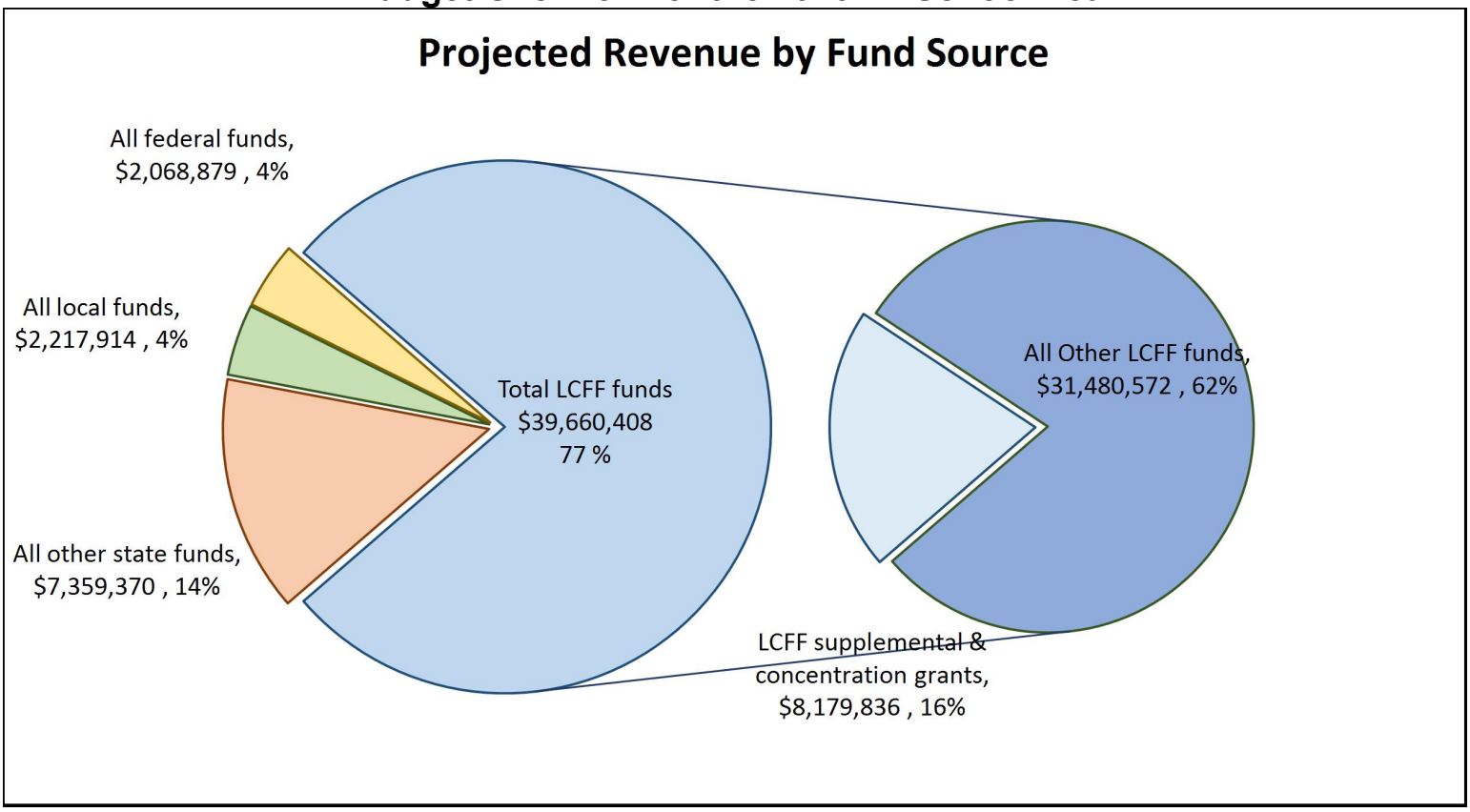
# LCFF Budget Overview for Parents

| |
|---|
| Local Educational Agency (LEA) Name: Exeter Unified School District |
| CDS Code: 54-76836 |
| School Year: 2026-27 |
| LEA contact information: |
| Melanie Dorough, Ed.D. |
| Superintendent |
| mdorough@exeterk12.org |
| (559) 592-9421 |

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

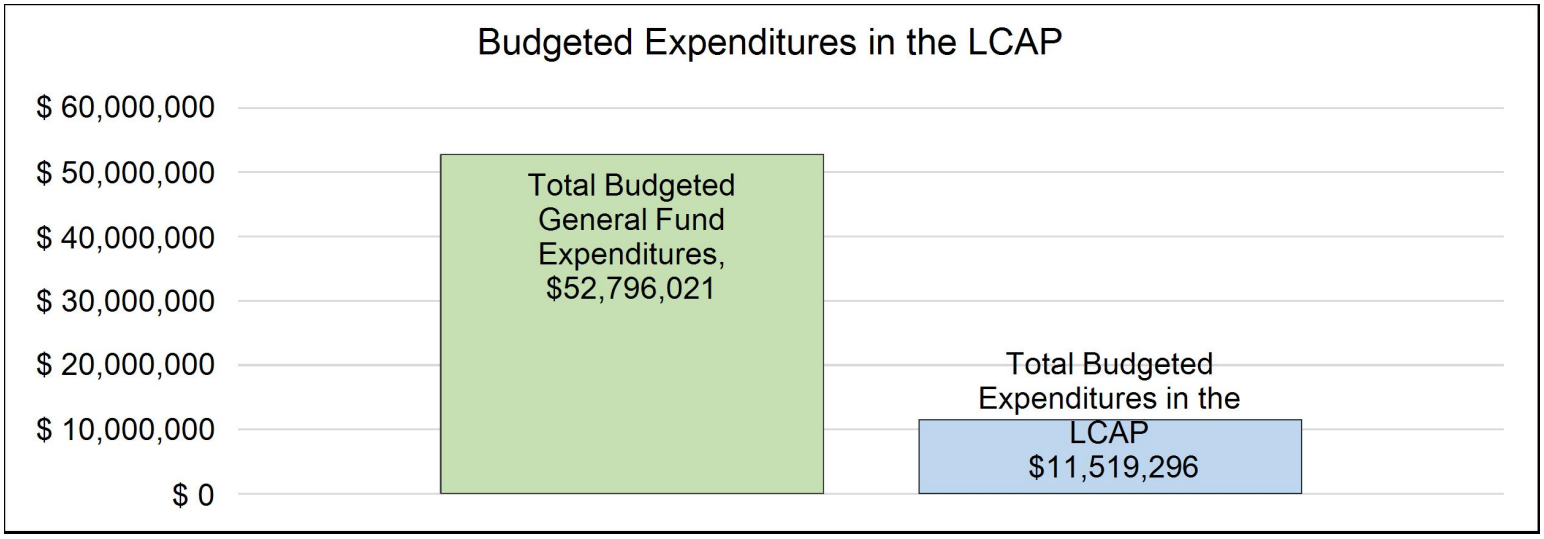



This chart shows the total general purpose revenue Exeter Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Exeter Unified School District is $51,306,571, of which $39,660,408.00 is Local Control Funding Formula (LCFF), $7,359,370.00 is other state funds, $2,217,914.00 is local funds, and $2,068,879.00 is federal funds. Of the $39,660,408.00 in LCFF Funds, $8,179,836.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much Exeter 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: Exeter Unified School District plans to spend $52,796,021.00 for the 2026-27 school year. Of that amount, $11,519,296.00 is tied to actions/services in the LCAP and $41,276,725 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the 2026-27 school year not included in the LCAP include:

