DLA, 5.0 FTE for EHS, 6.6 FTE for OGHS, and 4.2 FTE for SPHS.	Action 1.11 (1.2.6 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.4 (9th grade ELA/Math passing grades), 1.9 (A-G requirement), 3.1 (graduation rate), 3.3 (dropout rate), 3.4 (chronic absenteeism), and local progress monitoring for Attendance, and academics.

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:** 2.2.1 (Operating Unit: Internal uses) Recruit and Retain **Need:** Investing in recruiting and retaining quality teachers is fundamental for promoting academic excellence and fostering equitable and inclusive learning environments specifically for students identified as English Learners, Homeless, Foster Youth, and Socioeconomically Disadvantaged. **Scope:** LEA-wide	Teachers at every site receive support from designated teacher leaders like content TOSA and MTSS support staff, ensuring consistent assistance across the LEA. Furthermore, at the district level, RISE and District-Level Content Specialists provide additional support, including personalized coaching for teachers, especially when working with students classified as English Learners, Foster Youth, Homeless, and Socioeconomically Disadvantaged. The decision to implement this action on an LEA-wide basis is rooted in the principle of equitable compensation for teachers based on their qualifications and experience. Competitive pay is essential for attracting and retaining highly skilled educators capable of meeting the diverse needs of unduplicated students within the district. By offering competitive salaries, the district can ensure a steady influx of qualified teachers, which is crucial for maintaining instructional quality and supporting the academic success of unduplicated students. Evidence from the CA Dashboard and local metrics demonstrates the positive impact of this approach. Schools within the EUHSD have successfully recruited and retained qualified teachers, leading to notable improvements in various academic indicators. For instance, there	Action 2.3 (2.2.1 Operating Unit: Internal Uses) will be monitored with the following Metrics: 2.1 (Appropriate credential/assignment), 2.2 (misalignment/vacancies), 2.4 (RISE completion),

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
		has been a significant increase in the number of EL students being redesignated, rising from 0.8% in 2020-21 to 19.0% in 2022-23. Additionally, passing rates for ELA and Math in 9th grade have improved from 50.1% to 63.3% during the same period, along with an increase in meeting A-G requirements from 10.2% to 11.8%. Moreover, investments in supporting teachers with technology and access to diagnostics and assessments have further contributed to overall student improvement in Math and ELA compared to the previous year, 2021-22. Specifically, there has been a notable increase in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math. These positive outcomes underscore the effectiveness of providing LEA-wide support to teachers, which in turn enhances educational opportunities and outcomes for unduplicated students across the district.	
2.4	**Action:** 2.2.2 (Operating Unit: Internal uses) PLC Time **Need:** Professional Learning Communities (PLCs) and Professional Learning (PL) foster collaborative learning, continuous improvement, data-driven decision making, personalized professional development, support for innovation, enhanced well-being, and ultimately, improved student achievement. This is particularly crucial for students needing	Teacher teams will prioritize analyzing data collected during studio cycles and utilize improvement science methods to actively engage in data analysis and Plan-Do-Study-Act (PDSA) cycles. Professional learning opportunities will encompass all domains within the arc of learning, including Deeper Learning, Improvement Science, SEL, and Design Thinking. These actions are implemented on an LEA-wide basis because nearly 83% of students enrolled in the district are unduplicated, making it essential for all teachers to participate in Professional Learning and PLC to best serve the students socially and	Action 2.4 (2.2.2 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.1 (EL progress indicator), 1.4 (9th grade ELA/Math pass rate), 1.9 (A-G rates), 1.15 (Broad course of study completion) 3.1 (Graduation Rate)

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
	additional support, including English Language Learners (ELL), Long Term English Learners (LTEL), foster youth (FY), homeless students, and socioeconomically disadvantaged (SED) students. Data from the California Dashboard indicates that these groups continue to underperform in graduation rates, English Language Arts, and meeting the criteria for being college and career ready. **Scope:** LEA-wide	academically. Every teacher, across all disciplines, will engage in Professional Learning Communities (PLC) to ensure they are reviewing student data, collaborating on best practices, and continuously improving their teaching strategies to meet the ongoing needs of the district's English Learners, Long Term English Learners, socioeconomically disadvantaged students, foster youth, and homeless students.	
2.5	**Action:** 2.2.3 (Operating Unit: Internal uses) Improve Teaching and Learning **Need:** This support is essential to address the needs of all students, particularly those identified as English Language Learners, Long Term English Learners, Homeless, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities. Local data and the California Dashboard highlight that these groups continue to require academic assistance, as shown by graduation rates, and social-emotional support, as evidenced by suspension rates. Graduation rates: 2022-23 All: 86.0% Asian- 100.0% Black/African American- 87.9%	The increased support from content specialists and instructional coaches at all school sites is essential for improving teaching and learning by providing professional development, differentiated support, collaborative learning communities, data-informed decision making, modeling effective practices, facilitating teacher reflection and feedback, and ultimately, enhancing student achievement. This action is being provided on an LEA-wide basis because all sites and all teachers serve unduplicated students, given the high percentage of unduplicated students enrolled at EUHSD. Ongoing professional learning will support teachers in creating and executing meaningful lessons that engage, motivate, and effectively serve all students, with a particular focus on the district's unduplicated students.	Action 2.5 (2.2.3 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.1 (EL progress indicator), 1.4 (9th grade ELA/Math pass rate), 1.9 (A-G rates), 1.15 (Broad course of study completion) 3.1 (Graduation Rate), local progress monitoring data on DOK 3+, ADA, and Academic progress

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
	Filipino- 96.8% Latino/Hispanic- 84.4% White- 90.0% ELL- 71.1% RFEP- N/A Spec Ed- 72.9% SED- 85.1% Foster Youth- N/A Homeless- 71.3% Suspension Rate: 2022-23 Data All- 6.1% Asian- 0.0% Black/African American- 9.6% Filipino- 1.6% Latino/Hispanic- 6.6% White- 4.2% ELL- 9.6% Spec Ed- 12.9% SED- 6.8% Foster Youth- 31.8% Homeless- 10.6% **Scope:** LEA-wide		
2.6	**Action:** 2.2.5 (Operating Unit: Internal uses) Capacity building Professional Learning **Need:**	By prioritizing the professional growth of all educational partners, the district can cultivate a culture of continuous improvement and create learning environments that support the success of all students, especially those needing additional support, such as English Language Learners, Foster Youth, Homeless students,	Action 2.6 (2.2.5 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.4 (9th grade ELA/Math Pass Rate), 1.9 (A-G completion 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
	By prioritizing the professional growth of all educational partners, the district can cultivate a culture of ongoing improvement and establish learning environments that facilitate the success of all students, particularly those who require additional supports and interventions, including English Language Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged students, and students with disabilities. Unduplicated students continue to receive lower performance rates in the California Dashboard specifically in the areas of Graduation rates and higher suspension rates. The district plans on addressing aspects of learning that impact academics as well as peer to peer relationships and interactions. **Scope:** LEA-wide	Socioeconomically Disadvantaged students, and students with disabilities. This action is implemented district-wide because EUHSD has 83% unduplicated students. Each school site has over 55% unduplicated students, and every teacher works directly with these students. At EUHSD unduplicated students have consistently shown lower performance in areas such as graduation rates and have higher suspension rates, as indicated by the California Dashboard. The district aims to address the aspects of learning that impact academics as well as peer-to-peer relationships and interactions.	1.15 (Broad course of study), 3.1 (Graduation Rates)
2.7	**Action:** 2.2.6 (Operating Unit: Internal uses) Site Discretionary Funds **Need:** Each school has access to achievement data, attendance data, and social emotional data (healthy kids survey) to target specific professional learning which addresses the needs of unduplicated students. Ed services staff will support school sites to utilization of	Site-based allocations in EUHSD are aligned with Goal 2's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to reallocate them to meet the specific needs of their unduplicated population. The district manages Site Discretionary Funds internally to ensure they are used effectively to enhance academic achievement, directly benefiting instruction, learning, and services for unduplicated students. Each school, supported by Educational Services, conducts a needs assessment to identify specific student needs. Schools use achievement,	Action 2.7 (2.2.3 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.1 (EL progress indicator), 1.4 (9th grade ELA/Math pass rate), 1.9 (A-G rates), 1.15 (Broad course of study completion) 3.1 (Graduation Rate),

