


# EUREKA UNION SCHOOL DISTRICT

## LOCAL ACCOUNTABILITY PLAN WITH ANNUAL UPDATE 2025 - 2026

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Eureka Union School District

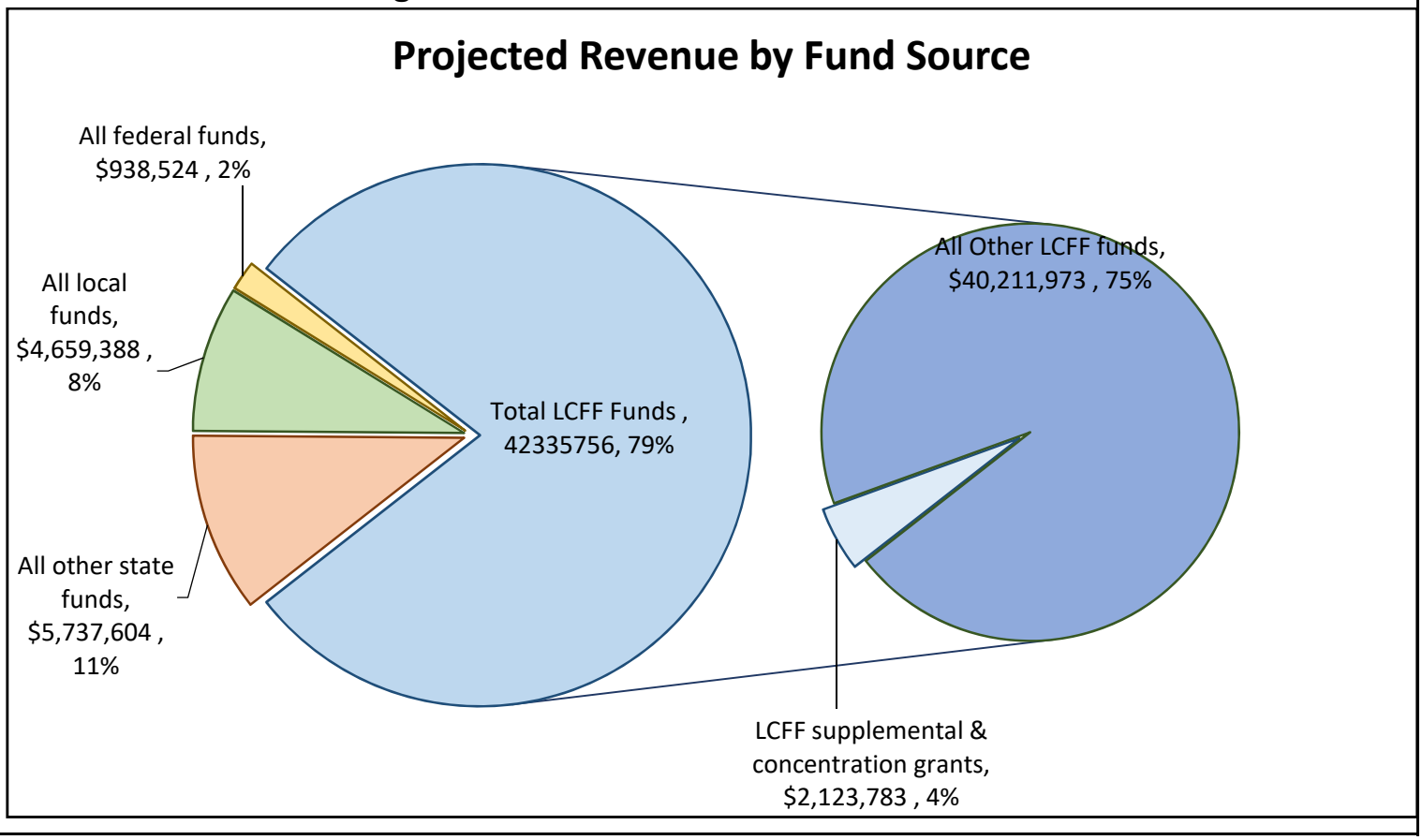
CDS Code: 31 66829 0000000

School Year: 2026-27

LEA contact information: Melissa Mercado916-774-1207mmercado@eurekausd.org

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 2026-27 School Year

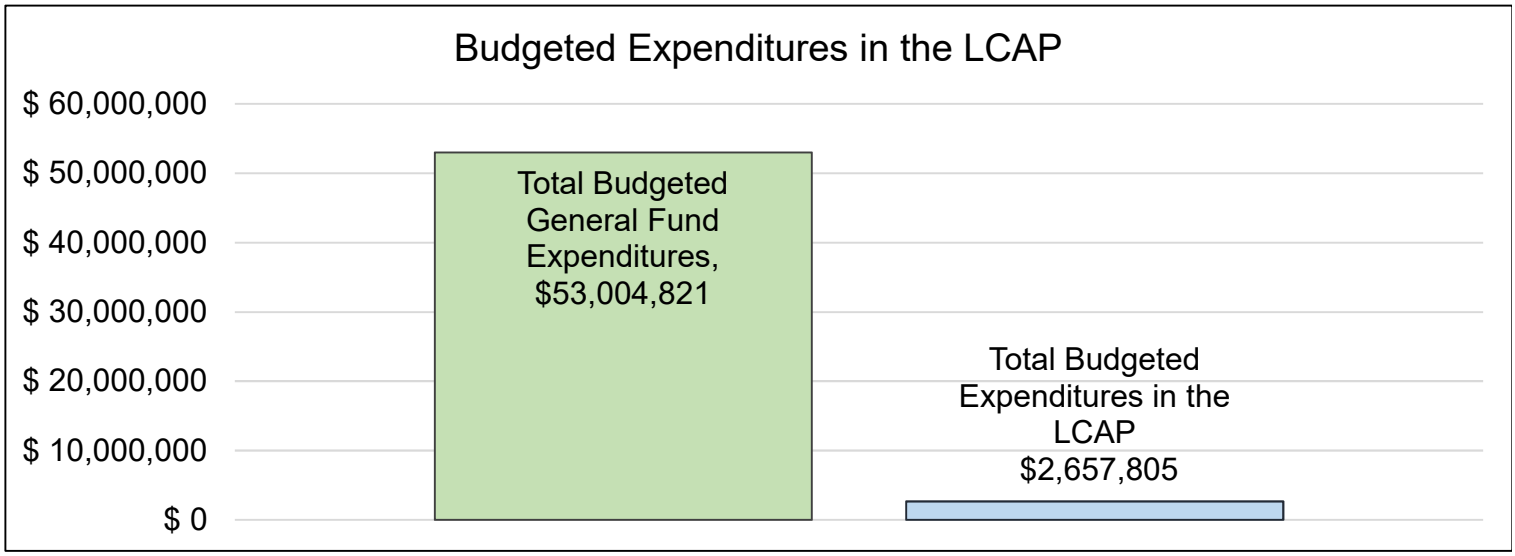



This chart shows the total general purpose revenue Eureka Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Eureka Union School District is $53,671,272.00, of which $42,335,756.00 is Local Control Funding Formula (LCFF), $5,737,604.00 is other state funds, $4,659,388.00 is local funds, and $938,524.00 is federal funds. Of the $42,335,756.00 in LCFF Funds, $2,123,783.00 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 Eureka Union School District plans to spend for 2026-27. 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: Eureka Union School District plans to spend $53,004,821.00 for the 2026-27 school year. Of that amount, $2,657,805.00 is tied to actions/services in the LCAP and $50,347,016.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

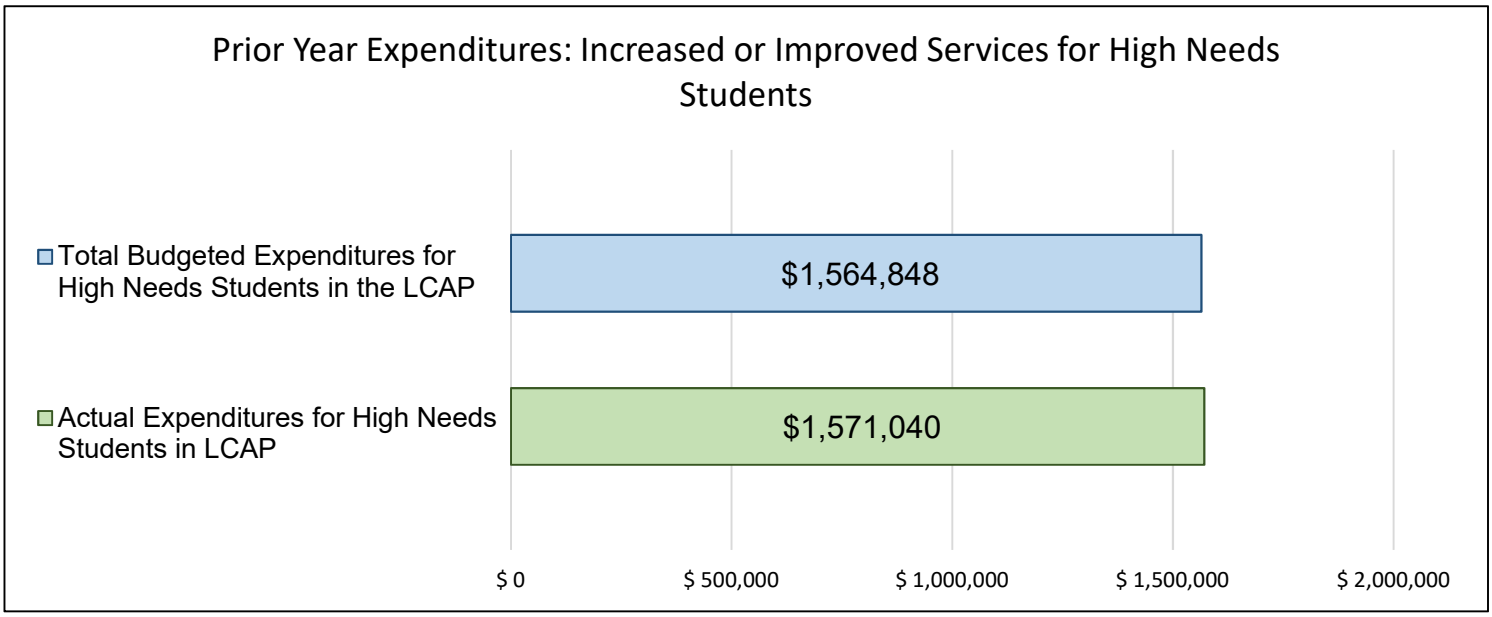
General Fund expenditures not included in the LCAP consist of salaries for certificated, classifed and adminstrative staff, utlities and operational expenses such as books and supplies.

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Eureka Union School District is projecting it will receive $2,123,783.00 based on the enrollment of foster youth, English learner, and low-income students. Eureka Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Eureka Union School District plans to spend $2,433,005.00 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 2025-26




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

The text description of the above chart is as follows: In 2025-26, Eureka Union School District's LCAP budgeted $1,564,848.00 for planned actions to increase or improve services for high needs students. Eureka Union School District actually spent $1,571,040.00 for actions to increase or improve services for high needs students in 2025-26.

# Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| EUREKA UNION SCHOOL DISTRICT | MRS. HANNAH ANDERSON | handerson@eurekausd.org<br>916-774-1201 |

## Plan Summary

### General Information

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

**District Overview**

The Eureka Union School District (EUSD) serves students in Granite Bay and Eastern Roseville in Placer County, California. The district is committed to developing learned and inspired global citizens through a rigorous, collaborative, and learner–focused educational program that fosters strong academic and interpersonal skills while developing self-efficacy and resilience. This approach supports students' academic, social, emotional, and physical growth. EUSD is proud to foster strong partnerships among students, families, staff, and the community that promote innovation and creativity.

**Historical Background**

EUSD was established in 1925 through the merger of the Excelsior and Rosedale School Districts, with local educational roots dating back to 1868. Continued community growth led to the development of its current schools between 1967 and 1999.

**Student Demographics**

EUSD serves 3,531 (Census Day, currently at 3,585 in March 2026) students in Transitional Kindergarten through grade 8 across seven schools: three TK–3 sites, two 4–6 schools, and two junior high schools. Based on 2025 CA School Dashboard data, 16.1% of students are socioeconomically disadvantaged, 8.4% are English Learners (EL), and 0.1% are Foster Youth or experiencing homelessness. Additionally, 12% of students have individualized education plans (IEPs), and 8% participate in the GATE (Gifted and Talented Education) Program.

Recent updates indicate 27.2% of students are now identified as socioeconomically disadvantaged due to revised eligibility cr iteria, and 7.6% are English Learners following reclassification. Some schools, particularly Maidu Elementary, have experienced increases in multilingual student enrollment, including Russian and Ukrainian students.

### High School Transition and Strategic Planning

Most EUSD students matriculate to Granite Bay High School. The district maintains a strong partnership with the Roseville Joi nt Union High School District to align programs and ensure smooth transitions.

Through partner engagement, EUSD has established three LCAP goals focused on academic achievement, student support and safety, and professional learning, with targeted attention to student groups identified for supplemental funding.

### Staff and Leadership

EUSD is governed by a five-member Board of Trustees and led by the Superintendent and four Assistant Superintendents. Each school is supported by site administration, with assistant principals at the junior high level and at some TK -6 schools, depending on enrollment size.

The district employs a highly qualified staff, including teachers and a broad range of support personnel such as counselors, psychologists, paraeducators, and operational staff, all working together to provide a safe, inclusive, and high-quality learning environment.

**There are no EUSD school/s receiving Equity Multiplier funding.**

*"Working Together for Excellence - Every Student, Every School, Every Day"*

## Reflections: Annual Performance

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

# Academic Performance

The Eureka Union School District (EUSD) continues to demonstrate strong academic performance in both English Language Arts (ELA) and Mathematics when compared to surrounding TK-8 districts, and county and state benchmarks. Notably, student achievement in Mathematics has shown steady improvement over the past three years, with proficiency rates increasing from 67.53% in 2023 to 69.79% in 2024, and then again to 70.40% in 2025. This upward trajectory is further reflected in the distri ct's average Distance from Standard (DFS) in Math, which rose from 42.9 above standard in 2024 to 46.1 in 2025. As a result, the California Dashboard designates EUSD's Math performance with a **BLUE** status, indicating both high achievement and growth.

ELA performance rebounded at 74.59% for 2025, from 72.84% in 2024 and 75.09% in 2023. EUSD has fully transitioned to the Science of Reading/Structure Literacy approach with the adoption of a gap K -5 curriculum that is upgraded to reflect alignment. Highly-rated and SOR-aligned supplementary materials (Heggerty and UFLI) are now used across all K-3 sites. Pre-pandemic rates at 79.22% proficiency remains a goal. On the CA Schools Dashboard, average ELA performance is 58.1 pts above standard, an increase of 4.5 pts from 2024. This constitutes a **BLUE** ranking for ELA with no subgroup identified in the RED and ORANGE categories.

Science performance remains stable, albeit a small decrease in proficiency is noted for 2025, at 61.05%. Rates for 2023 and 2024 are 61.74% and 61.73 respectively. For 2025, EUSD achieved the distinction of a BLUE rating across all academic disciplines, see Figure 1 below, tested under CAASPP (ELA, Math, Science) - an accomplishment that no other K -8 public school has achieved in Placer County.

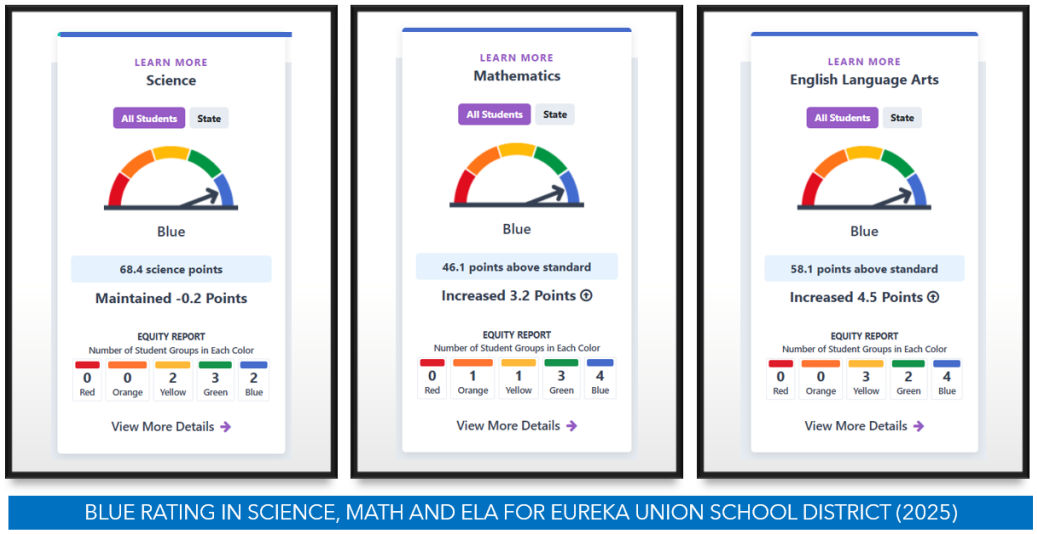



**Figure 1. Dashboard Performance and Rating in ELA, Math and Science**

The district attributes gain in Math achievement to targeted investments in professional development and instructional suppor t. EUSD has emphasized evidence-based instructional strategies that promote conceptual understanding, the use of visual models, and inclusive practices such as “low floor, high ceiling” tasks and ‘Building Thinking Classrooms.” EUSD has partnered with UC Davis Math Project for 2025 -2026 to ensure high quality professional learning. These efforts have been supported by supplemental resources, including iReady personalized instruction for grades K-8, which aligns tightly with the diagnostic assessments being used district wide. As stated, the Building Thinking Classroom framework has been wholeheartedly adopted by 6th -8th grade math teachers to increase student engagement and promote deeper thinking.

Conversely, the district’s analysis of ELA data suggests a slow growth in literacy rates, and the systemwide shift toward evidence-based literacy practices aligned with the Science of Reading (SoR) is continued. EUSD is currently implementing the structure d literacy framework grounded in research -based and evidence-based practices. This includes a transition to SOR -aligned core curriculum as well as the adoption of supplementary programs such as UFLI (University of Florida Literacy Institute) Foundational Skills for Tier 2. The district began full implementation of i -Ready Diagnostics in 2025-2026, along with UCSF Multitudes as the Reading Difficulties screener. Additionally, outdated instructional methodologies —such as multiple cueing systems lacking empirical support—are being phased out in favor of evidence -based literacy practices in alignment with California’s Literacy Initiative vision. In response to these findings, EUSD has established a strategic objective focused on strengthening literacy instructio n to improve ELA outcomes across all student groups.

Figure 2 (shown below) shows all EUSD schools' performance and growth in ELA (2025).

| LEVEL | DECLINED SIGNIFICANTLY | DECLINED | MAINTAINED | INCREASED | INCREASED SIGNIFICANTLY |
|---|---|---|---|---|---|
| VERY HIGH (HIGHEST STATUS) | Green<br>(None) | Green<br>(None) | Blue<br>▪ Ridgeview Elementary<br>▪ Willma Cavitt Junior High | Blue<br>**Eureka Union (District Placement)**<br>▪ Excelsior Elementary<br>▪ Oakhills Elementary<br>▪ Olympus Junior High | Blue<br>(None) |
| HIGH | Green<br>(None) | Green<br>(None) | Green<br>(None) | Green<br>(None) | Blue<br>▪ Greenhills Elementary<br>▪ Maidu Elementary |
| MEDIUM | Yellow<br>(None) | Yellow<br>(None) | Yellow<br>(None) | Green<br>(None) | Green<br>(None) |
| LOW | Orange<br>(None) | Orange<br>(None) | Orange<br>(None) | Yellow<br>(None) | Yellow<br>(None) |
| VERY LOW (LOWEST STATUS) | Red<br>(None) | Red<br>(None) | Red<br>(None) | Orange<br>(None) | Orange<br>(None) |

Figure 3 (shown below) shows EUSD schools' performance and growth in Mathematics (2025)

| LEVEL | DECLINED SIGNIFICANTLY | DECLINED | MAINTAINED | INCREASED | INCREASED SIGNIFICANTLY |
|---|---|---|---|---|---|
| VERY HIGH (HIGHEST STATUS) | Green<br>(None) | Green<br>▪ Ridgeview Elementary | Blue<br>(None) | Blue<br>**Eureka Union (District Placement)**<br>▪ Greenhills Elementary<br>▪ Oakhills Elementary<br>▪ Olympus Junior High<br>▪ Willma Cavitt Junior High | Blue<br>(None) |
| HIGH | Green<br>(None) | Green<br>(None) | Green<br>(None) | Green<br>▪ Excelsior Elementary<br>▪ Maidu Elementary | Blue<br>(None) |
| MEDIUM | Yellow<br>(None) | Yellow<br>(None) | Yellow<br>(None) | Green<br>(None) | Green<br>(None) |
| LOW | Orange<br>(None) | Orange<br>(None) | Orange<br>(None) | Yellow<br>(None) | Yellow<br>(None) |
| VERY LOW (LOWEST STATUS) | Red<br>(None) | Red<br>(None) | Red<br>(None) | Orange<br>(None) | Orange<br>(None) |

All EUSD schools exhibited VERY STRONG growth and performance in ELA (All BLUE!). All schools, except for Ridgeview Elementary school, exhibited growth in Mathematics (GREEN and BLUE). However, Dashboard equity reports indicate significant achievement gaps in ELA and/or Math for the following subgroups: **SWD and EL (orange) and LTEL (orange) for Math**. For ELA and Math, **SED students** are in the **YELLOW** category.

## English Learner Progress

English Learner (EL) progress for 2025 shifted from a **Green** to an **Orange** performance level. This decline was not uniform across the district: while Excelsior Elementary (Grades 4-6) demonstrated strong growth, earning a **Green** rating, Maidu Elementary (TK-3) faced significant challenges, resulting in a **Red** rating. Districtwide, 52.7% of EL students made progress toward English proficiency, a decrease of 6.5% from the previous year.

A primary contributing factor to this decline is the district's successful initiative to increase reclassification rates by utilizing i-Ready data as alternative criteria. As higher-performing students are reclassified and exit the EL subgroup, the remaining cohort data reflects students with higher needs. However, EUSD also recognizes the need to strengthen Tier 1 instruction, specifically the quality of Designated ELD. Trends in the English Learner Progress Indicator (ELPI) show that the percentage of students advancing at least one level dropped from **51.7% to 47.2%**, while those declining by a level rose from **9.1% to 16.4%.**

To address these trends, EUSD is committed to (1) Ensuring high-quality Designated ELD is being implemented across all sites and for all English Learners and prioritizing student familiarity (and promoting motivation and favorable mindset towards) with the Summative ELPAC through targeted practice and (3) promoting an assets-based approach to teaching and learning for ELs among staff. It is noteworthy to consider that CAASPP results show promise: both **EL and Long-Term English Learner (LTEL) subgroups improved in Mathematics**, and **ELs improved in ELA**; however, LTEL performance in ELA saw a decline, highlighting a specific area for targeted intervention. LTEL teachers report that motivation deficits among LTELs may be a significant factor for the decline, and high suspension rates for this subgroup may indicate school disengagement.