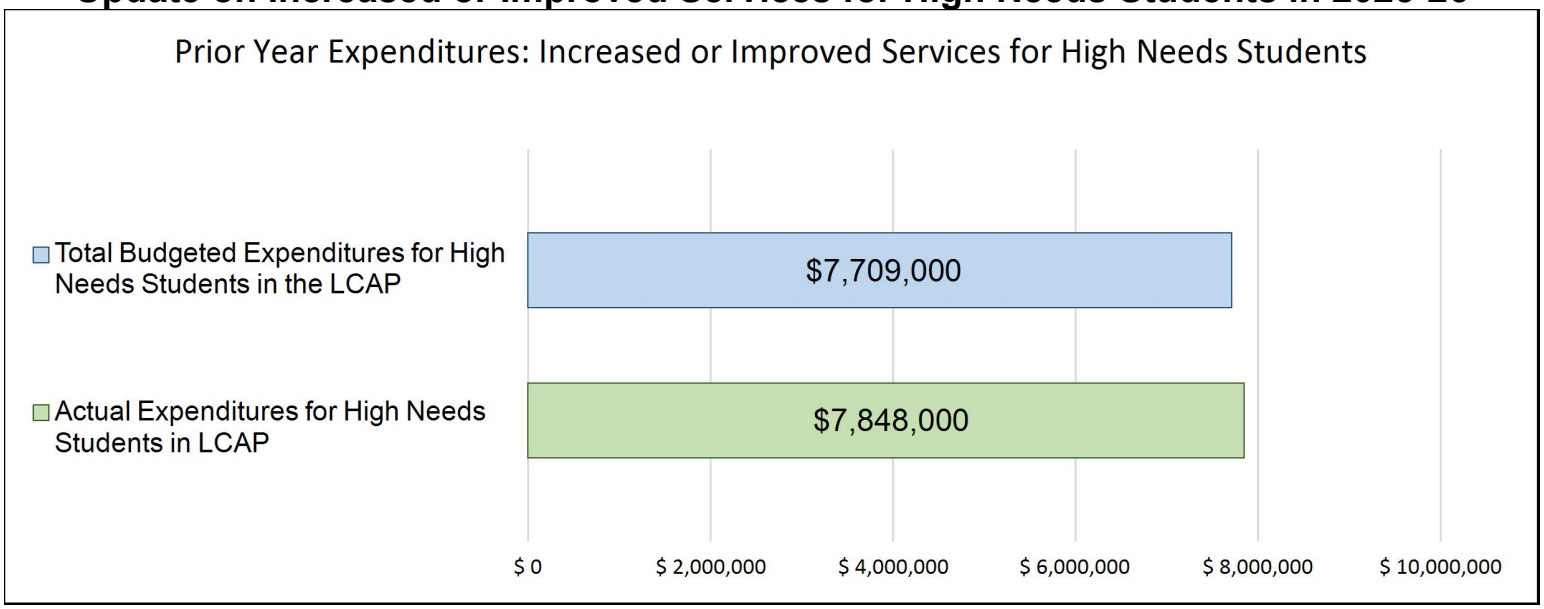
- Base district and site personnel salaries: This includes salaries for administrative staff, base teachers, base support staff, and other personnel essential for the operation of the school district and individual school sites.
- Campus facilities and maintenance: Funds allocated for routine upkeep, repairs, and renovations of school buildings, grounds, and infrastructure to ensure a safe and functional learning environment.
- Core instructional materials: Budget for purchasing base textbooks, workbooks, digital resources, and other materials necessary for providing standards-aligned instruction in classrooms.
- Utility fees: Expenses related to electricity, water, heating, cooling, and waste management services necessary for maintaining school facilities.
- Office supplies and copy machine contracts: Funds allocated for purchasing office supplies, maintaining copiers/printers, and managing contracts for copying services to support administrative operations.
- Transportation: Budget for providing base transportation services, including maintenance, fuel, driver salaries, and other related expenses.
- IT (Information & Technology) infrastructure and site technician salaries: Budget for maintaining and upgrading base IT infrastructure, including network systems, computers, software licenses, and salaries for IT technicians responsible for providing technical support to schools and staff.

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

In 2026-27, Exeter Unified School District is projecting it will receive $8,179,836.00 based on the enrollment of Foster Youth, English learner, and low-income students. Exeter Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Exeter Unified School District plans to spend $8,180,000.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2025-26




This chart compares what Exeter 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 Exeter 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, Exeter Unified School District's LCAP budgeted $7,709,000.00 for planned actions to increase or improve services for high needs students. Exeter Unified School District actually spent $7,848,000.00 for actions to increase or improve services for high needs students in 2025-26.

# 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 |
|---|---|---|
| Exeter Unified School District | Melanie Dorough, Ed.D.<br>Superintendent | mdorough@exeterk12.org<br>(559) 592-9421 |

# 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.

Established over a century ago, Exeter Unified School District (EUSD) is a small TK-12 public school district located in the Central Valley town of Exeter, California. It serves more than 2,610 students from Exeter and the surrounding communities across seven schools: two elementary schools (Lincoln Elementary and Rocky Hill Elementary), one middle school (Wilson Middle School), one comprehensive high school (Exeter Union High School), one continuation high school (Kaweah High School), one community day school (Exeter Community Day), and one independent study program (Exeter Unified Independent Study).

EUSD is home to a diverse student population: 70% identify as Hispanic/Latino, and 28% as White. Additionally, 75% of students are socioeconomically disadvantaged, 15% are English learners, 11% are student with disabilities, 0.6% are students in foster care, and 3.1% are students experiencing homeless (CA School Dashboard, 2025). The district employs over 350 staff members--many of whom are local residents and parents of EUSD students--who are deeply committed to the success and well-being of the community.

EUSD's mission is to prepare students for success in college, career, and life by equipping them with the knowledge, skills, and dispositions essential for the future--making them "Future Ready." The district prioritizes responsive, student-centered education that emphasizes academic rigor and strong family and community engagement. EUSD is committed to developing well-rounded individuals who are critical thinkers, innovative creators, effective communicators, skilled collaborators, and engaged community builders.

To support students facing greater challenges, EUSD allocates targeted resources through the Local Control Funding Formula (LCFF) Equity Multiplier. This additional funding is directed to Kaweah High School, Exeter Unified Independent Study, and Exeter Community Day School--each vital in serving students affected by socio-economic hardship and life instability.

# Reflections: Annual Performance

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

In partnership with educational partners, Exeter Unified School District (EUSD) conducted a thorough review of the 2025 California School Dashboard to assess student, school, and district performance. These results illustrate the significant progress EUSD has made since the 2023 Dashboard. Below is a summary of that reflection.