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
	discretionary funds to improve the grad rate, attendance rate, pass rate, and A-G completion of unduplicated students. Unduplicated students have lower rates in areas mentioned below: • 2022-23 A-G Completion Data All- 45.2 Asian- 80.0% Black/African American- 48.3% Filipino- 70.0% Latino/Hispanic- 39.9% White- 60.8% ELL- 11.8% RFEP- 46.8% Spec Ed- 16.4% SED- 41.2% Foster Youth- 25.0% **Scope:** LEA-wide	attendance, and social-emotional data (from the Healthy Kids Survey) to tailor academic supports for unduplicated students. This action is implemented on an LEA-wide basis because each school has unique needs and focuses for their unduplicated students. Based on data from the CA Dashboard and local metrics, schools have used site discretionary funds to support Language Learners by providing additional support in core content areas. These efforts have led to a significant increase in EL students being redesignated, from 0.8% in 2020-21 to 19.0% in 2022-23, an improvement in passing rates for ELA and Math in 9th grade from 50.1% in 2020-21 to 63.3% in 2022-23, and an increase in meeting A-G requirements from 10.2% in 2020-21 to 11.8% in 2022-23. Additionally, funds have been used to enhance technology and access to diagnostics and assessments, contributing to improved overall student scores in both Math and ELA compared to the previous year, 2021-22. The district has seen gains in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math.	local progress monitoring data on DOK 3+, ADA, and Academic progress
3.2	**Action:** 3.2.1 (Operating Unit: Internal uses) **Need:** Teachers from the academies at EHS, OGHS, and SPHS will regularly meet with and oversee identified students, specifically those who showed the lowest passing rates on the district metric 1.4 (9th grade ELA/Math pass rates) including Homeless, SpEd, and ELL,	Support in 9th grade academies at EHS, OGHS, and SPHS will be focused on students identified as academically or socio-emotionally at risk, potentially facing lower academic performance and attendance. Additionally, tutors will be available to provide extra academic assistance to students at all comprehensive sites, including DLA and VHS, in core subject areas.	Action 3.2 (3.2.1 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.4 (9th grade pass rate ELA/Math), 3.3 (ADA rate), 3.4 (chronic absenteeism), 5.1 (expulsion rate), 5.2 (suspension rate),

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
	utilizing continuous improvement techniques to support and monitor progress. ELL, SED, Homeless, Foster, and Special Education students continue to have the lowest pass rates in ELA and Math. Baseline Data: 2022-23: Internal Data ELA All- 80.6% Asian- 97.1% Black/African American- 87.2% Filipino- 93.8% Latino/Hispanic- 77.1% White- 93.9% ELL- 63.3% RFEP- 85.5% Spec Ed- 63.9% SED- 77.9% Foster Youth- 0.0% Homeless- 75.6% Math All- 72.3% Asian- 95.7% Black/African American- 75.0% Filipino- 97.9% Latino/Hispanic- 67.7% White- 90.4% ELL- 48.2% RFEP- 79.4% Spec Ed- 56.9% SED- 68.7% Foster Youth- 66.7% Homeless- 56.3%	This initiative is being implemented district-wide, as 9th-grade students, especially unduplicated ones, are a priority. Statistically, students who pass ELA and Math in their freshman year have a higher likelihood of graduating from high school with their four-year cohort. Therefore, it is the districts priority to closely monitor freshman students' progress to ensure early intervention and support.	California Healthy Kids Survey

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		
3.3	**Action:** 3.2.2 (Operating Unit: Internal uses) Opportunities to Recover & Accelerate **Need:** In EUHSD, particularly at VHS, EHS, and OGHS, students belonging to ELL, Latino/Hispanic, Homeless, SpEd, and SED demographics exhibit lower graduation rates. To tackle this issue, their academic progress will undergo close monitoring through progress tracking initiatives, ensuring timely interventions are provided. In the academic year 2022-23, the overall graduation rate for all students stands at 86.0%, with varying rates across different demographic groups: Asian (100.0%), Black/African American (87.9%), Filipino (96.8%), Latino/Hispanic (84.4%), White (90.0%), ELL (71.1%), RFEP (Not Available), Spec Ed (72.9%), SED (85.1%), Foster Youth (Not Available), and Homeless (71.3%). **Scope:** LEA-wide	Students will have access to various avenues for credit recovery and acceleration towards graduation, such as summer school and before/after-school programs, based on transcript reviews and counselor input. Additionally, OGHS will offer students the chance to earn high school and college credits through Palomar College's Middle College Program. This initiative is being rolled out district-wide as students, particularly unduplicated ones, consistently require credit recovery options to graduate on schedule. We anticipate these efforts will further aid students who may lag behind academically, offering them additional avenues to regain credits at an accelerated pace. The district has made notable progress in boosting A-G rates, graduation rates, and supporting 9th-grade students in passing ELA and Math.	Action 3.3 (3.2.2 Operating Unit: Internal Uses) will be monitored with the following Metrics: 3.1 (graduation rates), 3.2 (drop out rate), 1.9 (A-G completion rates), In depth transcript review

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3.4	**Action:** 3.2.3 (Operating Unit: Internal uses) Social Emotional Needs & CalSafe **Need:** To support the social and emotional well-being of all students, especially those contending with heightened anxiety and trauma, social workers and Social Work interns are available at the wellness centers located within EHS, OGHS, and SPHS. According to data on school connectedness, the top three priorities identified by respondents include 61% feeling students can meet with a counselor for academic and guidance topics as needed, 54% acknowledging the provision of additional academic support for struggling students, and 53% noting that students can confide in a trained adult about social or emotional issues. To address the needs of the district's teen parents, Cal Safe provides child care services and parenting classes at no cost to students. The center is at OGHS, which is a central site to the district. **Scope:** LEA-wide	The initiatives outlined in action 3.2.3 address the diverse needs of all students, with particular emphasis on supporting homeless, foster youth, English Learners, and lower socioeconomic students through targeted social-emotional assistance, access to vital resources, and a stable learning environment conducive to both academic and personal development. The provision of social workers, social work interns, wellness centers, and programs like Cal-SAFE ensures a comprehensive support system, enabling students to overcome obstacles and attain success. This action is implemented LEA-wide as students district-wide continue to require social-emotional support. Data from LCAP and CHKS indicates that educational partners in the district recognize and value the availability of social-emotional support. According to student responses, there is ongoing utilization and demand for access to qualified adults on campus for support. Notably, the top three priorities identified by respondents include 61% feeling students are able to meet with a counselor for academic and guidance topics, 54% acknowledging the provision of extra academic help when students struggle, and 53% noting that students can talk to a trained adult about social or emotional issues. 1. Social Workers: They offer counseling, connect families with resources, and create intervention plans to address educational barriers and provide emotional stability. 2. Social Work Interns: Under supervision, interns assist with counseling and interventions,	Action 3.4 (3.2.4 Operating Unit: Internal Uses) will be monitored with the following Metrics: 3.1 (Graduation Rate), 3.2 (Drop out rate), 3.4 (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
		increasing the capacity to support more students effectively. 3. Wellness Centers: These centers provide a safe space for mental and physical health services, fostering a sense of security and well-being among students. 4. Cal-SAFE Program: This program offers free child care and parenting classes for teen parents, enabling them to continue their education while ensuring their children are cared for.	
3.5	**Action:** 3.2.4 (Operating Unit: Internal uses) Counseling & Guidance Services **Need:** These services will be customized to meet the needs of English Learner (EL), homeless, students with disabilities (SWD), and Latino/Hispanic students, with regular quarterly monitoring focusing particularly on SPHS, OGHS, EHS, and VHS, as these schools demonstrated the lowest performance on the California Dashboard regarding graduation rates and/or College and Career indicators. This initiative is being implemented district-wide; with 83% of EUHSD students being Unduplicated, data from student forums indicate requests for support with college applications, scholarships, guest speakers, internships, and career opportunities, as well	Each site receives an additional counselor to offer comprehensive, ongoing college and career guidance services. This initiative aims to facilitate access to information and resources related to college and career readiness, with a particular focus on unduplicated student populations. Extra care and attention will be given to ensure these students have the necessary access and resources to succeed in their post-high school endeavors. This district-wide initiative addresses the needs of EUHSD's 83% unduplicated student population. Student forums have revealed a demand for support with college applications, scholarship opportunities, guest speakers, internships, and career prospects. Additionally, district forums, primarily comprising unduplicated students, highlight a desire for more college and career experiences outside the traditional classroom, enabling students to enhance their academic knowledge and interact with college students and industry professionals. The additional counselor at	Metric 3.5 (3.2.4 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.8 (AP and Dual Enrollment participation), 1.9 (A-G Completion Rates), 1.10 (Seal of Biliteracy), and 1.11 (CTE Completion)