## Lowest Performing Subgroups

Analysis of dashboard data identifies our lowest performing subgroups for ELA, Math and Science:

- ELA: English Learners (YELLOW), LTELs (YELLOW), Students with Disabilities (YELLOW)
- Math: LTELs (ORANGE), Students with Disabilities (YELLOW)
- Science: English Learners (YELLOW), Students with Disabilities (YELLOW)

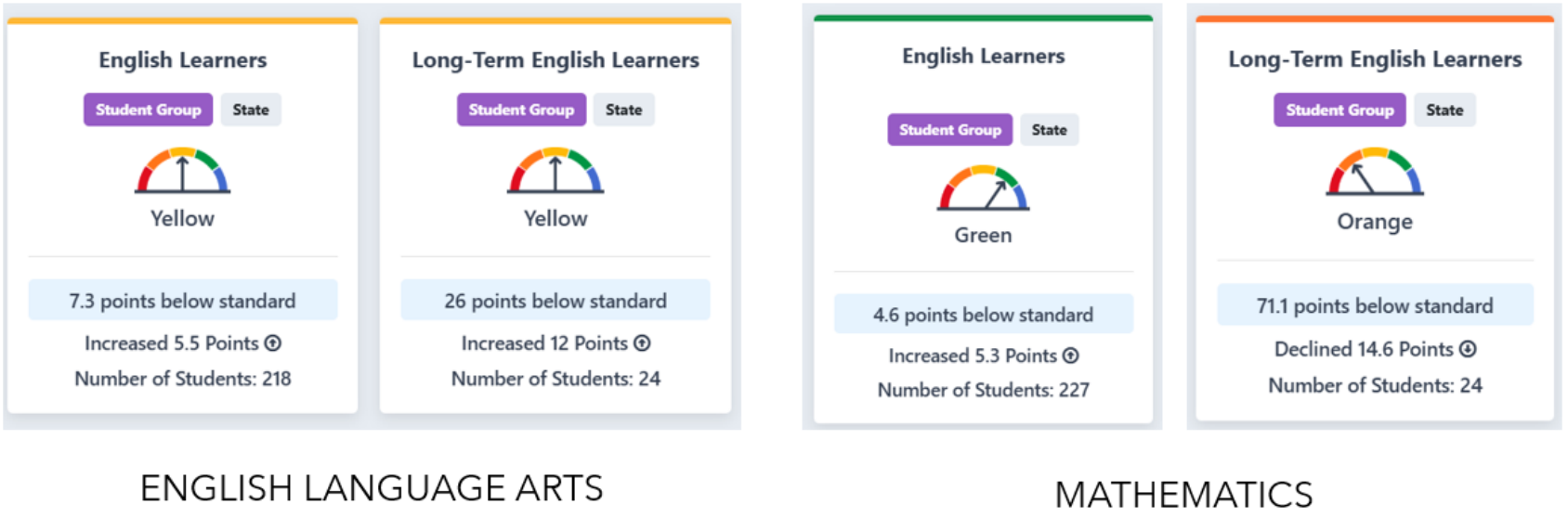



**Figure 4. ELA and Math CAASPP Performance for ELs and LTELs (2025)**

For the 2025-2026 school year, EUSD continues to support a growing population of newcomers, particularly from Russia and Ukraine, who arrive with varying levels of English proficiency and diverse educational backgrounds. To meet the evolving needs of these students, the district has strategically expanded its support staff, including the hiring of a second bilingual aide proficient in Russian and Ukrainian for Olympus Junior High and Maidu Elementary School. A full-time Russian/Ukrainian bilingual aide supports Excelsior Elementary school. Acting as both an instructional support and family liaison, this position has been pivotal in bridging communication gaps, with stakeholder feedback indicating a marked improvement in family engagement and student integration.

To ensure these investments translate into classroom success, the district is prioritizing capacity building at every level. The EL/MTSS Teacher on Special Assignment (TOSA) continues to drive instructional quality through job-embedded coaching and lesson modeling, while Professional Learning Communities (PLCs) utilize EL data as a standing focal point for progress monitoring. Parallel to this teacher support, leadership capacity is being strengthened through collaboration with the **Placer County Office of Education** and **Sacramento County Office of Education (SCOE).** Administrators engage in regular monthly training focused on data analysis, progress monitoring, and the continuous improvement of Comprehensive ELD delivery, providing a critical forum to collaboratively address site-specific challenges. Complementing these internal efforts, EUSD has instituted partnerships with **Teacher Created Materials (TCM)** and **Britannica Education** to deliver expert-led workshops, ensuring that all staff—from aides to administrators—are equipped with effective strategies for English Learner success.

## Academic Engagement

The California School Dashboard measures academic engagement through chronic absenteeism rates, an area where EUSD has demonstrated sustained improvement. Building on the significant 4.9% decline in the 2023-24 school year, the district's chronic absenteeism rate dropped an additional 1.2% in 2025, reaching a historic low of **5.6%**. This consistent progress has maintained the district's placement in the **Green** performance category.

While no student groups are currently in the **Red** category, the district is closely monitoring disparities in attendance data. Students of Two or More Races are currently in the **Orange** category, while African American students, Socioeconomically Disadvantaged (SED) students, and Students with Disabilities remain in the **Yellow** category. Conversely, improved attendance rates were achieved by Asian, English Learner, Filipino, Hispanic, and White student groups, with Long-Term English Learners (LTELs) achieving the highest performance level in the **Blue** category.

This high attendance is supported by robust student engagement across a variety of local programs. EUSD sees strong participation in specialized pathways such as Project Lead The Way (PLTW), Junior High Zero periods, STEAM courses, the GATE Program, and before-and-after-school Spanish enrichment. The Expanded Learning Opportunity Program (ELOP), in partnership with STAR, has been a critical driver of equity; nearly 60-70% of participants are identified as SED or English Learners. Furthermore, the district's summer program continues to experience demand that exceeds capacity. To address this, EUSD prioritizes enrollment for English Learners, SED students, and those in need of academic intervention, ensuring that extended learning opportunities are directed to the students who benefit from them most.

## Conditions and Climate

Suspension rates remain a critical area of focus for EUSD. For the 2025 Dashboard, the district maintained an **Orange** performance level, with a slight increase in the overall suspension rate to **3.6%** (up from 3.4% in 2024). A closer examination of subgroup data reveals a shifting landscape of needs and improvements. While challenges persist, targeted efforts have yielded positive shifts for several student groups: **Socioeconomically Disadvantaged (SED)** students and those of **Two or More Races** improved from Red to **Yellow**, and **Hispanic** students improved from Orange to **Yellow**. Additionally, **Students with Disabilities (SWD)** improved from Red to **Orange**, signaling initial progress in reducing disproportionate discipline for these populations.

However, significant disparities remain that require urgent attention. **Long-Term English Learners (LTELs)** remain in the **Red** category, and are joined this year by **Asian** students, who experienced a decline in performance. **English Learners** and **White** students remain in the **Orange** category.

EUSD is committed to addressing these lingering disparities by deepening its investment in restorative practices and alternat ives to suspension for major behavior infractions. The district acknowledges that while progress has been made with some subgroups, the data highlights a need to refine social -emotional and behavioral strategies to ensure they effectively support all student populations, particularly our LTEL and Asian communities.

## Student Subgroup Report for 2024

The figure below summarizes how each subgroup at EUSD performed across the different state priority -aligned measures on the CA Dashboard. LCAP goals and associated actions and services have been formulated to target the needs of the subgroups displayed on the next page.

The only Dashboard Indicator where subgroups are identified in the Red Category is suspension rate. LTELs and Asians are in the RED category. EUSD plans to strengthen its Tier 1 and 2 approaches using the evidence -based School Ambassadors Program and continuing to provide expanded hours to counselors to focus on early intervention. EUSD is also conducting a deep review of its discipline and suspension data and protocols to determine root causes for disproportionate suspensions.

Figure 5. Subgroup Performance across Dashboard Measures (2025)

**Student Group Report for 2025**

| Student Group | English Learner Progress | Chronic Absenteeism | Suspension Rate | Graduation Rate | English Language Arts | Mathematics | Science | College/Career |
|---|---|---|---|---|---|---|---|---|
| All Students | Orange | Green | Orange | N/A | Blue | Blue | Blue | N/A |
| English Learners | Orange | Green | Orange | N/A | Yellow | Green | Yellow | N/A |
| Long-Term English Learners | -- | Blue | Red | N/A | Yellow | Orange | -- | N/A |
| Foster Youth | N/A | -- | -- | N/A | -- | -- | -- | N/A |
| Homeless | N/A | -- | -- | N/A | -- | -- | -- | N/A |
| Socioeconomically Disadvantaged | N/A | Yellow | Yellow | N/A | Green | Green | Green | N/A |
| Students with Disabilities | N/A | Yellow | Orange | N/A | Yellow | Yellow | Yellow | N/A |
| Black or African American | N/A | Yellow | Green | N/A | -- | -- | -- | N/A |
| American Indian or Alaska Native | N/A | -- | -- | N/A | -- | -- | -- | N/A |
| Asian | N/A | Green | Red | N/A | Blue | Blue | Blue | N/A |
| Filipino | N/A | Green | Green | N/A | Blue | Blue | -- | N/A |
| Hispanic or Latino | N/A | Green | Yellow | N/A | Green | Green | Green | N/A |
| Native Hawaiian or Pacific Islander | N/A | -- | -- | N/A | -- | -- | -- | N/A |
| White | N/A | Green | Orange | N/A | Blue | Blue | Green | N/A |
| Two or More Races | N/A | Orange | Yellow | N/A | Blue | Blue | Blue | N/A |

# LREBG Funds: Unexpended

EUSD has remaining unexpended funds of **$391,754 available for 2026 -2027**. With implementation in 2025 -2026, a significant portion of this funding was used for the iReady Diagnostic and Personalized Instruction system that will cover three years of access for EUSD's students. A huge investment via LREBG was also put in place for intervention via PLCs, as elaborated below.

LREBG funds continue to be used to support all PLC and RTI initiative actions and services (all under Goal 1). Actions and services identified for funding are under 1A.1, 1A.2, 1A.4, and 1B.5. All actions and services are integrated within the bro ad LEA LCAP goals to support academic achievement, accelerate student performance, via tiered interventions for struggling students, including socio-emotional and behavioral supports. All these services were formulated based on needs assessment (example, CAASPP Writing Trait Scores), based on achievement data (iReady Diagnostic, formative and summative assessments used during PLCs, and state assessments), as well as feedback from educational partners (teachers, administrators, leadership). Likewise, educational research was used to determine efficacy of proposed interventions.

EUSD plans to utilize LREBG funding for the any of the following allowable uses: (1) Provide early literacy instruction [ *EC* Section 32526(c)(2)(A).] and support small group instruction for learning acceleration [ *EC* Section 32526(c)(2)(Bi)], (2) effective implementation of the iReady diagnostic and personalized instruction system [*EC* Section 32526(c)(2)(A,E)], (3) support professional development to increase teachers' knowledge and skills in evidence-based instructional practices [*EC* Section 32526(c)(2)(B.vi)], (4) support Year 3 implementation of the district's PLC initiative [*EC* Section 32526(c)(2)(B.vi)] which is focused on intervention , and (5) accelerate achievement of EL/Newcomers and LTELs [*EC* Section 32526(c)(2)(E)]. EUSD's plan for LREBG is linked here: EUSD LREBG PLAN

## Reflections: Technical Assistance

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

N/A

## 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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

# 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 |
| --- | --- |
| Students | Surveys, Focus groups/empathy interviews.<br>● The district sent a student-friendly survey to all students Grades 3-8 in November 2025, with opportunities for students to provide feedback via open-ended questions and direct emails to the Curriculum and Instruction Department. 661 students completed the survey as of December 22, 2025. Several students also reached out via emails.<br>● Additionally, district office staff coordinated focus group sessions with students (selected by site leaders and counselors to represent LCAP subgroups, including SWD) at JHS sites during February and March 2026. During these sessions, more open-ended questions were asked to solicit feedback about LCAP goals. The focus group sessions were purposefully held during the school day so everyone invited can participate. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Parents | Surveys, LCAP Advisory Council, DELAC, PTC Meetings, Social Media, Website Form<br>● Surveys were sent to all parents in November 2025 identical to the ones sent to staff and students. As of December 2025, 139 responses were recorded. Feedback variations and common themes were analyzed.<br>● The LCAP Advisory Council met twice, in mid -January and March. Parents representing subgroups (EL, SED, SWD) were identified to ensure representation. Our DELAC officers were present to represent EL. Other parents of English Learners were also invited.<br>● Social Media and Website Comments Form: Parents and community members are encouraged to also use social media (Facebook, Instagram) to leave comments and/or email Cabinet for the LCAP. The district has a comment form on its LCAP Website for parents and community members to also submit input.<br>● ELAC/EL Parent Night and DELAC were utilized to raise awareness about LCAP/District Goals and solicit feedback.<br>● Meet and Greet with the New Superintendent – also provided an avenue to obtain input on LCAP Goals, Services and Actions (among other topics). |

| Educational Partner(s) | Process for Engagement |
|---|---|
| Staff | Surveys, Staff meetings, Consults with EUCA and EUTA (bargaining teams)<br>● Surveys were sent to all classified and certificated staff members, aligned to the items in the parent and student surveys for valid comparisons to be made. These surveys were anonymous and were sent in January, at the same time as the student and parent surveys.<br>● LCAP roadshows designed to explain the LCAP, ongoing actions and services and seek input were held on April 7 and 15 after school. These events were open to all and any interested staff member.<br>● EUCA (Classified) and EUTA (Certificated) were emailed to solicit feedback.<br>● Eureka Leadership Team (Principals, Vice Principals) were consulted and each draft of the LCAP shared for input and feedback during leadership team meetings.<br>● Site-based staff meetings were held to specifically discuss the LCAP using a calibrated presentation to present goals, articulate the why behind the goal using data, and solicit input about potential actions and services. Staff meetings were specifically utilized to discuss approaches for academic intervention planning and solicit input. |
| Community Partners | Social Media, Targeted Emails<br>● Via social media and our website, EUSD solicits feedback from community partners such as STAR Education (our ELOP partner), NorCal IDA (International Dyslexia Association, Retired Teachers Association/Alpha Phi Kappa, etc. EUSD also maintains communication from such partners and hence, can utilize targeted emails to seek feedback by the end of April. |
| Others | EUSD takes advantage of every opportunity to obtain feedback from parents. Hence, parent workshops and PTC meetings, even times during ELOP dismissals and pickups, are used to engage with families and seek input about what the district can do to make the learning experiences of their children better.<br>SELPA: A consultation with PCOE's Kristi Gregersen occurred on April 25. Prior to this, draft LCAP was shared via email for review and advance feedback. |

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

Action items formulated around each LCAP goal were informed, if not, directly influenced by feedback from students, staff, and parents & community members. To a certain extent, research-based evidence, and data (e.g. performance data, equity reports) were also referenced in the formulation of action items and goals. Specific examples of feedback directly influencing LCAP goals and action items are the following:

1. Academic intervention design – these are designed, planned for, and implemented with direct feedback from the site's staff. Each site instructional leader gathered feedback from meetings with staff and utilized this feedback to design and implement academic support. EUTA (Eureka Union Teachers' Association) also provided input about Tier II intervention designs and feedback about implementation and effectiveness. Each site takes this input and formulates the intervention plan that addresses the unique needs at their sites. Example of actions and services derived from feedback:
    a. Continued use of classified aides for intervention with necessary and appropriate training. Intervention aides were invited to participate during district wide Professional Learning Days.
    b. Continuation of reading intervention/EL support teacher at MAI, EXC, and GH for mostly Tier 3 interventions.
    c. Co-taught classes and extra periods at the JHS as a form of intervention that is effective, not study skills class or "homework club."
    d. The need for teachers to have time for planning and collaboration after a PD for more successful implementation (not funded through supplemental funds).
    e. More high interest books in our classroom and school libraries for boys. Thoughtful curation of books that reflect the diversity of our learners.
    f. **NEW:** Increase in site allocations for all Title 1 and Non-Title 1 sites to empower sites to provide more comprehensive systems of intervention aligned to their specific needs. ELOP funding was utilized to support high dosage tutoring for those students needing more intensive support at K-6.
    g. **NEW:** Expansion in the suite of assessments used for a balanced system with the utilization of Multitudes for Grades K-3. The use of iReady Assessments is expanded to include one additional testing administration for students who participated in intervention (automatic for all English Learners). Transition to a new database system (EdCite to Aeries Analytics) for easy access to data dashboards and more complex factor analyses that are updated regularly and syncs with new SIS.
    h. **NEW:** Professional Development is refocused to increase competencies in small group instruction (for intervention purposes), EDI (Explicit Direct Instruction), assessment and data literacy, and teacher clarity (communicating learning intentions and mastery expectations).

i. **NEW:** Each site will organize and implement its own PLC Guiding Coalition, or a SIT (Site Intervention Team) and members will receive stipends to discuss academic intervention across grade level and tiers, as well as share best practices. SpEd will be represented in SIT.

2. English Learner progress goal – the action items are influenced by parents and staff who attend LCAP Parent Advisory, EUSD Leadership meetings, EL Parent Nights, ELAC and DELAC, including intervention and EL support staff. Examples of action items directly influenced by feedback are:
    a. Hiring of an additional EL Family Liaison and Student Support staff member focused on serving newcomer/immigrant ELs (Implemented for 2025-2026).
    b. Hiring of MTSS/EL TOSA with a focus on Newcomers, LTELs and LTELs at risk. Th is position will monitor progress (and delivery of timely interventions) of/for this group (Newcomers, LTELs, LTEL -AR) as well as provide coaching (through modeling) and PD for teachers of this subgroup. PD will be focused on building background knowledge across disciplines and academic vocabulary instruction. This person will also lead a study group on EUSD's reclassification approach. This was implemented in 2023-24 and continues.
    c. Review of reclassification criteria for twice exceptional EL students. This is ongoing.
    d. Supplementary programs and resources that can support English Language development at home. This was direct feedback from our parents during our EL Parent Night. Feedback from educators about iReady PI, first implemented district-wide in 2025-2026, is that it has notable efficacy in supporting ELD among English Learners.
    e. **NEW:** Implementation of a district-wide Designated ELD program which includes adoption of a high-quality ELD curriculum, professional learning regarding the use of the curriculum, and appropriate staffing at all sites.

3. SEL/Health Goal – feedback from counselors, teachers, psychologists, staff members (Student Wellness Committee), school leaders, and parents were sought and utilized in the formulation of action items under Goals 2 and 3 . Examples of items directly influenced by such fe edback are:
    a. Continuation of Toolbox and Naviance – these programs/applications have been determined to be of significant value to the students, as reported by staff and students.
    b. Continued expansion of counseling service/hours – feedback from students, staff and parents through LCAP surveys have indicated the tremendous value counselors bring to the sites. Additionally, job-alike meetings with teachers, counselors and direct feedback from principals drive the actions and services related to this action item, in particular how counselor roles have evolved to support the changing district student demographics (e.g. welcoming newcomers/immigrants).

c. Physical Education Professional Development – PE teachers have provided positive support for continued partnership with US Games for professional development. In addition, 'Rhythm and Moves' provided PD for PE teachers for 2025-2026. Feedback from educators was overwhelmingly positive.
d. PD on Tier 1 and 2 Behavior Challenges - Teachers have voiced significant concerns about the chronic behavior challenges in their classrooms that influence their ability to teach. PD for both teachers and parents will be offered as Part of Goal 2.
e. Staff feedback led to a redesign of several survey items under Goals 2 and 3, to focus on parent, staff and student perceptions of their growth in important SEL skills. This caused an adjustment in baseline data and desired outcomes.
f. **NEW:** Increased site allocations for SEL initiatives ($7,000 to $12,000) to account for increased subgroup population and needs.
g. **NEW**: Elimination of Aperture Screener per counselor feedback. Transition to student self -reports via LCAP survey and/or other surveys.
h. **NEW**: PD for staff in the areas of SEL/coping strategies (from student surveys, staff input, and focus group) and cultural proficiency (feedback from students and parents). PD on "assets -based" instruction/mindset based on student and parent feedback. Book stu dy for staff on The Anxious Generation (AY 25 -26) and The Amazing Generation (AY 26-27) in response to direct feedback from staff, board and parents.

4. Diagnostic/Formative Assessments - EUSD leadership unanimously recommended the purchase of the iReady Diagnostic suite for progress monitoring and diagnostic purposes in 2024 -2025. Leadership and educator feedback indicated a need for district assessments with established psychometric properties. AY 25-26 is the second year of implementation for iReady DAs. The district continues to gather educator feedback and insights regarding administration iReady Data, among other assessments, is used widespread across the district in PLCs.

5. iReady Personalized Instruction - After a 5 -month long pilot involving a majority of teachers from K -8 across all schools in 24-25, feedback about IRPI has been positive and with the exception of Olympus JHS (except for use for EL and SED students), all sites will have access to iReady PI for 2025-2028. A consensus and deliberation meeting were held during the last week of May to gather final feedback from educators who piloted. For this current academic year (2025 -2026), implementation of iReady PI is across all schools.

6. Safety, Climate and Culture - Feedback from all educational partners influenced inclusion of the following actions and services:

a. **NEW:** Maidu, Excelsior, and Olympus will acquire Audio Enhancement Systems that allow for live translations and transcripts/documentation in 1 dedicated space per school (MPR at Maidu is added for ELAC and DELAC nights). This dedicated space will be for Newcomer/Immigrant Parents who require immediate help and support from staff in situations where a live person cannot immediately be found to help with translations. It is envisioned that this space and audio system will also be used for parent meetings during S STs, PTCs, and IEPs, as required. NOTE: Funded through Title III Immigrant.

b. **NEW**: Book study for parents using the book "The Amazing Generation". Childcare will be provided. Pay for facilitator/s will be included.

c. **NEW**: Leadership feedback, as well as parent input, indicated a need to address the high suspension rates via the adoption of the Restorative Practices framework. For AY 26-27, a "building awareness and understanding" phase via professional development amongst all staff will be launched and a study to determine if the framework is a good fit for EUSD.

d. **NEW:** Students overwhelmingly expressed desire for more spaces and opportunities to connect with peers. Benches, balls, activities and supervision were all identified as ways to foster these connections. These spaces and opportunities will be provided via site grants.

# Goals and Actions

## Goal 1

| Goal # | Description: ACADEMIC GOAL | Type of Goal |
|---|---|---|
| 1 | All students will acquire and/or exceed grade level proficiencies in literacy, math, and science with high quality first instruction and evidence-based interventions.<br>**Subgoals:**<br>**1A:** EUSD will narrow the achievement gap for all underperforming subgroups, including SWD, males in literacy, and SED.<br>**1B:** All English Learners will manifest progress in English Language Development and academic achievement across disciplines. | Broad Goal |

State Priorities addressed by this goal.

Priorities 1, 2, 3, 4, & 7 (Descriptions of these state priorities are found here).

An explanation of why the LEA has developed this goal.

**Subgoal 1A**

EUSD's performance data indicates steady increases in Math performance for the past 3 years, whereby for 2023, pre-pandemic rates have been exceeded. However, literacy performance rates have remained alarmingly stagnant for the last several years, except for 2025! Additionally, analysis of equity reports in ELA performance indicates wide achievement gaps for the following subgroups: students with disabilities, socioeconomically disadvantaged students, and English Learners. Longitudinal data reveals persistent gender-driven achievement gaps in reading and writing that need to be effectively addressed, with male students not achieving at par with female students. Claims-level analysis in state assessment data reveal that the speaking and listening domain remain an area of challenge for most students. This is a goal that is timely as EUSD prepares for adoption and implementation of new curriculum and as the evidence-based Science of Reading/Structured Literacy approach gains support in California, in lieu of the Balanced Literacy framework. Figures 1-2 display the achievement gaps via bubble graphs in ELA and Math that framed this goal, including Goal # 2 for English Learners.