Successes
1. Academic Performance: EUSD demonstrated significant growth in English Language Arts (ELA) and Mathematics. The 2025 Dashboard ELA Indicator reflected an 18.1-point increase in distance from standard for overall students compared to the previous year and a 28.0-point increase from the 2023 baseline. Similarly, the 2025 Dashboard Math Indicator reflected a 17.6-point increase from the previous year and a 27.3-point increase from the 2023 baseline. All student groups increased or significantly increased their ELA and Math performance compared to 2024, with English Learners (ELs) and socioeconomically disadvantaged (SED) students demonstrating the greatest gains (ELA: +27.0 points for both groups; Math: +20.6 points for ELs and +26.6 points for SED students). Compared to the State, EUSD outperformed statewide averages by 2.0 points in ELA. Among comparable districts in Tulare County, EUSD ranked first in both ELA and Math performance, scoring 28.7 points above the Tulare County average in ELA and 22.8 points above the county average in Math.

2. Academic Engagement: The Graduation Rate Indicator improved from Green to Blue on the 2025 Dashboard, reflecting a 2-percentage point increase from the 2023 baseline. With the exception of White students, all student groups increased their graduation rates, with Long-Term English Learners (LTELs) demonstrating the greatest gain from 2024 (+7.4%). Compared to statewide and county averages, EUSD's graduation rate exceeded the State by 9.2 percentage points and Tulare County by 5.7 percentage points. Perception data also indicate gains in academic achievement. According to the California Healthy Kids Survey (2026), the percentage of students reporting academic motivation increased by 3.7 percentage points from the 2023-24 baseline, and students reporting high expectations of adults increased by 3.7 percentage points.

3. Conditions and Climate: EUSD improved the Suspension Rate Indicator from Yellow to Green on the 2025 Dashboard, reflecting a 2-percentage point improvement from the 2023 baseline. With the exception of students experiencing homelessness and foster youth, all student groups maintained or decreased their suspension rates, with the most significant declines among Long-Term English Learners (LTELs) (-3.8%) and English Learners (ELs) (-2.0%). Despite this progress, EUSD's suspension rate remains above both the state and county averages, exceeding the California average by 1.5 percentage points and the Tulare County average by 1.2 percentage points. School connectedness continues to be a strength across EUSD. According to the 2026 California Healthy Kids Survey, 60.3% of student respondents reported feeling connected to their school, representing a 6.9 percentage point increase from the 2023-24 baseline. Additionally, 66.4% of students reported having a caring adult at school, an increase of 7.4 percentage points over the same period. Student engagement in extracurricular and co-curricular activities also continues to grow, with 61.0% of students in grades TK-12 participating in school-sponsored activities during the 2025-26 school year. This represents a 27.4 percentage point increase from the 2023-24 baseline.

4. Broad Course Offering: EUSD is proud of the significant increase in student access to broad course offerings, particularly opportunities to earn college credit. Over the past three years, participation in college credit courses among high school students increased by 13.2 percentage points, while participation in Advanced Placement (AP) courses increased by 1.7 percentage points (Aeries, 2025-26). Additionally, through a focused effort to expand Career Technical Education (CTE) exploration into the middle grades, participation in CTE courses among students in grades 6-8 increased by 28.0 percentage points from the 2023-24 baseline.

5. Parent and Family Partnerships: Since the 2023-24 school year, EUSD has made substantial gains in strengthening parent and family partnerships. According to the 2026 California School Parent Survey, the percentage of parent and family respondents who reported feeling welcome at their child's school increased by 14.0 percentage points. Additionally, the percentage of respondents who agreed that their school promotes parent involvement increased by 14.0 percentage points, while the percentage who agreed that their child's school actively seeks their input increased by 13.0 percentage points.

Challenges
1. English Learner Progress Indicator (ELPI): Though EUSD's ELPI performance remains 4.5 percentage points above the 2023 baseline, the 2025 Dashboard reflected a 4.6-percentage point decline from the previous year. As a result, EUSD performed 5.2 percentage points below the state average and 2.8 percentage points below the Tulare County average, ranking eighth among nine comparable districts in the county. Site-level data revealed notable variation across the district. Wilson Middle School and Lincoln Elementary experienced the steepest declines (-31.0% and -8.2%, respectively), resulting in status changes from Green to Red for Wilson and from Green to Orange for Lincoln. In contrast, Exeter Union High School was the only district site to demonstrate positive growth, increasing 15.9 percentage points from the previous year and 24.5 points from the 2023 baseline, moving from Red to Green status within two years. A closer analysis of the data suggests that, although EUSD maintained similar ELPAC Level 4 proficiency rates, the decline in ELPI performance was primarily driven by an increasing number of students remaining at the same English proficiency level from year to year.

2. College and Career Indicator (CCI): While the 2025 Dashboard CCI reflects a 5.6-percentage point increase in overall student performance from the 2023 baseline, disaggregated data reveal mixed results across student groups. White students demonstrate the greatest growth (+20.3%), with socioeconomically disadvantaged (SED) students and students with disabilities (SWD) also improving (+4.5% and +5.9%, respectively). In contrast, college and career readiness have declined among Hispanic (-2.6%), English Learner (EL) (-11.5%), and Long-Term English Learner (LTEL) (-6.3%) students. These declines were most evident in A-G Completion Rates (Hispanic: -15.9%; SED: -11.7%; EL: -12.4%; SWD: -6.3%) and Career Technical Education (CTE) Completion Rates (Hispanic: -5.7%; SED: -7.1%; EL: -31.6%; SWD: -2.9%). In addition, differences in college and career preparedness were also evident across high school programs. Exeter Union High School (EUHS) achieved a 60.4% CCI rate, increasing 2.7 percentage points from the previous year. In comparison, alternative education programs maintained or declined in performance, with Kaweah High School (KHS) earning a 9.5% prepared rate (+1.5%, maintained status) and Exeter Independent Study (EIS) earning a 4.2% prepared rate, reflecting a 5.5-percentage point decline. These outcomes contributed to a Red performance status for LTEL students.

3. Chronic Absenteeism: Chronic absenteeism remains an ongoing challenge for EUSD. Although EUSD's overall chronic absenteeism rate declined by 8.1 percentage points from the 2023 baseline, progress appears to be plateauing despite the district's targeted efforts. The most significant challenge is the chronic absenteeism rate among students experiencing homelessness, which has remained above 20% over the past three years. In 2025, the chronic absenteeism rate for homeless youth increased by 7.1 percentage points, shifting the district's performance status from Orange to Red.

4. Music Program: Over the past three years, EUSD has experienced a decline in high school music program participation. In 2025-26, 13.6% of students in grades 9–12 participated in one or more music courses, a 21.7 percentage point decrease from the 2023–24 baseline. Educational partner feedback indicates that expanded access to college credit coursework may be influencing student course-selection patterns, with many students choosing courses that provide college credit rather than enrolling in music courses.