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
	as experiences beyond the classroom. EUHSD has covered the costs of all students' AP exams, eliminating financial barriers, leading to a nearly 3% increase in AP course enrollment, with anticipated ongoing growth in AP access and exam participation. **Scope:** LEA-wide	each site can assist in facilitating these experiences. EUHSD has also removed the cost of AP Exams for all students LEA-Wide. Nearly 81% of EUHSD students are identified as SED by eliminating the financial barrier to AP exams, EUHSD has seen a nearly 3% increase in AP course enrollment among unduplicated students, and the district nearly doubled the amount of AP exams taken in 2022-23 in comparison to the previous year when students had a financial obligation to participate. The district anticipated continued growth in AP access and exam participation specifically amongst unduplicated students.	
3.6	**Action:** 3.2.5 (Operating Unit: Internal uses) AVID Support **Need:** This support includes providing release time for AVID coordinators to effectively plan and coordinate events for program participants, as well as offering assistance from the District director. Ensuring the availability of AVID class tutors, supplying essential classroom resources, coordinating enriching field trips, and facilitating professional development opportunities are also integral aspects of the district's support for the program.In addition, extra support and monitoring will be extended to English Learners, Long Term English Learners (LTEL), Students with Disabilities, Homeless, and Socioeconomically	The district is committed to offering continuous support for the Advancement Via Individual Determination (AVID) program, which serves students at EHS, SPHS, OGHS, and VHS by addressing a range of program needs.	Action 3.6 (3.2.5 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.8 (AP and Dual Enrollment participation), 1.9 (A-G Completion), 3.1 (Graduation Rates), local master schedule audits

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
	Disadvantaged students. This targeted assistance will be particularly focused at EHS, OG, SPHS and VHS, as students identified from these schools have exhibited lower graduation rates and/or College and Career indicators on the California Dashboard. **Scope:** Schoolwide		
3.7	**Action:** 3.2.7 (Operating Unit: Internal uses) Chronically Absent & Truant **Need:** Persistent absenteeism continues to be a prominent issue for EUHSD, with all sites encountering difficulties in reaching pre-pandemic attendance levels, especially among ELL, SpEd, Foster Youth, SED, and homeless student populations. Internal data highlights that homeless students, ELLs, socioeconomically disadvantaged students, and those in special education demonstrate the highest rates of absenteeism. **Scope:** LEA-wide	Attendance tracking and family communication will be managed through Attention 2 Attendance, while Tier 2 and 3 attendance services, like home visits and personalized support, will be coordinated by site and district MTSS teams. Additional transportation services, including bus passes and an extra bus route to VHS, will be provided to targeted students. This initiative is being implemented district-wide due to ongoing concerns about attendance and MTSS. Internal data indicate that homeless students, ELLs, socioeconomically disadvantaged students, and those in special education exhibit the highest rates of absenteeism. By maintaining a focus on attendance and MTSS, particularly for unduplicated students, we expect to significantly enhance overall attendance, engagement, and academic achievement.	Action 3.7 (3.2.7 Operating Unit: Internal Uses) will be monitored with the following Metrics: 3.3 (Average Daily Attendance rate), 3.4 (Chronic Absenteeism)
3.8	**Action:** 3.2.8 (Operating Unit: Internal uses) EL Monitoring and Support	This action is implemented across the entire LEA, providing services and support for English Learners (EL) and Reclassified Fluent English	Action 3.8 (3.2.8 Operating Unit: Internal Uses) will be

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	Need: Across the district, Reclassified students are maintaining positive academic performance. However, the California Dashboard indicates that English Language Learners (ELLs) district-wide continue to experience high suspension rates. At EHS, ELLs exhibited low performance in Graduation Rates and Math. Similarly, at OGHS, ELLs showed low performance in Graduation Rates. At SPHS, ELLs demonstrated low performance in the College and Career indicator, while at VHS, Language Learners scored low in both the College and Career indicator and Graduation Rates. Consequently, the district is prioritizing careful attention to English Language Learners at these respective school sites to address these challenges effectively. Unduplicated students have lower rates in the areas mentioned below: • Grad Rate: ELL 71.1%, SED 85.1%, Foster N/A%, and Homeless 71.3% when compared to other students, Hispanic/Latino 84.4%, White 90%, Black/African American 87.9%, Asian 100%, Filipino 91.7%. • A-G Rate: ELL 11.8%, Foster 25.0%, Homeless 14.0%, and SED 41.2% when compared to other students, Asian 80.0%, Black/African American 48.3%, Filipino 70.0%, Hispanic/Latino 39.9%, White 60.8%, and RFEP 46.8%.	Proficient (RFEP) students. These services include quarterly progress monitoring conducted by Bilingual Assessment Technicians. This monitoring enables educators to track the academic growth and language proficiency of EL, LTEL and RFEP students over time, facilitating timely interventions and targeted support to address their changing needs.	monitored with the following Metrics: 1.1 (ELL Progress Indicator), 1.3 (reclassification rate), 1.4 (Math/ELA pass rate), 3.1 (Graduation Rate), 5.2 (Suspension Rate)

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	• Attendance Rate: All 90.0% **Scope:** LEA-wide		
3.9	**Action:** 3.2.9 (Operating Unit: Internal uses) Site Initiatives **Need:** Each school conducts a needs assessment to determine the specific needs of the student population. Each school has access to achievement data, attendance data, and social emotional data (healthy kids survey) to assist in the decision making process. Ed services staff will facilitate/guide school sites to utilize discretionary funds to improve the grad rate, attendance rate, pass rate, and A-G completion of unduplicated students. Unduplicated students have lower rates in the areas mentioned below: • Grad Rate: ELL 71.1%, SED 85.1%, Foster N/A%, and Homeless 71.3% when compared to other students, Hispanic/Latino 84.4%, White 90%, Black/African American 87.9%, Asian 100%, Filipino 91.7%. • A-G Rate: ELL 11.8%, Foster 25.0%, Homeless 14.0%, and SED 41.2% when compared to other students, Asian 80.0%, Black/African American 48.3%, Filipino 70.0%,	Site-based allocations in EUHSD are aligned with Goal 3's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to reallocate them to meet the specific needs of their unduplicated population. The district manages Site Discretionary Funds internally to ensure they are used effectively to enhance academic achievement, directly benefiting instruction, learning, and services for unduplicated students. Each school, supported by Educational Services, conducts a needs assessment to identify specific student needs. Schools use achievement, attendance, and social-emotional data (from the Healthy Kids Survey) to tailor academic supports for unduplicated students. This action continues to be implemented on an LEA-wide basis because each school has unique needs and focuses for their unduplicated students. Based on data from the CA Dashboard and local metrics, schools have used site discretionary funds to support Language Learners by providing additional support in core content areas. These efforts have led to a significant increase in EL students being redesignated, from 0.8% in 2020-21 to 19.0% in 2022-23, an improvement in passing rates for ELA and Math in 9th grade from 50.1% in 2020-21 to 63.3% in 2022-23, and an increase in meeting A-G requirements from 10.2% in 2020-21 to 11.8% in 2022-23. Additionally,	Action 3.9 (3.2.9 Operating Unit: Internal Uses) will be monitored with the following Metrics: 3.1 (Graduation Rate), 1.9 (A-G Completion), 3.3 (ADA), 3.4 (Chronic Absenteeism), 1.4 (ELA and Math Rate)

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
	Hispanic/Latino 39.9%, White 60.8%, and RFEP 46.8%. • Attendance Rate: All 90.0% **Scope:** LEA-wide	funds have been used to enhance technology and access to diagnostics and assessments, contributing to improved overall student scores in both Math and ELA compared to the previous year, 2021-22. The district has seen gains in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math.	
4.2	**Action:** 4.2.1 (Operating Unit: Internal Uses) Parent and Family Involvement Plans **Need:** Site counselors, social workers, and parent liaisons will collaborate to create targeted workshops and events aimed at facilitating parental engagement specifically for unduplicated families with the school community, these workshops provide insights into available services for both parents and their children, and offering guidance on enhancing their child's educational experience. Feedback from the LCAP survey and educational partners underscores the district's commitment to preparing students for college and career pathways, with a focus on involving parents as partners in this endeavor. Additionally, parents have identified school-family communication as a key priority. The district expects this initiative to effectively address parental needs in supporting their children's academic journey.	At each EUHSD school site, at least four events will be organized in collaboration with counselors and social workers to engage and support unduplicated families within the district. This initiative enhances services for unduplicated students compared to all students by addressing a wide range of topics pertinent to unduplicated families, including academic and social-emotional well-being, college and career readiness, mental health awareness, community resources, and parent involvement strategies. These events will complement existing workshops and events designed for the entire school community. This district-wide initiative is driven by the recognition that 83% of students within EUHSD are classified as unduplicated, comprising populations such as English Language Learners, socioeconomically disadvantaged students, foster youth, and homeless students. While the events are designed to benefit all families, special attention will be given to tailoring them to address the unique needs and challenges faced by unduplicated students and their families. By hosting these additional events specifically addressing the needs of unduplicated families, the	Action 4.2.1 will be monitored by internal measures including the LCAP survey and parent feedback sessions/surveys.