Figure 6. ELA Proficiency Rates within the EL, SED, and SWD Subgroups (2025)

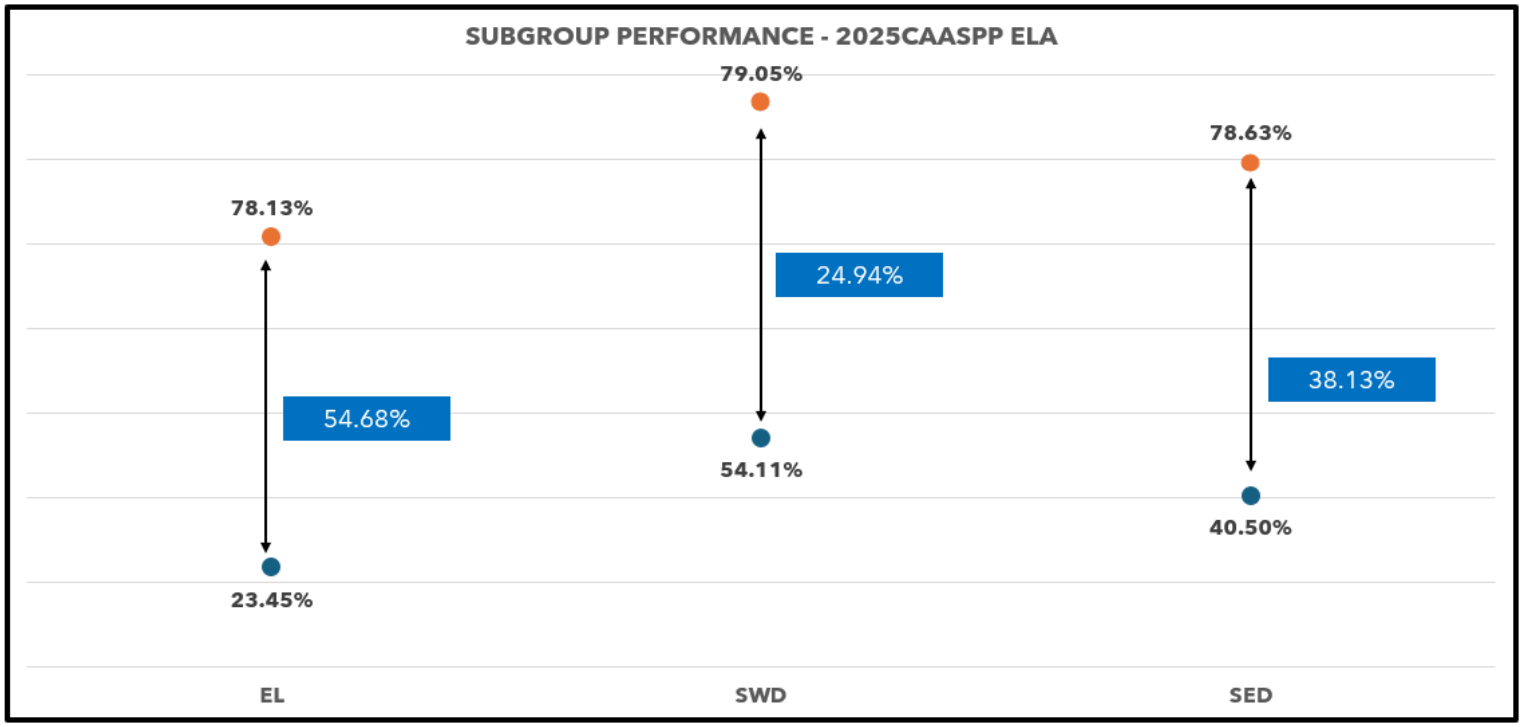
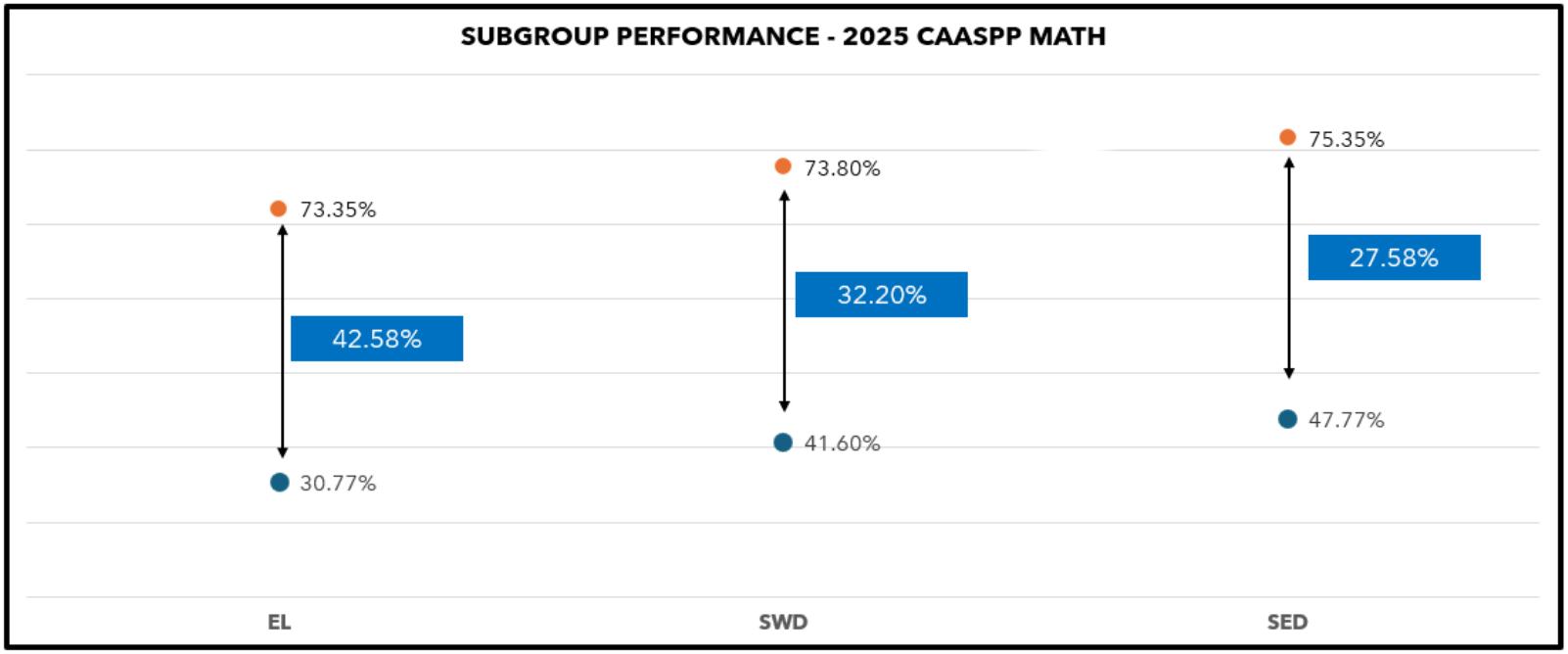


Figure 7. Math Proficiency Rates within the EL, SED, and SWD Subgroups (2025)




Despite the majority of EUSD schools achieving high performance rates and landing in the top tier for Math, and Science, the following subgroups lag behind their counterparts: SED, English Learners (EL) and students with disabilities (SWD) within the district. Gaps in proficiency rates and average DFM persist across years of high performance.

EUSD's goal 1 is an academic goal and will focus on increasing proficiency rates for all and closing the gaps for ELA, Math a nd Science achievement.

## Subgoal 1B

The Eureka Union School District is currently navigating a significant demographic transformation characterized by a rapid an d sustained expansion of its English Learner (EL) population, largely driven by the resettlement of Russian and Ukrainian famil ies. For 2025-2026, EUSD continues to experience non-stop enrollment of EL Newcomer Students, as well as interdistrict transfers of ELs from surrounding districts. Longitudinal data reveals a district -wide enrollment trajectory that has risen from **5.7% in 2023** to **8.4% in 2025** . This growth is acutely concentrated at specific instructional levels: Maidu Elementary (TK -3) has served as a

primary intake center, with EL density surging from 12.1% to a peak of 18.4%, while Excelsior Elementary (4-6) has experienced a linear acceleration from 7.5% to 13.2%, indicating a systemic shift in instructional demand across the elementary spectrum.

As stated, this expansion is operationally compounded by the phenomenon of continuous, asynchronous enrollment. Unlike traditional growth models that stabilize after the fall census, EUSD contends with persistent matriculation throughout the academic year, with intakes occurring as late as May. This fluidity is further intensified by interdistrict mobility, specifically transfers from larger metropolitan districts in Sacramento (14% of EUSDs EL are from other districts). Such patterns create "instructional volatility," where classroom compositions and intervention needs fluctuate unpredictably, challenging the static allocation of fiscal and pedagogical resources.

Consequently, the district faces the challenge of both increasing English Learner enrollment and ongoing newcomer arrivals throughout the school year. The simultaneous increase in student volume and the irregularity of their arrival necessitates a dynamic educational infrastructure capable of rapid assessment and integration. This environment requires EUSD to move beyond traditional, static support models to a more agile framework that can accommodate students with diverse educational backgrounds and immediate linguistic needs at any point in the academic calendar. Given these conditions, EUSD continues to prioritize English Learner Progress as a central component of its academic program.

Conversations and feedback from teachers and site administrators indicate challenges in self-efficacy and dearth of resources available to meet the wide variety of EL needs. The EL Support and Family Liaisons reaffirms this feedback. EUSD needs to institute a cohesive and effective system for tracking progress of all ELs at the different sites. This goal for English Learner progress is made separate as a specific subgoal under Goal 1 to emphasize the district's commitment to serving all English Learners by building capacity and competencies and by leveraging the minimal resources available to the district to support newcomer/immigrant, ELs, LTELs, LTELs-AR, and SLIFEs.

* (LTEL = Long Term English Learner, LTEL-AR = Long Term English Learner – At Risk, SLIFE = Students with Limited or Interrupted Formal Education).

# Goal 1 Measuring and Reporting Results

| Subgoal 1A | | | | | | |
|---|---|---|---|---|---|---|
| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
| 1A.1 | CAASPP Results for ELA (DFM (Average)<br>-All<br>-EL<br>-SED<br>-SWD<br>-AA<br>-H | 2023 CAASPP (Average DFM: Status & Change)<br>-All: +60.2<br>-EL: +9<br>-SED: +13.3<br>-SWD: -21<br>-AA: +21<br>-H: +31.8 | 2024 CAASPP (Average DFM: Status & Change)<br>-All: +53.6<br>-EL: -12.8<br>-SED: +3.9<br>-SWD: -21.2<br>-AA: +37.4<br>-H: +26.3 | 2025 CAASPP (Average DFM: Status & Change)<br>-All: +58.1<br>-EL: -7.3<br>-SED: +9.6<br>-SWD: -14.8<br>-AA: +102.6<br>-H: +37.1 | CA Dashboard (Average DFM)<br>-All: +70 (B)<br>-EL: +20.0 (G)<br>-SED: +45.0 (B)<br>-SWD: -5.0 (G)<br>-AA: +45.0 (B)<br>-H: +45.0 (B) | CA Dashboard (Average DFM)<br>-All: -6.6<br>-EL: -16.3<br>-SED: -3.7<br>-SWD: +6.2<br>-AA: +81.6<br>-H: +5.3 |
| 1A.2 | CAASPP Results Math (Average DFM Status & Change)<br>-All<br>-SED<br>-SWD<br>-AA<br>-H | 2023 Dashboard (Average DFM: Status)<br>-All: +38.5<br>-EL: -0.4<br>-SED: -9.4<br>-SWD: -45.3<br>-AA: -17.7<br>-H: +5.4 | 2024 CAASPP (Average DFM: Status & Change)<br>-All: +42.9<br>-EL: +9.8<br>-SED: +8.8<br>-SWD: -35.6<br>-AA: +3.5<br>-H: +3.9 | 2025 CAASPP (Average DFM: Status & Change)<br>-All: +46.1<br>-EL: -4.6<br>-SED: -5.2<br>-SWD: -26.4<br>-AA: +39.9<br>-H: +15.5 | CA Dashboard (Average DFM)<br>-All: +45.0 (B)<br>-EL: +35.0 (B)<br>-SED: +35.0 (B)<br>-SWD: -25.0 (G)<br>-AA: +12.3 (B)<br>-H: +35.0 (B) | CA Dashboard (Average DFM)<br>-All: +7.6<br>-EL: -4.2<br>-SED: +4.2<br>-SWD: +18.9<br>-AA: +57.6<br>-H: +10.1 |
| 1A.3 | iReady Average growth scores (NEW full implementation in 2025-2026)<br>-All<br>-EL<br>-SED | 2023 (Pilot Group) First Diagnostic (ELA, Math) Meeting standards<br>-All: 60%, 53%<br>-EL : Not available<br>-SED: 48%, 30% | NEW! 2024 (All students, except those in Advanced Math 7 and 8), D1, D2 Growth in % meeting/exc'ng standards | 2025 (All students, except those in Advanced Math 7 and 8), D1, D2 Growth in % meeting/exc'ng standards | iReady Standards % GREEN (meeting/exceed standards) will increase by 20% for both ELA and Math<br>-ALL: +20%, +20% | EUSD is still in Year 2 of FULL implementation of iReady. Baseline used is 2024.<br>-ALL: +4%, +11 |

| Subgoal 1A | | | | | | |
|---|---|---|---|---|---|---|
| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
| | -SWD | -SWD: Not available | -All: 12% (ELA), 13% (Math)<br>-EL : 9%, 9%<br>-SED: 8%, 12%<br>-SWD: 10%, 10% | -All: 16% (ELA), 24% (MATH)<br>-EL : 13%, 22%<br>-SED: 15%, 21%<br>-SWD: 17%, 16% | -EL: +20%, +20%<br>-SED: +20%, +20%<br>-SWD: +20%, +20% | -EL: **+4%, +13%**<br>-SED: **+7%, +9%**<br>-SWD: **+7%, +6%** |

| Subgoal 1A | | | | | | |
|---|---|---|---|---|---|---|
| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
| 1A.4 | Access to Standards-Aligned Materials | 100% | 100% | 100% | 100% | 0% |
| 1A.5 | Appropriately credentialed teachers<br>Misassignments (1-2 teachers misassigned) | 99%<br>1% | 100%<br>0% | 100%<br>0% | 100%<br>0% | Minimal difference from baseline |

Please refer to the tables on the next page.

| Subgoal 1B | | | | | | |
|---|---|---|---|---|---|---|
| **Metric #** | **Metric** | **Baseline** | **Year 1 Outcome** | **Year 2 Outcome** | **Target for Year 3 Outcome** | **Current Difference from Baseline** |
| 1B.1 | Dashboard EL Progress<br>-Color<br>-Status<br>-Growth | 2023 Dashboard<br><br>-Orange<br>-53.3% making progress | 2024 Dashboard<br><br>-Green<br>-59.2% making progress | 2025 Dashboard<br><br>-Orange<br>-52.7% making progress | EL Progress Dashboard<br>Color: **BLUE**<br>Status: **65%** making progress | **-0.6%**<br>ORANGE to ORANGE |
| 1B.2 | Reclassification Rate | 2023-2024 Reclassification Rate: 10.6% (27 out of 253 ELs) | 2024-2025 Reclassification Rate: 15% (44 out of 287 ELs) | 2025-2026 Reclassification Rate: 23.3% (70 out of 301 ELs) | 20% Reclassification Rate | **+12.7%** |
| 1B.3 | LTEL Reclassification Rate | 2023-2024:<br>9.5 % (4 out of 42) | 2024-2025:<br>59% (13 out of 22) | 2025-2026<br>43.8 % (7 out of 16 LTELs) | 50% Reclassification Rate | **+34.3%** |
| 1B.4 | EL Growth<br>EL Performance vs. Control Group (non-EL) | Pilot Group, 2023-2024:<br><br>EL: 60% meeting Reading benchmarks | iReady Performance (NEW)<br>Reading:<br>EL: 44% \| Not EL: 40%<br>Math: EL: 31% \| Not EL: 36% | iReady Performance<br>Reading:<br>EL: 61%% \| Not EL: 69%%<br>Math: EL: 61% \| Not EL: 60% | ELs with improved placement:<br>ELA - **ELs increased by 2%**<br><br>Math: **ELs increased by 10%** | **ELs with improved placement:**<br>Compared from 2024 (Year 1):<br>EL-ELA: **+17%**<br>EL-Math: **+30%** |

# Goal Analysis for 2025-2026

## *Goal Analysis for Goal 1*

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.

**GOAL 1A: Successful Implementation (Fully Implemented): Action 1A.1a, Action 1A.2, Action 1A.2a, 1A.2b, 1A.3, 1A.4, 1A.5**

- **Staffing and Intervention Implementation** (Metrics 1A.1, 1A.2, 1A.3, 1A.5)
  - All required intervention personnel were successfully hired before the school year, including Reading Specialists and Generalist/Intervention Aides at Maidu and Excelsior Elementary Schools.
  - Junior high intervention classes, including during- and after-school supports, were fully staffed.
  - At non-Title I sites, stipend-supported positions facilitated implementation of the PLC model in which classroom teachers serve as the Tier II intervention experts. Sub-funded days were also used to provide additional time for intervention-focused PLCs.
  - Classified intervention aides were provided learning opportunities in UDL and differentiation during PD Days.
  - Early staffing allowed time for training, planning, and collaboration among staff.
- **Assessment and Progress Monitoring (** Metrics 1A.3, 1B.4)
  - i-Ready Diagnostic Assessments were fully implemented for all K–8 students in ELA and Math (except advanced Math 7–8 students).
  - Teachers and administrators received i-Ready Assessment and PI training, supported by EUSD's Instructional Technology Department.
  - Assessment data were used to guide interventions and monitor student progress during PLCs.
  - An Assessment Team, trained and supported, administered the K-2 Reading Difficulties Screener at all sites.
- **PLC and Data-Driven Support (** Metrics 1A.1, 1A.2, 1A.3, 1B.1, 1B.2, 1B.3, 1B.4)
  - The district continued transitioning sites from PLC Lite to PLC Right with a structured protocol for analyzing i-Ready and classroom-based formative assessment (CBFA) data; CBFAs provided the basis for intervention decisions, specifying who receives support, what support is provided, and when interventions occur.

- Leadership teams met monthly to review PLC practices and explore approaches to improving collaboration and data use. The district has a PLC Guiding Coalition that meets every trimester.
- Data walls (printed or digital) were utilized by PLC teams to track student progress with focus on ELs, SWDs, and SED at-risk students.

- **Professional Learning and External Support (** Metrics 1A.1, 1A.2, 1A.3, 1A.5)
  - Teams from Oakhills, Olympus JHS, Ridgeview, and Greenhills attended the RTI Summit in Sacramento to support RTI and PLC implementation.
  - District-wide professional development days focused on serving subgroup needs, including ELD implementation and supporting English Learners, provided through the EL/MTSS TOSA and partnerships with Britannica Education and TCM (Teacher Created Materials).
  - Administrators received consistent PD from our SCOE liaison/partner. EUSD became a consistent member of PCOE's MCLN (Multicultural Language Network).
  - All PD for 2025–2026 included instructional aides and para-educators, including AI competency-building to differentiate instruction and provide proactive intervention.
  - Partnership with PCOE on UDL continued for Olympus JHS, with two PD days devoted to providing access to all teachers. This opportunity was made available to all EUSD educators.
  - Professional development was aligned to address needs identified in CAASPP and CA Dashboard data, focusing on SWD, SED, EL achievement, writing, and the unique needs of LTELs.
- **NEW: Student Services/MTSS TOSA**
  - The TOSA was hired early and has now started building relationships with teachers and administrators.
- **Overall Implementation**
  - The action items were implemented as planned with strong fidelity.
  - The district showed growth in ELA for the first time in several years and earned BLUE status in ELA, Math, and Science.

**GOAL 1A: Implementation Challenges (Partial Implementation) - Action 1A.1b – Early Literacy Efforts ( New Action for 2025 - 2026)**

- **Implementation and Professional Learning** (Metrics 1A.1, 1A.2, 1A.3, 1B.1, 1B.2, 1B.3, 1B.4)

- The district partially implemented early literacy efforts across K–3 sites as EUSD transitioned to using a new Tier II Reading Intervention Curriculum and a model that emphasizes small group instruction.
- Teachers and intervention staff were trained and implemented the **UFLI curriculum** for Tier II interventions.
- **Heggerty Phonics** continued as a Tier I supplementary curriculum to support foundational literacy skills. **Secret Stories Program** was introduced and piloted in 5-6 classrooms.
- Training and support were provided for the use of **Multitudes**, our Reading Difficulties Screener, to inform intervention placement and progress monitoring.
- **Year 2 of the 2023 Reading Wonders curriculum** was implemented, providing a more **Science of Reading (SOR)-aligned** core literacy program.

- **Challenges and Areas for Growth** (Metrics 1A.3)
  - Ongoing work is needed to ensure all instructional staff is competent and knowledgeable about SOR and SOR-aligned practices.
  - Competencies in implementing **small-group instruction** need further strengthening; PD has been offered to support this, but this needs to be expanded and continuous and differentiated per grade level.
  - Successful implementation requires a mindset shift that values classroom teachers as the experts in delivering Tier II interventions through small-group instruction.
- **Overall Progress**
  - Early literacy initiatives have laid important groundwork through curriculum adoption, Tier II interventions, and targeted professional learning.
  - Continued focus on fidelity of SOR-aligned practices and small-group instruction is essential for improving literacy outcomes for all students. Instructional materials, both core and supplementary, are SOR-aligned.

**GOAL 1B: Successful Implementation (Fully Implemented) - Actions 1B.1 and 1B.2**

- **MTSS/EL TOSA** (Metrics 1B.1, 1B.2, 1B.3, 1B.4)
  - Hired in a timely manner last year, bringing prior experience supporting immigrant students, including Russian/Eastern European populations.

- Coaches teachers in classrooms, modeling effective EL instructional practices, differentiating curriculum, and improving lessons across content areas.
- Teachers have developed strong relationships with our TOSA, building trust and confidence in her support and expertise.
- Completed GLAD retraining and formal SIOP training.
- Provides classroom coaching, EL shadowing, and curates high-quality instructional resources for administrators and teachers, including Britannica Education and TCM materials.
- Represents EUSD in EL-focused professional networks via SCOE and PCOE Multilingual Network, bringing best practices back to the district.
- Provides support during ELPAC testing, including staff training and administration, and ensures EL data are accurate, accessible and up to date.
- For AY 25-26, personally connected with each LTEL across all sites to establish a personal teaching/learning relationship with students.
- Standardizes reclassification protocols to ensure consistent monitoring and advancement of EL students.
- Impact: Teachers increasingly differentiate instruction and implement targeted strategies for EL students; access to EL-focused resources and instructional supports has improved across schools.

- **EL/Newcomer Student Support & Family Liaison** **(Metrics 1B.1, 1B.2, 1B.3, 1B.4)**
  - Provides targeted support in classrooms at sites with significant newcomer populations, assisting teachers with instruction.
  - Builds relationships with newcomer families and supports engagement during enrollment, ELAC, DELAC, and site-level meetings.
  - For 2025–2026, EUSD employs **two bilingual classified educators** (Russian/Ukrainian) to support newcomer students and families across schools.
  - **Impact:** Strengthens family engagement, supports academic and social-emotional needs of newcomer EL students, and helps teachers differentiate instruction effectively for newcomers.

- **Overall Progress**
  - Both actions were successfully implemented and have strengthened EUSD's capacity to meet the academic and linguistic needs of ELs.
  - Teachers are more confident and supported in differentiating instruction, and newcomer students and families receive targeted, culturally responsive support.
  - Families and staff continue to share positive feedback regarding the EL/Newcomer Student Support and Family Liaison roles, noting their value in strengthening relationships between school and home.

**GOAL 1B: Implementation Challenges (Partial Implementation) - Actions 1B.3 (ELD Instruction), 1B.4 (EL/Newcomer), 1B.5 (LTEL Support)**

- **Designated ELD Implementation** **(Metrics 1B.1, 1B.2, 1B.3, 1B.4)**
  - Delivering effective professional development for Designated ELD continues to be a challenge, as teachers need more explicit, classroom-based modeling of both the instructional practices and content expectations.
  - Most professional development focused on Integrated ELD, which has been successfully implemented and observed in classrooms.
  - Teachers report that the current ELA programs integrated Designated ELD components are difficult to use and of lower quality. A high-quality standalone curriculum for Designated ELD, along with comprehensive training, is needed to fully address student needs.
  - **Building infrastructure at each school to support highly effective Designated ELD** implementation has been challenging - determining **who provides instruction, when it occurs, and how to create a master schedule** that allows for consistent implementation has been challenging across all sites.
- **Supporting Newcomer Students** **(Metrics 1B.1, 1B.2, 1B.3, 1B.4)**
  - Teachers continue to face challenges supporting newcomer ELs, particularly Russian and Ukrainian immigrants.
  - A persistent challenge is ensuring educators avoid over-reliance on translating content, instead leveraging instructional strategies that promote strong language development.
  - The MTSS/EL TOSA has provided strong support through linguistic scaffolds, modeling, and coaching, which has helped mitigate some of these challenges.

- **Long-Term English Learners (LTELs)** **(Metrics 1B.1, 1B.2, 1B.3, 1B.4)**
  - o Supporting the academic needs of LTEL students remains a significant challenge across sites due to difficult to address root causes.
  - o A district root cause analysis identified diminished academic motivation and stalled academic language development as key factors for underachievement.
    - EUSD is adopting a personalized approach for LTELs, including closer relationships with counselors and administrators and more targeted progress monitoring to support academic growth.
- **Overall Reflection**
  - While EUSD has made strides in Integrated ELD and EL support structures, partial implementation of Designated ELD, newcomer support, and LTEL strategies highlights areas for continued investment in curriculum, PD, and targeted interventions.
  - Designated ELD Implementation and Monitoring: To address inconsistent implementation of Designated ELD across sites, the district will strengthen and standardize its approach by providing targeted supplemental funding to all sites to support a high-quality Designated ELD program. Each site will be required to submit a master schedule that clearly identifies designated ELD instructional time, frequency, and assigned instructor to ensure consistent implementation across the district.
  - The district will adopt and implement a standards-aligned Designated ELD curriculum aligned to California ELD Standards to ensure coherence and rigor in instruction. The MTSS/EL TOSA will provide ongoing coaching, lesson modeling, and instructional support to build teacher capacity in delivering effective Designated ELD instruction. In addition, professional development will be provided multiple times throughout the year, focusing on effective small group instruction, language development strategies, and implementation of the adopted curriculum.
  - Implementation fidelity will be monitored through site master schedule reviews, classroom walkthroughs, and coaching feedback. Effectiveness of the program will be measured using student outcome data, including iReady performance, classroom-based formative assessments (CBFA), ELPAC results, and CAASPP performance, to ensure that improvements in Designated ELD instruction translate into increased language acquisition and academic achievement for English Learners.

