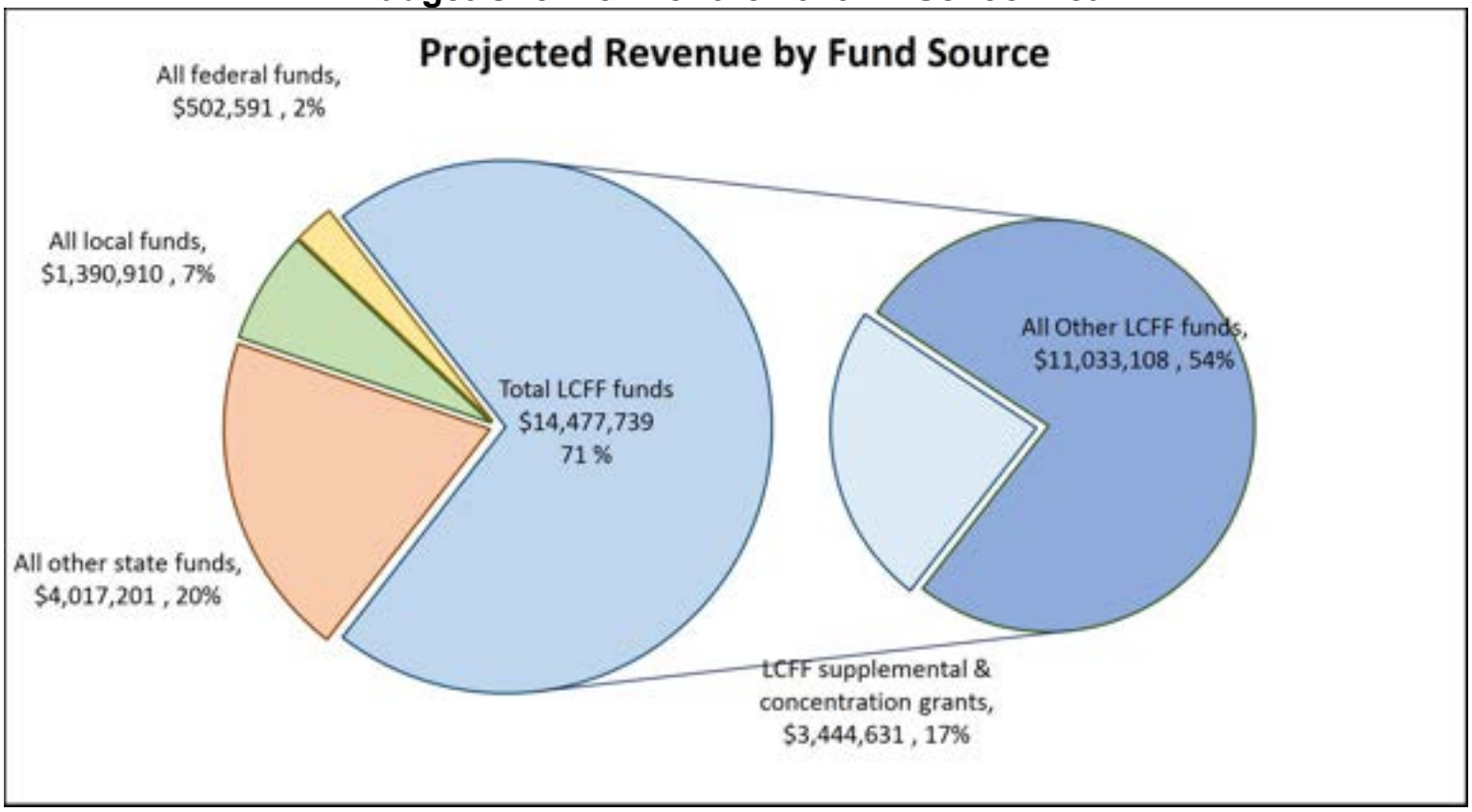
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Esparto Unified School District
CDS Code: 57726865732904
School Year: 2026-27
LEA contact information:
Christina Goennier Ed.D.
Superintendent
cgoennier@eusdk12.org
530-787-3446

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

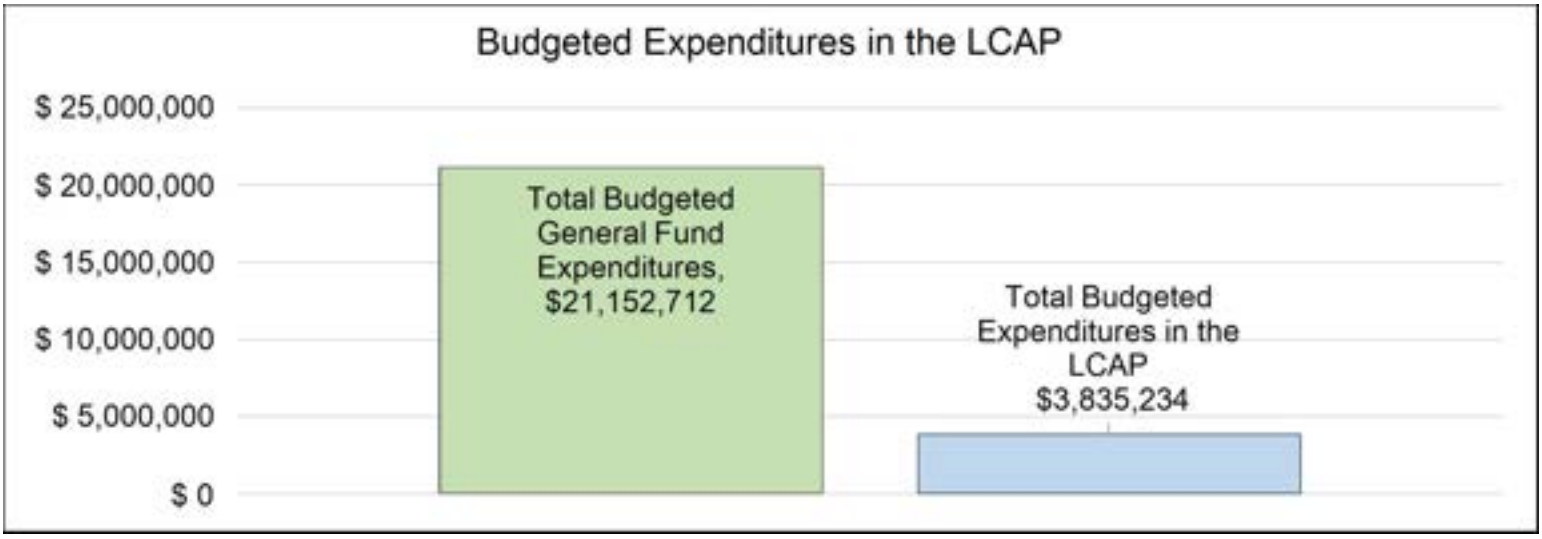


This chart shows the total general purpose revenue Esparto Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Esparto Unified School District is $20,388,441, of which $14,477,739 is Local Control Funding Formula (LCFF), $4,017,201 is other state funds, $1,390,910 is local funds, and $502,591 is federal funds. Of the $14,477,739 in LCFF Funds, $3,444,631 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 Esparto Unified 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: Esparto Unified School District plans to spend $21,152,712 for the 2026-27 school year. Of that amount, $3,835,234 is tied to actions/services in the LCAP and $17,317,478 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

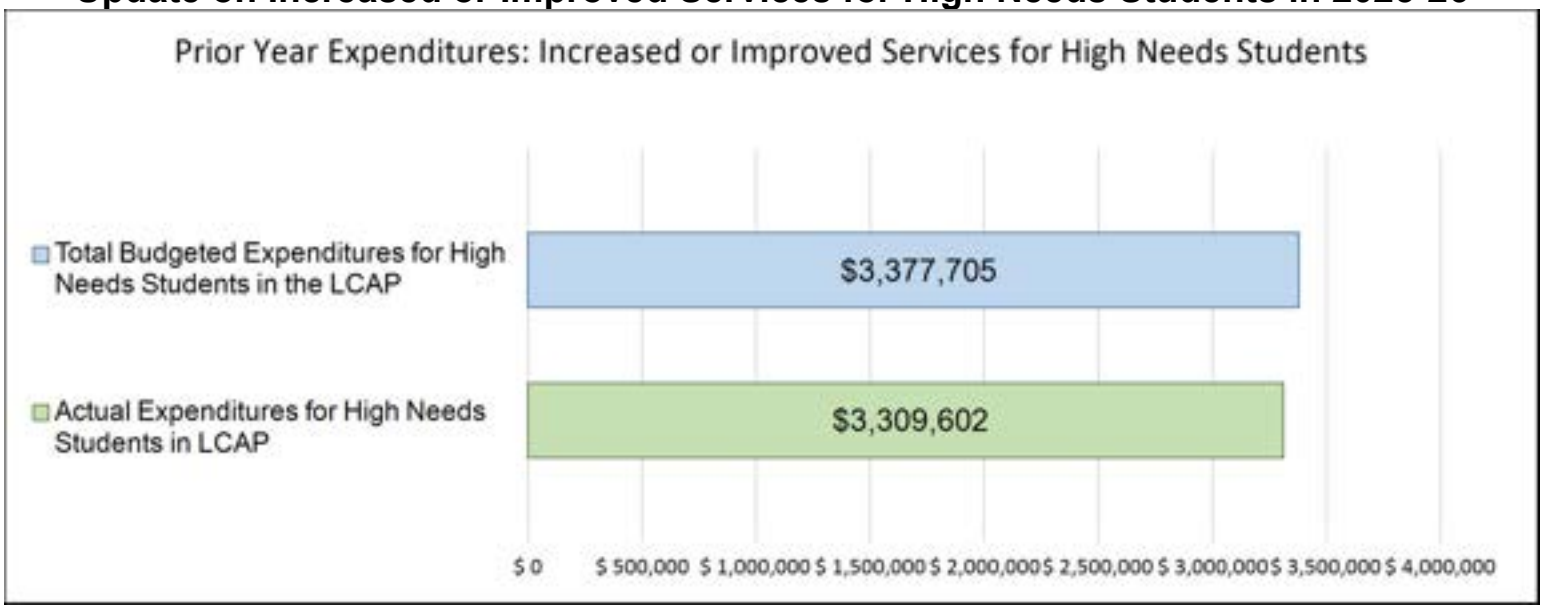
Base instructional salaries and benefits, transportation, maintenance and operations, special education, utilities, technology and other general expenditures.

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

In 2026-27, Esparto Unified School District is projecting it will receive $3,444,631 based on the enrollment of foster youth, English learner, and low-income students. Esparto Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Esparto Unified School District plans to spend $3,444,631 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 Esparto Unified 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 Esparto Unified 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, Esparto Unified School District's LCAP budgeted $3,377,705 for planned actions to increase or improve services for high needs students. Esparto Unified School District actually spent $3,309,602 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $68,103 had the following impact on Esparto Unified School District’s ability to increase or improve services for high needs students:

The difference between planned and estimated actual expenditures for contributing actions in 2025–26 was $68,103, with estimated actual expenditures totaling $3,309,602 compared to planned expenditures of $3,377,705. This variance did not materially impact the implementation of actions and services or the overall level of increased or improved services provided to high needs students.

Most planned actions and services were implemented as intended, and high needs students continued to receive supplemental supports in areas such as instructional materials, technology access, English learner instruction, literacy and ELD support, extended learning, academic counseling, family engagement, attendance supports, integrated services, field trips, athletics, and social-emotional learning. The lower actual expenditures were primarily the result of normal implementation variances, such as actual costs being lower than projected in some actions, including integrated services, athletics, facility improvements, technology, music, and social-emotional learning.

Overall, the district maintained the planned level of increased or improved services for unduplicated pupils. Any unspent funds were reviewed to determine appropriate next steps, including redirection, to continue strengthening supports for high needs students.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Esparto Unified School District	Christina Goennier Ed.D. Superintendent	cgoennier@eusdk12.org 530-787-3446

Plan Summary [2026-27]

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.

Overview
In 1888, Vaca Valley & Clear Lake Railroad officials gave the name Esperanza ("hope" in Spanish) to their new home, but the name was changed because there was already an Esperanza in a nearby county. In 1893, Esparto High School was established in Yolo County and officially became the second high school. Local residents formed the Esparto Unified School District in 1959, thus establishing what we know today as our school district. Many one-room school houses that became part of the district are still standing, and the district's emblem, "the bell," is from the Cañon School. In the 2020 United States Census, the town of Esparto had a population of 6,594, which represents a 47% increase from the 2010 Census. The district is comprised of an elementary school, a middle school, a high school, and a continuation high school. The Esparto Unified School District is a small, rural, agricultural district in Yolo County that serves the towns of Madison, Esparto, Capay, Brooks, Guinda, and Rumsey. The district has a geographical area of 550 square miles. Agriculture is the largest industry in the area. The largest public employer is UC Davis, with the Cache Creek Casino being the largest private employer in the county. Esparto Unified School District facilities are the focal point of many of the community's social, academic, athletic, and cultural activities.

The Esparto Unified School District is focused on the emotional, social, and academic well-being of every TK-12 student. We believe that our school system will empower students to be college/career-ready when they graduate. Our district has experienced excellent improvement in student performance on numerous assessments. Our focus on college readiness is aligned with the number of students taking and passing Advanced Placement tests and Dual Enrollment courses. There continue to be student subgroups who are not achieving at high levels. Students with special needs, English learners, and socio-economically disadvantaged students are not achieving at the same levels as their peers.

In 2025-2026, on Census Day, 981 students were enrolled in grades TK -12 in the Esparto Unified School District. Enrollment by ethnicity and race was: 16.51% White, 76.15% Hispanic, 0.41% Asian, 0.82% Filipino, 3.47% two or more races, 1.53% African American, 0.82% American Indian or Alaska Native.
79.64% of EUSD students were socioeconomically disadvantaged.
34.70% of EUSD students were English Learners.
13.84% of EUSD students were students with special needs.

Madison Community High School is the only site within EUSD that received the Equity Multiplier for the 2025-26 school year. The focus goal is Goal #4 of our LCAP plan, which is "Improving Attendance and Academic Performance at Madison Continuation High School."

Esparto Unified created the Graduate Profile, found in our strategic plan, for our students in the 2024-2025 school year in collaboration between our administrators, certificated staff, classified staff, students, parents, and community members. The strategic plan, which will help us implement the graduate profile, consists of the following promise statement and core values:

DISTRICT PROMISE STATEMENT
We promise to appreciate each student for their uniqueness, acknowledge their potential, and support their academic and social-emotional growth to ensure their success in learning and in life.

CORE VALUES
Accountability: We hold high expectations of ourselves and others and accept ownership of the outcomes we produce, individually and collectively.

Achievement: We value perseverance in the relentless pursuit of knowledge, intellectual growth, and the attainment of our goals.

Cooperation: We cultivate a growth mindset to achieve more individually and as a team.

Trustworthiness: We believe in the integrity and honesty of everyone in our district and in their commitment to the goals of the organization.

Compassion: We care for and are kind to one another, value the diversity of our community, and are open to new experiences and challenges.

EUSD's STRATEGIC PLAN consists of the following 5 specific goals:

GOAL 1: Early Learning & Achievement by 3rd Grade
Every student will participate in high-quality pre-transitional kindergarten program and curriculum, meet early-learning readiness criteria, and achieve grade-level benchmarks by the end of grade 3.

GOAL 2: Safety, Well-being, & Inclusion

Every student will experience a positive and safe school environment and receive the necessary support to nurture their growth emotionally, behaviorally, mentally, and physically.

GOAL 3: Engagement & Ownership in Action
Every student will develop essential habits of mind and behavior by exemplifying self-awareness, ownership of learning, and purposeful engagement in school.

GOAL 4: Continuous Growth Resulting in Academic Mastery
Every student will receive an equitable opportunity for success, demonstrate continuous academic progress, and meet standards of performance in core subjects.

GOAL 5: Readiness for College, Career, & Life
Every student will graduate from high school ready for college, career, and a successful post-secondary transition.

Reflections: Annual Performance

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

The California School Dashboard uses a five-color performance system—Blue, Green, Yellow, Orange, and Red—to show how districts and schools are performing and improving over time on state and local indicators, helping guide LCAP goals, actions, and resource decisions to better support student success. Blue represents the highest level of performance, followed by Green, Yellow, Orange, and Red, which indicates the greatest need for improvement and additional support.

When reflecting on annual performance, we see both positive and continued areas for growth. The positive that we see is that we are in the green for graduation rates and for college/career. Districtwide, we went from being in the "Red" for math in the previous year to being in the "Yellow" now. We also improved in ELA, going from "Orange" to "Yellow." Esparto High School is in the"Blue" for graduation rates and in the "Green" for ELA. Esparto Elementary School is in the "Green" for suspensions. Esparto Middle School is in the "Blue" for EL Progress and in the "Green" for Science.

Here are our continued needs:

District Wide: The following student subgroups in our district were in the Red according to the 2025 CA Dashboard:

Suspensions: Homeless, and Two or More Races
No other subgroups were in the red for any categories

Breakdown by Site:

Esparto Elementary School 2024-2025: English Learners, Hispanic Students, and Socioeconomically disadvantaged students are in the red for ELA (these are the same groups that were also in the red on the CA Dashboard in the 2023-2024). Students with disabilities & White students are in the orange for ELA.
Students with disabilities are in the orange for Math. Hispanic Students and Students with disabilities are in the orange for chronic absenteeism. Students with disabilities and English Learners are in the orange for suspension rates. English Learners are in the orange for EL progress.

2022-2023 Overall CA Dashboard Data for Esparto Elementary School:
ELA - Red
Math - Orange
Suspension - Green
EL - Red

Esparto Middle School 2024-2025: English Learners are in the orange for ELA. English Learners, Hispanic students, and socioeconomically disadvantaged students are in the orange for math. White students are in the red for chronic absenteeism and suspension rates. English learners and long-term English learners are in the orange for suspension rates.

2022-2023 Overall CA Dashboard Data for Esparto Middle School:
ELA - Orange
Math - Red
Suspension - Red
EL - Red

Esparto High School 2024-2025: Hispanic and socioeconomically disadvantaged students are in the orange for Math. English Learners and long-term English learners are in the red for suspension rates. English Learners are in the orange for EL progress.

2022-2023 Overall CA Dashboard Data for Esparto High School:
ELA - Green
Math - Orange
Suspension - Green
EL - No Performance Color

Here are our reflections on the actions for each of our goals: The actions were very effective in making progress toward Goal #1 during the 3 year LCAP cycle. The data from Metrics 1, 2, 3,4, 6, and 7 all show that we have made progress over the last 3 years. For the first metric, our goal is to maintain a "Good" FIT rating, which we continued to do. Over 94% of our teachers TK-12, meet the HQT status, all campuses meet the Williams Act requirements, and EUSD continues to provide professional development to our staff. In addition, we are fully staffed with credentialed and intern teachers, and support them through induction programs. We had a 8.7% increase in students being college and career ready based on the dashboard.