2023 Dashboard Results
Through strategic planning, intentional focus, and collaborative leadership, EUSD moved nearly all 2023 Dashboard indicators out of Red status. Details are outlined below

1. Schools with “Red” Status Indicators for All Students (2023):
- Lincoln Elementary: English Learner Progress Indicator (ELPI) - out of Red status since 2024
- Rocky Hill Elementary: ELPI - out of Red status since 2024
- Wilson Middle School: Mathematics, ELPI, and Suspension Rate - Mathematics and Suspension out of Red status since 2024
- Exeter Union High School (EUHS): ELPI - out of Red status since 2024

2. District-Level “Red” Status Indicators for Student Groups (2023):
- English Learners (EL): English Language Arts (ELA), Mathematics, and ELPI - out of Red status since 2024
- Students with Disabilities (SWD): ELA, Mathematics, and Suspension Rate - out of Red status since 2024
- Homeless Students: Suspension Rate - out of Red status since 2024

3. School-Level “Red” Status Indicators for Student Groups (2023):
- Lincoln Elementary: EL: ELPI and Chronic Absenteeism; SWD: ELA and Mathematics - out of Red status since 2024
- Rocky Hill Elementary: EL: ELPI and Chronic Absenteeism - out of Red status since 2024
- Wilson Middle School: Latino Students: Mathematics; Socioeconomically Disadvantaged (SED): Suspensions; EL: ELA; SWD: Suspension, White: Suspension - out of Red status since 2024
- Wilson Middle School: Socioeconomically Disadvantaged (SED): Mathematics; EL: Mathematics; SWD: ELA - out of Red status since 2025
- Wilson Middle School: EL: ELPI; SWD: Mathematics - remain at Red status
- Exeter Union High School: Latino Students: Mathematics - out of Red status since 2024

Learning Recovery Block Grant
EUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds available for the 2026-27 school year. These funds are allocated under Goal 1, Actions 2 and 4, of the district’s Local Control and Accountability Plan (LCAP). Findings from EUSD’s comprehensive needs assessment highlight persistent challenges in academic achievement, particularly in English Language Arts and Mathematics. All student groups, especially socioeconomically disadvantaged students (SED), English learners (EL), and students with disabilities (SWD), continue to face achievement gaps in these core areas. Educational partners emphasized the need to strengthen instructional support and foster a culture of reading across grades TK-12. In response, Goal 1, Action 2 (Supplemental Instruction and Support Materials) funds

Instructional Coaches and a Director of Curriculum and Instruction to enhance high-quality, first-best instruction for all students. Additionally, Goal 1, Action 4 (Library Services) supports the development of a strong reading culture by funding Library Technicians at four school sites to promote meaningful student engagement with literature. These actions align with the allowable uses of LREBG funds, as they aim to accelerate student learning and directly address the district's identified areas of need, supported by research in Hattie's (2023) meta-analysis of educational research, Visible Learning: The Sequel; A Synthesis of Over 2,100 Meta-Analyses Related to Achievement.

# Reflections: Technical Assistance

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

Based on the 2025 Dashboard results, EUSD qualified for Technical Assistance due to the underperformance of Long-Term English Learners (LTELs) across two state indicators: the English Learner Progress Indicator (ELPI) and the College and Career Indicator (CCI). The qualifying results are as follows:

- ELPI: 44.4% of LTELs demonstrated progress, reflecting a 2.5-percentage point decline from the previous year (Performance Status: Orange).
- CCI: 4.5% of LTELs demonstrated college and career preparedness, reflecting a 6.6-percentage point decline from the previous year (Performance Status: Red).

During the 2025-26 school year, EUSD partnered with the Tulare County Office of Education to facilitate a series of root cause analysis sessions in which educational partners reviewed, analyzed, and discussed state and local data. School sites subsequently conducted additional site-level analyses to further examine trends and engage a broader range of educational partners in the data review process. Additionally, EUSD hosted a series of focus groups with Long-Term English Learner (LTEL) students to gather perception data and better understand their educational experiences. Based on the findings from these analyses and feedback from educational partners, the following actions and efforts are underway:

1. AVID and Academic Intervention: Wilson Middle School (WMS) implemented the Advancement Via Individual Determination (AVID) program with a targeted focus on supporting English Learners. Designated English Language Development (ELD) instructional materials were aligned with AVID strategies and instructional practices to strengthen student access to rigorous academic content. These efforts are reflected in LCAP Action 1.2, Supplemental Instructional Support and Materials. In addition, WMS established an Academic Lab that provides mandatory lunchtime academic support for students earning a D or F in one or more courses. Throughout the school year, participation in the Academic Lab was associated with increases in overall student GPA and reductions in the number of students earning Ds and Fs.

2. Academic Counseling Redesign: Following an analysis that identified student performance in college preparatory courses as a significant barrier to college and career readiness, Exeter Union High School (EUHS) began redesigning its academic counseling model. Beginning in 2026-27, EUHS will transition from a traditional counseling model to a Learning Director model. This redesign is intended to strengthen the district's Multi-Tiered System of Supports (MTSS) by leveraging data to more strategically identify student needs and target academic counseling and intervention services. This effort is reflected in LCAP Action 1.7, Academic Counseling.

EUSD remains committed to continuous improvement through the Plan-Do-Study-Act (PDSA) cycle. Throughout the coming school year, local and state data will continue to be reviewed and analyzed to inform adjustments and strengthen efforts toward academic excellence and equitable outcomes for all students.