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

| | ACTION AND SERVICE | REASON FOR DIFFERENCE |
|---|---|---|
| 1A.1 | Site-Based Interventions and District Support & Services | Expenditures exceeded projections due to an increase in the number of English Learner (EL) and Socioeconomically Disadvantaged (SED) students, resulting in a greater need for targeted interventions and support services at school sites. The increase in iden tified students is largely attributable to the implementation of a new alternative income reporting process for eligibility determination. |
| 1A.3 | Professional Development on UDL, Differentiation, Writing Instruction and High Leverage Strategies | Expenditures exceeded projections due to the use of both external consultants and internal staff to provide professional development services. In addition, hourly compensation rates for teacher participation in professional development increased during the reporting period. Costs associated with contracted professional development providers, including organizations such as the Area 3 Writing Project and Britannica Education, also rose, resulting in higher overall expenditures than originally budgeted. |
| 1A.4 | Professional Learning Community | Costs exceeded projections due to increased hourly rates, as described above. Additional expenditures were incurred to support attendance for four site teams at the RTI Summit in Sacramento. This investment provided targeted professional learning aligned with EUSD's instructional and intervention priorities, resulting in higher -than-budgeted PLC expenditures. |
| 1A.5 | MTSS/Student Services TOSA | The material difference in expenditures for this action was due to variance in employee salaries. This action was implemented as planned. |
| 1B.1 | MTSS/EL TOSA | The material difference in expenditures for this action was due to variance in employee salaries. This action was implemented as planned. |
| 1B.3 | Professional Development on ELD | Costs were lower than anticipated due to the use of internal and no -cost external supports. EUSD's EL/MTSS TOSA provided comprehensive professionaldevelopment on ELD implementation through job -embedded modeling and peer coaching. Additional no-cost support was provided by TCM, SCOE, and PCOE. |
| 1B.4 | EL/Newcomer Supplementary Programs | Expenditures were lower because the district's newly adopted K –8 ELA curriculum included integrated resources to support English Learners and newcomers. Additionally, teachers continued to utilize effective newcomer supports embedded within the previous Re ading Wonders curriculum, reducing the need for supplemental program purchases. |

| | | |
|---|---|---|
| 1B.5 | Interventions for LTEL (Long Term English Learner) | Costs were lower than budgeted because support for Long -Term English Learners was provided primarily through personalized coaching and instructional support from EUSD's EL/MTSS TOSA. Additionally, counselors at EXC and OLY expanded targeted support for LTEL students when academic motivation was identified as a contributing factor to underperformance, reducing the need for additional intervention expenditures. |

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

Actions Demonstrating Strong (Proficient & Exemplary) Effectiveness

- Action 1A.2a – Comprehensive Assessments (Metrics 1A.3, 1A. 4, 1B.2, 1B.3, 1B.4)
  - Why it is effective : i-Ready Diagnostic Assessments are being widely utilized in PLCs to monitor progress of at-risk students and guide targeted interventions. Data are reviewed systematically by teachers and leadership teams, ensuring interventions are data-driven and timely. Consistent implementation across K–8 grades (except Advanced Math 7–8) provides reliable, standardized, and actionable data, contributing to measurable student growth. Correlation studies between iReady and CAASPP indicate strong predictive value.
- Action 1A.3 – Professional Development (All 1A and 1B Metrics)
  - Why it is effective: PD continues to build teacher capacity in evidence-based instructional practices and Tier 1/2 interventions. Classroom observations and teacher and administrator, parent and student feedback demonstrate that PD has improved the use of formative assessments, differentiated instruction, and data-informed planning, which translates into more effective classroom practices and stronger support for at-risk students.
- Action 1A.4 – PLC Implementation (All 1A and 1B Metrics)
  - Why it is effective: PLCs are implemented at all sites for ELA and Math; junior high PLCs also include History and Science. Administrator and PLC coalition feedback shows that PLCs are focused on student performance, data analysis, and best instructional practices, which strengthens Tier 2 intervention planning. PLC observations confirm that time is being used effectively to drive instructional decisions.
- Action 1B.1 – MTSS/EL TOSA (All 1B Metrics)
  - Why it is effective : Administrator and teacher feedback highlights high-quality coaching, modeling, and resource support for EL instruction. The MTSS/EL TOSA strengthens ELPAC testing leadership, reclassification protocols,

differentiated instruction, and contributes to system -wide improvement via the EL/ELD Task Force. Classroom observations and teacher surveys show increased confidence in implementing EL strategies and improved student access to language supports.

- **Action 1B.2 – EL/Newcomer Student Support and Family Liaison** (All 1B Metrics)
  - **Why it is effective:** Feedback from administrators, MTSS/EL TOSA, EL Cluster teachers, and parents at ELAC/DELAC meetings indicates strong support for newcomer students and families, including enrollment guidance and classroom support. Newly adopted ELA and Math curricula provi de high-quality support for newcomers and all ELs, and i-Ready PI supports language development. Observed outcomes and stakeholder feedback demonstrate increased student engagement and improved family-school connections.

**Overall Summary of Effectiveness**

- Overall, EUSD students demonstrated measurable growth in several areas this year. CA Dashboard data, CAASPP results, and i-Ready diagnostic data indicate improvements in overall proficiency rates in ELA and Math, though growth was not uniform across all subgroups, highlighting areas for continued focus and targeted interventions.
- In addition, survey results from students and parents rate classroom instruction in ELA, Math, and Science very favorably, with teaching consistently rated as excellent.
- These results reflect the combined effectiveness of comprehensive assessments, targeted interventions, PLCs, professional development, and EL supports, and provide a strong foundation for continued improvement.

**Actions Demonstrating Emerging Effectiveness**

- **Action 1A.1a – Site-Based Interventions** (Metrics 1A.1, 1A.2, 1A.3)
  - While site-based interventions have been implemented at each school, some approaches are still not fully evidence -based, leading to inconsistent impact on student outcomes.
  - Achievement gaps remain for multiple student subgroups, indicating that interventions are not yet consistently accelerating progress for all at -risk students.

- Leadership and site teams continue to monitor implementation and explore ways to strengthen intervention fidelity and alignment with best practices.

- **Action 1A.1b – Early Literacy Initiatives** (Metrics 1A.3)
  - UFLI curriculum for Tier II interventions, Heggerty Phonics for Tier I, and Year 1 of Reading Wonders have been implemented, but instructional staff still vary in fidelity, particularly regarding utilization of SOR-aligned strategies.
  - Professional development on small-group instruction has been provided only once and will need further strengthening and expansion to maximize literacy outcomes.
  - Additional support is needed to fully ensure effective implementation across all classrooms.
- **Action 1A.2b – Use of i-Ready Personalized Instruction (PI)** (Metrics 1A.3, 1A. 4, 1B.2, 1B.3, 1B.4)
  - Less than 80% of K-6 ELA and Math teachers are using i-Ready PI for approximately 70–80% of the recommended time, including after-school interventions. Only about 25% of 7-8 ELA and Math teachers are using the resource. Teachers report that i-Ready PI is particularly effective in differentiating instruction, addressing EL language development, and supporting struggling learners. Usage data and teacher feedback indicate consistent engagement and meaningful impact on student learning. JHS teachers, who are single-subject content experts, find it easier to differentiate instruction for timely intervention.
- Action 1A.6 – **New Student Services/MTSS TOSA** (All 1A Metrics)
  - This is Year 1 of Implementation for this role/position. This year is focused on building relationships with classroom teachers and site administrators. This is an area of success.
  - Year 1 is also about understanding the infrastructure regarding the SST process at EUSD to determine effective interventions that may help address the pipeline to SpEd services.
  - Challenge: It will take 2-3 years to determine effectiveness. Over time, the district should see a decrease in SpEd referrals and an increase in the utilization of effective, proactive processes at Tier 1 and Tier 2 (e.g. teacher-led small group instruction).
- **Action 1B.3 – Professional Development for English Learner Support** (All 1B metrics)
  - PD has been offered on ELD implementation; however, Designated ELD instruction is inconsistent and not standardized across the district when it comes to minutes of instruction allocated and curriculum used.
  - Teachers and administrators report challenges in determining who provides instruction, when it occurs, and how to structure master schedules for Designated ELD.

- EL achievement progress dropped to ORANGE status, indicating that comprehensive ELD instruction needs further improvement to fully translate into improved outcomes for all EL students.

- **Action 1B.5 – LTEL Support and Progress** (All 1B metrics)
  - Long-Term English Learner (LTEL) progress and reclassification rates declined, highlighting the need for more targeted and personalized strategies. This decline could also be attributed to high reclassification rates the previous year.
  - Root cause analyses indicate that academic motivation has diminished, and academic language development has stalled for LTEL students.
  - While supports exist, additional monitoring, interventions, and individualized engagement from counselors, administrators, and teachers are required to improve outcomes. The transition to AERIES data dashboard is envisioned to address challenges in progress monitoring.
- **Overall Reflection**
  - Actions in this category show some effectiveness, but continued focus is needed to standardize curriculum, strengthen evidence-based interventions, improve fidelity of Designated ELD implementation, and accelerate progress for ELs and LTELs.
  - Achievement gaps and subgroup performance data highlight areas requiring additional attention and targeted support to move these actions toward full effectiveness.

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.

- No changes in the planned goal.
- Under Goal 1, changes in actions and services constitute either elimination or addition **(NEW - E/A)**, limitation or expansion **(NEW - L/E)**, or a refocus **(NEW-RF)**. The following is a list of new actions and services; additional details and clarifications are provided in the actions/services tables.

- 1A.1 (NEW - L/E) - Subgroup populations increased at all sites following the adoption of an alternative income eligibility system. This resulted in increased funding and consequently, increased anticipated needs at all sites. Site intervention allocations were increased by at least 30%. ELOP funding was also leveraged to provide support for high dosage tutoring at K -6 sites.
- 1A.3 (NEW - L/E) - This action reflects the expansion of EUSD's balanced and comprehensive assessment system to include Multitudes for grades K –2 (expanding to grade 3 in 2026 –2027). It also includes the transition to the Aeries Data Dashboard and Analytics, creating a more coherent, integrated system for data collection, monitoring, and analysis aligned with the district's SIS.
- 1A.5 (NEW - RF) - Based on feedback, professional learning under Goal 1 is expanded to additionally include: (1) Assets-Based Instruction, (2) Small Group Instruction/Station Rotation Model, (3) Explicit Direct Instruction and Deliberate Practice.
- 1B.3 (NEW- RF) - Based on feedback, high-quality comprehensive ELD needs to refocus attention on strengthening Designated ELD for all English Learners across all sites.
- 1B.4 (NEW- L/E) - Previous action/service for newcomer programs is eliminated as curriculum from new adoptions in ELA include instructional and learning support for newcomers. Further, district adoption of AI programs such as Brisk and MagicSchool have enabled our teachers to develop scaffolded lessons and activities for all ELs, including newcomers.

**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 U pdate Table.** Despite the majority of EUSD schools achieving high performance rates and landing in the top tier for ELA, Math, and Science, significant achievement gaps persist among English Learners, socioeconomically disadvantaged students, and students with disabilities within the district. Gaps in proficiency rates and average DFM persist across years of high performance. This goal will focus on closing the gaps for Math and Science (achievement gaps in ELA are addressed in Goal 1 above).

## Goal 1 Actions and Services

| Subgoal 1A (Achievement Gap) | | | | |
|---|---|---|---|---|
| Action # | Title | Description | Total Funds | Contributing |
| 1A.1 | **Site-Based Interventions & District Level Monitoring/Support**<br>**(NEW-L/E)**<br>**(Metrics: 1A.1, 1A.3, 1A.4)** | Each site will implement an intervention plan consisting of evidence-based strategies to address the academic needs of its at-risk students.<br>District staff and district -managed staff will support and monitor progress of interventions at sites. ELOP funds will continue to be used for high dosage tutoring before/after school will be allocated to all TK -6 sites.<br>COST: Salaries, Materials, Site Grants | **Supplemental**<br>**$1,093,667**<br>**ELOP $127,500** | Y |
| 1A.2 | **Early Literacy Interventions and Small Group Support & Acceleration**<br>**(Metrics: 1A.1, 1A.3, 1A.4)** | With the implementation of CA's Dyslexia/Reading Difficulties screener, a systematic and explicit curriculum for teaching reading foundational skills will be implemented. Support for small group instruction as a form of Tier 2 Intervention/Acceleration wil l also be implemented.<br>COST: Multitudes Administration costs (sub pay), materials, programs (UFLI, Heggerty, Secret Stories), PD on Science of Reading/Structured Literacy | **LREBG**<br>**$10,000** | **N** |

| Subgoal 1A (Achievement Gap) | | | | |
|---|---|---|---|---|
| Action # | Title | Description | Total Funds | Contributing |
| 1A.3 | **Comprehensive and Balanced Assessment System (NEW-L/E)**<br>**(Metrics 1A.1, 1A.2, and 1A.3)** | **NEW-L/E:** Comprehensive and Balanced Assessment System (*Name Change for 25-26*): EUSD will implement a universal and calibrated system of screeners, diagnostic and progress monitoring assessments for a balanced assessment system. This includes the mandated state assessments, benchmark assessments (iReady Diagnostic), curriculum-based unit assessments, Classroom Based Formative Assessments (PLC driven), and formative checks for understanding. Multitudes, the adopted Reading Difficulties Screener, will be used for K - 2 and 3rd grade for 2026-2027). Costs associated with Multitudes constitute pay for the assessment team trained to administer these assessments as well as professional development required for t he administration.<br>A new performance data warehouse and dashboard will be implemented to replace EdCite, providing a streamlined and integrated system for progress monitoring that aligns with the current SIS (Aeries). This system will utilize Aeries Data Analytics to enhance access to timely and actionable student data. Additionally, monitoring subgroup progress across multiple metrics—including grades, attendance, behavior, and assessment performance—will allow for more robust analysis and informed decision-making.<br>COST: iReady Assessment System, Pay for Multitudes Assessment Team, Aeries Data Analytics/Dashboard | **LREBG**<br>**$10,000**<br>**Dyslexia Screener Grant**<br>**$2,000** | **N** |

| Subgoal 1A (Achievement Gap) | | | | |
|---|---|---|---|---|
| Action # | Title | Description | Total Funds | Contributing |
| 1A.4 | iReady Personalized Instruction (IRPI)<br>**(Metrics 1A.1, 1A.2, and 1A.3, including IRPI usage rates)** | iReady Personalized Instruction (IRPI) - (New for 2024): IRPI is now being used across all seven sites, with higher usage rates at K-6 sites. Students who are not participating in targeted, teacher-led small group instruction can engage with IRPI independently, allowing teachers to focus on reteaching and supporting specific student needs. Educators and parents report its effectiveness in differentiating support for English Learners in the upper grades who continue to need phonics and phonemic awareness development. IRPI is also utilized in after-school ELOP programs.<br>COST: This is bundled via a 3-year contract for savings. | | |
| 1A.5 | Professional Development (District Wide PD Days and other PL opportunities)<br>**(NEW/RF)**<br>**(Metrics 1A.1, 1A.2, and 1A.3, including participation rates)** | **NEW/RF:** Professional Development (District Wide PD Days and other Professional Learning Opportunities): EUSD will continue to provide PD on UDL, Assets-Based Instruction, and Writing Instruction as High Leverage Tier 1 strategies. To increase teacher confidence and competence in Tier 2, PD on effective small group instruction, explicit direct instruction, deliberate practice, and station rotation approaches will be offered.<br>COST: Speakers (Hourly Pay, Services Pay), Educator Pay, and Materials | **$16,000** | **Y** |

| Subgoal 1A (Achievement Gap) | | | | |
|---|---|---|---|---|
| Action # | Title | Description | Total Funds | Contributing |
| 1A.6 | Professional Learning Communities<br>**(Metrics 1A.1, 1A.2, and 1A.3, including survey results on instruction and intervention)** | Professional Learning Communities (PLCs): EUSD continues its PLC initiative and for Year 4 (2026 -2027), the focus is RTI Tiers 1 and 2. EUSD plans to continue building and broadening PLC capacity by sending another cohort of site teams to the RTI Summit (MA, EXC, and CAV)<br>COST: RTI Summit Fees, PLC Release Days, PLC Site Intervention Team stipends | $64,113 | Y |
| 1A.7 | **MTSS/Student Services TOSA**<br>**(Metrics 1A.1, 1A.2, 1A.3, and 1A.5)** | MTSS/Student Services TOSA (New for 2024): EUSD will increase the capacity of teachers to address the needs of diverse learners and at-risk groups in proactive ways to reduce the pipeline to Tier 3 intervention. The MTSS/Student Services TOSA will provide coaching, modeling, and professional learning opportunities for EUSD educators to address these needs.<br>COST: Salary | $105,800 | Y |

| Subgoal 1B (English Learner) | | | | |
|---|---|---|---|---|
| Action # | Title | Description | Total Funds | Contributing |
| 1B.1 | **MTSS/EL TOSA (Metrics 1B.1, 1B.2, 1B.3, and 1B.4)**. | MTSS/EL TOSA: The MTSS/EL TOSA has played a key role in centering English Learner needs and effective EL practices across EUSD. Progress monitoring, data sharing, and analysis are timely and coherent, supporting informed decision-making. Positive feedback from administrators and teachers highlights the value of this role. The MTSS/EL TOSA supports staff through the curation of high-quality resources, professional development, and modeling of effective instructional strateg ies.<br>**COST:** Salary | $129,501 | Y |
| 1B.2 | **EL/Newcomer Student Support and Family Liaison (Metrics 1B.1, 1B.2, and 1B.4)** | EL/Newcomer Student Support and Family Liaison: EL/Newcomer Student Support and Family Liaison: EUSD will continue providing student support at three sites (EXC, MAI, OLY) focused on newcomer/immigrants, including parent engagement. Feedback from administrators and teachers continue to be excellent for the two liaisons. (NOTE: Also referenced in Goal # 3, Action/Services 3.2)<br>COST: Salary for Classified Aides (2 FTEs) | $123,061 | Y |

| | | | | |
|---|---|---|---|---|
| 1B.3 | **Strengthening of Designated ELD Instruction and Implementation** (NEW: Refocused)<br><br>**(Metrics 1B.1, 1B.2, and 1B.4)** | NEW/RF: While EUSD will continue to implement a comprehensive ELD program, the 2026–27 focus is refocused to strengthen the delivery of high -quality Designated ELD across all sites. This will include the following strategies:<br>**1B.3a – Targeted Professional Development:** Provide focused professional development on Designated ELD, emphasizing instructional planning, alignment to ELD Standards, and consistent implementation across sites.<br>**1B.3b – District -Adopted ELD Curriculum/Program :** Adoption and implementation of an ELD Standards-aligned program. Scheduling and delivery of Designated ELD will be tightly monitored with supports provided to sites via increased site staffing allocations (1A.1).<br>**1B.3c – District -Supervised Classroom Aide (1.0 FTE):** Provide a classroom aide to support instructional coverage at OH and RV, enabling teachers to consistently deliver Designated ELD instruction in small group settings.<br><br>All sites will implement Designated ELD with clearly defined instructional time, grouping structures based on language proficiency levels, and consistent scheduling to ensure equitable access for English Learners across the district.<br><br>Implementation will be monitored through site master schedule reviews, classroom walkthroughs, and ongoing coaching feedback from the MTSS/EL TOSA and site administrators to ensure consistency and fidelity across all schools.<br><br>COST: PD (LRG), Designated ELD Curriculum (Lottery), Classroom Aide (Supp) | $3,000<br>$100,000<br>$260,454 | N (Title III)<br>Y<br>Y |

| Subgoal 1B (English Learner) | | | | |
|---|---|---|---|---|
| Action # | Title | Description | Total Funds | Contributing |
| 1B.4 | EL/Newcomer: Supplementary Programs **(NEW - Eliminated)** | **NEW/Elimination:** This action or service is eliminated as new core curriculum adoptions in ELA, Math and Science (4 -5) include newcomer resources and guides. AI (Brisk and MagicSchool AI) has also allowed teachers to create lessons and activities that address the specific needs of EL/Newcomers). | **TITLE III** **$10,000** | **N** |
| 1B.5 | **Interventions for Long Term English Learner** **(1B.1, 1B.3, and 1B.4)** | Interventions for Long Term English Learners (LTELS): EUSD will address the needs of LTELs and LTELs-at-Risk through targeted resources (e.g., vocabulary development programs) and professional development across the curriculum. Teachers and counselors will engage in efforts to increase academic motivation and prevent disengagement through frequent check-ins, progress monitoring, and goal setting. Teachers of LTELs will also be provided opportunities to plan and collaborate to address LTEL-specific needs (e.g., completion of Personalized Learning Plans for LTELs).<br>EUSD will review its reclassification criteria and will transition to including the use of the OPTEL. MTSS/EL TOSA will lead review and transition.<br>COST: PD via the MTSS/EL TOSA (Action 1B.1) and pay for teachers (for PD attendance, hourly rate) | **LREBG** **$10,000** | **N** |

Insert or delete rows, as necessary.

# Goal 2

| Goal # | Description: Socioemotional/Behavioral Goal | Type of Goal |
|---|---|---|
| 2 | EUSD is committed to empowering all students to thrive emotionally and build resilience by ensuring equitable access to comprehensive socio-emotional and behavioral programs and resources. | Broad Goal |

State Priorities addressed by this goal:

Priorities 5, 6, 8, and 9 (Descriptions of these state priorities are found here).

An explanation of why the LEA has developed this goal.

EUSD reports ever-increasing challenges in behavior and socioemotional competence difficulties for students. To address these challenges, the district conducted a study of reported infractions, but it soon became apparent that calibrating descriptions and logging protocols are necessary first steps before reliable conclusions can be obtained. During the early part of the 2023-24 academic year, school administrators calibrated descriptions and reporting protocols, as well as processes for addressing different categories of behavior.

The CA Schools Dashboard for 2023 indicates a suspension rate of 1.4%. The equity report for suspension rates indicates that following subgroups are in the ORANGE category: African Americans, Hispanics, Students with Disabilities, and Socioeconomically Disadvantaged Students. As of March 10, 2024, the suspension rate at EUSD is 1.58%. Analysis of data shows that ELs constitute 5% of the student sample suspended, while SWD accounts for 25% and SED for 24%. These disproportionalities present a challenge for EUSD that will be addressed through this goal. When SEL competencies are compared using Aperture data (see figures 7 and 8 on the next page), analysis of %T-Scores (a composite measure of acquisition of SEL skills) showed a difference of 8.9 and 7.1% points for SED and non-SED students ***and*** EL and non-EL students, respectively. Research indicates that SEL deficits among students can lead to behavior challenges, and it is theorized that SED and EL students are at greater risks of engaging in more serious behavioral offenses. Hence, proactive support for students that are aimed at increasing SEL competencies from counselors are necessary as preventive measures. Overall, an increase in more serious behavior infractions are being noted, such as aggression (fighting) and vandalism. Meetings with site leaders and counselors indicate some EL Newcomer/Immigrants being involved early in behavior transgressions, involving fighting. EL Family Liaison/Student Support played a big role in investigating and addressing these challenges. Additionally, data analysis indicates technology misuse as the most common minor offense.

This observed rise in behavior challenges may be correlated to reported deficits in socioemotional competencies among student s. Counselors report increased levels of support are required to counsel students in the areas of emotional regulation, self - awareness, social awareness, and impulse control (self-regulation). Feedback from counselors also indicate that English Learners newcomers/immigrants need support in acculturating to a new system of schooling as unfamiliarity with different behavior expectations are indicated as one of the causes for behavior.

It is noted that staff will also need more culturally responsive educational training. The figure below summarizes trends in needs and support as reported by students (self -reports), parents, and staff via the LCAP surveys. Student subgroups are reported.