For Goal #2, most of the specific actions were effective in making progress toward the goal during the 3-year LCAP cycle. Our district continues to provide our staff with professional development in Common Core Standards. We continue to see our teachers implement high-impact instructional strategies, there are more students participating in visual/performing arts field trips, all middle school students have at least one elective class, and we now have regular vertical articulation across the district. District-wide, our chronic absenteeism rate declined by 7.7% from the previous year, and our EL progress was 12.6% higher as well. We will continue to prioritize student achievement in ELA and Math, as our data shows that we, overall, declined in ELA by 4.4 points and maintained in Math (111 points below standard).

For Goal #3, the specific actions were effective in making progress toward this goal. The data shows that we have higher participation rates in student-led conferences, we continue to have parents volunteer for the district, we have lower suspension rates this year, and our students are attending more field trips. In addition, we are also administering more surveys in order to gather parent input. One area that we are still trying to grow in is metric 6, where our students' reports of feeling connectedness/safe at school have been low over the years.

Esparto Unified has a Learning Recovery Emergency Block Grant (LREBG) to be expended in 2025-26. Based on the needs assessment, EUSD students district-wide scored 8 points below typical on the Growth Score, EL scored 12 points below, Long Term English Learners 11 points below, Hispanic 10 points below, Socio-Economically 9 points below, and Students with Disabilities 20 points below typical growth. How action 2.7 is expected to address areas of need is to increase access to career workshops and experiences - increased student access to career workshops and career field experiences to support all students (targeting English Learners, socio-economically disadvantaged students, and foster youth).

Goal 1: High-Quality Classroom Instruction and Curriculum

Action 1.3
Necessary instructional materials associated with Common Core State Standards and English Language Development Standards will be purchased to support all students, including English Learners, socio-economically disadvantaged students, and students with special needs. The Learning Recovery Block Grant will be used to ensure timely and equitable access to these resources, with a focus on addressing learning gaps caused by the pandemic.

Action 1.8
Professional Learning to support teacher professional growth will focus on Career-Technical Education and Advanced Placement to support all students. Other examples of training at all sites include: Common Core Standards, Next-Generation Science Standards, critical reading and writing, implementation of data-based achievement analysis, and technology integration. These opportunities will be provided for all students, including English Learners, socio-economically disadvantaged students, and students with special needs. LRBG funds will help expand these trainings, particularly in areas shown to impact learning recovery.
Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees to support all students by providing 3 additional days of professional learning for teachers.
Learning Recovery Block Grant funds will be used, where appropriate, to sustain staffing and training initiatives focused on academic recovery and acceleration.
Provide additional staffing to support enrichment and remedial opportunities for students at all sites. This includes LRBG-funded positions focused on closing achievement gaps that have widened post-pandemic.

Goal 2: Interventions and Supports to Increase Student Achievement

Action 2.1
Provide support for literacy through two Early Literacy Teacher positions. These positions will coordinate the work of instructional aides, support teachers with small-group instructional planning, and provide small-group reading instruction in grades TK-8. The District EL Coordinator will provide targeted English Learner support through consultation, modeling, and training.
Provide librarian technician services to support reading achievement.
These literacy initiatives are supported through the Learning Recovery Block Grant, with an emphasis on foundational reading skills and early intervention for students most impacted by learning loss.

Action 2.2
Provide a math specialist to coach teachers across the district. This specialist will train teachers on high-impact, research-based strategies to increase math achievement.
The following actions are funded through the Learning Recovery Block Grant:

Increase the current math coach from 182 days to 212 days.

Hire a preschool–3rd-grade math coach (212 days) to focus on early intervention.
Evidence from Boston Public Schools' early childhood initiative shows math coaching in P–2 classrooms leads to significant gains in teacher quality and student outcomes (Clements & Sarama, 2011). These efforts are part of the district's LRBG-funded strategy to address learning gaps in mathematics.

Reflections: Technical Assistance

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

The Esparto Unified School District was identified as eligible for Differentiated Assistance based on 2023 dashboard outcomes for the following student groups:
Homeless: For Chronic Absenteeism and suspension Rates

In the 2024 dashboard, no student groups performed in the red in 2 or more indicators.

In order to gain higher success, we are planning on using the assistance to support our staff in improving our instructional practices. This summer, our staff will attend the Professional Learning Communities at Work Conference (hosted by Solution Tree) in Sacramento. The training that our staff receives through this conference will be implemented during our Team Time (on our Early Release Wednesdays) when we work on raising student achievement. We also using the assistance to pay for the Strategic Design process and the reports that are being provided to us by YCOE. In partnership with YCOE, Esparto Unified School District engaged in several improvement efforts to investigate and address areas of identified need including:

Used office discipline referral data, fidelity data (PBIS TFI), and qualitative measures to determine areas of growth to continue to sustain the implementation of Positive Behavior Intervention and Support (PBIS) in order to lower suspension rates, increase student attendance, and school engagement (Goal 2, Action 2.12), (Goal 3, Action 3.3, 3.6, 3.7, and 3.8).

YCOE staff have worked with the EUSD MTSS team and staff to develop data-driven decision-making practices to progress monitor evidence-based behavioral interventions which has assisted in identifying inclusive behavioral practices to address identified areas of need (Goal 2, Action 2.12).

EUSD leaders participate in Weekly Community of Practice Meetings held with Directors of Student Services, Ed Services leads, and ECE Directors, whereby chronic absenteeism, truancy protocols, alternatives to suspensions/expulsions, instructional practices, and social-emotional learning are discussed and best practices are shared across Yolo County. In addition, YCOE and EUSD staff overseeing English Learners, Social-Emotional Learning, SELPA, Tobacco Use and Prevention, MTSS, Community School Support, and Career Technical Education also meet regularly to improve student outcomes.

The Yolo County SELPA, based on the input of special education program administrators, provides professional development to staff in Woodland Joint Unified. The professional development addresses best practices in terms of curriculum, legal compliance, effectively and positively addressing behavior issues, and increasing meaningful inclusion. Inclusion professional development for district inclusion teams is provided to increase equity and access for all students. The increase in equity and access will help increase students' academic performance, improve behavior and increase attendance.

YCOE helped facilitate a training between Inform2Inspire and EUSD leadership on analysis of data to determine root causes of student groups in need of improvement.

YCOE and EUSD engaged in ongoing professional learning to support continuous improvement such as: Providing professional learning for EUSD TOSAs and new administrators focused on CA English Learner Roadmap implementation in spring, 2024, EUSD instructional coaches are part of the Yolo County Instructional Coaches' Network, which provides coaching support and opportunities for idea-sharing and problem-solving with instructional coaches across the county, YCOE has collaborated with EUSD staff to provide access to professional learning courses on Career Technical Education administration, funding, instructional practices and other related topics for administrators and teachers as well as hosted training for implementation of county-wide work based learning database and management platform.

EUSD K-8 teachers are joining a professional learning series focused on implementation of the CA Math Framework, funded and hosted by YCOE and YCOE is providing professional learning focused on effective instruction for students designated as English Learners for EUSD secondary teachers.

YCOE has monthly training meetings with the Foster Youth/ Homeless Liaison from each district. These meetings include training on Trauma-informed practices, review of educational rights of Foster Youth and Homeless students, use of state and federal funding for these designated student groups, and troubleshooting complex situations.

EUSD has participated in a YCOE Community of Practice (CoP) for the Student Behavioral Health Incentive Program (SBHIP) to support anchor sites with establishing a wellness center/program and creating a Closed Loop Referral System to streamline the referral process, keep all necessary staff in the loop, and improve equity and access for students needing mental health supports (Goal 3, Action 3.5).

The YCOE SELPA program data analyst meets individually with the EUSD's district's program data analyst to ensure that pupil and staff reports are accurate which ensures that district staff have accurate information to work with to accurately address the needs of students with disabilities (Goal 2, Acton 2.9).

EUSD has participated in a YCOE Community of Practice for SEL to implement the CalHOPE grant and support schools and districts with their SEL programming. This supports students to feel more connected to school, helps them regulate their emotions, and helps the district identify when greater support is needed.

EUSD and YCOE are collaborating together to Develop an implementation and monitoring plan for 2025-2026 as reflected in the LCAP.

YCOE will support EUSD with implementation in 2025-2026 and provide additional technical assistance as needed.

The strategic design process began early in the 2023-2024 school year with the design of our graduate profile. We sought feedback from all of our educational partners (students, staff, parents, community members) when creating the graduate profile for EUSD from start to finish. We are paying a third party (Performance Fact, Inc.) to support us through the process of the strategic plan for our district. In addition to a full 2 day workshop, Performance Fact also facilitated several other workshops to make sure that everyone's voices were being heard. For example, they came to visit the students at EMS and EHS to gather their input at the end of March. We also held a community forum mid-April to gather feedback from parents and other community members. Through the strategic planning process, our district will have a finalized 3-5 year plan. We wanted to invest into a strategic design plan for the following reasons:

Vision and Mission Alignment: A strategic design plan helps align our district's vision and mission with actionable strategies. This ensures that all initiatives, programs, and activities within the district are moving in the same direction, towards common goals.

Resource Allocation: It assists in the effective allocation of resources, including finances, personnel, and time. By identifying priorities and areas of focus, the plan guides decision-making regarding resource allocation to maximize impact and efficiency.

Continuous Improvement: A strategic design plan will foster a culture of continuous improvement within our EUSD district. It outlines measurable objectives and performance indicators, allowing for ongoing assessment and adjustment to ensure our district is meeting its goals.

Stakeholder Engagement: The development of a strategic design plan involves input from various stakeholders, including educators, administrators, parents, students, and community members. This engagement process helps ensure that the plan reflects the diverse needs and perspectives of the Esparto school community.

Long-term Planning: By taking a long-term perspective, a strategic design plan helps the district anticipate future challenges and opportunities. It allows our district to plan for sustainable growth and adaptability in a changing educational landscape.

Accountability: The plan establishes clear benchmarks and accountability mechanisms for tracking progress towards goals. This accountability ensures transparency and helps build trust within the school community.

Coordination and Collaboration: A strategic design plan promotes coordination and collaboration among schools, departments, and external partners. By aligning efforts and sharing best practices, the plan facilitates synergy and efficiency in achieving shared objectives.

Overall, a strategic design plan serves as a roadmap for our district, guiding decision-making, fostering continuous improvement, and ultimately, enhancing educational outcomes for students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

No schools are eligible for comprehensive support and improvement.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
Parents, Students, Administrators, Certificated/Classified Staff, All Labor Partners	LCAP Task Force
EL Parents, Students, Teachers, Administrators	DELAC
Parents, Certificated Staff, Classified Staff, Administrators	SSC
Parents, Certificated Staff, Classified Staff, Administrators	PTO
Community Members (includes everyone), All Labor Partners	Community Forums/Focus Groups
Esparto Teachers Association, Ca School Education Association	Meetings

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

In order to make sure that we are collaborating with our educational partners throughout the LCAP process, we engaged them in the following ways: LCAP Task Force, DELAC, School Site Council, PTO, and Community Forums/Focus Groups. We also sent out a district-wide survey.

LCAP Task Force: The LCAP Task Force is made up of administrators, staff, parents/guardians, and students from each site. We had three meetings this school year, during which we discussed data, collected input, and worked on the LCAP rough draft.

School Site Council and DELAC: We had five (5) School Site Council meetings this year. We also had one (1) DELAC meeting. During the meetings, we looked at local/state data, collected input on students and families' needs, collected input for the school site plans, and also discussed the LCAP. These meetings were open to all families and staff. The links and agendas to each meeting were sent out at least 72 hours ahead of time, and reminders were sent out on the same day.

Each school site has an LCAP Task Force committee with the site administrator as the lead. Teachers, classified staff, parents, and students have an opportunity to volunteer for the committee. The meetings are held on Zoom three times a year.

EUSD administers an annual LCAP survey to all educational partners that is accessed online and can be completed on a mobile phone to seek input on the LCAP goals.

PTO: We had ten (10) monthly PTO meetings this year. In addition to planning school events/fundraisers, we also collected input through conversation for the site plans and LCAP.

The following is the feedback we received on any changes needed to the current LCAP goals, action steps, and metrics.

Goal 1: Conditions of Learning and all of the key actions tied to the goal received 91% Agree/Strongly Agree from stakeholders.

Goal 2: Student Achievement and all of the key actions tied to the goal received from 77% Agree/Strongly Agree to 90% Agree/Strongly Agree from the stakeholder groups.

Goal 3: Community Engagement and all of the key actions tied to the goal received from 74.4% Agree/Strongly Agree to 91% Agree/Strongly Agree from the stakeholder groups. The only outlier in this category was when stakeholders were asked if students enjoyed coming to school, and that response was a 51% for Agree/Strongly Agree (which was still an increase from the 39.2% in the previous year).

Next Steps: Continue to have more fun activities on campus (clubs, extracurriculars), more hands-on learning in classrooms, continue to maintain facilities and provide materials to students, and more communication from staff.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Establish Conditions of Learning to maintain facilities, retain staff, implement standards, and offer broad course access.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 1 was developed to ensure the schools have their basic needs met. Well maintained facilities, an appropriately credentialed, trained work force, adequate materials and an increase in college and career success. A survey was sent out to all of our educational partners to determine whether the district needed to make any changes to the 2024-2027 LCAP Goal 1 or any of the action steps for Goal 1. The survey results demonstrated a strong need to keep Goal 1 and all of the current action steps. Each action step ties directly into one or more of the metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Annual audit of school facilities.	All campuses registered a "Good" FIT rating.	All campuses continue to meet a "Good" FIT rating.	All campuses continue to meet a "Good" FIT rating.	Continue to have all campuses register a "Good" FIT rating.	No difference-All campuses are meeting goal
1.2	Compliance with Commission on Teacher Credentialing audit.	90% of all teachers TK-12 met HQT status	94% of all teachers TK-12 met HQT status	94% of all teachers TK-12 met HQT status	Continue to maintain or ensure 100% of all teachers K-12 meet HQT status	No difference
1.3	Sufficiency of Standards-aligned instructional materials. District audit of textbook sufficiency &	All campuses meet minimum Williams Act requirements and 100% of students have access	All campuses meet minimum Williams Act requirements and 100% of	All campuses meet minimum Williams Act requirements and 100% of	Continue to have all district campuses meet minimum Williams	No difference-All campuses are meeting goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Williams Act review/reporting.	to standards-aligned materials.	students have access to standards-aligned materials.	students have access to standards-aligned materials.	Act requirements and have 100% of students have access to standards-aligned materials. As well as have improved and updated any areas of the curriculum.	
1.4	Annual evaluation of professional development offerings.	EUSD continues to provide training of PBIS, Renaissance learning, subject specific and social emotional learning.	Training has been provided (and ongoing) for Renaissance, PBIS, ELD, and subject specific.	Training has been provided (and ongoing) for Renaissance, PBIS, ELD, Project Based Learning, and subject specific.	Have EUSD continue to provide district-wide staff development that focuses focusing on new standards, strategies, and social emotional learning.	No difference- Training is Ongoing
1.5	Annual reports tracking percentage of students who are college and career ready.	Class of 2023 A-G completion Rate: 34.6% CTE completers: 63.5%Rate: 41.5%	Dashboard shows that Students Prepared for College and Career are 46.1% which increased by 7.3%	Dashboard shows that Students Prepared for College and Career are 58.7% which increased by 8.7%	Continue to maintain or increase annual rates of College and Career Indicator Rates.	8.7% Increase
1.6	Annual evaluation of staff retention and recruitment. (LREBG Action 1.8)	EUSD continues to remain fully staffed with credentialed and intern teachers and staff members.	EUSD continues to attract and retain highly qualified staff.	EUSD continues to attract and retain highly qualified staff.	Have EUSD continue to attract and retain highly qualified staff.	No difference
1.7	Annual evaluation of teacher induction and	EUSD continues to provide teacher induction and intern	EUSD continues to provide teacher induction and	EUSD continues to provide teacher	Have EUSD continue to support teacher induction	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teacher intern support programs	programs for employees.	intern programs for employees.	induction and intern programs for employees.	and also support teacher interns.	

Goal Analysis [2025-26]

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.

In Year 1, EUSD was able to either maintain or move in a positive direction in all 7 action steps. We continue to meet our goal of having a "Good" Fit Rating for the conditions of our facilities. All of our campuses continue to meet the Williams Act requirements and we continue to support teacher induction and intern teachers. This year, we ensured that there was alignment district-wide in training so that TK-12 teachers were all receiving training on specific high-impact instructional strategies. We feel successful in what we are doing based on the data.

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

There were very few differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 1. Overall, expenditures remained closely aligned with the original plan and reflected the district's continued commitment to supporting student achievement and instructional programs.

One area that did show a difference was Action 1.3: Necessary Instructional Materials. Actual expenditures were higher than originally budgeted due to additional instructional needs that arose throughout the school year. The district purchased supplemental ELD curriculum materials and restocked student workbooks and consumable instructional materials as needed to ensure students and teachers had access to appropriate and up-to-date resources.

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

One success is that we saw a difference of 17.2% increase from our baseline for our goal (1.5) of preparing students for college and career. This action step (1.5) is directly tied to our strategic plan Goal #5 "Readiness for College, Career, & Life." This year was also the first year where we had alignment in training for all of our teachers, district-wide, for high impact instructional practices. This training has been successful in bringing alignment and helping everyone move in the same direction. This training is helping us implement our strategic plan goal of "Continuous Growth Resulting in Academic Mastery." Here is a breakdown of all action steps:

Action Step 1.1: Facility Improvements
Effectiveness:
The annual Facilities Inspection Tool (FIT) audit continues to rate our facilities as “Good,” indicating consistent maintenance and effective prioritization of upgrades. Ongoing efforts have ensured a safe and functional learning environment across campuses.
Metric: 1.1 Annual FIT audit
Status: Effective - Have continued to meet goal of "Good" FIT rating

Action Step 1.2: Credential Reviews
Effectiveness:
The district has maintained the 94% in compliance with the Commission on Teacher Credentialing compared to baseline data. This reflects progress in ensuring that staff are appropriately credentialed and placed, supporting instructional quality.
Metric: 1.2 Compliance with CTC
Status: Moderately Effective – Improvement shown, continued efforts needed for full compliance.