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	Scope: LEA-wide	district aims to foster stronger connections between schools and families, enhance parental engagement in their children's education, and provide valuable support and resources to all members of the school community. Through targeted and intentional planning, the events will serve as platforms for sharing information, building relationships, and empowering families to actively participate in and support their children's academic journey.	
4.3	**Action:** 4.2.2 (Operating Unit: Internal Uses) Opportunities for parent to support student success **Need:** The district is committed to providing a wide array of services, guidance, and support aimed at empowering parents, particularly those of unduplicated pupils, to effectively navigate and support their children's educational journey. This comprehensive approach includes the provision of resources, workshops, and personalized consultations to equip parents with the necessary tools and knowledge to address various aspects of their child's education. Whether it involves understanding curriculum requirements, accessing academic support programs, or creating a conducive learning environment at home, the district aims to serve as a trusted partner in facilitating parents' roles as advocates and valuable resources in their children's educational success.	Implemented across the LEA, this initiative ensures that each school site provides various additional opportunities, with a focus on engaging parents of unduplicated pupils, to foster deeper connections within the school community. These opportunities encompass workshops, seminars, and events covering topics such as academic expectations, curriculum overviews, and strategies for supporting student learning at home. Additionally, parent-teacher conferences offer a direct avenue for discussions about a child's progress and specific needs with teachers, while open houses and school tours provide firsthand insights into learning environments and available resources. Furthermore, family engagement nights are designed to promote collaboration through interactive activities, fostering both learning and community building. Parents are encouraged to volunteer in school activities, participate in parent support groups, and stay informed through newsletters, school websites, and social media channels. They are also invited to join advisory councils and committees, providing them with a	Action 4.2 will be monitored by internal measures on parent attendance, and 4.2 (parent and family engagement)

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	Feedback gathered from the LCAP survey and educational partners underscores the district's dedication to preparing students for college and career pathways, with a specific emphasis on involving parents as active partners in this shared goal. Furthermore, parents have consistently highlighted school-family communication as a top priority. By implementing this initiative, the district anticipates effectively addressing parental needs in supporting their children's academic journey, fostering stronger collaboration between parents, schools, and the broader educational community. **Scope:** LEA-wide	platform to contribute to school decision-making processes. Through these diverse opportunities, each school site aims to strengthen connections between parents and the school community, ultimately enhancing parental involvement and support for student success.	
4.4	**Action:** 4.2.3 (Operating Unit: Internal Uses) Increase parent communication **Need:** Bilingual Parent Liaisons (BPLs) play a pivotal role in serving the diverse needs of families within the district. Serving as a vital link between families and schools, BPLs serve as trusted resources, offering support and guidance to families, particularly those who may face language or cultural barriers. Their fluency in both languages (English and Spanish) enables them to effectively communicate with parents, ensuring that they	This action is implemented LEA-wide, as each school has a Bilingual Parent liaison who works closely with school leadership to identify the unique needs and objectives of each site. Through collaboration, they develop and facilitate parent workshops that are tailored to address these specific needs. These workshops cover a wide range of topics, including but not limited to navigating the education system, understanding academic standards, promoting family engagement, and fostering a supportive home learning environment. By customizing workshops to align with the site's goals, BPLs help empower parents with the knowledge and skills necessary to actively participate in their child's educational	Action 4.2.3 will be monitored by internal measures on attendance and survey data.

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	are informed and involved in their children's education. In the LCAP survey, Bilingual Parent Liaisons' were identified as one of the districts strengths in encouraging and supporting parent involvement. **Scope:** LEA-wide	journey and contribute positively to the school community. According to the LCAP Survey data, Bilingual Parent Liaisons remain a key priority for the district's Educational Partners. They were highlighted as one of the top three priorities within Goal 4.	
4.5	**Action:** 4.2.4 (Operating Unit: Internal Uses) Translation services **Need:** Ensuring effective bilingual communication for Spanish-speaking families is a priority for the district. With dedicated translation services, they strive for clear and inclusive communication, fostering trust and engagement. LCAP survey feedback underscores ongoing communication efforts with educational partners, affirming our commitment to ensuring families feel valued, welcomed, and heard, as we continue to prioritize equity and accessibility in education. **Scope:** LEA-wide	This action is implemented LEA-wide. The district translator offers translation and interpretation services to families district-wide, assisting schools in ensuring accurate translation of important school communications. Additionally, he provides real-time interpretation support at district-level meetings. LCAP Survey data shows that School Community Support including Translators and interpreters continues to be a top priority under Goal 4.	Action 4.5 (4.2.4 Operating Unit: Internal Uses) will be monitored with the following Metrics: LCAP data analysis, and internal feedback.
4.6	**Action:** 4.2.5 (Operating Unit: Internal Uses) Support for immigrant families	This action addresses the need of EUHSD's immigrant population. Each comprehensive school site caters to immigrant students, whose families have distinct needs demanding tailored services.	Action 4.6 (4.2.5 Operating Unit: Internal Uses) will be monitored with the following Metrics:

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	Need: School sites are committed to overcoming systemic barriers that hinder immigrant families from establishing open and reciprocal communication. This involves identifying and addressing obstacles such as language barriers, cultural disparities, and logistical challenges. By actively addressing these barriers, EUHSD schools strive to create an environment where families feel valued, engaged, and empowered to fully participate in their children's education. By providing opportunities specifically tailored for immigrant families to gain a better understanding of the school system via site presentations and workshops and by establishing a safe space where parents can feel comfortable asking questions. School sites are committed to overcoming systemic barriers that hinder immigrant families from establishing open and reciprocal communication. This involves identifying and addressing obstacles such as language barriers, cultural disparities, and logistical challenges. By actively addressing these barriers, EUHSD schools strive to create an environment where families feel valued, engaged, and empowered to fully participate in their children's education. By providing opportunities specifically tailored for immigrant families to gain a better understanding of the school system via site presentations and workshops and by establishing a safe space	Each school site will provide families with aid, resources, and workshops, or facilitate their access to such workshops, concentrating on the immigrant journey and tactics for supporting their child academically and social emotionally. School staff will develop workshops and events specifically for their immigrant families, addressing issues and concerns unique to the immigrant experience. This initiative aims to ensure immigrant families feel safe and welcomed on school campuses, using the school as a resource to overcome any barriers they or their children may face in accessing education. These workshops will be in addition to the existing workshops available to all families and to the workshops available to families of EL , LTEL and SWD.	4.2 (parent and family engagement) LCAP data analysis and internal feedback.

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
	where parents can feel comfortable asking questions **Scope:** LEA-wide		
4.7	**Action:** 4.2.6 (Operating Unit: Internal Uses) Site Initiatives **Need:** There's a need for each school site to provide avenues for parents to engage with and understand the school community better. This entails offering services, guidance, and support to empower parents in effectively assisting their students, particularly those who are Language Learners, Socioeconomically Disadvantaged, and Students with Disabilities, throughout their academic journey. **Scope:** LEA-wide	Site-based allocations in EUHSD are aligned with Goal 4's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to reallocate them to meet the specific needs of their unduplicated population. Site discretionary funds are allocated by each school to facilitate deeper parental engagement within the school community. This encompasses providing services, guidance, and support aimed at empowering parents to effectively aid their children throughout their educational journey. This initiative operates across the entire Local Education Agency (LEA) because individual schools have distinct requirements and priorities for their unique student populations and their families. Drawing on insights from the CA Dashboard and local metrics, schools utilize these discretionary funds to bolster parental involvement, as evidenced by the district's performance on local measures of parent and family engagement, consistently meeting established standards. Parents, as indicated by LCAP surveys, climate surveys, and Educational Partner feedback, have recognized the district's efforts in facilitating opportunities for their participation in decision-making processes, both at the school and district levels.	Action 4.7 (4.2.6 Operating Unit: Internal Uses) will be monitored with the following Metrics: 4.2 (parent and family engagement), and LCAP survey data analysis