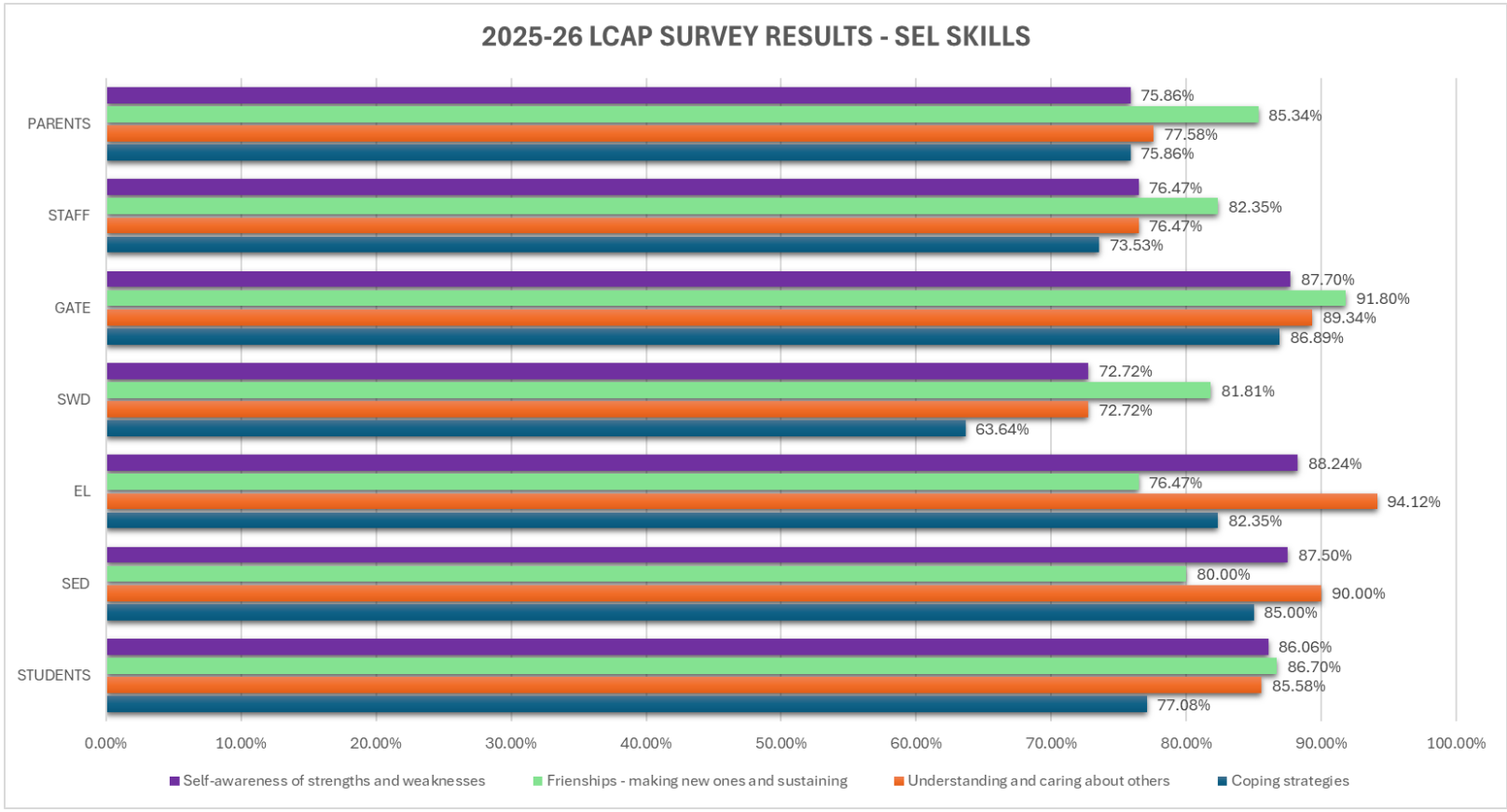



**Figure 8** . SEL Skills: Self-Reports from Students (LCAP Survey 2025-2026)

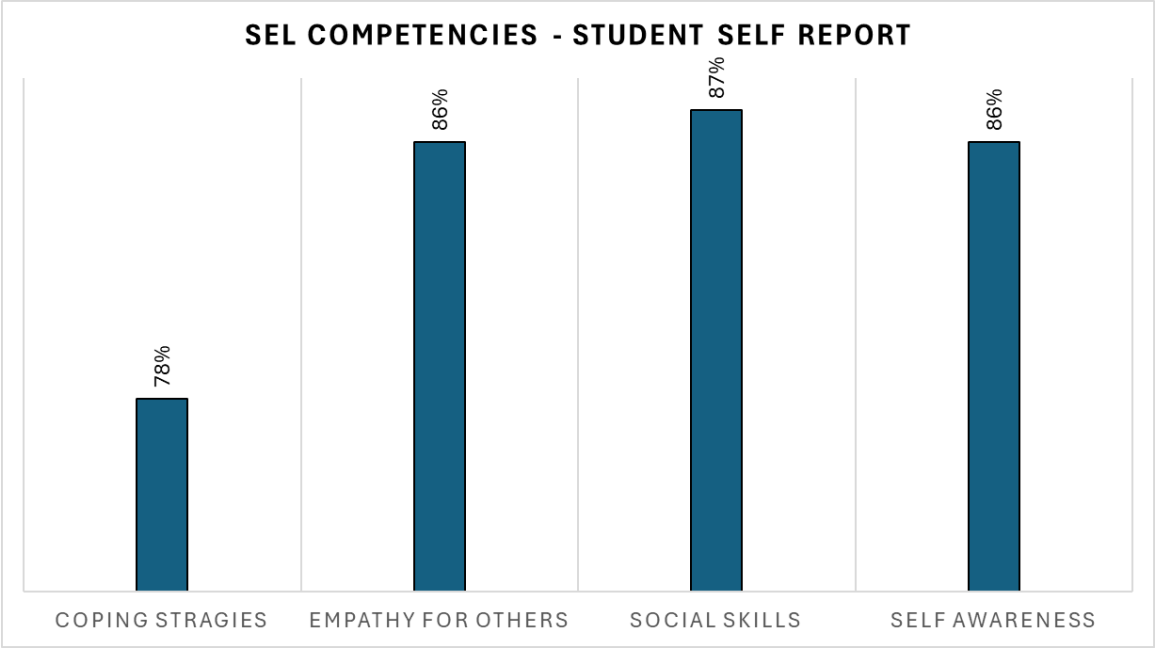



**Figure 9** . 2025 - 2026 LCAP SURVEY (STUDENTS) SEL COMPETENCIES

## Goal 2 Measuring and Reporting Results

**NEW: Note - Numbering has changed for easier identification and to better align with the goal.**

| Metric No. | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target: Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| **2.1** | CA Dashboard Suspension Rate<br>All<br>SWD<br>EL<br>SED<br>AA<br>H | 2023 CA Dashboard Suspension Rate<br>All: 1.4% (Yellow)<br>SWD: 2.9% (Orange)<br>EL: 2.9% (Yellow)<br>SED: 1.7% (Orange)<br>AA: 4% (Orange)<br>H: 2.4% (Orange) | 2024 CA Dashboard Suspension Rate<br>All: 3.4% (Orange)<br>SWD: 5.3% (Red)<br>EL: 2.9% (Orange)<br>SED: 5.8% (Red)<br>AA: 4.3% (Orange)<br>H: 4.1% (Orange)<br>NEW- LTEL: 12.5% (Red) | 2025 CA Dashboard Suspension Rate<br>All: 3.6% (Orange)<br>SWD: 5.9% (Orange)<br>EL: 4.6% (Orange)<br>SED: 4.0% (Yellow)<br>AA: 2.6% (Green)<br>H: 3.4% (Yellow)<br>LTEL: 16% (Red)<br>Asian: 3.1% (Red) | 2026 CA Dashboard Suspension Rate (Desired)<br>ALL: **0.5%,**<br>SWD: **0.5%**<br>EL: **0.5%**<br>SED: **0.5%**<br>AA: **0.5%**<br>H: **0.5%**<br>LTEL: **0.5%**<br>Asian: **0.5%** | CA Dashboard Suspension Rate<br>**Overall**<br>**ALL:** +2.2 (1.4% → 3.6%)<br>**Student Groups**<br>**SWD:** +3.0 (2.9% → 5.9%)<br>**EL:** +2.9 (1.7% → 4.6%)<br>**SED:** +0.6 (3.4% → 4.0%)<br>**AA:** –1.4 (4.0% → 2.6%)<br>**H:** +1.0 (2.4% → 3.4%)<br>**New Groups (No 2023 baseline):**<br>**LTEL:** 16%<br>**Asian:** 3.1% |
| **2.2** | Major Behavior Infractions (Total, end of March) | 57 major behavior infractions (as of 31 March) | 106 major behavior infractions (as of 31 March) | 71 logged incidents (as of January 9) | 30 (as of 31 March) | **Behavior infractions: +14** |

| Metric No. | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target: Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.3 | Average % T-Score from Aperture (Difference for EL and SED students) | 2024 Average % T-Score:<br>-not SED: 64.5%<br>-SED: 55.6%<br>-not EL: 63.8%<br>-EL: 51.7% | 2025 Average % T-Score:<br>-not SED: 63%<br>-SED: 64%<br>-not EL: 67%<br>-EL: 63% | REVISED: Self-Report (LCAP Student Survey):<br>-Coping Strategy: 78% (All), 82% (EL), 85% (SED)<br>-Empathy: 86% (All), 94% (EL), 90% (SED)<br>-Social Skills 87% (All), 76% (EL), 80% (SED)<br>-Self-Awareness 86% (All), 88% (EL), 88% (SED) | REVISED: 85% in SEL skills, for all student groups (LCAP Student Survey)<br>OLD: Desired Outcome-<br>75% average T-Score % for all subgroups, with difference within 5 % points | LCAP Self-Reports:<br><br>**Year 2 Outcomes cannot be compared to Baseline as self - reports are being used this year**<br>(Aperture was discontinued as the district's SEL screening tool). |
| 2.4 | LCAP Survey (SEL program):<br>-Student (% who agree and highly agree that classrooms are orderly, and classmates are respectful) | -60% state that fellow students are respectful.<br><br>-69% state that classrooms are orderly. | -70.52% state that the school helps everyone feel respected.<br>-84% of students said they grew in the area of understanding and caring for others<br>(NEW: Survey Redesign based on feedback) | -81% state that the school helps everyone feel respected<br><br>-86% of students said they grew in the area of understanding and caring for others | -80% state that fellow students are respectful.<br><br>-80% of students will self-report increased capacity for understanding and caring for others | **RESPECT: +21%**<br><br>**EMPATHY: +25%** |

| Metric No. | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target: Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.5 | LCAP Survey (SEL and positive behavioral programs) = % Agree + Highly Agree<br>-Parents<br>-Staff | *"high-quality SEL program" (%Agree or Highly Agree)*<br>-Parents: 70%<br>-Staff: 70%<br><br>*"Promote effective behavioral skills" (%Agree or Highly Agree)*<br>-Parents: 68%<br>-Staff: 55% | SEL Competencies Rating:<br>-Improved coping ability<br>Parents: 65.4%<br>Staff: 73.6%<br>-Empathy<br>Parents: 69.83%<br>Staff: 77.8%<br>-Relationship Skills<br>Parents: 74.24%<br>Staff: 82.6%<br>(NEW: Survey Redesign based on feedback) | SEL Competencies Rating:<br>**-Improved coping ability**<br>Parents: 76%<br>Staff: 73%<br>**-Empathy**<br>Parents: 78%<br>Staff: 77%<br>**-Relationship Skills**<br>Parents: 85%<br>Staff: 82% | SEL Competencies Rating:<br>-Improved coping ability<br>Parents and Staff at 80%<br>-Empathy<br>Parents and Staff at 80%<br>-Relationship Skills<br>Parents and Staff at 80% | Baseline used is Year 1 or 2024:<br><br>**Coping Ability** :<br>**P: +10.6**<br>**S: -0.6**<br>**Empathy**:<br>**P: +8**<br>**S: -0.8**<br><br>**Relationship Skills:**<br>**P: +11**<br>**S: -0.6** |
| 2.6 | LCAP Survey (Counselor/Help) | *"Effective counseling support"*<br>-Parents: 58%<br>-Staff: 78%<br>-Students: 61% | METRIC CHANGED:<br>***"I know that I can go to our counselor for help."***<br>-Parents: 58%<br>-Staff: 82%<br>-Students: 77% | ***"I know that I can go to our counselor for help."***<br>-Parents: 67%<br>-Staff: 77%<br>-Students: 73% | ***"I know that I can go to our counselor for help."***<br>-Parents: 85%<br>-Staff: 85%<br>-Students: 85% | Baseline is Year 1:<br>***"I know that I can go to our counselor for help."***<br>-Parents: **+9%**<br>-Staff: **-1%**<br>-Students: **+12%** |
| 2.7 | Drop Out Rates | 0% | 0% | 0% | 0% | 0% |

## *Goal Analysis for Goal 2*

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.

**Fully Implemented - 2.1 (Counseling Support), 2.4 (SEL Program Site Grants)**

Action 2.1 – Expanded Counselor Support **(METRICS: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)**

- Counselors were fully hired and assigned to each site prior to the start of the academic year.
- FTE allocations were determined based on UPP and SWD populations, ensuring equitable access to counseling support.
- Counselors provide direct support to students, including English Learner, newcomer, and immigrant students, helping with acculturation and social-emotional adjustment.
- Expanded counselor hours at Title 1 schools increased access for students requiring additional SEL and behavioral support.
- Counselors collaborate regularly with principals, teachers, and support staff to monitor student needs and coordinate interventions.

Action 2.4 – SEL Site Grants **(METRICS: 2.3, 2.4, 2.5, 2.6)**

- Each school designed and implemented an SEL Plan tailored to site-specific needs. Key components include:
  - Positive reinforcement programs for prosocial behavior.
  - Self-reflection opportunities for behavioral infractions, facilitated by trained aides.
  - Funding for assemblies focused on kindness, anti-bullying, and social-emotional themes.
  - **Professional development support** for PBIS implementation.
  - **Safe Schools Ambassadors (SSA) program** implemented at sites to promote a safe and positive school climate.
  - Stipends for staff members to deliver prosocial behavior lessons and coach positive behavior
- SEL site grants contributed to **increased student engagement, improved behavioral outcomes, and a positive school climate** across sites.
- Counseling support and SEL initiatives were **coordinated across sites**, with regular collaboration among staff, administrators, and support personnel.

Overall, the planned actions for Goal 2 were **fully implemented with fidelity**, with staffing, programs, and site-based activities aligned with site's unique needs carried out as intended.

**Partially Implemented - 2.2 (SEL Screener/Program), 2.3 (Professional Development on SEL and Behavioral Skills), (2.5 Development of EUSD Student Success and Behavior Support Guide)**

Action 2.2 – SEL Screener/Program **(METRIC: Changed for 2026-27)**

- Aperture SEL screener was eliminated based on counselor, administrator, and teacher feedback regarding usability and reliability.
- For the current year, student self-report on social-emotional skills is being used to gather information on student needs.
- New SEL programs are being piloted and explored to identify a reliable and actionable screener for future implementation.

Action 2.3 – Professional Development on SEL and Behavioral Skills **(No Specific Metric)**

- Monthly book study using The Anxious Generation by Jonathan Haidt engaged approximately 45 staff members across all roles, including teachers, administrators, clerks, and maintenance staff.
- Staff explored key insights from the book and applied strategies to their educator roles, promoting awareness of student social-emotional needs.
- Participation was consistent, and feedback indicates high engagement and interest in SEL skill-building.
- **Additional professional learning** focused on:
  - Supporting students with **ADHD**, emphasizing **self-regulation skills**.
  - Supporting **introverted students**, including strategies for leveraging strengths and encouraging engagement in classroom settings.

Action 2.5 – Development of EUSD Student Success and Behavior Support Guide **(METRIC: 2.1, 2.2)**

- A district-level VP is leading a deep study of site-by-site disciplinary practices and protocols.
- An initial draft of the handbook/guide has been developed, documenting current practices and beginning the standardization process.
- Work is ongoing to create a comprehensive Student Success and Behavior Support Guide that will inform consistent procedures and behavioral supports across all sites.

Implementation Summary – Partially Implemented Actions

- Progress was made on all partially implemented actions, including piloting new SEL screeners, conducting monthly professional learning, and beginning development of a district-wide Student Success and Behavior Support Guide.
- SEL programs and professional learning engaged staff across all roles, including training on ADHD, self-regulation, and supporting introverted students.
- While some initiatives remain in development or pilot stages, **planned activities were carried out with fidelity**, and groundwork has been laid for full implementation in the coming year. Challenges include: (a) Determining which screener will provide the district with the most valid and reliable data, (b) expanding training on how educators can promote prosocial behavior most effectively, and (c) providing educators strategies that will help increase students' capacity to overcome challenges (coping strategies).

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

| | ACTIONS AND SERVICES | EXPLANATION |
|---|---|---|
| 2.1 | Counseling Support | The material difference in expenditures for this action was due to variance in employee salaries and unfilled positions. This action was implemented as planned. |
| 2.2 | SEL Screener | Based on counselor feedback, the use of Aperture was discontinued. Self-reports and other assets-based instruments are being explored. |
| 2.3 | PD on SEL and Behavioral Skills | Costs exceeded projections because participation in the book study of *The Anxious Generation* was higher than anticipated. As a result, available Title IV funds were insufficient to fully cover the increased hourly compensation costs associated with staff participation. |
| 2.4 | SEL Grants | Expenditures were lower than projected because school sites did not fully utilize their allocated Social-Emotional Learning (SEL) funds. In several cases, Parent-Teacher Clubs (PTCs) and the Eureka Schools Foundation provided financial support for SEL-related activities and resources, reducing the need to expend district-allocated funds. These community partnerships helped offset costs while still allowing sites to implement planned SEL initiatives. |

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

**Actions Demonstrating Strong (Proficient & Exemplary) Effectiveness**

**2.1 Counseling Support (METRICS: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)**

- Administrator Feedback: Counselors provide high-quality support at each site, particularly for vulnerable and at -risk students.
- Student Feedback: LCAP survey data indicate that students know they can reach out to counselors for support when needed.
- Staff Feedback: Teachers and other staff express strong regard for counselors, noting that expanded hours have increased availability and access for students.
- Observations: Counselors perform leadership functions at the site level, supporting principals and collaborating with staff t o monitor and support student well -being.
- EL Support: Counselors at schools with high EL populations organize events and orientation activities to help English Learners acclimate to the school system and access social-emotional supports.

Overall: The expansion of counselor support has resulted in increased access, stronger engagement with students, and enhanced leadership at the school site, supporting both student well -being and school-wide SEL initiatives.

**2.3 Professional Development on SEL/Behavioral Skills (METRICS: 2.3, 2.4, 2.5, 2.6)**

- Participation: Attendance at monthly book study sessions and workshops on ADHD and supporting introverted students was strong across all staff roles.
- Feedback: Feedback from participants and staff unable to attend sessions was consistently positive, indicating that learning was relevant and engaging.
- Application of Learning: Observations show that strategies and practices from PD are regularly applied in classrooms and student interactions, demonstrating alignment between professional learning and instructional practice.

Overall: EUSD staff have responded exemplarily to SEL and behavioral PD, with clear evidence that professional learning is translating into improved educator practices and support for students.

**2.4 SEL Grants (METRICS: 2.3, 2.4, 2.5, 2.6)**

- Creativity and Responsiveness: Leadership team feedback indicates appreciation for the opportunity to design SEL programs that are attuned to the unique needs of each site. This flexibility has enabled sites to implement programs that best fit their studen ts, such as:

    - Junior High Schools: Safe Schools Ambassador programs to promote prosocial behavior.
    - Elementary Schools: Positive reinforcement strategies, such as brag tags, that are highly valued and celebrated by students.

- Staff Training: Continuous professional learning, including PBIS training, was provided through the grant.
- Feedback and Engagement: Staff feedback has been overwhelmingly positive, noting the value of resources and training. Students recognize adult efforts to foster a positive school culture, with kindness and respect consistently modeled and reinforced campus wide.

Overall: The SEL site grants have enabled innovative, site-specific interventions that support student social -emotional growth, prosocial behavior, and a positive school climate across EUSD.

**Actions Demonstrating Emerging Effectiveness**

**2.2 SEL Screener/Program** **(No Metric, but transitioning to LCAP Survey, Student Self -Reports)**

- The SEL screener (Aperture) was eliminated this year due to concerns about usability and reliability, which limited the district's ability to systematically monitor student social -emotional skills.
- In its place, student self -reporting on SEL skills was implemented, providing some insight into student needs, but this approach is less standardized and less actionable than a fully reliable screener.
- EUSD is piloting and exploring alternative SEL programs to identify a tool that is valid, reliable, and actionable for future implementation.

**Overall:** While some SEL data was collected, the district was unable to fully implement a consistent screener to systematically inform interventions.

**2.5 Development of EUSD Student Success and Behavior Support Guide** **(METRIC: 2.1, 2.2)**

- A district-level study of site-by-site disciplinary practices was conducted, identifying strengths, gaps, and opportunities for standardization.

- A draft handbook/guide has been developed to document current practices and begin outlining consistent procedures for supporting student behavior and success.
- Implementation this year established the foundation for a district-wide guide, but the guide is not yet fully complete or in active use at all sites, limiting its immediate impact.

**Overall:** Groundwork has been laid, but the guide is still in development and not yet consistently shaping practices across the district.

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

- There are no changes to Goal 2.
- There are several changes to the Actions and Services under Goal 2, based on feedback from parents, students, and staff, as well as evolving needs. These changes are either NEW-Refocus, New-Limited or Expanded, and New-Eliminated or Added. The following is a list of these changes (a more expansive explanation is found in the description inside the Goals and Action/Services Table):
    - **2.2 New - L/E:** Based on counselor feedback, Aperture and Naviance have been discontinued. The district is currently evaluating alternative SEL screeners, with a focus on identifying a more strengths-based, asset-oriented tool that supports the whole child beyond a primary focus on career pathways.
    - **2.3 New - Refocus:** Professional learning opportunities under Goal 2 will continue to address prosocial student behavior and SEL skills, but will focus on building coping skills, resilience, cultural awareness among staff and students, and a strengths-based approach.
    - **2.4 New - L/Expanded:** SEL site grants are increased to accommodate increased UPP populations.**Remove this as it was new last year not this year.**

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

## Goal 2 Actions and Services

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | **Counseling Support (Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7)** | Expanded counseling support via increased hours at all school sites. Increases library hours during recess for approximately 5 hours/week. COST: Extra FTEs for counselors and library clerks | $206,909 | Y |
| 2.2 | **SEL Screener and Programs (NEW-E/A) (Metrics 2.4 and 2.5)** | NEW-E/A - SEL Screener and Programs/Lessons (ToolBox for Lower Grades, InFocus for Upper Elementary, and Counselor-Created Lessons for JHS). All SEL Programs/Lessons used to promote both SEL skills and prosocial behavior will continue. The use of Aperture as a screener is being reviewed, in favor of self-reports from students or a screener developed by the Student Services Team. COST: SEL Program Renewal, New Screener) | $10,000 | Y |
| 2.3 | **Professional Development on SEL and Behavioral Skills (NEW-Refocus) (Metrics 2.1, 2.4, and 2.5)** | NEW-Refocus - Professional Development on SEL and Behavioral Skills. Based on new feedback from DELAC/ELAC, LCAP Parent Advisory Groups, Student Empathy Interviews (Focus Groups), LCAP Staff Roadshow and all LCAP Surveys, there is a need to provide PD for staff on t he following topics:<br>(a) Building Student Coping Skills and Resilience<br>(b) Building Cultural Awareness of Student Experiences and Backgrounds<br>(c) Using Student Strengths to Support Learning<br>COST: Speaker, Educator Pay, Materials | Title IV $10,000<br>LREBG $25,000<br>Supplemental $10,000 | Y |
| 2.4 | **SEL Site Grants (NEW-L/E) (Metrics 2.4 and 2.5)** | NEW-L/E SEL Site Grants: This action items remain the same except for increased allocations based on UPP population increases at all sites. COST: Site Allocation ($12,500) | $87,500 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.5 | **Development of EUSD Student Success and Behavior Support Guide**<br>**(Metrics 2.4 and 2.5)** | EUSD will conduct a review and analysis of student behaviors, discipline processes and suspension protocols to identify areas of strengths and goals and to address suspension rate challenges. This will include a root-cause analysis by the Eureka Leadership Team as facilitated by one of our Assistant Principal (0.4 FTE).<br>COST: Salary (0.4 FTE plus benefits) | $70,000 | Y |

# Goal 3

| Goal # | Description: Safety, Culture & Climate Goal | Type of Goal |
|---|---|---|
| 3 | All sites and offices at EUSD will be safe spaces with positive and welcoming culture and climates for all students, families, and staff. | Broad Goal |

State Priorities addressed by this goal.