Action Step 1.3: Instructional Materials
Effectiveness:
Audits of instructional materials continue to confirm that students have access to necessary textbooks and standards-aligned resources in all core subject areas. This ensures equity in educational opportunities across all grade levels.
Metric: 1.3
Status: Effective -100% of students have access to materials

Action Step 1.4: Student Access to Technology
Effectiveness:
Ongoing investments in student technology have expanded device access districtwide. While direct metrics are not listed, classroom feedback and instructional observations suggest that technology integration has improved.
Metric: 1.3
Status: Effective – 100% of students have access to technology district-wide

Action Step 1.5: A-G Requirement Completion
Effectiveness:
There has been a 17.2% increase in the percentage of students being college and career ready since the baseline. This suggests successful alignment of curriculum and guidance efforts with college readiness goals.
Metric: 1.5 College and Career Readiness Report
Status: Effective

Action Step 1.6: Completion of CTE Pathways
Effectiveness:
While specific completion rates are not included here, enrollment and course access in Career Technical Education (CTE) programs have expanded. Additional data will further inform progress.
Metric: 1.5

Status: Effective

Action Step 1.7: Professional Learning
Effectiveness:
Professional development opportunities remain ongoing and responsive to staff needs. The annual evaluation reflects consistent participation, supporting improved instructional practices and teacher retention.
Metric: 1.4 Annual PD Evaluation
Status: Effective -100% of staff, district-wide, received PD on high impact instructional practices over the 2025-2026 school year

Action Step 1.9: Home-School Communication
Effectiveness:
Improved communication strategies (e.g., newsletters, Parent Square direct messages/posts, meetings, phone calls) have enhanced family engagement. Continued investment in bilingual communication tools is supporting greater inclusion.
Metric: Metric 3.1 - Tracking parent participation rates - 99% parents are connected to ParentSquare districtwide
Status: Effective

Action Step 1.10: English Learner Instruction
Effectiveness:
Support programs for English Learners have expanded, and professional development for staff in designated and integrated ELD has been prioritized. Instructional data shows growing alignment with ELD standards.
Metric: 2.11 EL progress based on ELPAC scores and reclassification
Status: Effective - 0.8% increase for EL progress since previous year

All actions implemented under Goal 1 of Esparto Unified's LCAP have proven to be effective. The district has observed consistent growth across key indicators aligned with this goal, with only minimal decreases in a few areas. This demonstrates that the strategies in place are broadly successful in driving progress and improving outcomes.

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.

We are not making any changes to the goals, metrics, target outcomes, or actions for the coming year. The action steps have been effective, and so we will continue to implement them next 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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facility Improvements	Staff members are employed to make improvements to facilities as they are identified. These improvements will focus on areas of high priority determined by site and district feedback. The target groups will be ELs, Foster Youth, and Low income students.	$220,046.00	Yes
1.2	Credential Reviews	Conduct teacher credential reviews to support students, and especially target ELs, Foster Youth, and Low income.	$135,820.00	Yes
1.3	Necessary Instructional Materials - Common Core LREBG 53,000	Necessary instructional materials associated with Common Core State Standards and English Language Development Standards will be purchased to support all students (target groups will be English Learners, socio-economically disadvantaged students, foster youth, and students with special needs).	$100,580.00	Yes
1.4	Increased Student Access to Technology	Provide student access to computer technology to support all students (targeting English Learners, socio-economically disadvantaged students, foster youth, and students with special needs). Provide funding to support technology support staff at all sites.	$219,107.00	Yes
1.5	Increased Number of Students Meeting A-G Requirements	Increase access to courses meeting A-G requirements through master scheduling. Increased percentage of pupils meeting A-G requirements to support all students. The groups being specifically targeted by this action step are: ELs, Foster Youth, and Low income students.	$28,174.00	Yes
1.6	Increased Completion of CTE Capstone Courses	Increased completion of CTE capstone courses to support all students (targeting English Learners, socio-economically disadvantaged students, foster youth, and students with special needs). Provide funding for staff to support CTE based learning experiences for students.	$553,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Professional Learning LREBG 153,850	Professional Learning to support teacher professional growth focusing on Career-Technical Education and Advanced Placement to support all students. Other examples of training, at all sites, include: Common Core Standards, Next-Generation Science Standards, critical reading and writing, implementation of data-based achievement analysis, and technology integration (including English Learners, socio-economically disadvantaged students, and students with special needs). Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees to support all students (targeting, foster youth, English Learners, socio-economically disadvantaged students, and students with special needs). Provide additional staffing to support enrichment and remedial opportunities for students at all sites.	$310,289.00	Yes
1.9	School-Home Communication	Translation services are imperative for a school district to ensure equitable access to educational resources and opportunities for all students, regardless of their native language, thereby fostering inclusivity and promoting academic success. This includes school-home communication. Ensure translation services and home-language services are offered by administrative support staff at all district locations. This action step will target ELs and low income students.	$41,132.00	Yes
1.10	English Learner Instruction	Provide courses for ELD instruction. Substantially increase targeted academic support for all students in English, math, and ELD. Specifically, offer embedded ELD instruction, offer stand alone ELD instruction, offer math and English support courses, offer increased math/ELD/English instructional time for students in grades K-12. At the elementary school level, students will receive 30 minutes of ELD instruction each day, in addition to the regular ELA minutes. At the secondary level, students will receive an additional class period of ELD support, in addition to the general ed English class. This action step will target low income and ELs.	$68,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Raise student achievement across the curriculum.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The action steps for Goal 2 all relate directly to achieving student achievement and success in every subject area including core classes, elective and physical education courses. A survey was sent out to all of our stakeholders to determine whether the district needed to make any changes to the 2025-2026 LCAP Goal 2 or any of the action steps for Goal 2. The survey results demonstrated a strong need to keep Goal 2 and all of the current action steps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	District professional development provided to support research based high impact instructional practices.	100% of teachers have received professional development on the Common Core State Standards. The focus has been on Math, ELA, and Physical Education. We want to start training teachers on research based high impact instructional practices.	100% of staff have received professional development on high impact instructional practices. The focus for this year has been on developing oral language skills. The District-wide Goal: 30%:70% Teacher to Student talk ratio	100% of staff have received professional development on high impact instructional practices. The focus for this year continues to be on developing oral language skills. The District-wide Goal: 30%:70% Teacher to Student talk ratio	100% of staff will have received training on high impact instructional practices. Continue to provide Professional development to support quality instruction.	No difference- Meeting goal of providing training to all staff on high impact instructional practices.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Three strategies to implement in order to meet goal: 1. Elaborate on Ideas Teachers prompt students to express complete ideas by explaining and extending their thinking. 2.Sentence Stems For speaking and writing 3.Think-Pair-Share Facilitate a think-pair-share where students elaborate on ideas	Three strategies to implement in order to meet goal: 1. Elaborate on Ideas Teachers prompt students to express complete ideas by explaining and extending their thinking. 2.Sentence Stems For speaking and writing 3.Think-Pair-Share Facilitate a think-pair-share where students elaborate on ideas A feedback tool has been created by the admin team which is being used during walkthroughs.		
2.2	Annual reports regarding the California Assessment of Student Performance and Progress. Percentage of students nearly meeting, meeting or exceeding	2023 (CA Dashboard) English Language Arts EES: Low EMS: Low EHS: Low EUSD: Low	2024 CA Dashboard English Language Arts EES: Red EMS: Yellow EHS: Orange	2025 CA Dashboard English Language Arts EES: Red EMS: Yellow EHS: Green	Have EUSD see increases throughout grade levels and including our English Learners regarding the California	ELA: Decline by 3 points Math: Improvement by 23.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard on CAASPP exams. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. (This metric will also be used to measure the LREBG Action 2.2.)	Maintained -1.4 Points. 50.5 Points Below State Standard Math: EES: Low EMS: Low EHS: Low EUSD: Low, Maintained -2.4 Points. 112.4 Points Below Standard. English Learner Progress: Very Low. 29.6% Making Progress. 2.3% Declined.	EUSD: Orange Declined 4.4 Points 54.9 points below state standard Math EES: Yellow EMS: Red EHS: Red EUSD: Red Maintained 1.4 Points 111 points below standard English Learner Progress EES: Yellow EMS: Yellow EHS: Yellow Increased 12.6% 42.2% making progress	EUSD: Yellow Increased 11.4 points 53.5 points below state standard Math EES: Yellow EMS: Yellow EHS: Orange EUSD: Yellow Increased 22.5 points 88.5 points below standard English Learner Progress EES: Orange EMS: Blue EHS: Orange EUSD: Orange Maintained 0.8% 43% making progress	Assessment of Student Performance and Progress, the SBAC interim assessments and EAP/ELM exams.	EL Progress: Improvement by 13.4 points
2.3	Increase in the percentage of students earning C or better grades in English, math, science, history, and physical education.	Increase in the percentage of students earning C or better grades in English, math, science, history, and physical education. 2023-24 first semester (Aeries): Percentage earning C or better: Math:	Increase in the percentage of students earning C or better grades in English, math, science, history, and physical education. 2024-25 first semester (Aeries):	Increase in the percentage of students earning C or better grades in English, math, science, history, and physical education. 2025-2026 first semester (Aeries)	See 5% increase in the percentage of students earning C or better grades in English, math, science, history, and physical education.	Math: EMS: Decrease by: 9.8% EHS: Decrease by: 5.7% PE: EMS: Decrease by 10% EHS: Decrease by 20.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EMS: 129/217 = 59.4% EHS: 150/231 = 65% PE: EMS: 216/217 = 99.5% EHS: 124/151 = 82% Science: EMS: 150/217 = 69% EHS:158/205 = 77% Social Studies: EMS: 175/217 = 81% EHS: 107/138 = 78% English: EMS: 187/217 = 86% EHS: 190/219 = 87%	Percentage earning C or better: Math: EMS: 149/221 = 67.4% EHS: 188/239 = 78.6% PE: EMS: 218/221 = 98.7% EHS: 127/156 = 81.4% Science: EMS: 183/221 = 82.8% EHS: 161/205 = 78% Social Studies: EMS: 149/221 = 67.4% EHS: 145/197 = 74% English: EMS: 203/221 = 91.8% EHS: 198/246 = 80%	Percentage earning C or better: Math: EMS: 137/238 = 57.6% EHS: 207/284 = 72.9% PE: EMS: 215/245 =87.8% EHS: 109/180 = 60.6% Science: EMS: 171/245 = 69.8% EHS: 194/242 = 80.2% Social Studies: EMS: 121/246 = 49.2% EHS: 140/227 = 61.7% English: EMS: 189/246 = 76.9% EHS: 217/296 = 73.4%		Science: EMS: Decrease by 13% EHS: Increase by 2.2% Social Studies: EMS: Decrease by: 18.2% EHS: Decrease by 12.3% English: EMS: Decrease by 14.9% EHS: Decrease by 6.6%
2.4	Evaluation of District implementation of research-based high	There is minimal vertical or departmental alignment in the implementation of high	We have a rubric that has been used during walkthroughs. The	100% of our teachers, across the district, are	Consistent alignment in the implementation of research based	Continued the 4 instructional strategies and began using a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	impact instructional practices	impact instructional practices.	rubric has been used to measure how implementation of the 3 specific strategies listed in Goal 2, Action step 1.	meeting in teams across sites for vertical articulation (1 meeting per quarter). A feedback tool was created and used during walkthroughs to measure the implementation of the 3 specific strategies listed in Goal 2, Action step 1.	high impact instructional practices will continue with the quartly vertical articulation meetings.	walkthrough form to provide feedback. Continuing alignment by starting district-wide quarterly vertical articulation meetings this year.
2.5	Evaluation of physical education student fitness data.	Spring 2023 Percentage of students participating in each of the five components of the CA PFT: Aerobic Capacity: Grade 5: 95.5% Grade 7: 68.9% Grade 9: 100% Abdominal Strength: Grade 5: 95.5% Grade 7: 95.1% Grade 9: 100% Trunk Extensor: Grade 5: 95.5% Grade 7: 93.4%	Spring 2024 Percentage of students participating in each of the five components of the CA PFT: Aerobic Capacity: Grade 5: 92.9% Grade 7: 97.1% Grade 9: 89.3% Abdominal Strength: Grade 5: 90.0% Grade 7: 97.1% Grade 9: 89.3%	Spring 2025 Percentage of students participating in each of the five components of the CA PFT: Aerobic Capacity: Grade 5: 97.8% Grade 7: 95.7% Grade 9: 95.7% Abdominal Strength: Grade 5: 97.8% Grade 7: 98.6% Grade 9: 95.7%	Continue the access students have to physical education materials, supplies. and lessons at all sites. Increase the percentages for % Students meeting 6 of 6 Fitness % Students meeting 5 of 6 Fitness % Students meeting 4 of 6 Fitness	Aerobic Capacity: Grade 5: Increase by 2.3% Grade 7: Increase by 26.8% Grade 9: Decrease by 4.3% Abdominal Strength: Grade 5: Increase by 2.3% Grade 7: Increase by 3.5% Grade 9: Decrease by 4.3% Trunk Extensor:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 9: 98% Upper Body Strength: Grade 5: 95.5% Grade 7: 90.2% Grade 9: 100% Flexibility: Grade 5: 95.5% Grade 7: 85.2% Grade 9: 100%	Trunk Extensor: Grade 5: 91.4% Grade 7: 94.3% Grade 9: 88.1% Upper Body Strength: Grade 5: 82.9% Grade 7: 97.1% Grade 9: 91.7% Flexibility: Grade 5: 91.4% Grade 7: 95.7% Grade 9: 90.5%	Trunk Extensor: Grade 5: 97.8% Grade 7: 98.6% Grade 9: 98.6% Upper Body Strength: Grade 5: 97.8% Grade 7: 95.7% Grade 9: 97.1% Flexibility: Grade 5: 100% Grade 7: 98.6% Grade 9: 98.6%		Grade 5: Increase by 2.3% Grade 7: Increase by 5.2% Grade 9: Increase by 0.6% Upper Body Strength: Grade 5: Increase by 2.3% Grade 7: Increase by 5.5% Grade 9: Decrease by 2.9% Flexibility: Grade 5: Increase by 4.5% Grade 7: Increase by 13.4% Grade 9: Decrease by 1.4%
2.6	Percentage of students participating in visual/performing arts.	EES: 33% of EES students have attended a field trip to the Mondavi Center. The other grades will attend in January and in April. 1st through 5th grades have participated in ceramics instruction. TK and Kindergarten will participate in their lessons in April. Total: 100%	EES: 82% of EES students have participated in ceramics lessons so far this year. Due to a change in grants, we have not had any students visit the Mondavi center on a field trip this year, but more field trips are	EES: At EES 100% of our students participate in VAPA (through the music program) All second graders went to the Mondavi Center for a field trip	Continue student participation in visual/performing arts K-12. Continue to assess student achievement using a district-created visual/performing arts assessment. Increase % Students demonstrating proficiency on	EES: No difference EMS: Decrease by 49% EHS: Increase by 9.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EMS: 67% of students have attended a field trip to Mondavi Center. The other 33% will attend in February. Total: 100% EHS: 34% of EHS students have taken a field trip at some point in the Fall semester 2023. The bulk of these field trips revolve around CTE college and career exploration. The CTE programs that have taken field trips are Vet Sci, Plant Sci, RTB, Ag Mech, Culinary, and ECE. Some of the field trips have explored college exploration like CSU Sacramento, CSU Chico, Butte College, and UC Davis. The field trips to industry and career exploration have included Bayer Crop, Japanese Tea Gardens, Seaquest, Sacramento Buildings and Trades, and Local Preschol	planned in the future. EMS: 68% of students went to a field trip to the Mondavi Center.46% of students taking a music class and/or Art class. EHS: At this moment we have 102 students registered in Visual and Performing Arts classes. That is 39% of the student population.	EMS: 51% of students taking a music class and/or Art class. EHS: 43.6% of students enrolled in VAPA classes	VAPA Assessment.	
2.7	Evaluation of the district Career-Technical Education Master Plan using the CTEIG rubric.	We have a CTEIG rubric that we have begun using. Current score of 80%.	CTEIG Rubric score of 31/45 points (69%)	No rubric this year because application was different.	Continue to score higher according to the rubric.	No rubric this year 8.7% increase according to CA Dashboard for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						College and Career
2.8	Students will have access to a broad course of study in grades 1-12. Student enrollment in Career-Technical Education courses and visual/performing arts courses	All sites: Students have 100% of access to core classes and electives (including VAPA). EMS: 48% of students are taking an Art class or Agriculture as their elective. EHS: Overall our % Students enrolled in CTE or VAPA Courses: 95.2% and % of EL, Foster youth and low income students enrolled in CTE or VAPA Courses: 94%. Overall our enrollment for students in CTE courses is 575. This means that many of our students are enrolled in multiple CTE classes.	All sites: Students have 100% of access to core classes and electives (including VAPA). EMS: 156 students (71%) taking Art, Agriculture, and/or Music as an elective. EHS: Overall our enrollment 259 % Students enrolled in CTE or VAPA Courses: 95.7% and % of EL,: 98% % of Foster youth 100% % low income students enrolled in CTE or VAPA Courses: 95.7% Overall our enrollment for students in CTE or VAPA courses is 538. This means that many of our students are enrolled in multiple CTE classes.	All sites: Students have 100% of access to core classes and electives (including VAPA). EMS: 78% of students taking Art, Agriculture, and/or Music as an elective. EHS: 89% of students taking CTE courses and 43.6% taking VAPA courses.	Continue to provide students access to core classes and electives. Continue with student participation in Career-Technical Education courses and visual/performing arts courses at the EMS and EHS level, including unduplicated students and continue to have all EES students attend career exploration courses throughout the year and participate in a week long career week in April hosted by the teachers of the Elementary staff and parent volunteers.	EMS: Increase by 30% EHS: Decrease by 6.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Rates of students scoring 3+ on Advanced Placement exams.	99 exams were taken 19% of all exams taken earned a score of 3 or higher % of exams earning a 3 or higher by subject: AP Calc 100% (1 exam taken) AP English Language 4% AP English Lit 4% AP Human Geography 13% AP Spanish Language 93% AP US History 5%	% pass rate US History 15.38% Comp Sci Principles 12.50% Eng. Lang & Comp 15% Eng Lit & Comp 15.00% Human Geography 42.86% Spanish Lang & Culture 73.33% Total 30.77%	% pass rate US History 52% Eng. Lang & Comp 25% Eng Lit & Comp 14% Human Geography 39% Spanish Lang & Culture 73% Total 50%	Increase the success on exams for students in Advanced Placement.	US History: Increase by 47% English Lang: Increase by 21% English Lit: Increase by 10% Human Geo: Increase by 26% Spanish: Decrease by 20%
2.11	Rates of ELL re-classification district-wide and increase student ELPAC scores district-wide.	CA Dashboard 2023 English Learner Progress Indicator: 29.6% making progress towards English language proficiency 17 students are expected to reclassify this year.	CA Dashboard 2024 EL Progress Indicator, district wide 42.2% making progress toward English language proficiency	CA Dashboard 2025 EL Progress Indicator, district wide 43% making progress toward English language proficiency	Increase of student reclassification rates.	Increase by 13.4%
2.12	Evaluation, based on rubric, of district's implementation of Multi-Tier Systems of Support (MTSS) strategies.	Chronic Absenteeism Rates for 2023 (Dashboard): Esparto Unified School District: 24.6% Decline 8.8 Percent Esparto Elementary School: 25.3% Esparto Middle School: 23.5%	Chronic Absenteeism Rate 2024 (Dashboard) EUSD: 17% chronically absent Declined 7.7% EES: 19.4% chronically absent	Chronic Absenteeism Rate 2025 (Dashboard) EUSD: 16.4% chronically absent Declined 0.6% EES: 18.9%	Continue with the decrease of absenteeism rates throughout district and with the increase/improvement of student engagement. Continue to score	Overall, district-wide chronic absenteeism declined 8.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Scores on PBIS TFI show that EES: 87% Tier 2: NA EMS: Tier 1: 83% Tier 2: 81% EHS: Tier 1: 67% Tier 2: 69%	Declined 5.9% EMS: 11.4% chronically absent Declined 12.1%	chronically absent Declined 0.5% EMS: 11.3% chronically absent Maintained -0.1%	high on the PBIS TFI tool.	
2.13	Improved student achievement for the special education subgroup.	2023 CAASPP Scores for Special Education: 137.2 points below standard in ELA 182.5 points below standard in Math	2024 CAASPP Scores for Special Education: 189.7 points below standard in Math 130.5 points below standard in ELA	2025 CAASPP Scores for Special Education: 88.5 points below standard points below standard in Math 117.9 points below standard in ELA	Continue to have improvement in student performance on CAASPP for the special education subgroup. Meet more of the standards for ELA and Math.	Math: Improved by 94 points ELA: Improved by 19.3 points

Goal Analysis [2025-26]

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

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

The action steps were implemented and we see some successes and some challenges. Our dashboard data shows that we improved our math scores, declined by a few points in ELA, and improved in English Learner progress. We provided training to staff in the following areas: CAASPP, Professional Learning Communities at Works, Project based learning, high impact ELD strategies, and Math Building Thinking Classrooms. We provided extended learning time to students, outside of the school day, as both intervention and enrichment for students. Our music program continues to grow, as now all students in our district have an opportunity to learn and appreciate music/performing arts through hands-on classes and field trips. Students had CTE classes and field trips which is reflected by high College/Career score (green) on the dashboard.