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		By utilizing site discretionary funds, schools are able to create a diverse range of opportunities for parents, specifically parents of unduplicated pupils, to actively support student academic achievement. These opportunities go beyond the existing avenues for parental involvement, focusing on specific needs unique to each school site and its community. This targeted approach ensures that the initiatives are relevant and beneficial, addressing particular challenges and requirements of the students and their families. As a result, parents can engage more effectively as partners in their children's education, contributing to a supportive and inclusive school environment tailored to the needs of the entire school community.	
5.2	**Action:** 5.2.1 (Operating Unit: Internal uses) High Risk Programs **Need:** The district remains focused on addressing dropout rates, ADA compliance, chronic absenteeism, suspension, and expulsion rates. According to the California Dashboard, disparities persist in the suspension of African American/Black, English Learners, Foster Youth, Homeless, Two or More Races, and Students with Disabilities. Additionally, English Language Learners and Students with Disabilities face challenges in meeting graduation requirements at EHS and OGHS. At Valley, English Learners, Hispanic/Latino, Homeless, and Socioeconomically	Persistent absenteeism remains a pressing issue for EUHSD, prompting the implementation of the Attention 2 Attendance program to closely monitor student attendance, with a specific focus on those exhibiting the highest rates of chronic absenteeism: ELL at 41.1%, SpEd at 42.9%, Foster youth at 67.6%, and homeless students at 48.0%. To address this concern, intervention initiatives like LEAP provide personalized educational assistance to at-risk 9th graders, featuring small class sizes and a suite of services tailored to meet the individual needs of participating students, including restorative practices and one-on-one academic remediation and support.	Action 5.2 (5.2.1 Operating Unit: Internal Uses) will be monitored with the following Metrics: 5.1 (expulsion rate), 5.2 (Suspension Rate), 5.3 (duplicated suspensions), and internal progress monitoring for academics and attendance for LEAP

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
	Disadvantaged students have notably lower graduation rates. **Scope:** LEA-wide	Additionally, programs such as PAD and SOS offer alternative pathways to suspension, empowering students to participate in decision-making processes and engage in restorative programs to potentially avoid suspension at home. Furthermore, the Diversion Program presents an alternative to arrest for students found with illegal substances, allowing them to complete their curriculum alongside community service, thus waiving the ticket price and/or avoiding juvenile hall time. These district-wide actions are implemented to address attendance and suspension challenges across all sites, with a particular emphasis on supporting unduplicated students, who experience disproportionately high suspension rates, including ELL at 6.9%, SED at 5.0%, FY at 25.0%, and homeless students at 7.4%. While these actions aim to support all students, special attention is directed towards unduplicated pupils, who are most impacted by these issues.	
5.3	**Action:** 5.2.2 (Operating Unit: Internal uses) MTSS **Need:** The MTSS team will work with site teams to track progress and implement needed tiered supports. They will concentrate on student groups that are most affected by chronic absenteeism and suspension rates in the	EUHSD remains dedicated to strengthening its Multi-Tiered System of Support (MTSS), incorporating Restorative Practices (through the NCRC contract), enhanced campus supervision and security to address the ongoing needs of students. This sustained focus is crucial for supporting students facing chronic attendance issues and behavioral challenges that hinder their educational opportunities. MTSS Team	Action 5.3 (5.2.2 Operating Unit: Internal Uses) will be monitored with the following Metrics: 5.1 (expulsion rate), 5.2 (Suspension Rate), 5.3 (duplicated suspensions), 3.4 (Chronic absenteeism), 3.3 (ADA rate)

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	district and specifically at EHS, OGHS, SPHS, and VHS. These groups include African American/Black students, English Learners, Foster Youth, Homeless students, those with two or more races, students with disabilities, and Socioeconomically Disadvantaged students. Data from student forums reveal that students seek a sense of belonging both in and out of the classroom, desiring one-on-one check-ins, opportunities for student voice, positive interactions with staff and peers, and time to build community through teacher-student and peer relationships. The district believes that the services outlined in action 5.2.2 will address these needs and create the supportive environment students are looking for at school. **Scope:** LEA-wide	NCRC Contract Professional Learning Increased campus supervision PBIS and Restorative Practices Additional Security Cameras School check-in service: Raptor The services outlined in action 5.2.2 will be implemented district-wide, as 83% of EUHSD students are unduplicated. Each site has over 50% unduplicated students, who represent the most suspended, have the highest dropout rates, and some of the lowest graduation rates. The district expects that these services will provide additional social-emotional support, creating a more welcoming and supportive environment for students.	
5.4	**Action:** 5.2.3 (Operating Unit: Internal uses) Site Initiatives **Need:** Each school conducts a needs assessment to identify the specific requirements of its student population, utilizing achievement, attendance, and social-emotional data (such as the Healthy Kids Survey) in the decision-making process. Educational services staff will guide	Site-based allocations in EUHSD are aligned with Goal 5's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to reallocate them to meet the specific needs of their unduplicated population. The district internally manages Site Discretionary Funds to ensure their effective utilization in boosting academic achievement, directly benefiting instruction, learning, and services for unduplicated students. Each school, with support from Educational Services, conducts a needs assessment to pinpoint specific student needs, utilizing	Action 5.4 (5.2.3 Operating Unit: Internal Uses) will be monitored with the following Metrics: 5.1 (expulsion rate), 5.2 (Suspension Rate), 5.3 (duplicated suspensions), 3.4 (Chronic absenteeism), 3.3 (ADA rate)

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
	school sites in utilizing discretionary funds to enhance graduation rates, attendance rates, pass rates, and reduce suspension and expulsion rates. Special attention and monitoring will be directed towards Black/African American, English Learners, Foster Youth, Homeless, Two or More Races, Students with Disabilities, Latino/Hispanic, and Socioeconomically Disadvantaged students, as they are prominently represented in suspension rates according to the California Dashboard. Internal data highlight English Language Learners, students in Special Education, Foster Youth, and Homeless students as having the highest rates of chronic absenteeism in the district. **Scope:** LEA-wide	achievement, attendance, and social-emotional data from the Healthy Kids Survey to customize academic support for unduplicated students. This practice remains LEA-wide as each school has distinct needs and priorities for their unduplicated students. Informed by data from the CA Dashboard and local metrics, schools have utilized site discretionary funds to bolster MTSS efforts and enhance attendance and overall safety. Further efforts are necessary, based on data from the California Dashboard, to support unduplicated students, along with African American/Black students and students with disabilities, in mitigating behaviors leading to suspension.	

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

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.

N/A

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.

With an 83% unduplicated population across EUHSD, each high school has over 55% of its students falling into this category, as outlined in Goal 1 Action 1.2.6, detailing the utilization of additional grant funds to expand direct student services. To ensure efficient resource allocation, the district determined Full-Time Equivalent (FTE) positions for each school based on their unduplicated student enrollment, with OGHS receiving 8.4 FTE, EHS 6.0 FTE, SPHS 6.4 FTE, DLA 0.64 FTE and VHS 0.4 FTE.

In response to the unique needs of unduplicated students, particularly English Language Learners (ELL) and long-term English learners (LTELs), the district plans to implement targeted class size reductions, fostering individualized academic support and interventions to address the challenges identified by state and local metrics. The allocation includes 21.2 certificated FTE positions across VHS, EHS, OGHS, and SPHS, along with 0.24 FTE for a Library Media Tech position at DLA, strategically aimed at enhancing support and improving academic outcomes for unduplicated students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A - All schools have a student concentration above 55 percent.	EHS - 24.97 : 1 OGHS - 32.90 : 1 SPHS - 32.15 : 1 DLA - 37.56 : 1 VHS - 22.89 : 1 ALL - 30.08 : 1

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 - All schools have a student concentration above 55 percent.	EHS - 15.96 : 1 OGHS - 16.17 : 1 SPHS - 16.55 : 1 DLA - 16.11 : 1 VHS - 11.35 : 1 ALL - 15.93 : 1

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	76,199,794	25,720,859	33.754%	0.000%	33.754%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$99,918,016.00	$2,240,056.00	$0.00	$3,880,827.00	$106,038,899.00	$40,758,033.00	$65,280,866.00