Priorities 6, 8, 9 (Descriptions of these state priorities are found here).

An explanation of why the LEA has developed this goal.

EUSD prides itself on high parent involvement at schools - manifested through sustained high levels of parent volunteerism, PTC activities that are well-coordinated year-round, and memberships and participation at meetings and other parent engagement opportunities. DELAC and ELAC/EL Parent Night Attendance has steadily increased from 2-3 parents attending in 2015 to over 35 parents in attendance at the last DELAC in February 2026. The district has also made significant investments of resources in promoting safe and welcoming spaces for all students.

Absenteeism rates show exceptional improvement in 2025. Chronic absenteeism rates declined by 1.2 percentage points from 2024 to 2025, and no student groups are identified in the RED performance category. Only one school, Cavitt Junior High School, remains in the YELLOW category and continues to receive targeted support to strengthen academic engagement through improved attendance practices.

Districtwide, chronic absenteeism decreased from 11.6% in 2023 to 5.6% in 2025, reflecting successful, sustained efforts to improve attendance across schools and student groups. While progress is evident, challenges remain in improving attendance outcomes for certain subgroups, including students identifying as Two or More Races (ORANGE) and African American, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) (YELLOW). In addition, family vacations occurring during instructional days continue to present a consistent challenge for the district. Feedback from the LCAP Parent Advisory Council suggests a more comprehensive awareness campaign for parents about independent studies.

It is well-documented in scholarly literature that perceptions of school climate/culture influence school engagement and absenteeism rates (Keller, 2021; Hamlin, 2020; Patnode, A. H., Gibbons, K., & Edmunds, R., 2018). A positive school climate, characterized by strong relationships between students and teachers, a sense of belonging, safety, and support, tends to reduce absenteeism rates as students are more likely to feel motivated and engaged in their learning. Conversely, a negative or hostile school climate marked by bullying, inadequate support systems, or a lack of inclusivity can contribute to heightened levels of absenteeism as students may feel unwelcome or unsafe, leading to disengagement from academic activities. It can also be argued that staff absenteeism rate within an organization is closely intertwined with the prevailing workplace culture (Kelly, 2006; Kocakulah, M. C., Kelley, A. G., Mitchell, K. M., & Ruggieri, M. P., 2016). A positive workplace culture characterized by open communication, mutual respect, recognition of achievements, increasing staff wellness, and opportunities for growth is postulated to foster higher levels of employee satisfaction and commitment, thereby reducing staff absenteeism.

This goal is developed to address absenteeism rates by continuing district work on building safe, positive, welcoming and engaging learning and work environments at EUSD.

## Goal 3 Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference From Baseline |
|---|---|---|---|---|---|---|
| 3.1 | LCAP Survey (% Agree + Highly Agree) *("Welcoming environment…")*<br>-Students<br>-Parents<br>-Staff | % Agree and Highly Agree *("Welcoming environment…")*<br>-Students: 76%<br>-Parents: 90%<br>-Staff: 80% | LCAP Survey (% Agree + Highly Agree) *("Welcoming and inviting…")*<br>-Students: 79%<br>-Parents: 89%<br>-Staff: 96% | LCAP Survey (% Agree + Highly Agree) *("Welcoming and inviting…")*<br>-Students: 72%<br>-Parents: 91%<br>-Staff: 97% | % Agree and Highly Agree *("Welcoming and inviting…")*<br>-Students: 90%<br>-Parents: 90%<br>-Staff: 90% | % Agree and Highly Agree *("Welcoming and inviting…")*<br>-Students: **-6%**<br>-Parents: **+1%**<br>-Staff: **+17%** |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference From Baseline |
|---|---|---|---|---|---|---|
| 3.2 | LCAP Survey *("Safe spaces…")* | % Agree and High Agree ("Safe spaces…")<br>-Students: 77%<br>-Parents: 87%<br>-Staff: 90% | % Agree and High Agree ("Safe spaces…")<br>-Students: 84%<br>-Parents: 91%<br>-Staff: 91% | % Agree and High Agree ("Safe spaces…")<br>-Students: 84%<br>-Parents: 91%<br>-Staff: 79% | % Agree and High Agree ("Safe spaces…")<br>-Students: 90%<br>-Parents: 90%<br>-Staff: 90% | % Agree and High Agree ("Safe spaces…")<br>-Students: **+7%**<br>-Parents: **+4%**<br>-Staff: **-11%** |
| 3.3 | LCAP Survey *("Bullying is a problem…"* | % Agree and Highly Agree *("Bullying is a problem…"*<br>-Students: 25%<br>-Parents: 40%<br>-Staff: 33% | % Agree and High Agree (New Metric: Changed) *("Enforcement of school rules for behavior.."*<br>-Students: 86%%<br>-Parents: 89%<br>-Staff: 84% | % Agree and High Agree (New Metric: Changed) *("Enforcement of school rules for behavior.."*<br>-Students: 84%<br>-Parents: 93%<br>-Staff: 76% | % Agree and High Agree *("Enforcement of school rules for behavior.."*<br>-Students: 90%<br>-Parents: 90%<br>-Staff: 90% | % Agree and High Agree ("Safe spaces…") - *Baseline is Year 1*<br>-Students: **-2%**<br>-Parents: **+4%**<br>-Staff: **-8%** |
| 3.4 | LCAP Survey -"…*multiple opportunities for parents to provide input…"* | LCAP Survey *% of parents who agree and highly agree* - 72% | % Agree and High Agree (New Metric: Changed) *("I can easily talk to principal…/district administrators…")*<br>-Students: 61%<br>-Parents: 67%, 52%<br>-Staff: 52%, 66% | % Agree and High Agree (New Metric: Changed) *("I can easily talk to principal…/district administrators…")*<br>-Students: 60%<br>-Parents: 80%, 57%<br>-Staff: 85%, 58% | % Agree and High Agree (Changed) *("I can easily talk to principal…/district administrators…")*<br>-Students: 85%<br>-Parents: 85%, 85%<br>-Staff: 85%, 85% | % Agree and High Agree (Changed) *("I can easily talk to principal…/district administrators…")*<br>*-Baseline is Year 1*<br>**-Students: -1%**<br>**-Parents: +13%, +5%**<br>**-Staff: +33%, -8%** |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3.5 | Chronic Absenteeism Rates (as of end of March) | **EUSD:**<br>All Students: 11.6%<br>**Filipino:** Orange, 15.6%<br>**Yellow:**<br>AA (14%), Asians (5.7%), ELs (14.4%), Hispanic (15.1%7.8), 2 or more races (13%), SED (21.2%), SWD (18.9%), W (11.5%)<br><br>Student **Subgroups in RED Category (school)**<br><br>**SED, SWD, White (@ Oakhills): RED,** 35.4%, 23.5%, 15.3%<br><br>**White (@ Olympus): RED, 14.3%** | **EUSD:**<br>All students: 6.7%<br>**Filipino** : Green, 9.3%<br>**Yellow:**<br>AA (13.3%), Hispanic (12%), SED (13.2%), SWD (12%)<br><br>**English Learners:** Green, 9.3%<br>**LTEL:** Green, 8.7%<br><br>**No Subgroups in RED.** | **EUSD:**<br>All Students: 5.6%<br>-2 or more: 7.2%<br>-AA: 10.5%<br>-SED: 11.6%<br>-SWD: 10.2%<br>-EL: 7.5%<br>-Hispanic: 7.3%<br>-White: 5.3%<br>-LTEL: 0%<br><br>ORANGE: 2 or more races<br>YELLOW: AA, SED and SWD<br>**No Subgroups in RED at EUSD.**<br>**Oakhills Elementary** : 6.1%, no subgroups in RED.<br><br>**Olympus JHS:** 7.8%, no subgroups in RED. | **EUSD:**<br>All Students: 2.6%<br><br>**All other student subgroups in GREEN.**<br><br>**SED, SWD, White (@ OH): GREEN** 10%, 10%, 10%<br><br>**White (@ OLY): GREEN, 10%**<br><br>**No Subgroups in RED, ORANGE & YELLOW.** | EUSD:<br>**All Students: -6%**<br><br>**2 or more races: Yellow to Orange**<br><br>**Other Subgroups:**<br>AA: **-4%**<br>SED: **-9.6**<br>SWD: **-8.7**<br>Hispanic: **-7.8%**<br>W: **-6.2%**<br>ELs: **-6.9%**<br>LTEL: **-8.7% (from Year 1)**<br><br>**No subgroups in RED at EUSD.**<br><br>**Oakhills Elementary** : No subgroups in RED.<br><br>**Olympus JHS:** No subgroups in RED. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference From Baseline |
|---|---|---|---|---|---|---|
| 3.6 | Attendance Rates by School (April) | **GH:** 95.84%<br>**MAI:** 96.51%<br>**OH:** 95.66%<br>**EXC:** 96.92%<br>**RV:** 96.52%<br>**OLY:** 94.82%<br>**CAV:** 96.49% | **GH:** 95.50%<br>**MAI:** 95.86%<br>**OH:** 95.93%<br>**EXC:** 96.21%<br>**RV:** 96.41%<br>**OLY:** 95.80%<br>**CAV:** 96.23% | **GH:** 96.32%<br>**MAI:** 95.51%<br>**OH:** 96.5%<br>**EXC:** 95.87%<br>**RV:** 96.13%<br>**OLY:** 96.00%<br>**CAV:** 96.55% | **All schools attain pre-pandemic attendance rates of 98%.** | **GH: +0.48 %**<br>**MAI: -1.00%**<br>**OH: +0.84 %**<br>**EXC: -1.05%**<br>**RV: -0.39%**<br>**OLY: +1.18%**<br>**CAV: +0.06 %** |
| 3.7 | Parent Volunteerism Rates (as of end of March) | Ridgeview - 1,324<br>Excelsior - 781<br>Oakhills - 1,652<br>Greenhills - 168 (Haven't used Raptor since early October)<br>Maidu - 113 (Haven't used Raptor since October)<br>Olympus - 530<br>Cavitt - 316 | NEW -Changed metric:<br>% of students who observe parent volunteers: **71%**<br>% of respondents who indicate their sites encourage them to be involved or to volunteer:<br>-Parents: **89%**<br>-Staff: **93%** | **LCAP Surveys:**<br>% of students who observe parent volunteers: **59%**<br>% of respondents who indicate their sites encourage them to be involved or to volunteer:<br>-Parents: **96%**<br>-Staff: **100%** | **NEW METRIC:**<br>85% for parents, staff, and students | **Students: -12%**<br>**Parents & Staff:**<br>**-Parents: +7%**<br>**-Staff: +7%** |
| 3.8 | **NEW METRIC**: Facilities Maintenance Rating | FAIR | POOR TO FAIR | POOR TO FAIR | GOOD | Projects need to be completed but lack of funding is a significant barrier as facilities age. |

Insert or delete rows, as necessary.

## *Goal Analysis for Goal 3*

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 o f these actions, and any relevant challenges and successes experienced with implementation.

### Fully Implemented

3.1 Parent/Community Engagement, 3.2 Attendance Rate Campaign, 3.3 Family Wellness. 3.5 Raptor Technology (METRIC: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8)

- The district did not host any Coffee and Conversations events in 2025 –2026, as there has been no participation from UPP parents over the past two years. EUSD hosted one EL Family Night in November, separate from DELAC. The district enjoys high participatio n rates in family engagement events such as the Kindergarten Jamboree, LCAP Advisory Council Meetings (approximately 75 EUSD parents applied to join this council!), and site -organized events such as Movie Nights, Read-A-Ton and Jog-A-Thon as well as DELAC. This year, the World Arts Fair organized by Eureka Schools Foundation drew huge crowds with several EL families participating. This event featured a cultural showcase representing different countries.
- EUSD's attendance campaigns are successful in lowering absenteeism rates. Only one school remains in the YELLOW category, all schools are in GREEN.
- Families and staff continue to enjoy access to CARE Solace. Focus Group feedback indicates positive support for the continuation of access to the program.
- To promote site safety via visitor check in and school entry control, Raptor Technology implementation is operational at all schools. Feedback from end users remains positive. Each site has security cameras strategically installed in identified high -risk areas to enhance monitoring and prevent potential safety breaches.
- For 2025-2026, based on LCAP Parent Advisory Council feedback, EUSD commits to the following. These were also explained in earlier sections (p. 17-20).
    - Communicate clearly and explicitly, in various accessible ways (social media, website, newsletter, focus groups, parent meetings) the many ways EUSD keeps school campuses safe. EUSD is transitioning to using ParentSquare starting this spring.
    - Communicate clearly and explicitly, the impact of absenteeism and how families can help schedule vacations that do not interfere with student access to classroom learning.
    - The importance of completing independent study packets when absences are unavoidable.

**Partially Implemented**

3.4 Staff Wellness (METRIC: participation rates at staff wellness events - LOW)

- While staff wellness events are intended to promote connection and well -being, participation has been limited. The district will continue to partner with bargaining units to refine and expand wellness opportunities that better meet staff needs and strengthen camaraderie across the district.
- EUSD's HR department also offers the Calm App for all educators for free.
- EUSD's staff wellness initiative promoting nutrition awareness and healthy lifestyle choices was well received.

3.6 Safe Schools Ambassadors (METRIC: 3.3 and Suspension Rates, 2.1)

- Each JHS implemented Safe School Ambassadors Program for its third year in 2025-2026. Feedback from educators and students were positive although the latter group could not explicitly articulate what the program is. Support from the district via supplemental funds was in the form of stipends for SSA Leaders.

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

| | ACTION AND SERVICE | EXPLANATION |
|---|---|---|
| 3.4 | Staff Wellness | EUSD offered one event to build connections among all staff. The cost was higher because of materials (it was a cooking and nutrition workshop) and higher participation rates than projected.<br>Additionally, expenditures were higher than projected due to the purchase and distribution of fresh fruit to all staff members as part of a staff wellness initiative promoting nutrition awareness and healthy lifestyle choices. This additional activity supported the district's Staff Wellness goals and increased overall program costs. |

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

**Actions Demonstrating Strong (Proficient & Exemplary) Effectiveness**

**3.1 Parent/Community Engagement** - EUSD continues to evolve in its approach to increasing parent participation to encourage improved UPP involvement. Although the traditional parent workshops which used to receive high participation rates are failing to attract higher engagement, EUSD has been successful in the following areas:

- ELAC/DELAC Participation: EUSD have coupled these events with resources distribution: clothing support, school supplies, back packs, donated toys, gently used (weeded out) books from the library, etc. to increase participation. Community support from Elic a Health Services and MISI Community Solutions have also been positively received. We also allowed for early sign ups for our Summer EL STEAM Camps. Additionally, parents were trained on how to use ParentSquare and shown how to set up this communication t ool in their primary language.
- Technology-Focused Workshops: These have been well received, particularly those that discuss screentime effects and Artificial Intelligence.
- Site-Based Opportunities for Connections: The best parent engagement events were the ones designed and hosted by sites (often in collaboration with their PTCs). Examples include: Reading Picnic (Excelsior), Broadway Show (Greenhills), and Annie Jr (Ridgeview). Maidu's Morning Sing is also well-attended.

For 2026-2027, a book study inviting all parents, utilizing the book "The Anxious Generation", will be organized. Staff will read the next book in the series, "The Amazing Generation."

**3.2 Attendance Campaigns** - The campaign for decreasing chronic absenteeism rates and increasing attendance rates have been successful, judging from dashboard metrics, except for some subgroups. School attendance rates have increased and independent study utilization has al so increased.

**3.3 Family Wellness** - Care Solace for Family Wellness continues to be an effective resource, as demonstrated by consistently high utilization rates and positive feedback from families. Its ability to connect students and families to time ly, appropriate mental health services supports overall well-being and enhances student engagement and success.

**3.5 Raptor Technology and Security Cameras** - Raptor Technology and security cameras have proven to be effective in supporting school safety. Student survey data and empathy interviews indicate that students feel safe on campus, reflecting a positive school climate. Additionally, principals report that security cameras are valuable tools for monitoring campus activity and investigating behavioral incidents, helping to ensure timely and appropriate responses to safety concerns.

**Actions Demonstrating Emerging Effectiveness**

**3.4 Staff Wellness** - Staff Wellness initiatives have had mixed effectiveness, with low participation in several offered activities such as yoga, indicating a need to better align offerings with staff interests. While some events, such as a cooki ng activity, were more positivel y received, overall engagement remains limited. The district continues to provide access to the Calm App (premium version) for all educators and has partnered with the teachers' association to refine and improve wellness offerings moving forward.

EUSD's initiative concerning nutrition awareness and healthy lifestyle choices was positively received and included deliverie s of fresh fruits and nutritious snacks.

**3.6 Safe School Ambassadors Program** - The Safe School Ambassadors (SSA) Program is demonstrating emerging effectiveness. Student feedback indicates awareness of the program and identification of peer leaders; however, students are not yet able to clearly articulate its purpose or impact. Wi th suspension rates remaining high, this suggests a need to strengthen implementation by increasing clarity of the program's goals, expanding student understanding of prosocial behaviors, and more intentionally connecting peer leadership to behavior expect ations. Refining the program in these areas may enhance its impact on school climate and contribute to reducing suspension rates over time.

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

There is no change in the planned goal, Goal 3.
There are some changes for the actions and services under Goal 3. These are categorized as: (a) NEW - Refocused, (b) NEW - Limited or Expanded, and (c) NEW - Added or Eliminated. The following actions and services are new:

**3.1 Parent Engagement (NEW - RF & Added):** A book study for parents will be organized, with child care provided. Additionally, an Audio Enhancement/Translation System will be installed at each of the high EL sites (Maidu, Excelsior, Olympus) to facilitate parent meetings (especially drop -in visit s) from newcomer/immigrant families.

**3.7 Implementation of Restorative Practices Framework** (NEW - Added): To address high suspension rates, AY 2026-2027 will be Year 0 of Implementation, where the goal is to build understanding and awareness of the Restorative Practices Framework. Restorative Practices provides an alternative to exclusionary discipline by fo cusing on repairing harm, building relationships, and addressing the root causes of student behavior. By equipping staff with these approaches, schools can reduce reliance on suspensions and keep students engaged in learning while promoting accountability and positive behavior.

3.8 Student Social Connections and Activities Grant (NEW - Added): This action is being added in response to direct student feedback expressing a need for more opportunities and spaces to socially connect with peers. Providing site-based grants allows schools to create flexible, student-centered solutions such as seating areas, recreational equipment, and supervised activities that promote positive interaction. Increasing opportunities for connection and engagement supports student well-being, belonging, and overall school climate.

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

## Goal 3 Actions and Services

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | **Parent/Community Engagement (NEW – R/F)**<br>**(Metrics 3.1 and 3.4, including LCAP Parent Advisory and DELAC Feedback)** | **NEW – R/F:** Parent Community Engagement<br>(a) Instead of parent workshops, EUSD will offer parents/guardians a book study on Haidt's best selling book "The Anxious Generation."<br>(b) Audio Enhancement System for Immigrant/Newcomer EL Families: Maidu, Excelsior and Olympus will be able to provide immediate language support by capturing spoken communication and delivering accurate, on-demand translation for families in their preferred language. This technology enables more effective two-way communication during meetings, conferences, and interactions, ensuring EL Newcomer and immigrant families can fully participate and engage without delays or the need for on-call translators.<br>COST: Books (for UPP families only, other families buy their own), Childcare (through ELOP)<br>COST: Audio Enhancement System ($10,000 from Title III Immigrant) | .<br>Supplemental<br>$5,000<br><br>Title III Immigrant<br>$10,000 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.2 | **Attendance Rates**<br>**(Metrics 3.5, 3.6)** | Maintain high attendance rates and low chronic absenteeism rates. Parent workshops. Information about independent study options. Utilize ELOP to recover absences (lost instructional time).<br>COST: Attendance campaign costs, ELOP opportunities for attendance recoveries | $60,000 | Y |
| 3.3 | **Family Wellness**<br>**(Metric: DELAC/ELAC and LCAP PAC Feedback)** | Care Solace is a care coordination service that connects students, staff, and families to mental health and wellness providers. Through a 24/7 support system, Care Solace helps individuals navigate available resources, match with appropriate providers based on needs and preferences (including language and insurance), and reduce barriers to accessing care. This service streamlines the process of finding and securing mental health support, ensuring timely access to services.<br>COST: Subscriptions | $11,000 | Y |
| 3.4 | **Staff Wellness**<br>**(Metric 3.1)** | Staff Wellness: EUSD will provide opportunities for all staff to engage in mental wellness activities, including learning opportunities. These events also aim to promote connections among our diverse educators/staff with shared experiences.<br>COST: $300 per trimester for supplies | SIG Grant<br>$2,000 | N |
| 3.5 | **Raptor Technology & Security Cameras**<br>**(Metric 3.2, LCAP PAC Feedback)** | Raptor Technology provides an efficient and streamlined process for tracking and verifying volunteers and visitors at sites. Security cameras at each site help prevent unauthorized access, deter unsafe behavior, and support timely response to incidents, co ntributing to a safe and secure school environment for all students and staff.<br>COST: Raptor Technology subscription, Security cameras | General Fund<br>$5,300 | N |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.6 | **Safe Schools Ambassador Program (SSAP)**<br>**(Metric 3.1, 3.2, 3.3)** | The Safe School Ambassadors program empowers students to take an active role in promoting positive, inclusive behavior and preventing conflicts among peers. Through student leadership and peer influence, the program helps reduce negative behaviors and supports efforts to decrease suspension rates. | $35,000 | Y |
| 3.7 | Restorative Practices<br>(NEW- Added)<br>**(Metric 2.1, 2.2, 3.1, 3.2, 3.3)** | **NEW- Added:** Restorative Practices, Phase 1: Restorative Practices focuses on building awareness among educators of practices that emphasize relationship-building, accountability, and repairing harm rather than relying solely on punitive discipline. By fostering stronger connections and addressing the root causes of behavior, these practices can help reduce conflicts, improve student behavior, and decrease reliance on suspensions. AY 2026-2027 will be Phase 1 of implementation. | **$10,000** | **Y** |
| 3.8 | **Student Social Connections and Activity Grants**<br>**(NEW- Added)**<br>**(Metric 3.1)** | **NEW- Added:** Student Social Connection and Activity Grants provide school sites with flexible funding to create opportunities and spaces that promote positive peer interaction, including activities, seating areas, and recreational equipment. These efforts aim to increase student connectedness, engagement, and overall sense of belonging on campus. | **$35,000** | **Y** |

## Increased or Improved Services for Foster Youth, English Learners, and Low -Income Students for [2026 -2027]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $2,123,783 | N/A |