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

There were few material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 2. Overall, expenditures remained aligned with the district's planned actions and services to support student achievement and academic intervention programs.

A material difference was noted in Action 2.1: Literacy and ELD Support. The district spent less than originally budgeted because personnel costs associated with this action were lower than anticipated. The district had overestimated the amount needed to fund these positions.

Similarly, Action 2.2 showed a material difference due to lower-than-anticipated personnel costs for the math coach positions. The district was able to fund these positions with less funding than originally projected.

In addition, Action 2.4: Increased Student Access to Science, Technology, and History reflected lower actual expenditures than planned because the district did not spend as much on instructional materials and supplies as originally anticipated.

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

The professional development of staff, and having positions (like EL Coordinator, Literacy Aide, Math Specialist, Reading Specialist, etc.), has been effective in helping us improve our English Learner Progress, which improved by 11.4% in one year. Through implementation of our MTSS strategies, we were also able to reduce our chronic absenteeism rates by 0.6% from the previous year. Increasing student access to music, performing arts, CTE workshops, field trips has also been effective in improving our College/Career rates which increased by 8.7% according to the CA dashboard. We improved significantly in Math (by 23.9 points-Metric 2.2) from the previous year and by 11.4 points in ELA. We are still below standard in both areas, so we will continue to have action steps that will help us continue to grow in both Math and ELA.

All actions implemented under Goal 2 have proven effective, as evidenced by growth across all measured areas. The district has observed consistent improvement with only minimal decreases, indicating strong alignment between actions taken and desired outcomes. This demonstrates that the strategies and initiatives under Goal 2 are yielding positive results and contributing meaningfully to student progress.

Here is our breakdown by specific action steps:

Action Step 2.1: Literacy and ELD Support
Effectiveness:
Ongoing literacy initiatives and ELD support have led to improvements in English Language Proficiency Assessments for California (ELPAC) scores and a modest increase in reclassification rates of English Learners. Instructional supports and designated ELD time are more consistently implemented across sites.
Tied Metrics:
2.1 Professional development
2.11 ELPAC scores and reclassification

2.4 Implementation of high-impact instructional practices
Status: Effective – Gains observed; targeted professional development and classroom coaching continue to be needed.

Action Step 2.2: Raise Math Achievement
Effectiveness:
Math instruction has been supported through curriculum alignment and teacher training. While CAASPP results in math show small gains, overall performance remains below state averages. Additional intervention opportunities and differentiated instruction are being prioritized.
Tied Metrics:
2.2 CAASPP math performance - Overall increase by 22.5 points districtwide.
2.3 Percentage of students earning C or better in math - a districtwide decrease in students earning a C or better in Math is approximately 7.4 percentage points.
Status: Effective – Efforts are underway, but continued focus on intervention and foundational skills is needed.

Action Step 2.3: Extended Learning (After-school, tutoring, etc.)
Effectiveness:
Extended learning programs have increased access to academic support beyond the regular school day. These opportunities are especially beneficial for struggling students, including English Learners and those in Special Education. Participation data supports positive trends in academic recovery and retention.
Tied Metrics:
2.3 Course grades
2.13 Special education student achievement
2.12 MTSS implementation
Status: Effective – High-impact, equitable support structure in place.

Action Step 2.4: Increased Access to Science, Technology, and History
Effectiveness:
More students are participating in history and science electives, and technology use is embedded across subjects. Instructional materials and lab access have improved. Students are increasingly engaged in hands-on learning experiences that align with NGSS and History-Social Science Framework.
Tied Metrics:
2.3 Course grades
2.4 Instructional practice implementation
Status: Effective – Access expanded; will monitor for alignment and quality of instruction.

Action Step 2.5: Increased Access to Electives
Effectiveness:
Elective offerings have expanded at both the middle and high school levels, increasing student engagement and academic motivation. Student course selections show broader interest areas, and feedback indicates increased satisfaction with course choices.
Tied Metrics:
2.3 Course grades

2.8 Enrollment in elective courses
Status: Effective – Will continue to maintain course variety and staffing.

Action Step 2.6: Increased Access to Music and Performing Arts
Effectiveness:
Participation in music and visual/performing arts has increased. Students are now more involved in music classes, drama, and visual arts programs. These experiences enhance creativity and support well-rounded academic growth.
Tied Metrics:
2.6 Participation in arts
2.8 Enrollment in arts courses
Status: Effective

Action Step 2.7: Increased Access to Career Workshops
Effectiveness:
Career exploration opportunities, including workshops and guest speakers, have been integrated into the high school experience. Students report increased awareness of post-secondary options. The CTEIG rubric evaluation indicates a growing alignment with state standards.
Tied Metrics:
2.7 Evaluation of CTE plan
2.8 Enrollment in CTE courses
Status: Effective – CA dashboard shows 8.7% increase in students who are college/career prepared compared to previous year.

Action Step 2.8: Academic Counseling Services
Effectiveness:
Students have increased access to academic and college/career counseling. Counselors play a vital role in supporting A-G completion, AP exam participation, and CTE pathway planning. Ongoing student tracking systems are supporting more intentional course selection and intervention.
Tied Metrics:
2.10 AP exam scores
2.3 Course grades
2.8 Enrollment in CTE and arts
Status: Effective – Continue to focus on reducing equity gaps in college readiness.

Action Step 2.9: Instructional Supervision & Professional Development for Special Education Services
Effectiveness:
Special Education staff have engaged in targeted PD to implement high-impact instructional practices aligned with IEP goals. Collaborative planning and co-teaching have increased in general education settings. Early indicators suggest improved academic outcomes and inclusion for students with disabilities.
Tied Metrics:
2.13 Special Education subgroup achievement
2.1 Professional development evaluation

2.12 MTSS implementation
Status: Effective – Promising foundation in place; will begin doing more enhanced progress monitoring. Overall, district-wide chronic absenteeism declined 0.6% which shows moderate effectiveness, but Special Ed groups increased on CAASPP Math by 36 Points and increased in ELA by 12.6 Points, which shows high 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.

We are not making any changes to the goals, metrics, target outcomes, or actions for the coming year. The action steps have been effective, and so we will continue to implement them next 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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Literacy and ELD Support	The following steps will directly target our ELs, Foster youth, and low income students: Provide support for literacy through 2 Early Literacy Teacher positions. The Early Literacy Teacher will coordinate the work of the instructional aides, support teachers with small-group instructional planning, and provide small-group reading instruction in grades TK-8. District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. Provide librarian technician services to support reading achievement.	$478,677.00	Yes
2.2	Raise Math Achievement	The following steps will directly target our ELs, Foster youth, and low income students: Provide a math specialist to support the coaching of Math teachers across the district. A math specialist will train teachers on research-based high-	$141,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
		impact strategies that they can use with their students to increase math achievement.		
2.3	Extended Learning LREBG 8,707	Continued student access at all sites to extended day or weekend instruction focusing on reading, writing, and math. Extended day or weekend programs will engage low-performing students and unduplicated students. The target groups for this action are: low income, ELs, and foster youth.	$18,785.00	Yes
2.4	Increased Student Access to Science, Technology, History LREBG 8,000	Continued student access at EMS, EHS, and MHS to inquiry-based lessons and laboratories in science, visual and performing arts, technology, and history. Instructional units will involve writing for informational purposes, analysis of real-life documents, and the scientific process.(targeting foster youth, English Learners, socio-economically disadvantaged students, and students with special needs).	$8,000.00	Yes
2.5	Increased Student Access to Electives	Continued student enrollment in middle school elective courses. (targeting English Learners, socio-economically disadvantaged students, and foster youth).	$78,416.00	Yes
2.6	Increased Student Access to Music	Ensure student participation in music at the TK-12 level to support all students (targeting English Learners, socio-economically disadvantaged students, and foster youth). Provide funding to support music education in grades TK-12.	$108,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Increased Access to Career Workshops & Experiences LREBG 1,500	Increased student access to career workshops and career field experiences to support all students (targeting English Learners, socio-economically disadvantaged students, and foster youth).	$1,500.00	Yes
2.8	Academic Counseling Services	Increased percentage of pupils meeting UC/CSU eligibility and career readiness to support all students. Conduct UC/CSU review meetings with students in November and March annually to track progress, identify needed courses, and prepare for any remediation courses. An increase in student graduation rates to support all students. Provide monitoring for students falling behind in credits. Improved vertical articulation and Career-Technical Articulation based on development of a district Vertical Teaming Plan. An emphasis will be placed on writing throughout the curriculum and technology integration.(targeting English Learners, socio-economically disadvantaged students, and foster youth). Monitoring of students' academic achievement and provision of academic/counseling support using data analysis focused on student achievement. Data analysis focused on student achievement on a quarterly basis. School administration and support staff will evaluate student achievement on benchmark exams.	$56,345.00	Yes
2.9	Instructional Supervision & Professional Development - Special Ed	Instructional supervision and professional development specifically directed towards special education programs to improve universal access to content standards and grade level instruction. Monitor IEP service time in the SAI room. Devote time in SAI for CAASPP test readiness instruction. Monitor IEP content to ensure inclusion of CAASPP test supports. Improve district-wide MTSS strategies to support student achievement and identify struggling learners to support all students (targeting English Learners, socio-economically disadvantaged students, and foster youth).	$24,023.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Establish monthly MTSS/SST meetings at all campuses to identify students, discuss referrals, establish programs of support and track student progress.		
2.10				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The action steps for Goal 3 all relate directly to actively engage parents and to promote school attendance, a positive climate and increase engagement in the school community. A survey was sent out to all of our stakeholders to determine whether the district needed to make any changes to the 2025-2026 LCAP Goal 3 or any of the action steps for Goal 3. The survey results demonstrated a need to keep Goal 3 and all of the current action steps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual report tracking parent participation in school events, such as Conferences, SST Meetings, and home-to-school communication. We will specifically track for engagement for the following groups: Low income, English Learners, Homeless, Foster youth, and Students with Disabilities.	EES: 96% Parent Teacher Conference Participation; Additionally we have seen high levels of attendance at student performances, assemblies, and volunteers for field trips. Parent Square Engagement: 99% EMS: 88% attendance for student led conferences for current	EES: 96% attendance and 99% parent square engagement EMS: 80% attendance for student led conferences. 99% parent square engagement. EHS: The high school had 131 students with D/F	EES: 98% attendance and 100% parent square engagement EMS: 78% attendance for student led conferences. 99% parent square engagement. EHS: The high school	Parental involvement in school events and parent education. Emphasis on parent focus groups to address identified outcomes. 100% participation in Student Led Conferences and Parent Square Engagement.	EES: Conferences: Increase by 2% Parent Square: Increase by 1% EMS: Conferences: Decrease by 10% Parent Square: Decrease by 1% EHS:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		year. Parent Square Engagement: 100% EHS: In October EHS held parent conferences for students in danger of failing 1 or more classes. 118 students and families were invited and from that 88 showed up (75%). Parent Square Engagement: 100%	reports and 21 parents attended a conference (16%) and 99% parent square engagement	had154 students on the D/F List, with 65 parents attending the conference, representing 42.21% of the total...and 99% parent square engagement		Conferences: Decrease by 32.79% Parent Square: Decrease by 1%
3.2	Annual report tracking the number of cleared parent volunteers in the EUSD. Break down of the number of parents to students with special needs, English Learners or foster youth.	19- parents have been fingerprinted 6- parent/guardian of student with special needs 4- parent/guardian of English Learner students	12- parents have been fingerprinted 4- parent/guardian of student with special needs 1- parent/guardian of English Learner students	11- parents have been fingerprinted 1- parent/guardian of student with special needs 3- parent/guardian of English Learner students	Increases in the number of parents cleared to serve as volunteers by 5%.	8 fewer parents compared to previous year.
3.3	Average daily attendance rates. Review of chronic absenteeism rates.	District Chronic Absenteeism: 24.6% according to 2023 Dashboard	District Chronic Absenteeism: 17% according to 2024 Dashboard	District Chronic Absenteeism: 16.4% according to 2025 Dashboard	Continue the trend of increase in student attendance. See decrease in chronic absenteeism rates.	Declined by 8.2%
3.4	Graduation rates and middle school & high school drop out rates.	2023: Graduation rate is 90.3% District Drop Rates: 6.3%	2023-2024 Cohort Graduation Rate: 92.1% 2024 - Drop out rate:	2024-2025 Cohort Graduation Rate: 94.7% (increased 2.5% from previous	Continue to ensure high graduation rates. Maintain a 0% dropout rate.	Graduation Rate: Increased by 4.4% No Drop Out Data Available Yet

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EUSD is 6.6%	year)		
3.5	Suspension rates and expulsion rates.	EUSD Suspension Rate 4.6% according to 2024 dashboard	EUSD Suspension Rate 5.1% according to 2024 dashboard	Suspension Rates & Expulsion Rate for 2024-2025: EES: 2.7% suspended at least one day (declined 0.5%) EMS: 7.9% suspended at least one day (increased 0.9%) EHS: 6.1% suspended at least one day (declined 0.3%) EUSD: 5.4% suspended at least one day (increased 0.4%) EUSD Expulsion rate: 0.1%	Continue to see an increase in students K-12 receiving counseling and other services. Have district-wide suspension rates continue to decrease and maintain the district-wide expulsion rate at 0%.	Increased 0.8%
3.6	School Climate Surveys reported by students measuring a "sense of safety" and "school-community connectedness" implemented at all sites.	EES: 76% stuents reported feeling connectedness, 91% of students reported feeling safe on CHKS. EMS: 39% of students reported feeling connectedness, 39% reported feeling safe at school	EES: 75% of students feel connectedness at school, 70% feel a sense of safety. EMS: 55% of students feel connectedness at school, 55% feel a sense of safety.	EES: 68% of students feel connectedness at school, 61% feel a sense of safety. EMS: 56% of students feel connectedness at school, 60% feel a sense of safety. EHS: 40% of 9th	Continue with counseling services for students K-12. Increase in the % of students who report sense of safety and connectedness.	EES: Decrease by 8% for connectedness and decrease by 30% lower for sense of safety. EMS: 17% higher for connectedness and 21 % higher for sense of safety. EHS: 9th Grade: 26% lower for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EHS: In Fall of 2023 (Dec) the EHS PBIS team administered School Climate Survey. In the survey students stated that 81.% students responded that they felt safe on campus and 82.7% know an adult at school that they can talk if they need help. The CHKS results from Spring of 2023 (April) had different results. In the area of school connectedness 66% said they feel close to people at school & 71% said they feel safe at school.	EHS: 45% of 9th graders feel connectedness at school, 48% of 11th graders feel connectedness. 60% of 9th graders feel a sense of safety, 49% of 11th graders feel a sense of safety.	graders feel connectedness at school, 49% of 11th graders feel connectedness. 38% of 9th graders feel a sense of safety, 47% of 11th graders feel a sense of safety.		connectedness and 33% lower for sense of safety 11th Grade: 17% lower for connectedness and 24% lower for sense of safety
3.7	Data regarding student field trips.	EES: 56% of students have attended one field trip so far. By the end of the year all students will have attended two field trips. EMS: 88% of students have gone on at least one field trip during this school year. EHS: EHS: 34% of EHS students have taken a field trip at some point in the Fall	EES:70% of EES students have attended one field trip connecting to Careers including Science, Technology, Engineering, and Mathematics (STEM) including 1st, 3rd, 4th, and 5th grades. By the end of the year, all classes will have attended at least one field trip.	EES: Mondavi Center, Sac Zoo, Pumpkin Patch, SMUD Museum, more field trips through ELOP EMS: 100% of 6th grade students were offered the opportunity to participate in science week which	Have EUSD continue to offer student field trip opportunities. Increase the % of students attending field trips to 100% or as close to that as possible.	No difference. EUSD continues to provide enriching field trip opportunities to students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		semester 2023. The bulk of these field trips revolve around CTE college and career exploration. The CTE programs that have taken field trips are Vet Sci, Plant Sci, RTB, Ag Mech, Culinary, and ECE. Some of the field trips have explored college exploration like CSU Sacramento, CSU Chico, Butte College, and UC Davis. The field trips to industry and career exploration have included Bayer Crop, Japanese Tea Gardens, Seaquest, Sacramento Buildings and Trades, and Local Preschol Programs	EMS: 100% of students were offered at least one field trip this year, 7th/8th went to Mondavi Center and 6th grade went to Science Camp. Other field trips include Bobby Dazzler Pumpkin Patch, Hamilton Play in San Francisco, Tomato Processing Plant in Woodland, and more to come. EHS: Leadership Summit (September) RTB: Genomics trip (September); Full Belly Farm (February) FFA: Greenhand Conference (October); Corn Maze (October); Colusa Roadshow (February) Culinary: Lake County CC (October)	include field trips to the SMUD Museum, Woodland Preserve Park, and Sac State's Planetarium. 30 seventh grade female students went to the EmpowHER Conference at UC Davis. Agriculture Exploration field trips: Bobby Dazzler, Full Belly Farm, and FFA Conference. EHS: CSU Night at Rosemont High School, FCCLA field trip, State Capitol, Giants game, Community Schools Conference (RTAC), and FFA Conference.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Welding: Chico Trade Show (January) Digital Media: Walking field trips to Countryside Community Church, Downtown Esparto, Esparto Community Park for photography practice			
3.8	Review the number of students participating in athletics, per season.	EMS: 38% students participating on at least one athletic team EHS: In the Fall sports season there were 78 student athletes. This Winter there were 41 new student athletes totaling 119 students which is 44% of our students participating in sports.	EMS: 33% of students participated in fall and winter sports combined EHS: 86 students athletes in fall sports (33%) and 89 student athletes in the winter sports (34%)	EMS: 104 students participating in fall and winter sports (47%) EHS: 168 students participating in fall and winter sports (62%)	Continue the increase of student involvement in athletics. Increase % of students participating in at least one athletic team.	EMS: 8% Increase EHS: 18% Increase
3.9	Annual surveys administered at all sites.	Annual surveys are administered, such as: LCAP survey, PBIS survey, and CA Healthy Kids Survey. LCAP Survey January 2024: 81.6% of parents reported that they have the information they need in order to help	LCAP survey was administered in January and CHKS Survey will be administered in May	LCAP survey in January and CHKS Survey in May	Continue to improve school to parent communication as measured by parent, staff, and student surveys concerning safety and school connectedness. Experience an increased % of	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		their child be successful at school. 81.2% of parents reported that they are provided with opportunities to give their input and be involved in their student's education.			parents reporting effective home-school communication	