# Comprehensive Support and Improvement

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

### *Schools Identified*

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

N/A

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Teachers | Survey (January): Teachers were surveyed using a Needs Assessment Survey, which allowed the district to gather perceptional data on district-wide initiatives aligned with LCAP goals.<br><br>Meetings (January, March, May): Teachers were encouraged to attend the District Advisory Committee (DAC) meetings. These sessions focused on reviewing data, eliciting feedback, and engaging in the development of EUSD's LCAP. Meetings were offered virtually to increase educational partner participation.<br><br>Forums (February): The Listen Up! Staff Voices forum offered teachers an open platform to share feedback and provide suggestions. These forums were offered in person. |
| Principals | Survey (January): Principals participated in a Needs Assessment Survey, which allowed the district to gather perceptional data on district-wide initiatives aligned with LCAP goals.<br><br>Meetings (January, March, and May): Principals attended the DAC meetings held in January, March, and May. These meetings were dedicated to reviewing data, gathering feedback, and contributing to the development of EUSD's LCAP. In addition, principals participated in Leadership Meetings held in March, April, and May, where they provided input on LCAP development. They were offered in person. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Forums (February): The Listen Up! Staff Voices forum provided another avenue for principals to share feedback and offer suggestions openly. These forums were offered in person. |
| Administrators (e.g., Assistant Principals, Directors, Managers, Counselors, etc.) | Survey (January): Administrators participated in a Needs Assessment Survey, which allowed the district to gather perceptional data on district-wide initiatives aligned with LCAP goals.<br><br>Meetings (January and April): Leadership Meetings facilitated opportunities for administrators to provide feedback and suggestions for LCAP development. They were offered in person.<br><br>Forums (February): The Listen Up! Staff Voices forum offered administrators an additional platform to share feedback and suggestions. These forums were offered in person. |
| Other Staff Personnel (e.g. Instructional Aides/Paraprofessionals, Maintenance/Facilities, Nutritional Services, Transportation, etc.) | Survey (January): Other Staff Personnel participated in a Needs Assessment Survey, a tool used to gather perceptional data on district-wide initiatives aligned with LCAP goals.<br><br>Meetings (January, March, and May): Other Staff Personnel Staff members were involved in the District Advisory Committee (DAC) meetings dedicated to reviewing data, gathering feedback, and contributing to the development of EUSD's LCAP. These meetings were offered virtually to increase educational partner participation.<br><br>Forums (February): The Listen Up! Staff Voices forum provided staff members with an additional open platform to share feedback and offer suggestions. These forums were offered in person. |
| Local Bargaining Units | Meeting (April): In addition to participating in the DAC, the Listen Up! Staff Voices Forum, and the Needs Assessment Survey, the presidents of the Exeter Teacher Association (ETA) and the California School Employee Association (CSEA) met with District leadership. This engagement offered EUSD's local bargaining representatives the chance to contribute to the development of LCAP on behalf of their unit. These meetings were offered in-person. |
| Parents | Survey (January): A Needs Assessment Survey was distributed to all parents, providing them an opportunity to contribute their perspectives on district-wide initiatives aligned with LCAP goals. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Meetings (January through May): Parents actively participated in various committee meetings, encouraging them to contribute to the development of EUSD's LCAP. These meetings were offered virtually to increase educational partner participation and were dedicated to reviewing data and gathering feedback:<br>• Parent Advisory Committee (PAC): February, March, and May<br>• District Advisory Committee (PAC): February, March, and May<br>• English Learner Advisory Committee (ELAC): February and April<br>• District English Learner Advisory Committee (DELAC): February and April<br><br>Forums (February): The Listen Up! Community Voices forum provided parents with an open platform to share feedback and offer suggestions. These forums were offered in person.<br><br>A complete draft of the LCAP is shared with parents at the PAC, ELAC, DELAC, and the LCAP Public Hearing at the EUSD Board Meeting, inviting parents to provide input and comments. The EUSD Superintendent responds in writing to comments shared by members of PAC, ELAC, and DAC. |
| Students | Survey (January): All students in grades 5-12 received a Needs Assessment Survey, offering them a chance to share their viewpoints on district-wide initiatives aligned with LCAP goals.<br><br>Forums (February): The Listen Up! Student Voices forum invited over 40 students to provide feedback and suggestions for the LCAP development process. Student contributions were gathered through small focus groups. These forums were offered in person.<br><br>Meetings (February through May): Secondary students participated in committee meetings, which encouraged them to contribute to the development of EUSD's LCAP These meetings were offered virtually |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | to increase educational partner participation and were dedicated to reviewing data and gathering feedback:<br>• District Advisory Committee (DAC): February, March, and May<br>• District English Learner Advisory Committee (DELAC): February and April. |
| School Sites receiving Equity Multiplier funding (i.e., Kaweah High School, Exeter Unified Independent Study, and Exeter Community Day School) | Meetings (January through May): School Site Council (SSC) meetings were held to gather feedback from educational partners and contribute to decisions regarding actions, services, and resource allocation at their school site. These meetings were offered virtually to increase participation. |

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

During the LCAP development process, EUSD gathered feedback from educational partners through multiple engagement opportunities, including meetings, surveys, forums, data reviews, and focus group listening sessions. The collective input significantly informed the development of the LCAP, particularly in the following areas:

GOAL1
All students will demonstrate growth toward college and career preparedness by meeting or exceeding grade-level content standards in English Language Arts (ELA), Mathematics, Science, and, for English learners, English language proficiency.

1. Student Achievement: Educational partners celebrated the gains students achieved in English Language Arts and Mathematics. Feedback supported the continued investment in supplemental instructional services and supports funded through the LCAP to sustain and build upon this academic progress, such as:

- Academic Coaches (K-12): Continued implementation of instructional coaching supports across grades K-12 to strengthen instructional practice and improve student outcomes.
- Instructional Reading Aides (K-2): Deployment of instructional aides to intensify small-group reading instruction in grades K-2, with a focus on early literacy development.
- Digital Differentiation Platforms (K-8): Continued use of supplemental digital platforms, including IXL Math and Accelerated Reader, to support individualized practice, skill development, and progress monitoring.
- Digital Learning Platform (Alt. Education): Transition to a new digital learning platform at Kaweah High School, Exeter Independent Study, and Exeter Community Day School to enhance instructional access, engagement, and data-informed instruction.

2. Supplemental Services for English Learners (ELs): There is continued consensus among teachers, principals, administrators, and parents regarding the need for additional support for multilingual learners, particularly following EUSD's identification for Differentiated Assistance due to the underperformance of Long-Term English Learners. This feedback supports the continued funding of:

- Bilingual Aides: Increase all elementary Bilingual Aides to full-time positions to strengthen targeted support for multilingual learners.

- SEAL Instructional Materials (Preschool-TK): Implementation of SEAL-aligned instructional materials to support early language development and foundational literacy.
- After-School Tutoring and Transportation: Continue funding for after-school tutoring services, including provision of transportation support as needed to improve access and participation for students.

3. Progress Monitoring System (Academic): Systems for capturing and analyzing student academic performance data are currently underutilized, which has led educational partners to support eliminating funding for these tools. At the same time, administrators and staff emphasized the importance of ensuring continued access to student performance data through alternative methods that are more usable and accessible for staff and educational partners.

GOAL 2
All students will experience a safe and supportive school environment, as evidenced by state priority indicators and climate survey data.

1. Student Behavior: Educational partners agreed on the importance of addressing student behavioral needs both on campus and within classroom settings. As a result, EUSD will continue funding LCAP actions designed to enhance student safety and implement targeted behavioral interventions:

- Campus Supervision (6-12): Continued funding for a Resource Officer and Campus Supervisors on campuses serving students to maintain a visible and consistent adult presence on campus.
- Substance Abuse Counseling (6-12): Educational partners noted concerns regarding the effectiveness of current vendor-provided programs and suggested that students may be better supported through in-house services provided by school psychologists.
- District Behavior Team (K-12): Continued support for the District Behavior Team to provide coordinated behavioral interventions and site-based assistance.
- Inclusion Specialists (PK-TK): In response to increased behavioral needs in preschool and TK settings, the LCAP includes the addition of an Inclusion Specialist position to support teachers in creating and maintaining learning environments that promote positive student approaches to learning.

2. School Connectedness: Educational partners emphasized the positive impact of after-school athletics, clubs, and extracurricular activities on student engagement and belonging. In an effort to increase student participation, the LCAP will support the following actions:

- Incentives (TK-12): Maintain attendance and behavior incentive initiatives and anti-bullying events (e.g., Breaking Down Walls) to promote positive school climate.
- Peer Ambassadors (6-12): Maintain funding for peer mentoring programs, including Link Crew at the high school level and Where Everybody Belongs (WEB) at the middle school level.
- Expanded Athletics (9-12): Expand athletic opportunities by offering E-Sports to engage students who may not typically participate in traditional after-school athletics.

3. Progress Monitoring System (Behavior and Attendance): Educational partners acknowledge that existing digital platforms used to collect and analyze student perception data and monitor interventions are not consistently utilized, leading to support for reduced funding for the current platform. Nevertheless, administrators and staff emphasized the need to preserve access to critical student data through more practical, user-friendly reporting systems and alternative data access methods that better support site-level use and decision-making.