**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 |
|---|---|---|---|
| 5.396% | .808% | $309,222 | 6.204% |

**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 unduplicat ed student group(s).

| Goal and Action #(s) | 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 |
|---|---|---|---|
| 1A.1 | **Site-Based Interventions with District Support/Services**<br><br>**Identified Need/s:**<br>Achievement gaps exist for subgroups (SED, EL) in ELA and Math as evidenced by comparatively lower average DFM and growth rates. (See metrics 1A.1 - 1A.3 in Goal1). | These actions and services are implemented schoolwide to ensure equitable access and to foster inclusive instructional practices, while being principally directed toward English Learners and socioeconomically disadvantaged students who demonstrate the grea test need for accelerated support in literacy and mathematics. Likewise, providing academic interventions exclusively to struggling EL and SED students may unintentionally create stigma or draw undue attention to these students. | ● iReady progress monitoring tools by student group.<br>● CAASPP performance rates (DFM status and growth)<br>● Dyslexia Screener Results<br>● Classroom-Based Formative Assessments |

| Goal and Action #(s) | 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 |
|---|---|---|---|
| 1A.2 | **Early Literacy Interventions with Small Group Instruction/Acceleration**<br><br>**Identified Needs:**<br><br>iReady Data for Diagnostic 1 and Diagnostic 2 for Reading at K-2 indicate lower proficiency rates for EL and SED students, and lower rates of growth. Feedback from PLCs verify these gaps based on classroom observations and formative assessments. | Early literacy interventions are provided on a districtwide and schoolwide basis to ensure all students receive a strong foundation in reading, as early skill gaps can emerge across all student groups. A universal approach promotes consistent, high-quality instruction and allows for early identification and support without stigmatizing specific students. This model ensures equitable access while still providing targeted support for unduplicated pupils who may require additional intervention. The use of UFLI and Secret Stories, both Science of Reading aligned resources, are anticipated to increase reading proficiency rates for all students. | ● iReady Results<br>● Multitudes Results<br>● Classroom Based Formative Assessments<br>● UFLI Assessments for Intervention Groups |

| Goal and Action #(s) | 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 |
|---|---|---|---|
| 1A.3 | **Comprehensive and Balanced Assessment System**<br><br>**Identified Needs:**<br>iReady Data indicates performance gaps in early literacy for ELs and SED students at all TK -3 sites. The literacy gaps (reading) are as follows (% NOT meeting reading standards):<br>Greenhills: 8% (SED), 3% (NOT) \| 10% (EL), 3% (NOT)<br>Maidu: 10% (SED), 3% (NOT) \| 10% (EL), 4% (NOT)<br>OH: 8% (SED), 2% (NOT) \| 4% (EL), 1% (NOT)<br><br>An assessment system will allow for timely and frequent progress monitoring for K -3. | Districtwide and schoolwide administration of a comprehensive and balanced assessment system ensures consistent measurement of student progress, promotes equitable access to supports across sites, and provides comparative data to determine whether growth is consistent across student groups, particularly for unduplicated pupils.<br><br>Districtwide and schoolwide administration of assessments, integrated with the district's SIS, ensures consistent measurement of student progress and a coherent system for data collection and analysis. This approach promotes equitable access to support/s a cross all sites and enables real-time monitoring of student outcomes. It also provides comparative data to determine whether growth is consistent across student groups, particularly for unduplicated pupils.<br><br>The academic performance of unduplicated pupils must be consistently monitored through a comprehensive and balanced assessment system. This includes the use of varied assessment types—from formative measures to those that capture multiple dimensions of kno wledge and skills—to provide a more complete picture of student learning. Utilizing diverse assessment designs, including those with strong psychometric properties, ensures more accurate, reliable data to inform instruction and support student progress. | • Participation rates in iReady Testing<br>• Participation rates in CAASPP Testing<br>• Usage rates of AERIES Data Dashboards and Analytics |

| Goal and Action #(s) | 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 |
|---|---|---|---|
| 1A.4 | **iReady Personalized Instruction (iRPI)**<br><br>**Identified Need:**<br><br>CAASPP results identify achievement gaps for SED and EL populations (refer to Figure 6 and 7 on pages 20 and 21 respectively. Likewise, CA Dashboard equity results (see Figure 5 on page 10) indicate these achievement gaps.<br><br>iReady data (February Diagnostic) indicates these results for 2025-26 (not meeting standards).<br>Reading:<br>SED: 17% vs. 7%<br>EL: 15% vs. 8%<br>Math:<br>SED: 12% vs. 5%<br>EL: 11%, 6% | iReady Personalized Instruction is implemented schoolwide to maximize equitable access to differentiated support, ensure consistent instructional practices across classrooms, and efficiently leverage resources, while providing targeted benefits for unduplicated pupils with the greatest academic needs. A schoolwide approach also helps reduce stigma by normalizing the use of the program for all students rather than limiting it to specific groups.<br><br>iReady Personalized Instruction addresses UPP needs by providing adaptive, individualized lessons that target specific skill gaps, particularly in early literacy development, enabling students—especially English Learners—to access instruction aligned to th eir current levels while progressing toward grade-level standards. | ● Usage rates of IRPI<br>● Lessons Accessed<br>● Minutes used per classroom, per grade, per school<br>● EL and SED access |

| | | | |
|---|---|---|---|
| 1A.5 | **Professional Development**<br><br>**Identified Needs:**<br>Achievement gaps (see below) for EL and SED students reflect indirectly on the work EUSD needs to implement to raise understanding, awareness and competencies via PD.<br>CAASPP results identify achievement gaps for SED and EL populations (refer to Figure 6 and 7 on pages 20 and 21 respectively. Likewise, CA Dashboard equity results (see Figure 5 on page 10) indicate these achievement gaps.<br>iReady data (February Diagnostic) indicates these results for 2025-2026 (not meeting standards).<br>Reading:<br>SED: 17% vs. 7%<br>EL: 15% vs. 8%<br>Math:<br>SED: 12% vs. 5%<br>EL: 11%, 6% | This professional development is provided on an LEA-wide basis, as it is available to all educators and supports consistent instructional practices across the district. While the content is designed to address the needs of EL and SED students, broad access ensures capacity-building across all sites, promotes inclusive practices, and avoids isolating specific student groups.<br><br>Unduplicated pupils require inclusive, research-based instructional practices that address diverse learning, language, and access needs; therefore, ongoing professional learning is necessary to build educator capacity to deliver responsive, high-quality instruction and adapt to evolving student needs. | • PD Participation rates |

| Goal and Action #(s) | 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 |
|---|---|---|---|
| 1A.6 | **Professional Learning Communities (RTI Focus)**<br><br>**Identified Need:**<br>PLC work at EUSD is focused on academic intervention based on achievement data from CAASPP and iReady. CAASPP results identify achievement gaps for SED and EL populations (refer to Figure 6 and 7 on pages 20 and 21 respectively. Likewise, CA Dashboard equity results (see Figure 5 on page 10) indicate these achievement gaps.<br>iReady data (February Diagnostic) indicates these results for 2025-26 (not meeting standards).<br>Reading:<br>SED: 17% vs. 7%<br>EL: 15% vs. 8%<br>Math:<br>SED: 12% vs. 5%<br>EL: 11%, 6% | PLCs are implemented schoolwide and LEA-wide to ensure consistent, collaborative practices in data analysis, instruction, and intervention across all sites, promote shared accountability for student outcomes, and address student mobility by maintaining coherent systems of support so that unduplicated pupils receive timely and effective instruction regardless of school or classroom placement.<br><br>Unduplicated pupils, who are often the most academically at-risk students, require timely identification of learning gaps, targeted intervention, and consistent access to essential grade-level standards; PLC structures support these needs through ongoing, thoughtful data analysis, responsive instruction, and systematic intervention planning to ensure these students are not overlooked or underserved. | ● iReady progress monitoring tools by student group.<br>● CAASPP performance rates (DFM status and growth)<br>● Dyslexia Screener Results<br>● Classroom-Based Formative Assessments |

| | | | |
|---|---|---|---|
| 1A.7 | **NEW:** MTSS/Student Services TOSA<br><br>**Identified Need:**<br>Qualitative data during ELT discussions indicate disproportionate SST and SpEd assessment requests for ELs and SEDs.<br>As EUSD transitions to one Data Analysis program (AERIES Analytics, Action 1A.3) data for 504 and SST referrals will be tracked quantitatively for subgroups. | Every academic indicator—including i-Ready data, CAASPP results, and the California School Dashboard—reflects a persistent achievement gap between socioeconomically disadvantaged (SED) and English learner (EL) students and their peers. In addition, local d ata reveals that these student groups are disproportionately referred for Student Study Team (SST) meetings and special education assessments. To interrupt this disproportionate pipeline to special education, it is critical to strengthen Tier 1 instruction al practices that effectively support SED and EL students within the general education setting. The MTSS/Student Services TOSA, in partnership with the MTSS/EL Support TOSA, will lead a root cause analysis of current RTI systems, provide coaching and modeling of inclusive and responsive classroom strategies, and promote asset-based instruction to ensure all students receive the support they need to thrive before being referred for special services.<br>Data analysis shows disproportionate SST referrals and special education assessment requests for English Learners (ELs), socioeconomically disadvantaged (SED) students, and other underserved groups. Root cause analysis points to instructional gaps —both academic and social-emotional—as key drivers of this trend. Inconsistent differentiation, limited attention to language development needs, and underdeveloped early interventions contribute to student underperformance that can often be misidentified as a disability. Strengthening instruction is essential to reduce misreferrals and ensure all students receive appropriate support across all settings. | ● SED and EL referral for SpEd services compared to other subgroups |

| Goal and Action #(s) | 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 |
|---|---|---|---|
| 1B.3 | **Strengthening of Designated ELD Implementation**<br><br>**Identified Need:**<br>ELs remain one of EUSD's lowest performing subgroups in ELA and Science. Using iReady Assessments, 15% of ELs are not meeting reading standards vs. 8% of non-ELs. Figures 6 and 7 (on pages 20-21) indicate large achievement gaps for ELs based on 2025 CAASPP. EL progress data shows only 57% of ELs making progress while an increase of 7.3% of ELs failed to progress at least one ELPI level and a decline of 4.5% in the number of ELs progressing at least 1 ELPI level is noted for 2025. | This action is provided on an LEA-wide basis because English Learners are enrolled across all sites in varying numbers, and increasing enrollment means any teacher may serve EL students at any time, including mid-year. Delivering consistent professional development and a districtwide program builds staff capacity across all schools, ensuring high-quality instruction regardless of site or classroom assignment. Additionally, these instructional strategies benefit all students while targeting EL needs and support long-term sustainability as the district prepares for staff transitions and retirements.<br>This action addresses the identified needs of English Learners by strengthening the quality and consistency of Designated ELD instruction across all sites. Providing professional development to educators, including instructional aides, and adopting a distr ictwide ELD program ensures that instruction is aligned, research-based, and responsive to students' varying levels of English proficiency. This work complements the district's ongoing implementation of Integrated ELD, creating a cohesive approach to language development that supports EL students in accessing grade-level content and progressing toward reclassification. | ● Adoption of Designated ELD in June<br>● Training for all teachers during district wide PD Day in September (with alternative dates identified)<br>● Classroom observations<br>● Master schedule for Designated ELD for all sites<br>● Performance measures (iReady and CAASPP) for all ELs<br>● Feedback from EL Subgroup via Survey and Empathy Interviews |

| Goal and Action #(s) | 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 |
|---|---|---|---|
| 2.1 | **Expanded Counseling Support**<br><br>**Identified Need:**<br>Research, including EUSD's LCAP survey data, indicates that SED and EL students require increased support in social-emotional and behavioral skills. Newly arrived English Learners from Russia and Ukraine often exhibit trauma related to exposure to conflict and war and are being referred to counselors for additional support. These students also face acculturation challenges as they adjust to a new and unfamiliar school environment.<br>. | These actions address the identified needs of unduplicated pupils by increasing access to social-emotional and behavioral supports, particularly for SED and EL students who require additional counseling, trauma-informed care, and assistance with acculturation. Providing these services on an LEA-wide basis ensures equitable access across all schools, as unduplicated pupils are enrolled throughout the district. A schoolwide approach, while targeted toward specific subgroups, also helps reduce stigma by normalizing access to mental health supports for all students. | • LCAP survey data from parents, students, and staff<br>• Focus group sessions with students<br>• Counselor input |

| Goal and Action #(s) | 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 |
|---|---|---|---|
| 2.2 | **SEL Programs and Screener Identified Needs:**<br>Data and stakeholder input indicate that EL and SED students often require additional support in developing social-emotional skills, self-regulation, and school connectedness. Language barriers, cultural adjustment, and increased exposure to stress or trauma may impact their ability to fully access instruction and engage in the school environment, highlighting the need for consistent screening and targeted SEL support. | These actions address the needs of unduplicated pupils by providing early identification through screeners and targeted social-emotional supports delivered by teachers and counselors, helping EL and SED students build self-regulation, resilience, social awareness skills, prosocial behavior competencies, and school connectedness. Implementing these supports on an LEA-wide basis ensures consistent access across all schools, while also allowing for comparative data analysis to monitor gaps between EL and SED students and their non-EL and non-SED peers. A schoolwide approach supports targeted intervention without isolating specific groups, reducing stigma and promoting an inclusive environment for all students. | • LCAP Survey Feedback from students<br>• LCAP Survey Feedback from parents<br>• LCAP Survey from staff<br>• Behavior incident report rates<br>• Feedback from counselors |

| Goal and Action #(s) | 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 |
|---|---|---|---|
| 2.3 | **Professional Development on SEL & Prosocial Behavior Skills**<br><br>**Identified Needs:**<br>Qualitative feedback from empathy interviews from students indicate a need to address specific SEL skills (e.g. coping strategies) and qualitative feedback from staff during C and I meetings and job-alike meetings indicate need for prosocial behavior instructional competency. Suspension rates for ELs and SEDs have increased by 1.7% (ORANGE) and 1.5% (YELLOW) respectively. | This action addresses the needs of unduplicated pupils by building staff capacity to support EL and SED students in developing coping skills, increasing engagement, and responding to diverse student experiences and backgrounds. These strategies are particularly important for students who may face language barriers, trauma, or additional social-emotional needs. Providing this professional development on an LEA-wide basis ensures consistent implementation across all schools, as unduplicated pupils are served throughout the district. A schoolwide approach also promotes inclusive practices and reduces the potential for stigma by embedding these supports into instruction for all students while still benefiting those with the greatest need.<br><br>This action primarily serves EL and SED students by equipping staff with strategies to better support students who may face language barriers, cultural adjustment, or increased social-emotional needs. By building staff capacity in coping skills, awareness of student experiences, and strengths-based approaches, educators are better prepared to engage, support, and respond to the unique needs of EL and SED students, leading to improved access, participation, and overall student success. | • PD Participation Rates<br>• LCAP Survey Feedback from students<br>• LCAP Survey Feedback from parents<br>• LCAP Survey from staff<br>• Behavior incident report rates<br>• Feedback from counselors |

| Goal and Action #(s) | 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 |
|---|---|---|---|
| 2.4 | **SEL Site Grants**<br><br>**Identified Needs:**<br>Like the needs outlined for 2.3 above, each site is provided flexibility in addressing SEL skills deficit that aligns with site needs and goals.<br>Qualitative feedback from empathy interviews from students indicate a need to address specific SEL skills (e.g. coping strategies) and qualitative feedback from staff during C and I meetings and job-alike meetings indicate need for prosocial behavior instructional competency.<br>Suspension rates for ELs and SEDs have increased by 1.7% (ORANGE) and 1.5% (YELLOW) respectively. | This action is implemented schoolwide to ensure all students have access to consistent social -emotional and behavioral supports, creating a positive and inclusive school climate. A schoolwide approach allows sites to build shared expectations and reinforce prosocial behaviors across all settings, while still providing targeted support for EL and SED students. Including all students also helps reduce stigma and fosters a sense of belonging, which is particularly important for unduplicated pupils.<br><br>Examples of what these grants fund may include:<br>1. Anti Bullying and/or Kindness assemblies<br>2. Guest speakers for SEL competencies<br>3. Positive behavior awards and incentives<br>4. SEL materials, resources<br>5. Professional development to address unique needs of school<br><br>This action benefits unduplicated pupils, particularly EL and SED students, by allowing sites to implement targeted SEL and behavioral supports that address their specific needs, including skill-building in self-regulation, positive behavior, and school connectedness. Flexible site-based grants enable schools to respond to current student needs with timely and relevant interventions. These supports are especially impactful for EL and SED students, who may require additional reinforcement and explicit instru ction in social-emotional and behavioral skills to fully access and engage in the school environment. | ● LCAP Surveys from students, parents, and staff<br>● PAC Feedback<br>● Student Advisory Group Feedback<br>● Administrator and Counselor feedback |

| Goal and Action #(s) | 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 |
|---|---|---|---|
| 2.5 | **NEW! Development of EUSD Student Success and Behavior Support Guide**<br><br>**Identified Need:**<br>Suspension rate data indicate disproportionate identification of ELs and SED students for suspension. Root cause analysis revealed a lack of consistency among sites regarding behavior identification and responses for antisocial (school-inappropriate) behavior. Suspension rates for ELs and SEDs have increased by 1.7% (ORANGE) and 1.5% (YELLOW) respectively. | This action addresses the needs of unduplicated pupils by analyzing and refining discipline practices that disproportionately impact EL, SED, SWD, and LTEL students, with the goal of reducing suspension rates and increasing student engagement and access to instruction. Conducting this work on an LEA-wide basis ensures consistent expectations, practices, and supports across all schools, as unduplicated pupils are enrolled throughout the district. A systemwide approach also allows for identification of trends , alignment of interventions, and implementation of equitable practices while avoiding the isolation or stigmatization of specific student groups.<br><br>This action addresses the needs of unduplicated pupils by examining and improving discipline practices that disproportionately impact EL, SED, SWD, and LTEL students. Through root-cause analysis, the district can identify barriers, inconsistencies, or practices that may contribute to higher suspension rates and implement more supportive, equitable approaches. This work helps ensure that unduplicated pupils remain engaged in instruction, reduce exclusionary discipline, and receive appropriate behavioral and social-emotional supports. | • Behavior Incident Logs<br>• Suspension Rates – Disaggregated Data |

| | | | |
|---|---|---|---|
| 3.1 | **Parent/community engagement: (a) Book Study in the Anxious Generation and (b) Audio Enhancement/Translation System**<br><br>Identified Needs:<br>(a) LCAP Parent Advisory Feedback indicates a need for this book study. Additionally, educator feedback via C and I meetings and job-alike meetings emphasize this need.<br><br>(b) LCAP Parent Advisory Feedback indicates a need for this book study. Additionally, administrator feedback and LCAP Roadshow feedback identified this need and supported such action and service. | (a) Providing this opportunity on an LEA -wide basis ensures all families have access to a shared learning experience, promoting consistent understanding and support across home and school. A schoolwide approach fosters inclusion, builds a common language around student well-being, and avoids isolating specific groups, while still offering meaningful benefits to EL and SED students who may require additional support. This action benefits unduplicated pupils by strengthening family understanding of factors that i mpact student well-being, including anxiety, engagement, and social-emotional development. By providing all families with a shared learning experience, the district builds a common foundation for supporting students at home and school. This is particularly beneficial for EL and SED students, as increased family awareness and engagement can help reinforce positive behaviors, improve communication, promote connections, and support student success.<br><br>(b) This action is implemented on a schoolwide basis to ensure all staff have access to real-time translation support, as language needs vary across sites and interactions. School office staff, administrators, counselors, and teachers all engage with families and may require immediate communication tools, particularly when supporting less common languages. Providing universal access ensures responsiveness, supports monolingual staff, and promotes consistent, equitable communication with | ● LCAP Surveys from students, parents, and staff<br>● LCAP PArent Advisory Group Feedback<br>● Usage rates for AES |

| Goal and Action #(s) | 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 |
|---|---|---|---|
| | | all families. Further, multiple participants in ELAC/DELAC can get live translations across multiple languages. Newcomer and immigrant families, particularly those in schools with high EL populations, often face barriers to timely communication due to limi ted availability of translators and the need to schedule interpretation services in advance. This can delay important conversations related to student support, services, and engagement. These challenges are further compounded for less common languages (e.g., Telugu, Pashto), where securing a translator is especially difficult. An on -demand audio enhancement and translation system addresses this need by enabling immediate, accurate communication across a wide range of languages, improving access, responsiveness, and family-school partnerships. | |

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 3.2 | Attendance Rates<br><br>**Need:**<br><br>2025 Dashboard Data on chronic absenteeism rates identify higher rates SEDs at 11.6% compared to other subgroups.<br><br>Current average attendance rates for the month of April indicate:<br>**ELs: 96.80%**<br>**SED: 96.52%**<br>**All: 96.69%** | This action addresses the needs of unduplicated pupils by increasing awareness of the importance of regular attendance and helping families understand how attendance impacts academic success and access to supports. Targeted messaging and outreach can help address common barriers experienced by EL and SED students, improving engagement and consistency in school attendance. Providing this action on an LEA-wide basis ensures all families receive consistent information, while a schoolwide approach promotes a culture of attendance and reduces stigma, supporting all students while benefiting those with the greatest need.<br><br>Data indicate that unduplicated pupils, including EL and SED students, experience higher rates of chronic absenteeism compared to their peers. Barriers such as health, transportation, family responsibilities, and challenges with school connectedness may impact consistent attendance. Increased awareness and communication with families is needed to support regular attendance and ensure these students have full access to instruction and school support. | • Monthly attendance rates<br>• Parent workshops<br>• SARB meetings |

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 3.3 | Family Wellness<br><br>**Need:**<br><br>Counselor input during job-alike meetings indicate high needs for this service for SED and EL subgroups. DELAC/ELAC meetings feedback from parents likewise indicate this need. LCAP parent advisory meeting input echo this need. | Providing Care Solace on a schoolwide basis ensures all students and families have equitable access to mental health resources, creating a supportive and inclusive environment across the district. A universal approach promotes awareness, reduces stigma around seeking help, and allows for timely support, while still providing meaningful benefits to EL and SED students who may have greater needs or face additional barriers to accessing services. Additionally, including staff in access to Care Solace supports overall staff wellness, which is essential for effectively meeting the needs of the most vulnerable students and maintaining positive, responsive learning environments.<br>This action supports unduplicated pupils by increasing access to mental health and wellness resources for students and families who may face barriers to care. EL and SED students, in particular, may experience higher levels of stress, trauma, or limited ac cess to outside services. Care Solace helps connect families to appropriate, culturally responsive providers, improving access to support services that enhance students' well-being, engagement, and ability to succeed in school. | ● Care Solace usage rates<br>● LCAP survey on effectiveness of Care Solace for subgroups<br>● EUSD will pull demographic data and track if a family followed through with the process of being connected to a mental health provider. |

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 3.4 | **Staff Wellness**<br><br>**Need:**<br>Qualitative feedback from the LCAP Roadshow with educators and during C and I meetings indicate this need, particularly from sites with high SED and EL populations. Consultations with EUTA also verify this need. | When staff are supported in their own wellness, they are better equipped to build positive relationships, respond to student needs, and maintain effective classroom environments. Providing this action on an LEA -wide basis ensures all staff across schools benefit from consistent support, promoting a positive school climate districtwide while reducing stigma and fostering inclusive environments for all students.<br>This action supports the needs of unduplicated pupils by promoting staff well -being, which is essential for maintaining a positive, supportive, and responsive learning environment. When staff are equipped with strategies to manage stress and build connections, they are better able to support EL and SED students who may require additional social-emotional, behavioral, and relational support. Strong staff wellness contributes to improved student engagement, relationships, and overall school climate, directly benefiting unduplicated pupils. | ● Wellness Events Participation Rates<br>● Feedback |

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 3.5 | **Raptor Technology & Security Cameras**<br>**Identified Need:**<br>Feedback from SED and EL students (particularly from war-torn countries) indicate higher safety anxiety. This input has been documented as well from empathy/focus group sessions for the LCAP as well as qualitative feedback from our EL Family Liaisons/Student Support and counselors. | This action addresses the needs of unduplicated pupils by ensuring a safe and secure school environment, which is foundational for student well-being, engagement, and learning. EL and SED students, in particular, benefit from environments that reduce uncertainty and promote a sense of safety and belonging. Providing this action on an LEA-wide basis ensures consistent safety measures across all sites, as unduplicated pupils are enrolled throughout the district. A schoolwide approach supports all students and staff, reinforces consistent expectations, and avoids isolating specific groups while creating a secure environment for everyone.<br><br>Unduplicated pupils, including EL and SED students, may be more vulnerable to safety concerns due to factors such as increased mobility, adjustment to new environments, or heightened social-emotional needs. Ensuring a safe, secure, and well-monitored school environment is essential to support their sense of belonging, reduce anxiety, and allow them to fully engage in learning. | ● LCAP Survey Results on Safety: Staff, Students, and Parents<br>● LCAP Parent Advisory Feedback<br>● Empathy interviews - feedback |

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 3.6 | **Safe School Ambassadors Program (SSAP)**<br><br>Identified Needs:<br>Feedback from students who participated in the Empathy Interviews/Focus Group sessions and representing EL and SED subgroups indicate a need for this program. Likewise, administrator feedback echoes such need.<br><br>Suspension rates for ELs and SEDs have increased by 1.7% (ORANGE) and 1.5% (YELLOW) respectively indicate a system of supports that include SASP for modeling prosocial behavior. | This action addresses the needs of unduplicated pupils by promoting a positive and inclusive school climate, reducing behaviors that lead to disciplinary actions, and increasing peer support for EL and SED students. By leveraging student leadership and peer influence, the program helps improve engagement, belonging, and conflict resolution skills, while peer modeling of appropriate behavior supports more effective acculturation for English Learners. Providing this program on a schoolwide basis ensures all students benefit from a consistent, positive environment while avoiding the stigmatization of specific groups, and allows targeted impact for those most at risk of suspension or disengagement.<br>The Safe School Ambassadors program addresses the needs of unduplicated pupils, particularly EL and SED students, by promoting a positive school climate, increasing peer support, and reducing behaviors that lead to disciplinary actions. By fostering inclusion, belonging, and student voice, the program helps mitigate factors that contribute to higher suspension rates and disengagement among these student groups. | ● Suspension rates for UPP subgroups<br>● Behavior incidents for UPP subgroups<br>● Empathy interviews - feedback |

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 3.7 | **Restorative Practices Program (NEW for 2026 - 2027)**<br><br>**Need:**<br><br>Suspension rate data for 2024 and 2025 has indicated disproportionate rates for ELs and SEDs. For 2025, suspension rates for ELs and SEDs have increased by 1.7% (ORANGE) and 1.5% (YELLOW) respectively. Effective alternatives to suspensions are needed.<br><br>Feedback from LCAP parent advisory group and administrators echo this need. | Providing this action on an LEA -wide or schoolwide basis ensures consistent understanding and implementation of restorative practices across all sites and classrooms. A systemwide approach promotes aligned expectations, reduces inconsistencies in discipline, and creates a cohesive, supportive environment for all students while avoiding the stigmatization of specific groups and benefiting those most impacted by exclusionary practices.<br><br>This action supports the needs of unduplicated pupils by addressing the root causes of behavior that contribute to disproportionate suspension rates among EL, LTEL, SED, and SWD students. By building staff awareness of restorative practices, educators are better equipped to respond to student behavior in supportive, relationship - centered ways, helping reduce exclusionary discipline, increase student engagement, and promote a more inclusive school environment. | • PD Attendance Rates<br>• PD Feedback Form<br>• Suspension Rates |

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 3.8 | **Student Social Connection and Activity Grants (New for 26-27)**<br><br>**Identified Need:**<br><br>This need is directly influenced by feedback from EL and SED students during the two empathy interview sessions conducted.<br><br>Input from the leadership team and counselors through job-alike meetings verify this need. | This action addresses the needs of unduplicated pupils by creating structured opportunities for connection, belonging, and positive peer interaction, which are especially important for EL and SED students who may experience isolation or disengagement. Providing this on a schoolwide basis ensures all students have access to inclusive spaces and activities, fostering a positive campus climate while avoiding stigma and allowing targeted benefits for students with the greatest need.<br><br>This action addresses the needs of unduplicated pupils by increasing opportunities for connection and belonging, which are critical for EL and SED students who may experience isolation or disengagement. By creating inclusive spaces and activities, schools can foster peer relationships, improve engagement, and support positive social-emotional development. | • Calibrated behavior log incidents using common language and criteria |

Insert or delete rows, as necessary.