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	1.1 Base Services	All	No			All Schools	Ongoing	$124,947.00	$750,691.00	$875,638.00				$875,638.00	
1	1.2	1.1.1 (Operating Unit: Internal uses) Special Education Curriculum revision	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.3	1.1.2 (Operating Unit: Internal uses) Use of appropriate technology	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.4	1.1.4 (Operating Unit: Internal uses) Standards-aligned instructional materials	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.5	1.1.5 (Operating Unit: Internal uses) Support of curricular and co-curricular programs	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.6	1.2 .1 (Operating Unit: Internal uses) Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$471,063.00	$776,988.00	$1,248,051.00				$1,248,051.00	
1	1.7	1.2.2 (Operating Unit: Internal uses) EL Program	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$2,511,442.00	$0.00	$2,511,442.00				$2,511,442.00	

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	1.8	1.2.3 (Operating Unit: Internal uses) Data analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$247,875.00	$127,545.00	$375,420.00				$375,420.00	
1	1.9	1.2.4 (Operating Unit: Internal uses) Career and Technical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$103,955.00	$0.00	$103,955.00				$103,955.00	
1	1.10	1.2.5 (Operating Unit: Internal uses) Site Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$156,528.00	$124,522.00	$281,050.00				$281,050.00	
1	1.11	1.2.6 (Operating Unit: Internal uses) Decrease class size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,602,888.00	$0.00	$3,602,888.00				$3,602,888.00	
1	1.12	1.3.1 (Operating Unit: Internal uses) Bilingual Instructional Aides	English Learners	No			Specific Schools: EHS; SPHS; OGHS	Ongoing	$180,054.00	$0.00				$180,054.00	$180,054.00	
1	1.13	1.3.2 (Operating Unit: Internal uses) ELD Support classes	English Language Learners	No			Specific Schools: EHS, OGHS, SPHS	Ongoing	$341,586.00	$12,000.00				$353,586.00	$353,586.00	
1	1.14	1.3.3 (Operating Unit: Internal uses) Evidence-based instructional support to 9th grade 1.3.3 (Operating Unit: Internal uses) CSI: Valley High School	All	No			Specific Schools: EHS, OGHS, SPHS, VHS	Ongoing	$48,906.00	$6,636.00				$55,542.00	$55,542.00	
1	1.15	1.3.4 (Operating Unit: Internal uses) Data analysis support	ELL, FY, SED	No			All Schools	Ongoing	$0.00	$0.00				$0.00	$0.00	
1	1.16	1.4.1 (Operating Unit: Internal uses) LREBG: Increase hours for BIA's and Lab Assistants	English Learners English Language Learners	No		English Learners	All Schools	Ongoing	$770,115.00	$0.00				$770,115.00	$770,115.00	

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
2	2.1	2.1.1 (Operating Unit: Internal uses Base Services)	All	No			All Schools	Ongoing	$10,187,376.00	$61,206,703.00	$71,394,079.00				$71,394,079.00	
2	2.2	2.1.2 (Operating Unit: Internal uses Base Services) Professional Learning	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	2.2.1 (Operating Unit: Internal uses) Recruit and Retain	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,199,657.00	$0.00	$3,199,657.00				$3,199,657.00	
2	2.4	2.2.2 (Operating Unit: Internal uses) PLC Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$865,947.00	$0.00	$865,947.00				$865,947.00	
2	2.5	2.2.3 (Operating Unit: Internal uses) Improve Teaching and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,022,853.00	$3,000.00	$1,025,853.00				$1,025,853.00	
2	2.6	2.2.5 (Operating Unit: Internal uses) Capacity building Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$85,158.00	$5,000.00	$90,158.00				$90,158.00	
2	2.7	2.2.6 (Operating Unit: Internal uses) Site Discretionary Funds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1.00	$1.00				$1.00	
2	2.8	2.3.1 (Operating Unit: Internal uses) Credential Clearing and authorization	All	No			All Schools	Ongoing	$0.00	$0.00				$0.00	$0.00	
2	2.9	2.3.2 (Operating Unit: Internal uses) Build teacher and site leadership capacity in PLC	All	No			All Schools	Ongoing	$208,310.00	$60,000.00				$268,310.00	$268,310.00	
2	2.10	2.3.3 (Operating Unit: Internal uses) Content Specialist and instructional coaches to improve teaching and learning	All	No			All Schools	Ongoing	$621,551.00	$3,000.00				$624,551.00	$624,551.00	

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
2	2.11	2.3.4 (Operating Unit: Internal use) Professional Learning	All	No			All Schools	Ongoing	$2,070.00	$23,699.00				$25,769.00	$25,769.00	
3	3.1	3.1 (Operating Unit: Internal uses)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	3.2.1 (Operating Unit: Internal uses)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$271,653.00	$91,142.00	$362,795.00				$362,795.00	
3	3.3	3.2.2 (Operating Unit: Internal uses) Opportunities to Recover & Accelerate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,641,858.00	$368,793.00	$5,010,651.00				$5,010,651.00	
3	3.4	3.2.3 (Operating Unit: Internal uses) Social Emotional Needs & CalSafe	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,810,172.00	$37,687.00	$1,847,859.00				$1,847,859.00	
3	3.5	3.2.4 (Operating Unit: Internal uses) Counseling & Guidance Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,161,043.00	$638,099.00	$1,799,142.00				$1,799,142.00	
3	3.6	3.2.5 (Operating Unit: Internal uses) AVID Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EHS, OGHS, SPHS, VHS	Ongoing	$317,544.00	$35,250.00	$352,794.00				$352,794.00	
3	3.7	3.2.7 (Operating Unit: Internal uses) Chronically Absent & Truant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$42,847.00	$42,847.00				$42,847.00	
3	3.8	3.2.8 (Operating Unit: Internal uses) EL Monitoring and Support	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$191,384.00	$0.00	$191,384.00				$191,384.00	
3	3.9	3.2.9 (Operating Unit: Internal uses) Site Initiatives	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$1.00	$1.00				$1.00	
3	3.10	3.3.1 (Operating Unit: Internal uses) College & Career Exploration	All	No			All Schools	Ongoing	$0.00	$293,367.00				$293,367.00	$293,367.00	

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	3.11	3.3.2 (Operating Unit: Internal uses) Support for EL programs	English Learners	No			All Schools	Ongoing	$79,468.00	$160,411.00				$239,879.00	$239,879.00	
3	3.12	3.3.3 (Operating Unit: Internal uses) Opportunities to accelerate or recover credits	All	No			All Schools	Ongoing	$18,000.00	$35,000.00				$53,000.00	$53,000.00	
3	3.13	3.3.4 (Operating Unit: Internal uses) Peer tutoring and Saturday Scholar	EL, LTEL and SED	No			All Schools	Ongoing	$0.00	$0.00				$0.00	$0.00	
3	3.14	3.3.5 (Operating Unit: Internal uses) Additional Support	9th grade	No			Specific Schools: EHS, OGHS, SPHS 9th grade	Ongoing	$130,115.00	$10,000.00				$140,115.00	$140,115.00	
3	3.15	3.3.6 (Operating Unit: Internal uses) Services for homeless and foster youth	FY, SED	No			All Schools	Ongoing	$0.00	$30,000.00				$30,000.00	$30,000.00	
3	3.16	3.4.1 (Operating Unit: Internal uses) LREBG: Additional Social Workers 2025-28	All	No			All Schools	Ongoing	$788,786.00	$0.00		$788,786.00			$788,786.00	
3	3.17	3.4.2 (Operating Unit: Internal uses) LREBG: Licensed Mental Health Clinician	All	No			All Schools	Ongoing	$336,348.00	$0.00		$336,348.00			$336,348.00	
3	3.18	3.4.3 (Operating Unit: Internal uses) LREBG: Campus Online sections	All	No			Specific Schools: EHS, OGHS, SPHS	Ongoing	$505,546.00	$0.00				$505,546.00	$505,546.00	
4	4.1	4.1.1 (Operating Unit: Internal Uses) LCAP Education Partners Advisory Committee	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.2	4.2.1 (Operating Unit: Internal Uses) Parent and Family Involvement Plans	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,166.00	$22,819.00	$32,985.00				$32,985.00	