GOAL 3
Within the next three years, EUSD will improve student academic engagement, school conditions and climate, and student college/career preparedness as measured by the CA School Dashboard at schools receiving Equity Multiplier funding: Kaweah High School, Exeter Independent Study, and Exeter Community Day School.

Feedback from schools receiving Equity Multiplier funding, including Kaweah High School, Exeter Unified Independent Study, and Exeter Community Day School, highlighted a strong emphasis on supporting students' social, emotional, and mental well-being. Educational partners emphasized the importance of understanding the underlying causes of students' behavioral and academic challenges to more effectively address individual student needs. Recommendations included expanding social and emotional supports, enhancing mental health services, and providing substance use prevention and counseling services.

There was also strong support for maintaining dedicated Student Advocate and Academic Counselor positions. Teachers and staff further expressed the need to restore a third teaching position and expand opportunities for hands-on, experiential learning.

These insights informed revisions to LCAP Goal 3, which now includes funding for the Student Advocate and Academic Counselor positions to support increased student academic engagement, improve school climate and conditions for learning, and strengthen college and career readiness at the identified schools. In addition, General Fund resources have been used to restore a third teaching position at Kaweah High School.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | All students will demonstrate growth toward college and career preparedness by meeting or exceeding grade-level content standards in English Language Arts (ELA), Mathematics, Science, and, for English learners, English language proficiency. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to needs identified through comprehensive data analysis and input from educational partners. It aligns with Exeter Unified School District's Strategic Plan and Learner Profile, as it focuses on empowering all students with the English Language Arts, Mathematics, and English language proficiency skills necessary to be future-ready.

Data from the California School Dashboard indicate a continued need to strengthen student outcomes in English Language Arts, Mathematics, and English language proficiency. In 2023, Exeter Unified School District earned overall performance levels of Yellow in English Language Arts, Orange in Mathematics, and Red in English Learner Progress, highlighting areas requiring targeted support and sustained improvement. Results from the Smarter Balanced Assessment Consortium (SBAC) showed that 37.2% of students met or exceeded standards in English Language Arts, while 24.4% met or exceeded standards in Mathematics (CAASPP Results, 2023). Additionally, results from the English Language Proficiency Assessments for California (ELPAC) indicated that 13.4% of English Learners achieved Level 4 (Well Developed) English proficiency, demonstrating a need to accelerate language development outcomes (ELPAC Results, 2023).

Although Exeter Unified School District has made significant gains in student performance over the past two years, student achievement in English Language Arts, Mathematics, and English language proficiency for English Learners remains an identified area of focus among educational partners. The most recent academic performance indicators from the California School Dashboard (2025) show overall performance levels of Yellow in English Language Arts, Yellow in Mathematics, and Orange in English Learner Progress, reinforcing the need to continue prioritizing this goal. Additionally, based on the 2025 California School Dashboard results, Exeter Unified School District was identified for Differentiated Assistance due to underachievement among Long-term English Learners on the English Learner Progress Indicator and the College and Career Indicator, further underscoring the need to maintain focused efforts in this area.