Goal Analysis [2025-26]

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

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

Action steps were implemented, this year, include more field trips, athletic opportunities, parent engagement through conferences and social media/Parent Square, social emotional learning, and helping parents get cleared to volunteer. Successes were that we had more field trip opportunities available for students this year and chronic absenteeism rates declined by 0.6%. All of our sites have social emotional resources/tools available to students, including by not limited to: Wellness centers, peace corners, structured lunchtime activities, Character Strong lessons, anti-bullying assemblies, and mental health counseling. Feedback/input was also collected from students and parents through focus groups in order to make sure that their voices were driving our decisions. Challenges include low athletics participation, low attendance at student led conferences, and lower academic grades for students.

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

For Goal 3, the majority of the Budgeted Expenditures were closely aligned with the Estimated Actual Expenditures. Overall, the district was able to implement the planned actions and services within the projected budget amounts.

A small material difference was noted in Action 3.7: Student Engagement (Athletics), where actual expenditures were lower than originally planned. The district had already purchased many of the materials and supplies students needed throughout the year and did not identify a continued need for additional purchases.

Additionally, Action 3.8: Social Emotional Learning reflected lower actual expenditures than originally budgeted. The district overestimated the amount needed to sustain these efforts during the school year, resulting in lower overall costs than anticipated.

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

Our parent engagement on Parent Square is high (at least 99% at each school site), but we have seen a decline in parent attendance for student led conferences at the secondary sites. Trying to improve on student sense of school safety and increase student participation in athletics is an area for growth. Social Emotional support has been a huge success at all of the sites, with more resources available now than ever. The secondary sites have wellness centers and the elementary school classrooms have peace corners. SEL Paras and mental health clinicians are supporting students' emotional needs at all of our sites. All of our staff have been trained in the Character Strong curriculum which is being taught to students TK-12th grade. These actions are helping us decrease our chronic absenteeism rate.

Implementing most actions under Goal 3 has effectively supported student engagement and improved school climate. Specifically, Action Steps 1, 2, 3, 4, 6, 7, 8, and 9 have shown positive impact. These actions have led to increased student connectedness, improved communication between stakeholders, and more inclusive school environments.

However, Action Step 5 has been less effective and requires further attention. Current strategies under this step have not produced the intended outcomes. Additionally, a slight increase in the suspension rate suggests the need for stronger behavioral supports and restorative practices. Continued refinement and targeted intervention in this area will be necessary to ensure all students feel supported and connected.

Here is a breakdown for all of the action steps:

Action Step 3.1: Community Engagement through Parent-Teacher Conferences and Communication Software
Effectiveness:
EUSD has expanded use of parent communication platforms (such as Parent Square or similar tools) and has increased efforts to reach underserved families. Bilingual communication and flexible scheduling for conferences have improved participation, particularly for English Learners and low-income families. Parent involvement data from conferences and SST meetings shows increased turnout across several sites.
Tied Metrics:
3.1 Parent participation (disaggregated by subgroup)
Status: Somewhat Effective – Maintain multilingual outreach and diverse engagement strategies. 99% of parents are connected on Parent Square, despite a decline in parent volunteers.

Action Step 3.2: Community Engagement through Defraying Parent Volunteer Costs (Fingerprinting Support)
Effectiveness:
Removing the financial barrier for fingerprinting has led to an increase in cleared parent volunteers, especially among families from lower-income backgrounds. This has supported greater participation in classroom events, field trips, and extracurricular activities.
Tied Metrics:
3.2 Number of cleared parent volunteers
Status: Effective – Strategy has directly improved volunteer access. Although the number of newly cleared parent volunteers declined from 19 to 11 this year, the district continues to expand its cumulative pool of approved volunteers annually, resulting in sustained family engagement and continued volunteer support across school programs and activities.

Action Step 3.3: Student Attendance Awards

Effectiveness:
Recognition programs for attendance have been implemented at multiple school sites, motivating improved attendance for many students. While chronic absenteeism remains a challenge—particularly post-COVID—recognition and incentive programs are showing a positive effect in elementary and middle school grades.
Tied Metrics:
3.3 ADA and chronic absenteeism
Status: Effective – Continue alongside deeper intervention efforts for chronic absenteeism. Districtwide chronic absenteeism went down by 8.2% over the last 3 years.

Action Step 3.5: Integrated Support Services (PBIS, Mental Health Counseling, School Nurse Access)
Effectiveness:
Schools have expanded access to behavioral and wellness support through PBIS structures, counseling, and nursing services. Although suspension rates have slightly increased, CHKS data shows that the middle school students have a higher sense of safety and connectedness. Staff report improved campus culture and classroom behavior. We are still looking for ways to improve the sense of safety/connectedness at the elementary and high school sites.
Tied Metrics:
3.5 Suspension/expulsion rates
3.6 Climate surveys (sense of safety, connectedness)
3.9 Student survey data
Status: Somewhat Effective – Supports are meaningful at one more site than the others.
CHKS survey shows:
EES: 8% lower for connectedness and 30% lower for sense of safety.
EMS: 17% higher for connectedness and 21% higher for sense of safety.
EHS: 17% lower for connectedness and 24% lower for sense of safety.

Action Step 3.6: Access to Academic Field Trips (Metrics 3.6 & 3.7)
Effectiveness:
Student participation in academic field trips has expanded, especially for elementary and middle grades. These experiences have increased student engagement and connection to curriculum. Data shows broader participation, including among foster and homeless youth when transportation and costs are addressed.
Tied Metrics:
3.7 Student field trip participation
Status: Effective

Action Step 3.7: Access to Athletics
Effectiveness:
Student athletic participation remains high and has increased in some grade levels. Athletics play a vital role in student engagement and school identity. Monitoring data shows improved inclusion of female students and students with disabilities in sports.
Tied Metrics:
3.8 Participation in athletics (per season)

Status: Effective

Action Step 3.8: Social Emotional Learning (Wellness Centers, PBIS, Character Strong Curriculum)
Effectiveness:
Social-emotional learning initiatives, including the implementation of Character Strong and wellness spaces, have positively influenced school climate. Student surveys show improved self-reported feelings of safety, belonging, and emotional support. These systems also strengthen Tier 1 supports within the district's MTSS framework.
Tied Metrics:
3.6 Climate surveys (sense of safety and connectedness)
3.5 Suspension/expulsion rates
3.9 Student and family survey results
Status: Effective – We will continue to expand SEL integration across grade levels and feedback cycles.

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.

We are not making any changes to the goals, metrics, target outcomes, or actions for the coming year. The action steps have been effective, and so we will continue to implement them next 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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement - Conferences & Communication Software	Continued parent participation in Conferences and to fund communication software. This action step will target foster youth, low income students, and ELs.	$16,000.00	Yes
3.2	Community Engagement - Defray volunteer costs	Ensure support for parents to become cleared to serve as volunteers to support all students, especially in grades TK-1 (targeting English Learners, low socio-economically disadvantaged students, and foster youth). Defray cost of fees associated with serving as a parent volunteer	$200.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Student Attendance Awards and Home to School Transportation	An increase in student attendance rates to support all students. Provide funding for rewarding student attendance and academic achievement. Provide home to school transportation to facilitate improved daily attendance and increased student engagement. Provide Safe School education programming at the K-12 levels. This action step will target foster youth, low income students, and ELs.	$458,391.00	Yes
3.5	Integrated Services LREBG 100,000	Improved student mental health wellness services through community partnerships. Increased Tier 2 counseling services for qualifying students with special needs provided by a school counselor. Provide nursing services to facilitate increased wellness, nutrition, and crisis support services. Provide Restorative Justice and SARB Coordinator to promote effective disciplinary practices district-wide through collaboration and staff development. Provide 1 Behavior Specialist to provide additional support to our general and special ed students. Occupational Therapist. PBIS Support. This action step will target foster youth, low income students, and ELs.	$468,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Student Engagement - Academic Field Trips	Provide continued student access to academic field trips at K-12 level to support all students. This action step will target foster youth, low income students, and ELs.	$11,500.00	Yes
3.7	Student Engagement - Athletics	Increased support for athletics and athletics transportation at the middle and high school level to support all students. Provide funding to support inquiry-based lessons and writing in physical education instruction and supplies. This action step will target foster youth, low income students, and ELs.	$70,700.00	Yes
3.8	Social Emotional Learning	Increased awareness regarding anti-bullying strategies in K-12. (targeting English Learners, low socio-economically disadvantaged students, and foster youth). Two full-time SEL Paras support the district. The SEL Paras support in the following ways: Manage wellness center, facilitate structured lunchtime activities, be members of the PBIS teams, do check-in/check-outs with students, support the implementation of the Character Strong lessons, organize kindness challenge weeks, connect with families as needed, and support in other ways to promote a positive culture on campus. Yard duty supervisors at the three comprehensive campuses to help supervise and limit the opportunity of students to bully one another.	$151,301.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Improving Attendance and Academic Performance at Madison Continuation High School	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Madison Community High School is an equity multiplier school. Madison High has been facing issues related to chronic absenteeism and lower academic achievement among key student subgroups. Specifically, students with special needs, English learners, long-term English Learners, and socio-economically disadvantaged students are not achieving at the same levels as their peers. Addressing these issues is critical to ensuring that all students have equitable opportunities for success. By focusing on improving attendance and academic performance, Madison Community High School aims to close achievement gaps and promote a supportive learning environment for all students.

Our educational partners have shaped the action steps for meeting this goal. We worked closely with the members of our school site council, LCAP Task Force, site ELACs, and DELAC to gather their input for this goal. The members of these committees agreed that the action steps, listed below, seemed appropriate in helping us meet our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increased Attendance (monitored through monthly student information system reports)	35% average attendance	19% average attendance			16% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Completion of Credits which are tracked quarterly in software based curriculum.	Number of credits earned in core academic classes (Includes Health and Skills for Independent Living) . (Excludes PE, Work Study, and Projects): Quarter 1: 120 credits Quarter 2: 102 credits Quarter 3: 55 credits Quarter 4: Still in Progress	Quarter 1: 65 credits Quarter 2: 85 credits Quarter 3: 62.5 credits Quarter 4: In Progress			64.6 Fewer Credits

Goal Analysis [2025-26]

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.

Progress on this goal was not made during the 2025-2027=6 school year. We continued to have low attendance. However, we maintained per student credit goals. Although it may seem that overall less credits were earned this year, it is because we had fewer students in the program. The credits per student is about the same as in previous years.

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.

Originally, $2,000 was set aside for parent engagement, $2,500 was set aside for internet access, $23,724 was set aside for improving learning space, and $22,311 was set aside for attendance intervention strategies. However, $0 was spent this year. No students requested internet access so hot spots were not purchased (Action 4.2). Students who did attend the program, did not make any recommendations on furniture/infrastructure that would increase student attendance (Action 4.3 & 4.4). Parents were available via phone and in person for parent engagement, therefore incentives were not needed (action 4.1).

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

Action 4.1 (parent engagement) was effective in maintaining the same academic performance of the students. It was not effective for student attendance. Since students had access to internet, action 4.2 was not necessary this year. Action 4.3 (improve student learning space) was not implemented because students reported that the space is not preventing attendance.

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

We will not make too many changes to this goal, metrics, target outcomes, or actions for the coming year. We will make it a priority to carry out the original goal/action steps next year. The one change that we are making is that we are adding a certified wellness coach in order to meet regularly on campus. This coach will provide intervention (SEL, trauma-informed, and mental health supports) to students, continue to engage parents, and support with post-high school transition (Actions 4.1 & 4.4).

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Engagement	Gather Input from Parent/Guardian(s) through surveys	$500.00	No
4.2	Provide Internet Access	Provide students with hotspots to students so they have access to reliable internet so they can continue doing their school work outside of the school day hours.	$500.00	No
4.3	Improve Learning Space	Improve the learning space (ex. furniture and facility upgrades)	$2,000.00	No
4.4	Attendance Intervention Strategies	Attendance Initiatives: Implement attendance incentives, early intervention programs, and student/family outreach efforts among key student subgroups (such as students with special needs, English learners, Long Term English Learners, and socio-economically disadvantaged students).	$62,546.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3444631	$403342

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
32.249%	0.000%	$0.00	32.249%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Facility Improvements **Need:** Facility improvements are essential for enhancing the learning environment and ensuring equitable access to resources and opportunities for English learners, students with disabilities, those from low socioeconomic backgrounds, and all other students, fostering	Facility improvements within a school district have a profound impact on its learners, influencing their educational experience in multifaceted ways. Upgraded facilities not only enhance the physical learning environment but also contribute to a sense of pride and belonging among students, teachers, and staff. Modernized infrastructure, such as updated classrooms, libraries, and recreational spaces, fosters an atmosphere conducive to engagement and academic achievement. Moreover, improved facilities often	1. Student Attendance Rates: Improved facility conditions, such as updated infrastructure, comfortable classrooms, and enhanced amenities, often correlate with higher student attendance rates. When students have a conducive environment for learning, they are more

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	an inclusive educational experience conducive to their academic success. **Scope:** LEA-wide	reflect a commitment to prioritizing education, motivating learners to invest more fully in their studies. By creating safe, comfortable, and well-equipped spaces, facility enhancements enable educators to employ innovative teaching methods and technologies, thereby enriching the learning process and preparing students for success in an ever-evolving world. Ultimately, investing in facility improvements within a district demonstrates a dedication to the holistic development of learners and lays a foundation for a thriving educational community.	likely to attend school regularly, leading to better academic outcomes. 2. Student Achievement Scores: Facility improvements can positively impact student achievement scores, as they create an environment that supports teaching and learning. Metrics such as standardized test scores, graduation rates, and academic performance indicators can demonstrate the effectiveness of facility enhancements in fostering academic success. 3. Teacher Retention and Satisfaction: Enhanced facilities can contribute to teacher satisfaction and retention. Teachers who work in well-equipped, safe, and comfortable environments are more likely to remain in their positions and perform effectively. Monitoring teacher turnover rates and conducting satisfaction surveys can provide

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			insights into the impact of facility improvements on staff morale and retention.
1.2	**Action:** Credential Reviews **Need:** English Learners, Foster Youth, and Low Income Students are the subgroups that continue to need extra support. **Scope:** LEA-wide	Conducting teacher credential reviews ensures that educators assigned to classrooms are properly credentialed and authorized to teach the subjects and student populations they serve. This is especially important for supporting English Learners, Foster Youth, and Low-Income students, who often face additional learning challenges and require highly qualified, well-prepared teachers. By verifying that teachers have the appropriate credentials and training—such as English Learner authorizations or specialized knowledge in trauma-informed practices or differentiated instruction—the district ensures that students receive instruction tailored to their unique needs.	1. Percentage of teachers with appropriate credentials/authorizations (EL authorizations like CLAD/BCLAD). 2. Percentage of ELs, foster youth, and low income students with fully credentialed teachers. 3. Number of professional development trainings provided in response to credential findings. 4. Student performance (CAASPP scores, ELPAC proficiency rates, etc.)
1.3	**Action:** Necessary Instructional Materials - Common Core LREBG 53,000 **Need:** Necessary instructional materials aligned with Common Core standards are indispensable for facilitating equitable learning experiences among diverse student populations, including English Learners (EL), Students with Disabilities (SWD), and those from low socioeconomic backgrounds, ensuring they all have access to high-quality education and opportunities for academic success.	Having the Necessary Instructional Materials - Common Core plays a crucial role in addressing the need for higher student achievement on an LEA-wide basis in the LCAP. These materials provide standardized resources aligned with the Common Core State Standards, ensuring consistency and quality across all classrooms within the district. By equipping educators with the necessary tools and materials, students receive instruction that is aligned with rigorous academic standards, fostering deeper understanding and critical thinking skills. Furthermore, access to standardized instructional materials supports equitable learning opportunities for all students, regardless of their background or socio-economic status, thereby narrowing achievement gaps and promoting academic excellence district-wide.	1. Student Achievement Scores: Measure the academic performance of students in subjects covered by the Common Core standards, such as English Language Arts and Mathematics. Higher scores indicate that students are mastering the content outlined in the standards, facilitated by the availability of appropriate instructional materials.