## 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 |
|---|---|---|---|
| 1B.1 | **MTSS/EL TOSA**<br><br>**Identified Need:**<br>With its significantly growing EL population (from 4.8% to 7.6% in 2026), EUSD is faced with the challenge of properly monitoring the progress of its EL students, addressing accountability requirements, and building internal capacity of our educators to pr ovide differentiated support for this diverse subgroup. | The MTSS/EL TOSA will play several critical roles, mainly supporting ELL Progress goal:<br>1. Coach and model designated and integrated practices grounded in research evidence.<br>2. Provide professional development (workshops, training) for teachers to address LTEL and LTEL-AR challenges.<br>3. Monitor and support academic intervention efforts at the sites.<br>4. Conduct a study of EUSDs Reclassification Process and pilot the use of OPTEL.<br>5. Lead study of reclassification criteria at EUSD and propose a redesign that includes OPTEL use.<br>6. Monitor progress of all ELs at each site and address challenges in program delivery effectively and in a timely manner.<br><br>EUSD's staff have faced challenges supporting the surge of EL/Newcomer enrollments. Unfamiliarity with the ELD standards and how Designated ELD and Integrated ELD instruction is delivered is a current challenge. Additionally, EUSD also has a population of LTELs and LTELs-AR whose needs are different and supporting teacher competencies in these instructional areas is a significant need. Further, there are some instructional misconceptions about second language acquisition that must be revisited and address ed (e.g. "good teaching" will suffice for ELs, "translating all learning resources" must be done"). | ● Reclassification Rate<br>● EL Progress by ELPI level<br>● CAASPP Performance of ELs and LTELs<br>● Number of PDs and coaching opportunities provided |

| | | | |
|---|---|---|---|
| 1B.2 | **EL Bilingual Student Support & Family Liaisons (2 FTEs)**<br><br>**Identified Need:**<br><br>ELs remain one of EUSD's lowest performing subgroups in ELA and Science. Using iReady Assessments, 15% of ELs are not meeting reading standards vs. 8% of non-ELs.<br><br>Figures 6 and 7 (on pages 20-21) indicate large achievement gaps for ELs based on 2025 CAASPP. EL progress data shows only 57% of ELs making progress while an increase of 7.3% of ELs failed to progress at least one ELPI level and a decline of 4.5% in the number of ELs progressing at least 1 ELPI level is noted for 2025. | The bilingual aides address these needs by providing direct linguistic support within the classroom, increasing students' access to grade-level curriculum through clarification, translation, and scaffolding of instruction. They also serve as cultural and language liaisons for families, facilitating communication between home and school, supporting participation in meetings such as SSTs and IEPs, and helping families navigate the educational system and access available resources. By bridging language and cultural gaps, the aides strengthen student engagement, improve understanding of instruction, and enhance family involvement, contributing to more equitable educational outcomes for newcomer and immigrant students.<br><br>Newcomer and immigrant students, including English Learners from Russian- and Ukrainian-speaking backgrounds, demonstrate a need for increased linguistic access to instruction and school systems, as well as support in navigating a new educational environment. Language barriers and cultural differences can limit students' ability to fully access grade-level curriculum and impede family engagement in the educational process. Additionally, families of these students often require support to understand school procedures, services, and resources, including participation in meetings such as SSTs and IEPs. These factors indicate a need for bilingual support to enhance communication, increase access to instruction, and strengthen home-school connections to improve student outcomes. | • LCAP Survey of EL Families and EL Teachers<br>• Focus Group interviews with EL/Newcomers at sites served by position |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1B.3 | **Strengthening Designated ELD**<br><br>**Identified Need:**<br><br>ELs remain one of EUSD's lowest performing subgroups in ELA and Science. Using iReady Assessments, 15% of ELs are not meeting reading standards vs. 8% of non-ELs.<br><br>Figures 6 and 7 (on pages 20-21) indicate large achievement gaps for ELs based on 2025 CAASPP. EL progress data shows only 57% of ELs making progress while an increase of 7.3% of ELs failed to progress at least one ELPI level and a decline of 4.5% in the n umber of ELs progressing at least 1 ELPI level is noted for 2025 | This action is principally directed toward English Learners and designed to be effective in meeting their needs by providing systematic, daily language instruction aligned to proficiency levels, which is necessary to accelerate English language acquisition and improve access to core content.<br><br>Implementation inconsistency across sites will be addressed by ensuring that scheduling is clear and explicit, credentialed instructor delivering the ELD program is clearly identified, high - quality curriculum is adopted, and ongoing PD is provided on Designated ELD implementation and the broader competency skill of facilitating effective small group instruction. Coaching and modeling will be provided via the MTSS/EL TOSA.<br><br>District data indicate that English Learners are not making sufficient progress toward English language proficiency, as evidenced by the decline in the English Learner Progress Indicator from . Green to Orange and a decrease in the percentage of students making progress (52.7%). Additionally, implementation of Des ignated ELD is inconsistent across sites in terms of instructional time, curriculum, and delivery model, limiting the effectiveness of Tier 1 language instruction and contributing to stalled progress for English Learners. | • EL Progress on CA Dashboard<br>• EL Performance in CAASPP<br>• EL Performance in iReady Benchmark Assessments |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1B.5 | **LTEL Supports and Services**<br><br>EUSD's LTELS are not being reclassified at the target rate of 50%. Their performance in CAASPP Math and Science lags behind their EO peers. ELPI progress has remained stagnant. | EUSD currently has 38 LTELs and more than 20 LTELs-at-Risk (5 years EL). To support reclassification efforts, a study of EUSD's reclassification criteria will be conducted, as well as providing LTEL teachers (all subjects) training on academic language instruction, noted as a significant barrier to the progress of LTELs. A personalized approach will be adopted by utilizing PLCs to address LTELs' individual needs. A check in with identified staff (counselor, teachers, administrators, MTSS/EL TOSA) will provide support for motivation and resilience building.<br>This action/service item will constitute pay for PD attendance and planning and collaboration among LTEL teachers. PD will be delivered by MTSS/EL TOSA (inhouse). | • LTEL Reclassification Rate<br>• LTEL growth on iReady Diagnostic Assessments<br>• LTEL CAASPP Performance<br>• LTEL Check-in Feedback |

Insert or delete rows, as necessary.

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.

N/A

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

# 2025-26 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $ 2,126,148.00 | $ 2,062,411.46 |

| 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 | 1a.1 | Site-Based Interventions & District Level Monitoring/Support | Yes | $ 791,848 | $ 883,736 |
| 1 | 1a.2 | Comprehensive Diagnostic Assessments | No | $ 400,000 | $ 399,367 |
| 1 | 1a.3 | Professional Development | No | $ 16,000 | $ 20,078 |
| 1 | 1a.4 | Professional Learning Community | No | $ 23,000 | $ 45,756 |
| 1 | 1a.5 | MTSS/Instructional Intervention TOSA | Yes | $ 150,000 | $ 101,757 |
| 1 | 1b.1 | MTSS/EL TOSA | Yes | $ 150,000 | $ 124,532 |
| 1 | 1b.2 | EL/Newcomer Student Support and Family Liaison | Yes | $ 126,000 | $ 118,749 |
| 1 | 1b.3 | PD for ELD Instruction | No | $ 10,000 | $ 5,000 |
| 1 | 1b.4 | EL/Newcomer: Supplementary Programs | No | $ 10,000 | $ 10,729 |
| 1 | 1b.5 | Interventions for Long Term English Learner | No | $ 20,000 | $ - |
| 2 | 2.1 | Counseling Support | Yes | $ 250,000 | $ 204,466 |
| 2 | 2.2 | SEL Screener and Program | Yes | $ 22,000 | $ 5,226 |
| 2 | 2.3 | Professional Development on SEL and Behavioral Skills | No | $ 5,000 | $ 2,173 |
| 2 | 2.4 | SEL Site Grants | Yes | $ 50,000 | $ 35,790 |
| 3 | 3.1 | Parent/Community Engagement | Yes | $ 4,000 | $ 4,240 |
| 3 | 3.2 | Attendance Rates | Yes | $ 50,000 | $ 50,000 |
| 3 | 3.3 | Family Wellness | Yes | $ 11,000 | $ 10,850 |
| 3 | 3.4 | Staff Wellness | No | $ 2,000 | $ 3,160 |
| 3 | 3.5 | Raptor Technology | No | $ 5,300 | $ 5,108 |
| 3 | 3.6 | Safe Schools Ambassador Program | Yes | $ 30,000 | $ 31,694 |

## 2025-26 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $ 1,790,790 | $ 1,564,848 | $ 1,571,040 | $ (6,192) | 0.000% | 0.000% | 0.000% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed 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 | 1a.1 | Site-Based Interventions & District Level Monitoring/Support | Yes | $ 721,848 | $ 883,736.00 | 0.000% | 0.000% |
| 1 | 1a.5 | MTSS/Instructional Intervention TOSA | Yes | $ 150,000 | $ 101,757.00 | 0.000% | 0.000% |
| 1 | 1b.1 | MTSS/EL TOSA | Yes | $ 150,000 | $ 124,532.46 | 0.000% | 0.000% |
| 1 | 1b.2 | EL/Newcomer Student Support and Family Liaison | Yes | $ 126,000 | $ 118,749.39 | 0.000% | 0.000% |
| 2 | 2.1 | Counseling Support | Yes | $ 250,000 | $ 204,465.58 | 0.000% | 0.000% |
| 2 | 2.2 | SEL Screener and Program | Yes | $ 22,000 | $ 5,225.88 | 0.000% | 0.000% |
| 2 | 2.4 | SEL Site Grants | Yes | $ 50,000 | $ 35,790.06 | 0.000% | 0.000% |
| 3 | 3.1 | Parent/Community Engagement | Yes | $ 4,000 | $ 4,239.97 | 0.000% | 0.000% |
| 3 | 3.2 | Attendance Rates | Yes | $ 50,000 | $ 50,000.00 | 0.000% | 0.000% |
| 3 | 3.3 | Family Wellness | Yes | $ 11,000 | $ 10,850.00 | 0.000% | 0.000% |
| 3 | 3.6 | Safe Schools Ambassador Program | Yes | $ 30,000 | $ 31,694.09 | 0.000% | 0.000% |

# 2025-26 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) |
|---|---|---|---|---|---|---|---|---|
| $ 38,264,009 | $ 1,790,790 | 0.235% | 4.915% | $ 1,571,040 | 0.000% | 4.106% | $ 309,669.99 | 0.809% |

## 2026-27 Total Planned Expenditures Table

| LCAP Year (Input) | 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 %) |
|---|---|---|---|---|---|
| 2026-27 | $ 39,361,241 | $ 2,123,783 | 5.396% | 0.808% | 6.204% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 2,433,005 | $ 189,800 | $ 2,000 | $ 33,000 | $ 2,657,805.00 | $ 2,305,005 | $ 352,800 |

| 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 | 1a.1 | Site-Based Interventions & District Level Monitoring/Sup | Low Income, English Learners, Foster Youth | Yes | LEA-wide | All | District Wide | ongoing | $ 1,221,167 | $ - | $ 1,093,667 | $ 127,500 | $ - | $ - | $ 1,221,167 | 0.000% |
| 1 | 1a.2 | Early Literacy Interventions and Small Group Support & | Low Income, English Learners, Foster Youth | No | LEA-wide | All | District Wide | ongoing | $ 5,000 | $ 5,000 | $ - | $ 10,000 | $ - | $ - | $ 10,000 | 0.000% |
| 1 | 1a.3 | Comprehensive and Balanced Assessment System | All | No | LEA-wide | All | District Wide | ongoing | $ - | $ 12,000 | $ - | $ 12,000 | $ - | $ - | $ 12,000 | 0.000% |
| 1 | 1a.4 | iReady Personalized Instruction (IRPI) | All | No | LEA-wide | All | District Wide | ongoing | | $ - | | $ - | $ - | $ - | $ - | 0.000% |
| 1 | 1a.5 | Professional Development (District Wide PD Days and o | Low Income, English Learners, Foster Youth | Yes | LEA-wide | All | District Wide | ongoing | $ 14,000 | $ 2,000 | $ 16,000 | $ - | $ - | $ - | $ 16,000 | 0.000% |
| 1 | 1a.6 | Professional Learning Communities | All | Yes | LEA-wide | All | District Wide | ongoing | $ 64,113 | $ - | $ 64,113 | $ - | $ - | $ - | $ 64,113 | 0.000% |
| 1 | 1a.7 | MTSS/Student Services TOSA | English Learners | Yes | LEA-wide | All | District Wide | ongoing | $ 105,800 | $ - | $ 105,800 | $ - | $ - | $ - | $ 105,800 | 0.000% |
| 1 | 1b.1 | MTSS/EL TOSA | English Learners | Yes | Limited | English Learners | District Wide | ongoing | $ 129,501 | $ - | $ 129,501 | $ - | $ - | $ - | $ 129,501 | 0.000% |
| 1 | 1b.2 | EL/Newcomer Student Support and Family Liaison | English Learners | Yes | Limited | English Learners | District Wide | ongoing | $ 123,061 | $ - | $ 123,061 | $ - | $ - | $ - | $ 123,061 | 0.000% |
| 1 | 1b.3 | Strengthening of Designated ELD Instruction and Implementation (NEW: Refocused | English Learners | Yes | Limited | English Learners | District Wide | ongoing | $ 260,454 | $ 103,000 | $ 360,454 | $ - | $ - | $ 3,000 | $ 363,454 | 0.000% |
| 1 | 1b.4 | EL/Newcomer: Supplementary Programs | English Learners | No | Limited | English Learners | District Wide | ongoing | $ - | $ 10,000 | $ - | $ - | $ - | $ 10,000 | $ 10,000 | 0.000% |
| 1 | 1b.5 | Interventions for Long Term English Learner | English Learners | No | Limited | English Learners | District Wide | ongoing | $ 10,000 | $ - | $ - | $ 10,000 | $ - | $ - | $ 10,000 | 0.000% |
| 2 | 2.1 | Counseling Support | Low Income, English Learners, Foster Youth | Yes | LEA-wide | All | District Wide | ongoing | $ 206,909 | $ - | $ 206,909 | $ - | $ - | $ - | $ 206,909 | 0.000% |
| 2 | 2.2 | SEL Screener and Program | Low Income, English Learners, Foster Youth | Yes | LEA-wide | All | District Wide | ongoing | $ - | $ 10,000 | $ 10,000 | $ - | $ - | $ - | $ 10,000 | 0.000% |
| 2 | 2.3 | Professional Development on SEL and Behaviora Skills | All | Yes | LEA-wide | All | District Wide | ongoing | $ - | $ 45,000 | $ 10,000 | $ 25,000 | $ - | $ 10,000 | $ 45,000 | 0.000% |
| 2 | 2.4 | SEL Site Grants | Low Income, English Learners, Foster Youth | Yes | LEA-wide | All | District Wide | ongoing | $ 50,000 | $ 37,500 | $ 87,500 | $ - | $ - | $ - | $ 87,500 | 0.000% |
| 2 | 2.5 | Development of EUSD Student Success and Behavior Support Guide | All | Yes | LEA-wide | All | District Wide | ongoing | $ 70,000 | $ - | $ 70,000 | $ - | $ - | $ - | $ 70,000 | 0.000% |
| 3 | 3.1 | Parent/Community Engagement | All | Yes | LEA-wide | All | District Wide | ongoing | $ - | $ 15,000 | $ 5,000 | $ - | $ - | $ 10,000 | $ 15,000 | 0.000% |
| 3 | 3.2 | Attendance Rates | Low Income, English Learners, Foster Youth | Yes | LEA-wide | All | District Wide | ongoing | $ - | $ 60,000 | $ 60,000 | $ - | $ - | $ - | $ 60,000 | 0.000% |
| 3 | 3.3 | Family Wellness | All | Yes | LEA-wide | All | District Wide | ongoing | $ - | $ 11,000 | $ 11,000 | $ - | $ - | $ - | $ 11,000 | 0.000% |
| 3 | 3.4 | Staff Wellness | All | No | LEA-wide | All | District Wide | ongoing | $ - | $ 2,000 | $ - | $ - | $ 2,000 | $ - | $ 2,000 | 0.000% |
| 3 | 3.5 | Raptor Technology | All | No | LEA-wide | All | District Wide | ongoing | $ - | $ 5,300 | $ - | $ 5,300 | $ - | $ - | $ 5,300 | 0.000% |
| 3 | 3.6 | Safe Schools Ambassador Program | Low Income, English Learners, Foster Youth | Yes | LEA-wide | All | District Wide | ongoing | $ 35,000 | $ - | $ 35,000 | $ - | $ - | $ - | $ 35,000 | 0.000% |
| 3 | 3.7 | Restorative Justice | All | Yes | LEA-wide | All | District Wide | ongoing | $ 10,000 | $ - | $ 10,000 | $ - | $ - | $ - | $ 10,000 | 0.000% |
| 3 | 3.8 | Student Social Connections and Activity Grants | All | Yes | LEA-wide | All | District Wide | ongoing | $ - | $ 35,000 | $ 35,000 | $ - | $ - | $ - | $ 35,000 | 0.000% |

## 2026-27 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 |
|---|---|---|---|---|---|---|---|---|---|
| $ 39,361,241 | $ 2,123,783 | 5.396% | 0.808% | 6.204% | $ 2,433,005 | 0.000% | 6.181% | **Total:** | $ 2,433,005 |
| | | | | | | | | **LEA-wide Total:** | $ 1,819,989 |
| | | | | | | | | **Limited Total:** | $ 613,016 |
| | | | | | | | | **Schoolwide Total:** | $ - |

| 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 | 1a.1 | Site-Based Interventions & District Level M | Yes | LEA-wide | All | District Wide | $ 1,093,667 | 0.000% |
| 1 | 1a.2 | Early Literacy Interventions and Small Grou | No | LEA-wide | | District Wide | $ - | 0.000% |
| 1 | 1a.3 | Comprehensive and Balanced Assessment | No | LEA-wide | | District Wide | $ - | 0.000% |
| 1 | 1a.4 | iReady Personalized Instruction (IRPI) | No | LEA-wide | | District Wide | $ - | 0.000% |
| 1 | 1a.5 | Professional Development (District Wide Pl | Yes | LEA-wide | All | District Wide | $ 16,000 | 0.000% |
| 1 | 1a.6 | Professional Learning Communities | Yes | LEA-wide | All | District Wide | $ 64,113 | 0.000% |
| 1 | 1a.7 | MTSS/Student Services TOSA | Yes | LEA-wide | All | District Wide | $ 105,800 | 0.000% |
| 1 | 1b.1 | MTSS/EL TOSA | Yes | Limited | English Learners | District Wide | $ 129,501 | 0.000% |
| 1 | 1b.2 | EL/Newcomer Student Support and Family | Yes | Limited | English Learners | District Wide | $ 123,061 | 0.000% |
| 1 | 1b.3 | Strengthening of Designated ELD Instructic | Yes | Limited | English Learners | District Wide | $ 360,454 | 0.000% |
| 1 | 1b.4 | EL/Newcomer: Supplementary Programs | No | Limited | | District Wide | $ - | 0.000% |
| 1 | 1b.5 | Interventions for Long Term English Learne | No | Limited | | District Wide | $ - | 0.000% |
| 2 | 2.1 | Counseling Support | Yes | LEA-wide | All | District Wide | $ 206,909 | 0.000% |
| 2 | 2.2 | SEL Screener and Program | Yes | LEA-wide | All | District Wide | $ 10,000 | 0.000% |
| 2 | 2.3 | Professional Development on SEL and Beh | Yes | LEA-wide | All | District Wide | $ 10,000 | 0.000% |
| 2 | 2.4 | SEL Site Grants | Yes | LEA-wide | All | District Wide | $ 87,500 | 0.000% |
| 2 | 2.5 | Development of EUSD Student Success ar | Yes | LEA-wide | All | District Wide | $ 70,000 | 0.000% |
| 3 | 3.1 | Parent/Community Engagement | Yes | LEA-wide | All | District Wide | $ 5,000 | 0.000% |
| 3 | 3.2 | Attendance Rates | Yes | LEA-wide | All | District Wide | $ 60,000 | 0.000% |
| 3 | 3.3 | Family Wellness | Yes | LEA-wide | All | District Wide | $ 11,000 | 0.000% |
| 3 | 3.4 | Staff Wellness | No | LEA-wide | | District Wide | $ - | 0.000% |
| 3 | 3.5 | Raptor Technology | No | LEA-wide | | District Wide | $ - | 0.000% |
| 3 | 3.6 | Safe Schools Ambassador Program | Yes | LEA-wide | All | District Wide | $ 35,000 | 0.000% |
| 3 | 3.7 | Restorative Justice | Yes | LEA-wide | All | District Wide | $ 10,000 | 0.000% |
| 3 | 3.8 | Student Social Connections and Activity Gr | Yes | LEA-wide | All | District Wide | $ 35,000 | 0.000% |

## 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.

Back to top

# 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.

Back to top

# 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

**School districts and COEs:** *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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.

**Chater schools:** *EC* Section 47606.5(d) (California Legislative Information) 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 *EC* Section 52062 (California Legislative Information);

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of EC Section

52062(a).

- For COEs, *EC* Section 52068 (California Legislative Information); and
- For charter schools, see *EC* Section 47606.5 (California Legislative Information).
- **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 *EC* 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

**Back to top**

# 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 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 (DOCX) 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) (California Legislative Information) 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

- 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.

**Back to top**

# 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 the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

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

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

    - 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 of the number and concentration of unduplicated students in the current school year.

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

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 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).