In response to these identified needs and ongoing performance trends, this goal is intended to ensure that all students in Exeter Unified School District receive high-quality instructional experiences that lead to equitable outcomes in English Language Arts, Mathematics, and English language proficiency for English Learners. By strengthening academic achievement and language proficiency, the district aims to support students in graduating with the knowledge, skills, and dispositions necessary to succeed in college, career, and life.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | SBAC ELA (Percent)<br><br>Percentage of students who meet/exceed standards on SBAC ELA (grades 3-8 and 11)<br><br>Source: CAASPP-ELPAC Public Reporting Site<br>(Priority 4) | Overall: 37.2%<br>(SBAC, 2022-23)<br><br>White: 48.4%<br>Latino: 32.7%<br>SED: 30.3%<br>EL: 8.4%<br>SWD: 10.8%<br>LTEL: 3.3% | Overall: 41.00% o<br>(SBAC, 2023-24)<br><br>White: 56.34%<br>Latino: 34.75%<br>SED: 33.05%<br>EL: 8.29%<br>SWD: 11.04%<br>LTEL: 5.08% | Overall: 49.06%<br>(SBAC, 2024-25)<br><br>White: 62.16%<br>Latino: 43.36%<br>SED: 43.34%<br>EL: 15.67%<br>SWD: 19.31%<br>LTEL: 9.26% | Overall: 50%<br>(Increase: 13%)<br><br>White: 57%<br>Latino: 42%<br>SED: 37%<br>EL: 17%<br>SWD: 20%<br>LTEL: 11% | Overall: +11.9%<br><br>White: +13.8%<br>Latino: +10.7%<br>SED: +13.0<br>EL: +7.3%<br>SWD: +8.5%<br>LTEL: +6.0% |
| 1.2 | SBAC ELA (DFS)<br><br>Average distance from standard in ELA (grades 3-8 and 11)<br><br>Source: Dashboard<br>(Priority 4)<br><br>LREBG Metric | Overall: -34.0<br>(Dashboard, 2023)<br><br>White: -4.8<br>Latino: -45<br>SED: -50.7<br>EL: -90.4<br>SWD: -128 | Overall: -24.1<br>(Dashboard, 2024)<br><br>White: +13.2<br>Latino: -39.6<br>SED: -46.3<br>EL: -84.3<br>SWD: -103.6<br>LTEL: -119.1 | Overall: -6.0<br>(Dashboard, 2025)<br><br>White: +25.1<br>Latino: -19.4<br>SED: -19.3<br>EL: -56.7<br>SWD: -84.3<br>LTEL: -94.9 | Overall: -14 (MET)<br>(Decrease: 20 points)<br><br>White: +15<br>Latino: -25<br>SED: +30<br>EL: -90.4<br>SWD: -108<br>LTEL: -100 | Overall: +28.0<br><br>White: +29.9<br>Latino: +25.6<br>SED: +31.4<br>EL: +33.7<br>SWD: +43.7<br>LTEL: +24.2 |
| 1.3 | SBAC Math (Percent)<br><br>Percentage of students who meet/exceed standard on SBAC Mathematics (grades 3-8 and 11) | Overall: 24.4%<br>(SBAC, 2022-23)<br><br>White: 34.5% White<br>Latino: 20.7%<br>SED: 20%<br>EL: 7.2% | Overall: 26.99%<br>(SBAC, 2023-24)<br><br>White: 40.28%<br>Latino: 14.03%<br>SED: 21.67%<br>EL: 7.83% | Overall: 34.59%<br>(SBAC, 2025-26)<br><br>White: 48.05%<br>Latino: 29.49%<br>SED: 29.90%<br>EL: 12.91% | Overall: 35%<br>(Increase: 11%)<br><br>White: 43%<br>Latino: 29%<br>SED: 28%<br>EL: 15% | Overall: +10.2%<br><br>White: +13.6%<br>Latino: +8.8%<br>SED: +9.9%<br>EL: +5.7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: CAASPP-ELPAC Public Reporting Site<br>(Priority 4) | SWD: 4.7%<br>LTEL: 0% | SWD: 5.44%<br>LTEL: 1.45% | SWD: 12.50%<br>LTEL: 5.55% | SWD: 13%<br>LTEL: 8% | SWD: +7.8%<br>LTEL: +4.1% |
| 1.4 | SBAC Math (DFS)<br><br>Average distance from standard in Mathematics (grades 3-8 and 11)<br><br>Source: Dashboard<br>(Priority 4)<br><br>LREBG Metric | Overall: -76<br>(Dashboard, 2023)<br><br>White: -50<br>Latino: -85.7<br>SED: -89.4<br>EL: -114.1<br>SWD: -164.7 | Overall: -66.3<br>(Dashboard, 2024)<br><br>White: -31.4<br>Latino: -80.4<br>SED: -85.4<br>EL: -110.5<br>SWD: -126.5<br>LTEL: -165.1 | Overall: -48.7<br>(Dashboard, 2025)<br><br>White: -18.3<br>Latino: -60.8<br>SED: -58.7<br>EL: -90.0<br>SWD: -115.5<br>LTEL: -154.2 | Overall: -56 (MET)<br>(Decrease: 20 points)<br><br>White: -30<br>Latino: -66<br>SED: -70<br>EL: -90<br>SWD: -100<br>LTEL: -140 | Overall: +27.3<br><br>White: +31.7<br>Latino: +24.9<br>SED: +30.7<br>EL: +24.1<br>SWD: +49.2<br>LTEL: +10.9 |
| 1.5 | CAST (Percent)<br><br>Percentage of students who meet/exceed standard on CAST (grades 5, 8, and 11)<br><br>Source: CAASPP-ELPAC Public Reporting Site<br>(Priority 4) | Overall: 23.3%<br>(CAST, 2022-23)<br><br>White: 38.2%<br>Latino: 17.1%<br>SED: 17.9%<br>EL: 0%<br>SWD: 8% | Overall: 32.81%<br>(CAST, 2023-24)<br><br>White: 49.09%<br>Latino: 25.32%<br>SED: 22.52%<br>EL: 2.44%<br>SWD: 2.08%<br>LTEL: 0.0% | Overall: 31.30%<br>(CAST, 2024-25)<br><br>White: 39.39%<br>Latino: 27.62%<br>SED: 26.34%<br>EL: 3.26%<br>SWD: 10.94%<br>LTEL: 3.23% | Overall: 40%<br>(Increase: 17%)<br><br>White: 55%<br>Latino: 26%<br>SED: 27%<br>EL: 9%<br>SWD: 17%<br>LTEL: 10% | Overall: +8.0%<br><br>White: +1.2%<br>Latino: +10.5%<br>SED: +8.4%<br>EL: +3.3%<br>SWD: +2.9%<br>LTEL: +3.2% |
| 1.6 | Star Reading (Growth)<br><br>Percentage of students who demonstrate one year's worth of growth on STAR Reading (grades 2-11, Fall to Spring)<br><br>Source: Renaissance<br>(Priority 4) | Overall: 73.4%<br>(Fall to Spring 2024)<br><br>High Growth: 42.9%<br>Typical Growth: 30.5% | Overall: 64.3%<br>(Fall to Spring 2025)<br><br>High Growth: 35.6%<br>Typical Growth: 28.7% | Overall: 66.6%<br>(Fall to Spring 2026)<br><br>High Growth: 36.9%<br>Typical Growth: 29.7% | Overall: 100%<br>(Fall to Spring)<br><br>High Growth: 75% | Overall: -6.8%<br><br>High Growth: -6.0%<br>Typical Growth: -0.8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.7 | Star Math (Growth)<br><br>Percentage of students who demonstrate one year's worth of growth on STAR Math (grades 1-11, Fall to Spring)<br><br>Source: Renaissance (Priority 4) | Overall: 74.4%<br>(Fall to Spring 2024)<br><br>High Growth: 41.3%<br>Typical Growth: 33.0% | Overall: 63.9%<br>(Fall to Spring, 2025)<br><br>High Growth: 34.7%<br>Typical Growth: 29.3% | This metric has been retired. | N/A | N/A |
| 1.8 | English Learner Progress<br><br>Percentage of ELs who demonstrate progress on the English Learner Progress Indicator (ELPI)<br>• Percentage of ELs who decreased at least one ELPI level.<br>• Percentage of ELs who maintained ELPI levels 1, 2L, 2H, 3L, and 3H.<br><br>Source: Dashboard (Priority 4) | EL: 36.7%<br>(Dashboard, 2023)<br><br>Decreased: 28.7%<br>Maintained: 34.6% | EL: 45.8%<br>LTEL: 46.9%<br>(Dashboard, 2024)<br><br>Decreased: 20.6%<br>Maintained: 33.8% | EL: 41.2%<br>LTEL: 44.4%<br>(Dashboard, 2025)<br><br>Decreased: 20.3%<br>Maintained: 38.6% | EL: 70%<br>LTEL: 70%<br>(Increase: 33%)<br><br>Decreased: 10%<br>Maintained: 20% | EL: +4.5%<br>LTEL: -2.5%<br><br>Decreased: -8.4% (improved)<br>Maintained: +4.0% |