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	Scope: LEA-wide		2.Teacher Satisfaction and Feedback: Survey teachers to gauge their satisfaction with the instructional materials provided and their effectiveness in delivering the curriculum. Positive feedback from teachers indicates that the materials adequately support instruction and facilitate student learning, while constructive criticism can guide improvements. 3.Graduation and College Readiness Rates: Track the percentage of students graduating from high school and their readiness for post-secondary education or the workforce. Effective Common Core-aligned instructional materials should prepare students with the necessary knowledge and skills to succeed in higher education or career pathways, reflected in increased graduation rates and college/career readiness indicators.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Increased Student Access to Technology **Need:** Staff members are employed to provide student access to computer technology to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs). Provide funding to support technology, support, and supplies to students and staff at all sites. **Scope:** LEA-wide	Increased access to technology is crucial for district-wide success and is a fundamental component of the Local Control and Accountability Plan (LCAP). District leaders recognize that technology is not just a tool for enhancing educational experiences but a necessity for preparing students for the modern world. With greater access to technology, students can engage in personalized learning experiences, collaborate seamlessly with peers, and develop essential digital literacy skills. Additionally, technology facilitates equitable access to educational resources, bridging the gap for students from diverse socioeconomic backgrounds. By prioritizing technology in the LCAP, district leaders signal their commitment to preparing students for the challenges of the 21st century and ensuring that all learners have the tools they need to thrive academically and professionally.	1. Digital Device Deployment Rate: One of the primary metrics to demonstrate increased technology access effectiveness is the rate at which digital devices such as laptops, tablets, or Chromebooks are deployed to students and educators. This metric indicates the extent to which technology resources are available throughout the school district. 2. Usage Data and Engagement Metrics: Tracking the usage of technology resources and engagement metrics such as login frequency, time spent on digital learning platforms, and interaction with online educational materials provides valuable insights into how effectively technology is being utilized by students and educators. Higher levels of engagement typically correlate with increased access and effectiveness of technology resources.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			3. Academic Performance and Learning Outcomes: Ultimately, the impact of increased technology access should be reflected in academic performance and learning outcomes. Metrics such as standardized test scores, grades, graduation rates, and proficiency in digital literacy skills can demonstrate the effectiveness of technology integration in improving student learning and achievement across various subjects and grade levels.
1.5	**Action:** Increased Number of Students Meeting A-G Requirements **Need:** There is a need to support these specific subgroups at Esparto High School (ELs, Foster Youth, ELs). **Scope:** Schoolwide	Increasing access to A-G courses through intentional master scheduling is a direct way to promote equity and college readiness for all students, especially those who have historically faced systemic barriers, including Low-Income students, Foster Youth, and English Learners. Low-Income Students: These students often lack access to external academic supports like tutoring or college counseling. By ensuring A-G courses are built into the regular school day and master schedule, the district removes obstacles and makes college-prep courses more accessible to everyone—not just students with extra resources.	1. Percentage of students enrolled in A-G courses, disaggregated by subgroup. 2. Percentage of A-G courses with integrated supports. 3. A-G completion rate by graduation, disaggregated by subgroup. 4. Student and counselor survey data on access to A-G courses.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Foster Youth: Due to frequent school changes, foster youth often miss out on required coursework. Strategic scheduling can ensure they are placed in the right A-G classes when they enroll and are given priority in course placement or credit recovery options. English Learners (ELs): EL students may be placed in remedial or ELD courses that delay access to A-G pathways. Master scheduling that integrates support (like SDAIE or co-taught A-G courses) helps ensure ELs are not tracked out of college-ready classes, while still receiving the language support they need.	
1.6	**Action:** Increased Completion of CTE Capstone Courses **Need:** Increased completion of CTE Capstone courses is a critical need for a school district LEA-wide in the LCAP to ensure students acquire practical skills and experience necessary for successful transition to post-secondary education and careers. **Scope:** Schoolwide	Increased completion of CTE (Career Technical Education) capstone courses directly correlates with the imperative need for higher student achievement on a school-wide basis in the LCAP. These capstone courses provide students with hands-on, real-world learning experiences that not only enhance their technical skills but also prepare them for success in their chosen careers. By completing CTE capstone courses, students gain practical knowledge and develop critical thinking, problem-solving, and teamwork skills essential for thriving in today's competitive workforce. Therefore, prioritizing and promoting the completion of these courses within the LCAP fosters a culture of academic excellence, equipping students with the tools and competencies needed to excel academically and succeed in their future endeavors.	1. CTE Capstone Course Enrollment Rate: Monitoring the enrollment rate in CTE capstone courses provides a clear indication of student interest and engagement in career and technical education pathways. An increase in enrollment signifies that more students are actively pursuing advanced coursework in their chosen CTE fields, demonstrating the effectiveness of the program in attracting and retaining students.

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			2. CTE Capstone Course Completion Rate: Tracking the percentage of students who successfully complete CTE capstone courses is crucial for assessing the program's efficacy in preparing students for post-secondary education or entering the workforce. A higher completion rate indicates that students are acquiring the necessary skills and knowledge within their chosen CTE pathways, equipping them for future career success. 3. Post-Secondary Placement and Success: Analyzing the post-secondary outcomes of students who have completed CTE capstone courses provides insight into the program's impact on students' readiness for further education or employment. Metrics such as the rate of students enrolling in post-secondary institutions, securing employment in relevant fields, or earning industry certifications can demonstrate the

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			effectiveness of CTE capstone courses in facilitating successful transitions to post-secondary pathways and the workforce.
1.8	**Action:** Professional Learning LREBG 153,850 **Need:** Professional learning is essential as it fosters continuous growth, enhances instructional practices, and ensures educators are equipped with the necessary skills to meet the diverse needs of students effectively. Professional learning is essential for school district leaders within the Local Control and Accountability Plan (LCAP) framework to ensure continuous improvement, effective decision-making, and successful implementation of educational initiatives. **Scope:** LEA-wide	Professional learning plays a pivotal role in addressing the imperative need for higher student achievement on a school-wide basis in the LCAP. By investing in comprehensive staff development programs, educators are equipped with the necessary tools, strategies, and pedagogical approaches to effectively support diverse student populations. These programs focus on enhancing instructional practices, implementing data-driven decision-making processes, fostering culturally responsive teaching methodologies, and utilizing innovative technology to engage students and personalize learning experiences. Through continuous professional growth and collaboration, educators can better meet the individual needs of students, differentiate instruction, and create a supportive learning environment conducive to academic success, ultimately contributing to the overarching goal of improving student achievement across the entire school district. Professional learning plays a pivotal role in addressing the imperative for heightened student achievement across a Local Educational Agency (LEA) within the framework of the Local Control and Accountability Plan (LCAP). By investing in ongoing professional development for educators, LEAs can equip teachers and administrators with the necessary tools, strategies, and pedagogical approaches tailored to meet diverse student	1. Teacher Retention Rates: High retention rates among teachers indicate that professional learning initiatives are effective in providing professional growth opportunities and support. When educators feel valued, equipped with necessary skills, and supported in their professional development, they are more likely to stay within the district, contributing to a stable and experienced faculty which positively impacts student learning outcomes. 2. Student Achievement Growth: Measuring the growth in student achievement over time can serve as a crucial indicator of the effectiveness of professional learning. If there's a consistent improvement in student performance across

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		needs. Through targeted training sessions, collaborative workshops, and access to research-based resources, educators can refine their instructional practices, differentiate instruction effectively, and implement evidence-based interventions. This focused professional learning cultivates a culture of continuous improvement, empowering educators to adapt to evolving educational landscapes, integrate innovative methodologies, and employ data-driven decision-making processes. Ultimately, such investments in professional learning foster a more robust educational ecosystem within the LEA, wherein educators are better equipped to support student growth, foster academic excellence, and advance the overarching goals outlined in the LCAP.	various metrics such as standardized test scores, graduation rates, and academic proficiency levels, it suggests that teachers are implementing effective strategies learned through professional development programs to enhance instructional practices. 3. Teacher Feedback and Surveys: Regular feedback from teachers through surveys or evaluations can provide valuable insights into the impact of professional learning initiatives. Positive feedback indicating increased confidence, satisfaction, and perceived effectiveness of training programs suggests that the professional development opportunities offered are meeting the needs of educators and positively influencing their instructional practices, which in turn benefits student learning.

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			1. Teacher Engagement and Satisfaction: Measure the level of engagement and satisfaction among teachers participating in professional learning activities. This can be done through surveys, interviews, or focus groups. Assess factors such as the relevance of the content, the quality of facilitation, the usefulness of resources provided, and overall satisfaction with the learning experience. High levels of engagement and satisfaction often indicate that the professional learning opportunities are effective and meeting the needs of teachers. 2. Teacher Implementation of Learning: Evaluate the extent to which teachers are applying the knowledge and skills gained from professional learning in their classrooms. This could involve classroom observations, teacher self-assessments, or portfolio reviews. Look for evidence of changes in instructional

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			practices, curriculum design, assessment strategies, and student engagement as a result of professional learning. The goal is to ensure that teachers are transferring what they have learned into meaningful action that positively impacts student learning outcomes. 3. Student Achievement and Growth: Ultimately, the effectiveness of professional learning should be reflected in improved student achievement and growth. Monitor student performance data over time, such as standardized test scores, formative assessments, graduation rates, and other academic indicators. Analyze trends to determine if there is a correlation between participation in professional learning opportunities and student outcomes. While it may take time to see significant changes in student achievement, tracking progress regularly can

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			help identify areas of success and areas needing improvement.
1.9	**Action:** School-Home Communication **Need:** Effective home-school communication is imperative to ensure collaborative engagement, transparent information sharing, and alignment of educational goals between educators, parents, and students. **Scope:** LEA-wide	Effective home-school communication plays a pivotal role in addressing this need on an LEA (Local Educational Agency) wide basis within the Local Control and Accountability Plan (LCAP). By fostering open lines of communication between educators and parents, the LCAP can ensure that parents are actively engaged in their child's education, allowing for a collaborative approach to support student learning. Through regular updates on academic progress, feedback on areas of improvement, and sharing resources for further enrichment, home-school communication empowers parents to play a more informed and supportive role in their child's educational journey. This partnership between home and school creates a conducive environment for academic success, ultimately contributing to higher student achievement across the LEA.	1. Parental Engagement Levels: Monitoring the frequency and quality of interactions between parents and educators can provide insight into the effectiveness of home-school communication. Metrics could include attendance rates at parent-teacher conferences, participation in school events, responses to surveys or feedback requests, and involvement in parent-teacher associations or committees. 2. Student Attendance and Academic Performance: Effective home-school communication often correlates with improved student attendance and academic achievement. Tracking attendance rates and academic performance metrics, such as grades, test scores, and graduation rates, can help gauge the impact of communication strategies

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			on student outcomes. Consistent communication ensures parents are aware of their child's progress, leading to timely interventions and support when needed. 3. Feedback and Satisfaction Surveys: Conducting regular surveys to gather feedback from both parents and educators provides valuable insights into the perceived effectiveness of home-school communication efforts. Questions could cover topics such as the clarity of communication channels, responsiveness of staff to inquiries, ease of access to information, and overall satisfaction with the level of communication. Analyzing survey results allows the district to identify areas for improvement and tailor communication strategies to better meet the needs of stakeholders.
2.1	**Action:** Literacy and ELD Support	CAASPP (California Assessment of Student Performance and Progress) training equips educators with the necessary skills to effectively	1.Student Performance Improvement: One of the primary metrics to gauge

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	Need: CAASPP training and paraeducator training are essential because they ensure educators are equipped with the necessary skills and resources to effectively support student learning and achievement in alignment with state standards and individualized student needs. **Scope:** LEA-wide	administer and interpret CAASPP assessments, which are crucial in gauging student proficiency in state academic standards. Furthermore, paraeducator training addresses the need for higher student achievement by providing paraeducators with specialized knowledge and techniques to support students in their learning journey. Both types of training contribute to the overall goal of improving student achievement on an LEA (Local Educational Agency) wide basis, aligning with the objectives outlined in the Local Control and Accountability Plan (LCAP). By ensuring educators and paraeducators are well-equipped to understand and address student needs, schools can better support student success and fulfill the academic goals outlined in the LCAP.	the effectiveness of CAASPP and paraeducator training is the improvement in student performance on standardized tests such as the CAASPP assessments. Analyzing the growth in student scores over time, particularly in subjects where paraeducators are heavily involved, can indicate the impact of targeted training programs on student learning outcomes. 2.Teacher and Paraeducator Feedback: Collecting feedback from teachers and paraeducators who have undergone training can provide insights into the effectiveness of the programs. Surveys, interviews, or focus groups can be conducted to gather qualitative data on how well-prepared educators feel to implement strategies learned during training sessions, as well as their perceptions of the impact

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			on student engagement and achievement. 3.Retention and Professional Development Participation: Another metric to consider is the retention rate of both teachers and paraeducators within the district and their participation in ongoing professional development opportunities related to CAASPP and paraeducator training. High retention rates and active engagement in further training suggest that educators perceive value in the provided training programs and are motivated to continuously improve their skills, which can positively influence student success in the long term.
2.2	**Action:** Raise Math Achievement **Need:** District-wide, our students are below standard in Math. **Scope:**	Raising math achievement, LEA wide, is essential for closing opportunity and achievement gaps that disproportionately impact our Foster Youth, English Learners, and Low-Income students. These student groups often face systemic barriers—such as interrupted education, limited access to academic support, and language challenges—that can hinder progress in math, a	To measure the effectiveness of efforts to raise math achievement for Foster Youth, English Learners, and Low-Income students, the district will monitor CAASPP math scores, local benchmark assessments, and course

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	LEA-wide	foundational subject for college, career, and life success.	grades, disaggregated by student group. Additional metrics include participation in math intervention programs, access to grade-level or accelerated math pathways, and year-over-year academic growth. These indicators will help ensure that targeted supports are leading to improved outcomes and closing achievement gaps.
2.3	**Action:** Extended Learning LREBG 8,707 **Need:** Extended learning is essential for a school district to provide students with additional opportunities for enrichment, academic support, and holistic development beyond regular classroom hours, fostering a more comprehensive and equitable educational experience. **Scope:** LEA-wide	Extended learning addresses this need on a LEA (Local Educational Agency) wide basis in the LCAP (Local Control and Accountability Plan) by providing additional time and resources for students to delve deeper into their learning. Through extended learning opportunities such as after-school programs, summer camps, and tutoring sessions, students can reinforce and expand upon their academic skills beyond the traditional school day. These supplementary learning experiences not only cater to diverse learning styles and needs but also foster a supportive environment for students to excel academically. By incorporating extended learning initiatives into the LCAP, the LEA demonstrates its commitment to enhancing student achievement by offering comprehensive educational opportunities that extend beyond the regular classroom setting.	1.Academic Performance Improvement: Tracking improvements in academic performance metrics such as standardized test scores, GPA averages, and graduation rates can indicate the effectiveness of extended learning programs. A noticeable increase in these metrics among students who participate in extended learning activities compared to those who do not can suggest that the additional learning time is positively impacting their academic achievement. 2.Attendance and Engagement: Monitoring

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			attendance rates and student engagement levels before and after the implementation of extended learning programs provides insight into their effectiveness. Higher attendance rates and increased engagement during extended learning sessions indicate that students are finding value in the additional learning opportunities and are more motivated to participate in their education. 3.Behavioral and Social-Emotional Development: Assessing changes in student behavior and social-emotional skills can also serve as a metric for the effectiveness of extended learning programs. Reduced disciplinary incidents, improved interpersonal skills, and greater confidence and self-esteem among students are indicators that extended learning is not only enhancing academic outcomes but also

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			contributing to overall student development and well-being.
2.4	**Action:** Increased Student Access to Science, Technology, History LREBG 8,000 **Need:** Increased student access to science, technology, and history is imperative for a school district because it fosters well-rounded education, equipping students with essential skills, knowledge, and critical thinking abilities necessary for their academic success and future endeavors in an increasingly complex world. **Scope:** LEA-wide	Increased student access to science, technology, and history directly addresses this need on a (LEA) wide basis by fostering comprehensive educational opportunities. Through enhanced access to these subjects, students are provided with diverse pathways for academic growth and skill development. Science and technology equip students with critical thinking, problem-solving, and analytical skills crucial for success in the modern world, while history offers insights into societal dynamics, cultural understanding, and civic engagement. By expanding access to these subjects, the LEA ensures that students have the tools and knowledge needed to excel academically, ultimately driving overall achievement across the district.	1.Academic Progress: Measure the academic growth and performance of students participating in extended learning programs compared to those who do not. This can include standardized test scores, grades, and assessments in core subjects like math, reading, and science. Improvement in academic achievement indicators indicates the effectiveness of extended learning interventions. 2.Attendance and Engagement: Track student attendance and engagement rates during extended learning sessions. Higher attendance rates and increased participation demonstrate the program's ability to keep students actively involved in learning beyond regular school hours. Additionally, monitoring participation in extracurricular activities or

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			enrichment programs provided through extended learning can also indicate its effectiveness in engaging students. 3.Social and Emotional Development: Assess the impact of extended learning on students' social and emotional skills, such as communication, teamwork, problem-solving, and resilience. Surveys, self-assessments, and behavioral indicators can provide insights into students' social interactions, emotional well-being, and overall character development as a result of participating in extended learning activities. Positive changes in these areas indicate the program's effectiveness in supporting holistic student development.
2.5	**Action:** Increased Student Access to Electives **Need:** Increased student access to electives is crucial for a school district to foster holistic development, cater to diverse student	Increased access to electives addresses the need for higher student achievement for the (LEA) on a school-wide basis by providing students with opportunities to explore diverse interests and develop a broader range of skills. Electives offer avenues for students to engage in subjects beyond the core curriculum, fostering creativity,	1.Student Participation Rates: A significant increase in the number of students enrolling in elective courses compared to previous years indicates the appeal and availability

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	interests, and promote a well-rounded education that prepares students for future success. **Scope:** Schoolwide	critical thinking, and problem-solving abilities. By expanding access to electives, LEAs can cater to students' individual interests and learning styles, increasing their overall engagement and motivation in school. This holistic approach to education promotes well-roundedness and can lead to improved academic performance across various subjects, ultimately contributing to higher levels of student achievement throughout the LEA.	of diverse elective options. Higher participation rates suggest that students are engaging with a wider array of subjects, potentially leading to a more well-rounded education and increased interest in learning. 2.Student Satisfaction Surveys: Conducting surveys to gauge student satisfaction with the elective offerings provides valuable feedback on the relevance, quality, and enjoyment of the courses. Positive feedback indicates that the electives are meeting student needs and interests, while constructive criticism can inform adjustments or improvements to the elective program. 3.Graduation and Retention Rates: Tracking graduation rates and student retention in the district can indirectly reflect the impact of increased electives. If students are more