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
4	**4.3**	4.2.2 (Operating Unit: Internal Uses) Opportunities for parent to support student success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
4	**4.4**	4.2.3 (Operating Unit: Internal Uses) Increase parent communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$415,688.00	$0.00	$415,688.00				$415,688.00	
4	**4.5**	4.2.4 (Operating Unit: Internal Uses) Translation services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$101,039.00	$0.00	$101,039.00				$101,039.00	
4	**4.6**	4.2.5 (Operating Unit: Internal Uses) Support for immigrant families	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
4	**4.7**	4.2.6 (Operating Unit: Internal Uses) Site Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1.00	$1.00				$1.00	
4	**4.8**	4.3.1 (Operating Unit: Internal Uses) Resources and Support for parent involvement	All	No			All Schools	Ongoing	$15,000.00	$63,315.00				$78,315.00	$78,315.00	
5	**5.1**	5.1.1 (Operating Unit: Internal uses) Base Services	All	No			All Schools	Ongoing	$1,922,437.00	$0.00	$1,922,437.00				$1,922,437.00	
5	**5.2**	5.2.1 (Operating Unit: Internal uses) High Risk Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,034,718.00	$167,238.00	$2,201,956.00				$2,201,956.00	
5	**5.3**	5.2.2 (Operating Unit: Internal uses) MTSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$627.00	$43,670.00	$44,297.00				$44,297.00	
5	**5.4**	5.2.3 (Operating Unit: Internal uses) Site Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1.00	$1.00				$1.00	
5	**5.5**	5.3.1 (Operating Unit: Internal uses) PBIS and Restorative Practices	All	No			All Schools	Ongoing	$179,678.00	$83,000.00				$262,678.00	$262,678.00	

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
5	**5.6**	5.4.1 (Operating Unit: Internal uses) LREBG: Restorative Practices (APOSA)	All	No			All Schools	Ongoing	$116,331.00	$0.00		$116,331.00			$116,331.00	
5	**5.7**	5.4.2 (Operating Unit: Internal uses)	All	No			Specific Schools: EHS, OGHS, SPHS	Ongoing	$579,637.00	$0.00		$579,637.00			$579,637.00	
6	**6.1**	6.2.1 (Operating Unit: Internal uses) Support to students in Special Education	Students with Disabilities	No			Specific Schools: VHS	Ongoing	$150,000.00	$0.00		$150,000.00			$150,000.00	
6	**6.2**	6.2.2 (Operating Unit: Internal uses) Credit recovery support	All	No			Specific Schools: VHS	Ongoing	$97,514.00	$0.00		$97,514.00			$97,514.00	
6	**6.3**	6.2.3 (Operating Unit: Internal uses) Support to Language Learners BIA	English Learners	No			Specific Schools: VHS	Ongoing	$77,000.00	$0.00		$77,000.00			$77,000.00	
6	**6.4**	6.2.4 (Operating Unit: Internal uses) Support to students	All	No			Specific Schools: VHS	Ongoing	$54,000.00	$0.00		$54,000.00			$54,000.00	
6	**6.5**	6.2.5 (Operating Unit: Internal uses) CTE Support	All	No			Specific Schools: VHS	Ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
6	**6.6**	6.2.6 (Operating Unit: Internal uses) Outside Learning Opportunities	All	No			Specific Schools: VHS	Ongoing	$0.00	$0.00		$0.00			$0.00	
6	**6.7**	6.2.7 (Operating Unit: Internal uses) Connecting students to school	All	No			Specific Schools: VHS	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
6	**6.8**	6.2.8 (Operating Unit: Internal uses) Student Voice	All	No			Specific Schools: VHS	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
6	**6.9**	6.2.9 (Operating Unit: Internal uses)	All	No			Specific Schools: VHS	Ongoing	$0.00	$10,440.00		$10,440.00			$10,440.00	

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
		Professional Learning and in class support/resources														

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
76,199,794	25,720,859	33.754%	0.000%	33.754%	$25,720,862.00	0.000%	33.755 %	**Total:**	$25,720,862.00
								LEA-wide Total:	$25,368,068.00
								Limited Total:	$0.00
								Schoolwide Total:	$352,794.00

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**	1.1 Base Services				All Schools	$875,638.00	
1	**1.2**	1.1.1 (Operating Unit: Internal uses) Special Education Curriculum revision				All Schools	$0.00	
1	**1.3**	1.1.2 (Operating Unit: Internal uses) Use of appropriate technology				All Schools	$0.00	
1	**1.4**	1.1.4 (Operating Unit: Internal uses) Standards-aligned instructional materials				All Schools	$0.00	

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	1.5	1.1.5 (Operating Unit: Internal uses) Support of curricular and co-curricular programs				All Schools	$0.00	
1	1.6	1.2 .1 (Operating Unit: Internal uses) Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,248,051.00	
1	1.7	1.2.2 (Operating Unit: Internal uses) EL Program	Yes	LEA-wide	English Learners	All Schools	$2,511,442.00	
1	1.8	1.2.3 (Operating Unit: Internal uses) Data analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$375,420.00	
1	1.9	1.2.4 (Operating Unit: Internal uses) Career and Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$103,955.00	
1	1.10	1.2.5 (Operating Unit: Internal uses) Site Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$281,050.00	
1	1.11	1.2.6 (Operating Unit: Internal uses) Decrease class size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,602,888.00	
1	1.16	1.4.1 (Operating Unit: Internal uses) LREBG: Increase hours for BIA's and Lab Assistants			English Learners			
2	2.3	2.2.1 (Operating Unit: Internal uses) Recruit and Retain	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,199,657.00	
2	2.4	2.2.2 (Operating Unit: Internal uses) PLC Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$865,947.00	
2	2.5	2.2.3 (Operating Unit: Internal uses) Improve Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,025,853.00	

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 (%)
2	2.6	2.2.5 (Operating Unit: Internal uses) Capacity building Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,158.00	
2	2.7	2.2.6 (Operating Unit: Internal uses) Site Discretionary Funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.00	
3	3.2	3.2.1 (Operating Unit: Internal uses)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$362,795.00	
3	3.3	3.2.2 (Operating Unit: Internal uses) Opportunities to Recover & Accelerate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,010,651.00	
3	3.4	3.2.3 (Operating Unit: Internal uses) Social Emotional Needs & CalSafe	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,847,859.00	
3	3.5	3.2.4 (Operating Unit: Internal uses) Counseling & Guidance Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,799,142.00	
3	3.6	3.2.5 (Operating Unit: Internal uses) AVID Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EHS, OGHS, SPHS, VHS	$352,794.00	
3	3.7	3.2.7 (Operating Unit: Internal uses) Chronically Absent & Truant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,847.00	
3	3.8	3.2.8 (Operating Unit: Internal uses) EL Monitoring and Support	Yes	LEA-wide	English Learners	All Schools	$191,384.00	
3	3.9	3.2.9 (Operating Unit: Internal uses) Site Initiatives	Yes	LEA-wide	English Learners	All Schools	$1.00	
4	4.2	4.2.1 (Operating Unit: Internal Uses) Parent and Family Involvement Plans	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,985.00	

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 (%)
4	**4.3**	4.2.2 (Operating Unit: Internal Uses) Opportunities for parent to support student success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
4	**4.4**	4.2.3 (Operating Unit: Internal Uses) Increase parent communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$415,688.00	
4	**4.5**	4.2.4 (Operating Unit: Internal Uses) Translation services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,039.00	
4	**4.6**	4.2.5 (Operating Unit: Internal Uses) Support for immigrant families	Yes	LEA-wide	English Learners	All Schools	$1,000.00	
4	**4.7**	4.2.6 (Operating Unit: Internal Uses) Site Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.00	
5	**5.2**	5.2.1 (Operating Unit: Internal uses) High Risk Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,201,956.00	
5	**5.3**	5.2.2 (Operating Unit: Internal uses) MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,297.00	
5	**5.4**	5.2.3 (Operating Unit: Internal uses) Site Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$101,391,295.00	$107,222,297.00

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)
1	**1.1**	1.1 Base Services	No	$875,638.00	$872,672.00
1	**1.2**	1.1.1 Special Education Curriculum revision	No	$0.00	$0.00
1	**1.3**	1.1.2 Use of appropriate technology	No	$0.00	$0.00
1	**1.4**	1.1.4 Standards-aligned instructional materials	No	$0.00	$0.00
1	**1.5**	1.1.5 Support of curricular and co-curricular programs	No	$0.00	$0.00
1	**1.6**	1.2 .1 Technology Support	Yes	$1,428,188.00	$1,250,458.00
1	**1.7**	1.2.2 EL Program	Yes	$3,317,716.00	$2,874,989.00
1	**1.8**	1.2.3	Yes	$376,258.00	$482,823.00