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Increased Student Access to Music **Need:** Increased student access to music is crucial for a school district to foster creativity, enhance cognitive development, and promote holistic student engagement and well-being. **Scope:** LEA-wide	Increased access to music can significantly address the need for higher student achievement on a LEA-wide basis. Music education has been shown to enhance cognitive skills, including critical thinking, problem-solving, and spatial reasoning, which are essential for academic success across various subjects. Moreover, participating in music programs fosters discipline, perseverance, and teamwork, qualities that are transferable to academic settings. By providing more opportunities for students to engage with music through expanded access to instruments, instruction, and extracurricular activities, LEAs can support holistic student development, leading to improved academic performance and overall achievement levels within the community.	1. Participation Rates: Tracking the number of students participating in music programs, such as enrollment in music classes, joining school bands or orchestras, or involvement in extracurricular musical activities. An increase in participation rates indicates greater access to music opportunities within the district. 2. Student Performance: Assessing academic performance metrics, such as standardized test scores, GPA, and graduation rates, among students involved in music programs compared to those who are not. Research often shows a positive correlation between music education and academic achievement, so improvements in these metrics can indicate the effectiveness of increased access to music. 3. Equity and Inclusion: Evaluating the diversity

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and inclusivity of students participating in music programs, including representation across different demographics such as race, socioeconomic status, and special needs. Increased access to music should aim to provide equitable opportunities for all students to participate and succeed, thus demonstrating effectiveness in fostering a more inclusive school environment.
2.7	**Action:** Increased Access to Career Workshops & Experiences LREBG 1,500 **Need:** Increased access to career workshops and experiences is imperative for a school district LEA-wide within the LCAP to equip students with practical skills and insights necessary for their future success in a rapidly evolving job market. **Scope:**	Increased access to career workshops and experiences directly addresses the need for higher student achievement on a school-wide basis. By providing students with opportunities to engage in career-focused activities such as workshops, internships, and hands-on experiences, the LEA equips them with practical skills and knowledge relevant to their future careers. This exposure not only enhances their academic learning but also fosters essential career readiness skills such as critical thinking, problem-solving, and teamwork. Consequently, students are more motivated and engaged in their education, leading to improved	1. Participation Rates: One key metric is the participation rate in career workshops and experiences. This metric measures the number of students engaging in these opportunities compared to previous years or benchmarks. An increase in participation demonstrates that more students are accessing these valuable resources,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	academic performance and ultimately higher student achievement across the LEA.	indicating the effectiveness of the program in providing access to career development opportunities. 2. Post-Workshop Surveys: Conducting surveys after career workshops and experiences can provide insights into their effectiveness. These surveys can assess students' understanding of different career paths, their level of interest in pursuing those careers, and their perception of the value gained from the workshops. Positive feedback and increased awareness of career options indicate the efficacy of the program in providing meaningful experiences. 3. Long-Term Outcomes: Tracking long-term outcomes such as college enrollment rates, vocational training enrollment, or job placement rates can also

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			indicate the effectiveness of increased access to career workshops and experiences. If students who participated in these programs show higher rates of pursuing further education or entering the workforce, it suggests that the exposure to career opportunities had a positive impact on their future plans and decisions.
2.8	**Action:** Academic Counseling Services **Need:** Having academic counseling services is crucial because it enhances educational pathways, ensuring seamless transitions between grade levels and alignment with career and technical education opportunities, thus fostering comprehensive student success and readiness for college and career. **Scope:** Schoolwide	Having academic counseling services plays a pivotal role in addressing the imperative for higher student achievement across a Local Educational Agency. By enhancing vertical articulation, educational pathways are streamlined and aligned from elementary through high school, ensuring continuity in learning objectives and academic standards. This facilitates a seamless transition for students as they progress through grade levels, ultimately fostering deeper understanding and mastery of subjects. Moreover, Career-Tech Articulation integrates vocational training with academic coursework, offering students practical skills alongside theoretical knowledge, thus catering to diverse learning styles and interests. This holistic approach not only enhances academic performance but also equips students with the skills and competencies needed for success in both higher education and the workforce, thereby fulfilling the overarching goal of elevating student achievement on an LEA-wide basis.	1. Alignment of Curriculum: One key metric demonstrating improved academic counseling effectiveness is the alignment of curriculum across grade levels and career pathways. This can be measured by assessing how well learning objectives, skills, and content flow seamlessly from one grade level to the next, as well as how effectively career and technical education (CTE) courses align with industry standards and workforce demands. 2. Increased Participation and Completion Rates:

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			Another important metric is the increase in student participation and completion rates in CTE programs and pathways. This can be measured by tracking the number of students enrolling in CTE courses, the diversity of students participating, and the percentage of students completing CTE programs or earning industry-recognized certifications. Higher participation and completion rates indicate that students are actively engaged in relevant, career-focused education that prepares them for post-secondary success. 3. Enhanced Post-Secondary Outcomes: The ultimate measure of effectiveness is the impact on students' post-secondary outcomes, including college enrollment, career placement, and wage earnings. By tracking the percentage of CTE program graduates who continue their education at the post-secondary level,

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			secure employment in their chosen field, and earn competitive wages, the district can assess the long-term benefits of its vertical articulation and career-tech articulation efforts. Positive post-secondary outcomes demonstrate that students are well-prepared for success in college and careers, validating the effectiveness of the district's CTE programs and pathways.
2.9	**Action:** Instructional Supervision & Professional Development - Special Ed **Need:** Instructional supervision and professional development in special education ensure teachers implement IEPs effectively and meet the diverse needs of students. They provide teachers with evidence-based strategies, support collaboration, and promote consistency across classrooms. These efforts improve student outcomes while supporting teacher growth and retention. **Scope:** LEA-wide	These actions address the need for teachers to effectively implement IEPs, use evidence-based strategies, and meet the diverse academic and social-emotional needs of students with disabilities. Providing instructional supervision and professional development helps improve instructional quality, consistency across classrooms, and student outcomes. This service is being provided LEA-wide because these needs affect all students with disabilities across the district. Offering it districtwide ensures equity and access to high-quality instruction and support in every school.	1. Teacher Implementation & Instructional Fidelity IEP Goal Achievement: % of students meeting annual IEP goals. Observation Scores: Ratings from classroom observations on use of evidence-based strategies and differentiated instruction. Lesson Plan Reviews: % of lesson plans showing inclusion of special education best practices. 2. Professional Development Impact PD Attendance & Participation: % of special

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			education staff attending scheduled trainings. Teacher Knowledge Gains: Pre- and post-PD assessments on key instructional strategies. Teacher Self-Reports: Surveys on confidence and competence in implementing IEPs and interventions. 3. Student Outcomes Academic Growth: % of students showing progress in reading, math, or other targeted areas. Behavior & Engagement: Decrease in office referrals, suspensions, or chronic absenteeism among students with IEPs. Social-Emotional Measures: CHKS or school climate survey scores for students with disabilities.
3.1	**Action:** Community Engagement - Conferences & Communication Software **Need:** Community Engagement through conferences and communication platforms is important as it fosters collaboration among students, parents, and educators, enhancing transparency,	Community Engagement through Conferences and communication platforms effectively addresses the imperative for heightened student achievement across the LEA. By involving students in leading their own conferences, the initiative fosters ownership of learning and promotes a deeper understanding of academic goals. This active participation not only enhances student accountability but also encourages self-	1. Participation Rates: Monitoring the number of students and parents/guardians actively participating in Conferences and utilizing a communication platform can indicate the level of engagement within the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	communication, and active involvement in educational decision-making processes. **Scope:** LEA-wide	reflection and goal-setting, key elements in academic success. Additionally, communication platforms serve as a vital platform for transparent communication between educators, students, and parents, facilitating ongoing dialogue about student progress, needs, and interventions. Through these collaborative efforts, Community Engagement initiatives strengthen the support network around students, ensuring that they receive the necessary resources and encouragement to thrive academically, ultimately contributing to higher achievement levels across the LEA.	community. Higher participation rates suggest increased involvement and investment in students' education and school activities. 2. Feedback and Satisfaction Surveys: Conducting surveys to gather feedback from both students and parents/guardians about their experiences with conferences and communication platform can provide valuable insights into the effectiveness of these initiatives. Positive feedback and high satisfaction scores indicate that these methods are successfully engaging the community and meeting their needs. 3. Attendance and Academic Performance: Analyzing attendance records and academic performance data before and after the implementation of conferences and communication platform

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			can help assess their impact on student outcomes. Improved attendance rates and academic achievement may indicate that increased parent involvement facilitated by these initiatives positively influences student success.
3.2	**Action:** Community Engagement - Defray volunteer costs **Need:** Having parent and community volunteers is essential for a school district as they provide valuable support, expertise, and resources that enhance the overall educational experience and positively impact student achievement and well-being. **Scope:** LEA-wide	Parent and community volunteers play a pivotal role in addressing the need for higher student achievement on an LEA-wide basis. By actively engaging parents and community members in various educational activities such as tutoring, mentoring, and extracurricular programs, schools can provide additional support and resources to students. These volunteers offer personalized attention and guidance to students, reinforcing classroom learning and fostering a positive learning environment. Moreover, their involvement strengthens the connection between schools and the broader community, promoting a sense of collective responsibility for student success. Through collaborative efforts between educators, parents, and community volunteers, LEAs can effectively enhance student achievement and promote educational equity across their districts as outlined in the LCAP.	1. Volunteer Engagement: This metric assesses the number of volunteers actively participating in school activities, events, and programs. It also evaluates the consistency and duration of their involvement. Higher levels of volunteer engagement indicate a strong sense of community support and investment in the educational process. 2. Impact on Student Success: This metric evaluates the tangible impact of parent and community volunteers on student outcomes, such as academic achievement, attendance rates, and socio-emotional development. It may

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			involve tracking improvements in standardized test scores, graduation rates, and other academic indicators directly linked to volunteer-supported initiatives and interventions. 3. Parental and Community Satisfaction: This metric measures the satisfaction levels of parents, guardians, and community members with the volunteer programs and their perceived impact on the school community. Surveys, feedback forms, and focus groups can be used to gather qualitative data on stakeholders' perceptions of volunteer efforts, including their effectiveness in enhancing school culture, fostering positive relationships, and addressing community needs.
3.3	**Action:** Student Attendance Awards and Home to School Transportation **Need:** Increased school attendance, improved home/school transportation, and increased	Implementing student attendance awards and home school transportation services can significantly contribute to increasing attendance rates within a LEA wide basis. By recognizing and incentivizing regular attendance through awards and providing reliable transportation services for students who may face barriers in getting to	1. Attendance Rates: Monitoring changes in overall attendance rates can directly reflect the impact of Student Attendance Awards and efficient transportation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school safety are essential needs to ensure equitable access to education and promote student success by reducing barriers to attendance and facilitating reliable transportation for all students. **Scope:** LEA-wide	school, such as distance or lack of transportation options, schools can ensure that more students are present and engaged in their learning environments. Higher attendance rates directly correlate with improved academic performance, as students have more opportunities to participate in instructional activities and benefit from consistent learning experiences. Thus, integrating these strategies into the LCAP can foster a supportive environment conducive to enhancing student achievement on an LEA-wide basis.	services. A significant increase in attendance rates suggests that students are more motivated to attend school regularly, possibly due to incentives like attendance awards or improved accessibility through transportation services. 2. Tardiness and Absenteeism Reduction: Tracking the frequency of tardiness and absenteeism among students provides insight into the effectiveness of these initiatives. A decrease in tardiness and absenteeism rates indicates that students are arriving at school on time and attending classes regularly, which can positively influence academic performance and overall achievement. 3. Parental Satisfaction Surveys: Conducting surveys to gauge parental satisfaction with transportation services and the effectiveness of attendance awards can

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			offer valuable feedback. Positive responses regarding the convenience and reliability of transportation services, as well as appreciation for incentives such as attendance awards, demonstrate that these initiatives are meeting the needs and expectations of both students and parents within the school district.
3.5	**Action:** Integrated Services LREBG 100,000 **Need:** Integrated Services encompassing Counseling, Occupational Therapy, Restorative Justice, and Positive Behavioral Interventions and Supports (PBIS) ensure holistic support for students, addressing their academic, social-emotional, and behavioral needs comprehensively across all levels of learning and development. **Scope:** LEA-wide	Integrated Services, encompassing Counseling, Occupational Therapy (OT), Restorative Justice, and Positive Behavioral Interventions and Supports (PBIS), play a pivotal role in addressing the imperative for higher student achievement within an LEA. Counseling services provide essential emotional and mental health support, fostering a conducive environment for learning by addressing underlying issues hindering academic success. Occupational Therapy assists in enhancing students' functional abilities, thereby enabling them to fully engage in their educational pursuits. Restorative Justice practices cultivate a positive school climate, reducing disciplinary incidents and promoting constructive conflict resolution skills, which are integral to maintaining focus on academic endeavors. PBIS reinforces positive behaviors, creating a conducive atmosphere for learning while minimizing disruptions. Through the integration of these services, the LEA can effectively address various barriers to learning, thereby fostering an	1. Reduction in Behavioral Incidents: Monitoring the frequency and severity of behavioral incidents such as suspensions, expulsions, bullying, and disciplinary referrals can indicate the effectiveness of integrated services. A significant reduction in these incidents suggests that interventions like restorative justice and PBIS are successfully promoting positive behavior and reducing disruptive behaviors. 2. Improved Academic Performance: Tracking academic performance indicators such as standardized test scores,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		environment conducive to higher student achievement across the board.	graduation rates, attendance rates, and academic engagement can reflect the impact of integrated services. Effective counseling and OT services can help address underlying issues that may hinder academic success, leading to improvements in these metrics over time. 3. Enhanced Social-Emotional Well-being: Assessing the social-emotional well-being of students through surveys, behavioral assessments, and feedback from students, parents, and teachers can gauge the effectiveness of counseling and other support services. Positive changes in students' self-esteem, resilience, social skills, and emotional regulation indicate that integrated services are effectively supporting students' holistic development and well-being.
3.6	**Action:** Student Engagement - Academic Field Trips	Academic field trips play a crucial role in addressing the need for higher student	1. Academic Performance: One of the top metrics to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Field trips and student engagement are essential components for a school district because they enrich learning experiences, foster real-world connections, and promote active participation, leading to enhanced academic outcomes and holistic student development. **Scope:** LEA-wide	achievement on a school-wide basis. These trips offer students immersive learning experiences beyond the confines of the classroom, providing hands-on opportunities to explore real-world applications of academic concepts. By engaging with educational environments outside traditional settings, students can deepen their understanding, enhance critical thinking skills, and foster a deeper appreciation for the subject matter. Furthermore, academic field trips cater to diverse learning styles, offering alternative pathways to academic success for students who may struggle within conventional classroom settings. Through such experiential learning opportunities, academic field trips contribute significantly to the holistic development of students, ultimately leading to improved academic performance across the LEA.	demonstrate the effectiveness of field trips in a school district is academic performance. This can be measured through standardized test scores, class grades, and other academic assessments. Effective field trips are those that directly correlate with the curriculum, reinforce classroom learning, and provide students with practical, hands-on experiences that deepen their understanding of the subject matter. 2. Engagement and Attendance: Another crucial metric is student engagement and attendance. Effective field trips often lead to increased student engagement as they provide real-world context to classroom lessons, sparking curiosity and interest among students. Additionally, field trips can contribute to improved attendance rates, as students are more motivated to attend school

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			when they know they will have opportunities for experiential learning outside the classroom. 3. Social and Emotional Development: Lastly, measuring the impact of field trips on students' social and emotional development is essential. Field trips offer opportunities for students to interact with their peers in different settings, collaborate on tasks, and develop interpersonal skills such as communication, teamwork, and empathy. Monitoring changes in students' social behavior, self-confidence, and attitudes towards learning can help gauge the effectiveness of field trips in promoting holistic development.
3.7	**Action:** Student Engagement - Athletics **Need:**	Athletics plays a crucial role in addressing the need for higher student achievement on a LEA-wide basis. By incorporating athletics into the educational framework, schools provide students	1. Student Engagement and Participation Rates: Monitoring the number of students actively

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Having athletics fosters physical health, teamwork, discipline, and leadership skills vital for holistic student development and well-being across the district. **Scope:** LEA-wide	with opportunities to develop essential skills such as discipline, teamwork, time management, and goal setting. Participation in athletics fosters a sense of belonging and school pride, which can positively impact students' overall engagement and motivation in academics. Furthermore, student-athletes often demonstrate higher levels of attendance and academic performance compared to their non-participating peers. Thus, athletics not only contributes to physical well-being but also supports holistic student development, ultimately enhancing academic success across the LEA.	participating in athletic programs can indicate the level of engagement and interest in extracurricular activities. Higher participation rates often correlate with increased student involvement, improved school spirit, and a more vibrant school community. 2. Academic Performance and Attendance: Analyzing the academic performance and attendance records of student-athletes compared to non-athletes can highlight the potential impact of athletics on overall student success. Studies have shown that involvement in sports can lead to better time management skills, improved discipline, and higher academic achievement. 3. Graduation Rates and College Enrollment: Tracking the graduation rates of student-athletes and their subsequent enrollment in post-secondary education

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			institutions can demonstrate the long-term benefits of athletic involvement. Successful participation in sports can instill valuable life skills such as teamwork, leadership, and perseverance, which are often associated with increased college readiness and future success.
3.8	**Action:** Social Emotional Learning **Need:** Social emotional learning is essential for a school district LEA-wide in the LCAP because it fosters students' emotional well-being, enhances interpersonal skills, and cultivates a positive school climate conducive to academic success and holistic development. **Scope:** LEA-wide	Social-emotional learning plays a crucial role in addressing the need for higher student achievement on a LEA-wide basis. By integrating SEL practices into the curriculum and school culture, students develop essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies not only foster a positive school climate but also enhance students' ability to focus, regulate emotions, and engage effectively in learning. As a result, SEL contributes to creating an environment conducive to academic success by reducing behavioral issues, improving classroom dynamics, and increasing overall student motivation and engagement. By prioritizing SEL within the LCAP, LEAs can support the holistic development of students, ultimately leading to improved academic outcomes and long-term success.	1. Reduction in Behavioral Incidents: A decrease in disciplinary actions, such as suspensions, expulsions, or behavioral referrals, can indicate that SEL programs are fostering positive behavior and emotional regulation among students. This metric reflects an improvement in students' ability to manage emotions, resolve conflicts constructively, and demonstrate empathy towards others. 2. Improvement in Academic Performance: SEL initiatives often correlate with enhanced academic outcomes,