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)
		Data analysis			
1	**1.9**	1.2.4 Career and Technical Education	Yes	$100,266.00	$96,778.00
1	**1.10**	1.2.5 Site Initiatives	Yes	$281,005.00	$281,130.00
1	**1.11**	1.2.6 Decrease class size	Yes	$2,895,953.00	$3,123,259.00
1	**1.12**	1.3.1 Bilingual Instructional Aides	No	$180,247.00	$145,710.00
1	**1.13**	1.3.2 ELD Support classes	No	$350,877.00	$477,631.00
1	**1.14**	1.3.3 Evidence-based instructional support to 9th grade 1.3.3 CSI: Valley High School	No	$0.00	$0.00
1	**1.15**	1.3.4 Data analysis support	No	$0.00	$1,650.00
2	**2.1**	2.1.1 Base Services	No	$71,394,079.00	$74,399,320.00
2	**2.2**	2.1.2 Professional Learning	No	$0.00	$0.00
2	**2.3**	2.2.1 Recruit and Retain	Yes	$3,129,936.00	$3,145,613.00
2	**2.4**	2.2.2 PLC Time	Yes	$832,653.00	$851,321.00

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)
2	**2.5**	2.2.3 Improve Teaching and Learning	Yes	$1,441,625.00	$1,172,265.00
2	**2.6**	2.2.5 Capacity building Professional Learning	Yes	$64,503.00	$90,217.00
2	**2.7**	2.2.6 Site Discretionary Funds	Yes	$0.00	$0.00
2	**2.8**	2.3.1 Credential Clearing and authorization	No	$0.00	$21,976.00
2	**2.9**	2.3.2 Build teacher and site leadership capacity in PLC	No	$147,514.00	$188,670.00
2	**2.10**	2.3.3 Content Specialist and instructional coaches to improve teaching and learning	No	$527,808.00	$753,418.00
2	**2.11**	2.3.4 Professional Learning	No	$47,666.00	$861,803.00
3	**3.1**	3.1 Base Services	No	$0.00	$0.00
3	**3.2**	3.2.1 Academic Support	Yes	$341,644.00	$359,832.00
3	**3.3**	3.2.2 Opportunities to Recover & Accelerate	Yes	$4,784,152.00	$5,620,505.00
3	**3.4**	3.2.3	Yes	$1,996,015.00	$2,085,614.00

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)
		Social Emotional Needs & CalSafe			
3	**3.5**	3.2.4 Counseling & Guidance Services	Yes	$1,921,164.00	$1,936,755.00
3	**3.6**	3.2.5 AVID Support	Yes	$248,872.00	$274,167.00
3	**3.7**	3.2.7 Chronically Absent & Truant	Yes	$122,947.00	$124,084.00
3	**3.8**	3.2.8 EL Monitoring and Support	Yes	$200,376.00	$193,096.00
3	**3.9**	3.2.9 Site Initiatives	Yes	$0.00	$0.00
3	**3.10**	3.3.1 College & Career Exploration	No	$240,622.00	$229,495.00
3	**3.11**	3.3.2 Support for EL programs	No	$137,512.00	$157,152.00
3	**3.12**	3.3.3 Opportunities to accelerate or recover credits	No	$0.00	$0.00
3	**3.13**	3.3.4 Peer tutoring and Saturday Scholar	No	$0.00	$0.00
3	**3.14**	3.3.5 Additional Support	No	$0.00	$0.00
3	**3.15**	3.3.6 Services for homeless and foster youth	No	$25,000.00	$30,100.00
4	**4.1**	4.1.1 LCAP Education Partners Advisory Committee	No	$5,000.00	$5,000.00
4	**4.2**	4.2.1	Yes	$67,917.00	$77,046.00

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)
		Parent and Family Involvement Plans			
4	**4.3**	4.2.2 Opportunities for parent to support student success	Yes	$10,000.00	$21,806.00
4	**4.4**	4.2.3 Increase parent communication	Yes	$536,425.00	$555,428.00
4	**4.5**	4.2.4 Translation services	Yes	$98,317.00	$103,956.00
4	**4.6**	4.2.5 Support for immigrant families	Yes	$10,000.00	$10,000.00
4	**4.7**	4.2.6 Site Initiatives	Yes	$0.00	$0.00
4	**4.8**	4.3.1 Resources and Support for parent involvement	No	$43,914.00	$45,944.00
5	**5.1**	5.1.1 Base Services	No	$0.00	$0.00
5	**5.2**	5.2.1 High Risk Programs	Yes	$2,080,836.00	$2,138,383.00
5	**5.3**	5.2.2 MTSS	Yes	$329,265.00	$632,455.00
5	**5.4**	5.2.3 Site Initiatives	Yes	$0.00	$51,340.00
5	**5.5**	5.3.1 PBIS and Restorative Practices	No	$380,431.00	$569,500.00
6	**6.1**	6.2.1 Support to students in Special Education	No	$150,000.00	$152,180.00

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)
6	**6.2**	6.2.2 Credit recovery support	No	$97,514.00	$125,486.00
6	**6.3**	6.2.3 Support to Language Learners BIA	No	$77,000.00	$76,459.00
6	**6.4**	6.2.4 Support to students	No	$54,000.00	$27,332.00
6	**6.5**	6.2.5 CTE Support	No	$15,000.00	$120,121.00
6	**6.6**	6.2.6 Outside Learning Opportunities	No	$0.00	$283,581.00
6	**6.7**	6.2.7 Connecting students to school	No	$5,000.00	$5,000.00
6	**6.8**	6.2.8 Student Voice	No	$10,000.00	$10,000.00
6	**6.9**	6.2.9 Professional Learning and in class support/resources	No	$10,440.00	$108,777.00

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)
$26,847,407.00	$26,616,033.00	$27,553,320.00	($937,287.00)	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	1.6	1.2 .1 Technology Support	Yes	$1,428,188.00	$1,250,458.00		
1	1.7	1.2.2 EL Program	Yes	$3,317,716.00	$2,874,989.00		
1	1.8	1.2.3 Data analysis	Yes	$376,258.00	$482,823.00		
1	1.9	1.2.4 Career and Technical Education	Yes	$100,266.00	$96,778.00		
1	1.10	1.2.5 Site Initiatives	Yes	$281,005.00	$281,130.00		
1	1.11	1.2.6 Decrease class size	Yes	$2,895,953.00	$3,123,259.00		
2	2.3	2.2.1 Recruit and Retain	Yes	$3,129,936.00	$3,145,613.00		
2	2.4	2.2.2 PLC Time	Yes	$832,653.00	$851,321.00		
2	2.5	2.2.3 Improve Teaching and Learning	Yes	$1,441,625.00	$1,172,265.00		
2	2.6	2.2.5 Capacity building Professional Learning	Yes	$64,503.00	$90,217.00		

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	**2.7**	2.2.6 Site Discretionary Funds	Yes	$0.00	$0.00		
3	**3.2**	3.2.1 Academic Support	Yes	$341,644.00	$359,832.00		
3	**3.3**	3.2.2 Opportunities to Recover & Accelerate	Yes	$4,784,152.00	$5,620,505.00		
3	**3.4**	3.2.3 Social Emotional Needs & CalSafe	Yes	$1,996,015.00	$2,085,614.00		
3	**3.5**	3.2.4 Counseling & Guidance Services	Yes	$1,921,164.00	$1,936,755.00		
3	**3.6**	3.2.5 AVID Support	Yes	$248,872.00	$274,167.00		
3	**3.7**	3.2.7 Chronically Absent & Truant	Yes	$122,947.00	$124,084.00		
3	**3.8**	3.2.8 EL Monitoring and Support	Yes	$200,376.00	$193,096.00		
3	**3.9**	3.2.9 Site Initiatives	Yes	$0.00	$0.00		
4	**4.2**	4.2.1 Parent and Family Involvement Plans	Yes	$67,917.00	$77,046.00		
4	**4.3**	4.2.2 Opportunities for parent to support student success	Yes	$10,000.00	$21,806.00		
4	**4.4**	4.2.3 Increase parent communication	Yes	$536,425.00	$555,428.00		
4	**4.5**	4.2.4 Translation services	Yes	$98,317.00	$103,956.00		
4	**4.6**	4.2.5 Support for immigrant families	Yes	$10,000.00	$10,000.00		
4	**4.7**	4.2.6 Site Initiatives	Yes	$0.00	$0.00		
5	**5.2**	5.2.1 High Risk Programs	Yes	$2,080,836.00	$2,138,383.00		

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)
5	**5.3**	5.2.2 MTSS	Yes	$329,265.00	$632,455.00		
5	**5.4**	5.2.3 Site Initiatives	Yes	$0.00	$51,340.00		

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)
$78,470,214.00	$26,847,407.00	0	34.214%	$27,553,320.00	0.000%	35.113%	$0.00	0.000%

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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