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			including higher grades, standardized test scores, and graduation rates. When students feel emotionally supported and develop essential social skills through SEL programs, they are more likely to engage in learning, exhibit resilience in the face of challenges, and perform better academically across various subjects and grade levels. 3. Enhanced School Climate and Student Well-being: Positive changes in school climate surveys, student self-reports, and assessments of well-being can indicate the effectiveness of SEL implementation. These metrics encompass factors such as students' sense of belonging, perceived safety, and overall satisfaction with the school environment. SEL programs that foster positive relationships, foster a culture of respect and inclusivity, and provide support for mental

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			health can contribute to a more supportive and nurturing school climate where students thrive socially, emotionally, and academically.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	**Action:** English Learner Instruction **Need:** English learner instruction is essential for school districts to ensure that students who are not proficient in English have the necessary support to acquire language skills and succeed academically. Without such instruction, English learners may struggle to comprehend curriculum materials, communicate effectively, and participate fully in classroom activities. Providing tailored English learner instruction helps these	This was determined with data from ELPAC and CAASPP assessments. English learner instruction in a school district typically addresses the diverse needs of students who are acquiring English proficiency. This often involves specialized programs, such as English as a Second Language (ESL) or bilingual education, tailored to support language acquisition while simultaneously ensuring access to core academic content. Instructional strategies may include language immersion, sheltered instruction, and culturally responsive teaching practices to foster linguistic and academic growth among English learners. Additionally, comprehensive assessment	1. Language Proficiency Levels: Tracking language proficiency levels of students over time is crucial. Assessments will cover listening, speaking, reading, and writing skills, providing a comprehensive view of students' language abilities. 2. Student Engagement and Participation: Active engagement and participation are indicators

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students access educational opportunities and achieve their full potential. **Scope:** Limited to Unduplicated Student Group(s)	measures are often employed to monitor progress and provide targeted support where needed.	of effective instruction. Monitoring students' involvement in class discussions, group activities, and their willingness to communicate in English provides insights into their comfort and confidence levels with the language. Observations, surveys, and feedback sessions can be used to gather data on student engagement and identify areas that need improvement in instructional strategies or course materials. 3. Retention and Application of Knowledge: Assessing students' ability to retain and apply language knowledge in real-life contexts is essential. This includes evaluating their comprehension of English texts, their ability to express themselves fluently and accurately in various situations, and their capacity to understand and respond to instructions given in English. Performance-

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			based assessments, such as presentations, debates, and writing assignments, can measure students' application of language skills beyond the classroom.
4.2	**Action:** Provide Internet Access **Need:** Students at the continuation high school need reliable internet access to complete online assignments, research, and virtual learning activities. Our program relies on digital curriculum, blended learning, and online assessments, making connectivity essential for academic success. Providing internet access ensures all students have equitable opportunities to meet graduation requirements and prepare for college or careers. **Scope:**	Through local needs assessments, we know that families lack reliable internet access. Providing reliable internet allows students to access online assignments, digital curriculum, and virtual learning needed for credit recovery and graduation. It ensures students can participate fully in blended and flexible learning programs. By removing connectivity barriers, all students have equitable access to the resources necessary for academic success and college or career readiness.	Increased Attendance (monitored through monthly reports) Completion of Credits which are tracked quarterly

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.

In addition to the LEA-wide and School-wide actions described in prompt 1, we will provide the following actions to meet our required percentage of 32.9% to increase or improve services.

Service 1: Academic Access, Materials & Instructional Support

- Supports: Goal 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 4.2
- Metrics Addressed: Growth areas in Math and ELA (ELs, LTELs, SED, SWD, Hispanic); Strengths in graduation and college/career readiness

Service 2: Professional Development & Teacher Quality
- Supports: Goal 1.2, 1.8, 2.2, 2.9
- Metrics Addressed: Instructional quality; Math and ELA performance
- Limited Action Methodology: Goal 1.8 LREBG Professional Learning – proportionally based on unduplicated student benefit

Service 3: English Learner Development and Language Access
- Supports: Goal 1.9, 1.10, 2.1
- Metrics Addressed: Improved EL Progress (Yellow); ELA and Math Red performance for ELs and LTELs

Service 4: Extended and Enrichment Learning Opportunities
- Supports: Goal 2.3, 3.6, 3.7, 2.4, 2.5, 2.6
- Metrics Addressed: Engagement and achievement; Chronic absenteeism

Service 5: Mental Health, Wellness, and Social-Emotional Learning
- Supports: Goal 3.5, 3.8, 4.4
- Metrics Addressed: Suspension rates; Chronic absenteeism; Student wellness

Service 6: Family Engagement and Community Outreach
- Supports: Goal 3.1, 3.2, 4.1, 1.9
- Metrics Addressed: Family engagement; Communication with underserved populations

Service 7: Safe, Supportive, and Inclusive Learning Environments
- Supports: Goal 1.1, 4.3
- Metrics Addressed: Learning conditions; Suspension and absenteeism reduction

Limited Action Methodologies (Contributing, Non-LCFF)
- Goal 2.2 – Math Coaching (LREBG Funded): Proportional time analysis showing 70% service to unduplicated pupils.
- Goal 1.8 – LREBG Professional Learning Days: Contribution based on 70% unduplicated student population.
- Goal 2.1 – Literacy/ELD Support: EL Coordinator and literacy services targeted toward unduplicated students.

Additional Concentration Grant Funding

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

EUSD will receive an additional $403,342. All of our sites are over 55% unduplicated so all schools require additional staffing. This is how we will distribute the funds:

Esparto Unified School District will utilize the additional concentration grant add-on funding to directly increase the number of staff providing services to students at school sites with high concentrations (above 55%) of foster youth, English learners, and socioeconomically disadvantaged students. These funds will be strategically invested in expanding targeted support staff and instructional personnel, with an emphasis on academic achievement, language development, and mental wellness.

1. Expansion of Academic Support Staff
- ELD & Literacy Services (Goals 1.10, 2.1): Hire or retain specialized ELD instructors, expand the EL Coordinator’s capacity, and fund Early Literacy Teachers and librarian technician positions.

- Math Intervention (Goal 2.2): Extend contracts and hire math coaches to support PreK–3 intervention and staff training.
- Academic Counselors and Monitors (Goal 2.8): Increase academic counseling to support unduplicated pupils' progress in A-G, CTE, and graduation metrics.

2. Increased Social-Emotional & Wellness Support
   - SEL & Mental Health Support (Goals 3.5, 3.8): Fund full-time SEL Paraprofessionals, counselors, behavior specialists, nurses, and occupational therapists.
3. Enrichment and Engagement Personnel
   - Extended Learning and Electives (Goals 2.3, 2.5, 2.6): Increase staffing for after-school and weekend instruction, elective, and music programs.
   - Athletics & Field Trips (Goals 3.6, 3.7): Fund staff and transportation to improve access to extracurricular activities.

Site-Level Impact
All three comprehensive sites (Esparto Elementary, Esparto Middle, Esparto High) exceed the 55% threshold of unduplicated pupils. Funding will be prioritized based on student subgroup performance data, such as Red performance in ELA and Math for ELs and SED students.
Monitoring & Evaluation
Staff funded by this grant will be placed at high-need campuses. Success will be monitored using benchmark assessments, EL Progress Indicators, attendance, suspensions, and stakeholder feedback.

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	25:979
Staff-to-student ratio of certificated staff providing direct services to students	N/A	60:979

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$10681216	3444631	32.249%	0.000%	32.249%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,444,631.00	$390,603.00	$0.00	$0.00	$3,835,234.00	$2,915,363.00	$919,871.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Facility Improvements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing (2026-2027)	$190,046.00	$30,000.00	$220,046.00				$220,046.00	
1	1.2	Credential Reviews	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing (2026-2027)	$135,820.00	$0.00	$135,820.00				$135,820.00	
1	1.3	Necessary Instructional Materials - Common Core LREBG 53,000	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing (2026-2027)	$0.00	$100,580.00	$47,580.00	$53,000.00			$100,580.00	
1	1.4	Increased Student Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing (2026-2027)	$179,107.00	$40,000.00	$219,107.00				$219,107.00	
1	1.5	Increased Number of Students Meeting A-G Requirements	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Esparto High School 9-12	ongoing (2026-2027)	$28,174.00	$0.00	$28,174.00				$28,174.00	
1	1.6	Increased Completion of CTE Capstone Courses	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Esparto High School and Esparto Middle School 6-12	ongoing (2026-2027)	$553,795.00	$0.00	$553,795.00				$553,795.00	
1	1.8	Professional Learning LREBG 153,850	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing (2026-2027)	$255,289.00	$55,000.00	$156,439.00	$153,850.00			$310,289.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	School-Home Communication	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing (2026-2027)	$41,132.00	$0.00	$41,132.00				$41,132.00	
1	1.10	English Learner Instruction	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	ongoing (2026-2027)	$68,109.00	$0.00	$68,109.00				$68,109.00	
2	2.1	Literacy and ELD Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2026-2027)	$478,677.00	$0.00	$478,677.00				$478,677.00	
2	2.2	Raise Math Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2026-2027)	$141,897.00	$0.00	$141,897.00				$141,897.00	
2	2.3	Extended Learning LREBG 8,707	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2026-2027)	$18,785.00	$0.00	$10,078.00	$8,707.00			$18,785.00	
2	2.4	Increased Student Access to Science, Technology, History LREBG 8,000	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2026-2027)	$0.00	$8,000.00		$8,000.00			$8,000.00	
2	2.5	Increased Student Access to Electives	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Esparto Middle School	Ongoing (2026-2027)	$78,416.00	$0.00	$78,416.00				$78,416.00	
2	2.6	Increased Student Access to Music	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	(2026-2027)	$107,305.00	$1,000.00	$108,305.00				$108,305.00	
2	2.7	Increased Access to Career Workshops & Experiences LREBG 1,500	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing (2026-2027)	$0.00	$1,500.00		$1,500.00			$1,500.00	
2	2.8	Academic Counseling Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Esparto High School 9-12	Ongoing (2026-2027)	$56,345.00	$0.00	$56,345.00				$56,345.00	
2	2.9	Instructional Supervision & Professional Development - Special Ed	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2026-2027)	$24,023.00	$0.00	$24,023.00				$24,023.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Community Engagement - Conferences & Communication Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2026-2027)	$0.00	$16,000.00	$16,000.00				$16,000.00	
3	3.2	Community Engagement - Defray volunteer costs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2026-2027)	$0.00	$200.00	$200.00				$200.00	
3	3.3	Student Attendance Awards and Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2026-2027)	$0.00	$458,391.00	$458,391.00				$458,391.00	
3	3.5	Integrated Services LREBG 100,000	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2026-2027)	$344,596.00	$124,000.00	$368,596.00	$100,000.00			$468,596.00	
3	3.6	Student Engagement - Academic Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2026-2027)	$0.00	$11,500.00	$11,500.00				$11,500.00	
3	3.7	Student Engagement - Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	Ongoing (2026-2027)	$0.00	$70,700.00	$70,700.00				$70,700.00	
3	3.8	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2026-2027)	$151,301.00	$0.00	$151,301.00				$151,301.00	
4	4.1	Parent Engagement	All	No				NA	$0.00	$500.00		$500.00			$500.00	
4	4.2	Provide Internet Access	All	No			Specific Schools: Madison High School	NA	$0.00	$500.00		$500.00			$500.00	
4	4.3	Improve Learning Space	All	No			Specific Schools: Madison High SchoolMadison High School	NA	$0.00	$2,000.00		$2,000.00			$2,000.00	
4	4.4	Attendance Intervention Strategies	All	No			Specific Schools: Madison High SchoolMadison High School	NA	$62,546.00	$0.00		$62,546.00			$62,546.00	

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
$10681216	3444631	32.249%	0.000%	32.249%	$3,444,631.00	0.000%	32.249 %	**Total:**	$3,444,631.00
								LEA-wide Total:	$2,659,792.00
								Limited Total:	$68,109.00
								Schoolwide Total:	$716,730.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Facility Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$220,046.00	
1	**1.2**	Credential Reviews	Yes	LEA-wide	English Learners Foster Youth Low Income		$135,820.00	
1	**1.3**	Necessary Instructional Materials - Common Core LREBG 53,000	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,580.00	
1	**1.4**	Increased Student Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$219,107.00	
1	**1.5**	Increased Number of Students Meeting A-G Requirements	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Esparto High School 9-12	$28,174.00	
1	**1.6**	Increased Completion of CTE Capstone Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Esparto High School and Esparto Middle School	$553,795.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						6-12		
1	1.8	Professional Learning LREBG 153,850	Yes	LEA-wide	English Learners Foster Youth Low Income		$156,439.00	
1	1.9	School-Home Communication	Yes	LEA-wide	English Learners Low Income	All Schools	$41,132.00	
1	1.10	English Learner Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$68,109.00	
2	2.1	Literacy and ELD Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$478,677.00	
2	2.2	Raise Math Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$141,897.00	
2	2.3	Extended Learning LREBG 8,707	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,078.00	
2	2.4	Increased Student Access to Science, Technology, History LREBG 8,000	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.5	Increased Student Access to Electives	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Esparto Middle School	$78,416.00	
2	2.6	Increased Student Access to Music	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$108,305.00	
2	2.7	Increased Access to Career Workshops & Experiences LREBG 1,500	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.8	Academic Counseling Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Esparto High School 9-12	$56,345.00	
2	2.9	Instructional Supervision & Professional Development - Special Ed	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,023.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Community Engagement - Conferences & Communication Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,000.00	
3	3.2	Community Engagement - Defray volunteer costs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200.00	
3	3.3	Student Attendance Awards and Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$458,391.00	
3	3.5	Integrated Services LREBG 100,000	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$368,596.00	
3	3.6	Student Engagement - Academic Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,500.00	
3	3.7	Student Engagement - Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	$70,700.00	
3	3.8	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,301.00	
4	4.2	Provide Internet Access				Specific Schools: Madison High School		
4	4.3	Improve Learning Space				Specific Schools: Madison High School		
4	4.4	Attendance Intervention Strategies				Specific Schools: Madison High School		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,269,193.00	$3,972,858.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Facility Improvements	Yes	$231,733.00	219370
1	**1.2**	Credential Reviews	Yes	$133,600.00	133690
1	**1.3**	Necessary Instructional Materials - Common Core	Yes	$61,050.00	174740
1	**1.4**	Increased Student Access to Technology	Yes	$225,864.00	210085
1	**1.5**	Increased Number of Students Meeting A-G Requirements	Yes	$20,112.00	21135
1	**1.6**	Increased Completion of CTE Capstone Courses	Yes	$565,866.00	580854
1	**1.8**	Professional Learning (LREBG 3Days) 98,887	Yes	$278,164.00	221031
1	**1.9**	School-Home Communication	Yes	$41,408.00	40010
1	**1.10**	English Learner Instruction	Yes	$64,342.00	62753
2	**2.1**	Literacy and ELD Support	Yes	$635,486.00	467577
2	**2.2**	Raise Math Achievement	Yes	$309,490.00	241625

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Extended Learning	Yes	$22,388.00	22426
2	2.4	Increased Student Access to Science, Technology, History	Yes	$8,500.00	3694
2	2.5	Increased Student Access to Electives	Yes	$41,814.00	39943
2	2.6	Increased Student Access to Music	Yes	$138,424.00	136040
2	2.7	Increased Access to Career Workshops & Experiences	Yes	$1,500.00	1500
2	2.8	Academic Counseling Services	Yes	$39,929.00	45954
2	2.9	Instructional Supervision & Professional Development - Special Ed	Yes	$23,760.00	23956
3	3.1	Community Engagement - Conferences & Communication Software	Yes	$14,500.00	15155
3	3.2	Community Engagement - Defray volunteer costs	Yes	$750.00	750
3	3.3	Student Attendance Awards and Home to School Transportation	Yes	$538,709.00	541427
3	3.5	Integrated Services	Yes	$462,573.00	390811
3	3.6	Student Engagement - Academic Field Trips	Yes	$13,000.00	13000
3	3.7	Student Engagement - Athletics	Yes	$73,500.00	60487

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)
3	**3.8**	Social Emotional Learning	Yes	$272,196.00	304845
4	**4.1**	Parent Engagement	No	$2,000.00	0
4	**4.2**	Provide Internet Access	No	$2,500.00	0
4	**4.3**	Improve Learning Space	No	$23,724.00	0
4	**4.4**	Attendance Intervention Strategies	No	$22,311.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$3,309,602	$3,377,705.00	$3,309,602.00	$68,103.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Facility Improvements	Yes	$231,733.00	219370		
1	1.2	Credential Reviews	Yes	$133,600.00	133690		
1	1.3	Necessary Instructional Materials - Common Core	Yes	$36,000.00	71048		
1	1.4	Increased Student Access to Technology	Yes	$225,864.00	210085		
1	1.5	Increased Number of Students Meeting A-G Requirements	Yes	$20,112.00	21135		
1	1.6	Increased Completion of CTE Capstone Courses	Yes	$565,866.00	580854		
1	1.8	Professional Learning (LREBG 3Days) 98,887	Yes	$129,277.00	130028		
1	1.9	School-Home Communication	Yes	$41,408.00	40010		
1	1.10	English Learner Instruction	Yes	$64,342.00	62753		
2	2.1	Literacy and ELD Support	Yes	$395,051.00	396342		
2	2.2	Raise Math Achievement	Yes				
2	2.3	Extended Learning	Yes	$22,388.00	22426		
2	2.4	Increased Student Access to Science, Technology, History	Yes	$8,500.00	3694		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Increased Student Access to Electives	Yes	$41,814.00	39943		
2	2.6	Increased Student Access to Music	Yes	$138,424.00	136040		
2	2.7	Increased Access to Career Workshops & Experiences	Yes	$1,500.00	1500		
2	2.8	Academic Counseling Services	Yes	$39,929.00	45954		
2	2.9	Instructional Supervision & Professional Development - Special Ed	Yes	$23,760.00	23956		
3	3.1	Community Engagement - Conferences & Communication Software	Yes	$14,500.00	15155		
3	3.2	Community Engagement - Defray volunteer costs	Yes	$750.00	750		
3	3.3	Student Attendance Awards and Home to School Transportation	Yes	$538,709.00	541427		
3	3.5	Integrated Services	Yes	$462,573.00	390811		
3	3.6	Student Engagement - Academic Field Trips	Yes	$13,000.00	13000		
3	3.7	Student Engagement - Athletics	Yes	$73,500.00	60487		
3	3.8	Social Emotional Learning	Yes	$155,105.00	149144		

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)
$10,188,717	$3,309,602	0%	32.483%	$3,309,602.00	0.000%	32.483%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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