| 1.9 | Reclassification Rate (RFEP)<br><br>Percentage of ELs who are reclassified | RFEP: 7.0% (34 students)<br><br>(Aeries, 2022-23) | RFEP: 14.7% (59 students)<br><br>(Aeries, 2023-24) | RFEP: 15.6% (55 students)<br><br>(Aeries, 2024-25) | RFEP: 25%<br>(Increase: 18%) | RFEP: +8.6% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: Aeries (Priority 4) | | | | | |
| 1.10 | College/Career Indicator<br><br>Percentage of cohort grade 12 students who rate "Prepared" on the College/Career Indicator<br><br>Source: Dashboard (Priority 4) | Overall: 43.5% (Dashboard, 2023)<br><br>White: 43.9%<br>Latino: 43.0%<br>SED: 36.5%<br>EL: 15.8%<br>SWD: 9.5% | Overall: 44.8% (Dashboard, 2024)<br><br>White: 52.7%<br>Latino: 42.4%<br>SED: 38.8%<br>EL: 16%<br>SWD: 3.1%<br>LTELs: 11.1% | Overall: 49.1% (Dashboard, 2025)<br><br>White: 64.2%<br>Latino: 40.4%<br>SED: 41.0%<br>EL: 4.3%<br>SWD: 15.4%<br>LTEL: 4.5% | Overall: 70% (Increase: 26%)<br><br>White: 70%<br>Latino: 70%<br>SED: 70%<br>EL: 25%<br>SWD: 25%<br>LTEL: 25% | Overall: +5.6%<br><br>White: +20.3%<br>Latino: -2.6%<br>SED: +4.5%<br>EL: -11.5%<br>SWD: +5.9%<br>LTEL: -6.6% |
| 1.11 | A-G Completion Rate<br><br>Percentage of cohort grade 12 students who successfully completed courses that satisfy the entrance requirements for the University of California (UC) and the California State University (CSU)<br><br>Source: DataQuest (Priority 4) | Overall: 42.4% (DataQuest, 2022-23)<br><br>White: 37.7%<br>Latino: 45.4%<br>SED: 36.1%<br>EL: 16.7%<br>SWD: 6.3% | Overall: 35.3% (DataQuest, 2023-24)<br><br>White: 39.1%<br>Latino: 34.0%<br>SED: 29.5%<br>EL: 14.8%<br>SWD: 4.0% | Overall: 33.6% (DataQuest, 2024-25)<br><br>White: 43.4%<br>Latino: 29.5%<br>SED: 24.4%<br>EL: 4.3%<br>SWD: 0.0% | Overall: 51% (Increase: 9%)<br><br>White: 46%<br>Latino: 49%<br>SED: 40%<br>EL: 18%<br>SWD: 9% | Overall: -8.8%<br><br>White: +5.7%<br>Latino: -15.9%<br>SED: -11.7%<br>EL: -12.4%<br>SWD: -6.3% |
| 1.12 | CTE Completion Rate<br><br>Percentage of cohort grade 12 students who successfully completed the course sequence that satisfies the requirements for a career and technical education pathway | Overall: 23.1% (Dashboard, 2023)<br><br>White: 23.2%<br>Latino: 23.3%<br>SED: 21.8%<br>EL: 31.6%<br>SWD: 13.6% | Overall: 25.1% (Dashboard, 2024)<br><br>White: 27.5%<br>Latino: 24.6%<br>SED: 23.7%<br>EL: 13.8%<br>SWD: 9.4% | Overall: 21.0% (Dashboard, 2025)<br><br>White: 26.8%<br>Latino: 17.6%<br>SED: 14.7%<br>EL: 0.0%<br>SWD: 10.7% | Overall: 28% (Increase: 5%)<br><br>White: 28%<br>Latino: 25%<br>SED: 26%<br>EL: 36%<br>SWD: 18% | Overall: -2.1%<br><br>White: +3.6%<br>Latino: -5.7%<br>SED: -7.1%<br>EL: -31.0%<br>SWD: -2.9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: Dashboard/Additional Reports (Priority 4) | | | | | |
| 1.13 | A-G and CTE Completion Rate<br><br>Percentage of cohort grade 12 students who successfully completed both types of courses described in metric 1.12 (UC/CSU college requirements) and 1.13 (career and technical education)<br><br>Source: Dashboard/Additional Reports (Priority 4) | Overall: 8.4% (Dashboard, 2023)<br><br>White: 9.8%<br>Latino: 8.0%<br>SED: 7.3%<br>EL: 0.0%<br>SWD: 0.0% | Overall: 12.2% (Dashboard, 2024)<br><br>White: 12.1%<br>Latino: 12.9%<br>SED: 9.7%<br>EL: 6.9%<br>SWD: 3.1% | Overall: 9.4% (Dashboard, 2025)<br><br>White: 15.9%<br>Latino: 6.3%<br>SED: 6.3%<br>EL: 0.0%<br>SWD: 0.0% | Overall: 13% (Increase: 5%)<br><br>White: 15%<br>Latino: 13%<br>SED: 12%<br>EL: 5%<br>SWD: 5% | Overall: +1.0%<br><br>White: +6.1%<br>Latino: -1.7%<br>SED: -1.0%<br>EL: No Difference<br>SWD: No Difference |
| 1.14 | AP Exam Pass Rate<br><br>Percentage of students who passed an advanced placement (AP) exam with a score of 3 or higher (grades 9-12)<br><br>Source: College Board (Priority 4) | Overall: 63% (College Board, 2023)<br><br>White: 54%<br>Latino: 60%<br>SED: 56% | Overall: 61% (College Board, 2024)<br><br>White: 61.4%<br>Latino: 48.6%<br>SED: 57.8% | Overall: 78% (College Board, 2025)<br><br>White: 75.8%<br>Latino: 65.9%<br>SED: 64.4% | Overall: 68% (MET) (Increase: 5%)<br><br>White: 59%<br>Latino: 65%<br>SED: 60% | Overall: +15.0%<br><br>White: +21.8%<br>Latino: +5.9%<br>SED: +8.4% |
| 1.15 | EAP (ELA)<br><br>Percentage of high school seniors who demonstrate college | Overall: 21.72% (SBAC, 2022-23)<br><br>White: 34.12%<br>Latino: 15.48% | Overall: 25.58% (SBAC, 2023-24)<br><br>White: 40.26%<br>Latino: 15.27% | Overall: 26.25% (SBAC, 2024-25)<br><br>White: 27.27%<br>Latino: 24.86% | Overall: 26.7% (MET) (Increase: 5%)<br><br>White: 39% | Overall: +4.5%<br><br>White: -6.9%<br>Latino: +9.4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | preparedness (readiness) in ELA persuant to the Early Assessment Program (EAP) (grade 11)<br><br>Source: CAASPP-ELPAC Public Reporting Site<br>(Priority 4) | SED: 14.74%<br>EL: 0%<br>SWD: 0% | SED: 13.68%<br>EL: 0.0%<br>SWD: 6.67% | SED: 19.21%<br>EL: 0.0%<br>SWD: 0.0% | Latino: 20%<br>SED: 20%<br>EL: 5%<br>SWD: 5% | SED: +4.5%<br>EL: No Difference<br>SWD: No Difference |
| 1.16 | EAP (Math)<br><br>Percentage of high school seniors who demonstrate college preparedness (readiness) in mathematics persuant to EAP (grade 11)<br><br>Source: CAASPP-ELPAC Public Reporting Site<br>(Priority 4) | Overall: 6.28%<br>(SBAC, 2022-23)<br><br>White: 12.05%<br>Latino: 2.63%<br>SED: 4.58%<br>EL: 0%<br>SWD: 0% | Overall: 10.91%<br>(SBAC, 2023-24)<br><br>White: 15.38%<br>Latino: 7.41%<br>SED: 5.83%<br>EL: 0.00%<br>SWD: 0.00% | Overall: 8.08%<br>(SBAC, 2024-25)<br><br>White: 9.21%<br>Latino: 7.43%<br>SED: 6.18%<br>EL: 3.85%<br>SWD: 0.00% | Overall: 20%<br>(Increase: 14%)<br><br>White: 20%<br>Latino: 20%<br>SED: 20%<br>EL: 10%<br>SWD: 10% | Overall: +1.8%<br><br>White: -2.8%<br>Latino: +4.8%<br>SED: +1.6%<br>EL: +3.9%<br>SWD: No Difference |
| 1.17 | Teacher Qualification<br><br>Percentage of teachers who are appropriately assigned<br><br>Percent of teachers who are fully credentialed in the subject area(s) and for which they teach<br><br>Source: Local Records<br>(Priority 1) | Appropriately Assigned: 100%<br>Fully Credentialed: 83%<br>(2023-24) | Appropriately Assigned: 100%<br>Fully Credentialed: 89%<br>(2024-25) | Appropriately Assigned: 100%<br>Fully Credentialed: 89%<br>(2025-26) | Appropriately Assigned: 100%<br>(MET)<br>Fully Credentialed: 100%<br>(Increase: 17%) | Appropriately Assigned: Maintained 100%<br>Fully Credentialed: +6.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.18 | Instructional Materials (Access)<br><br>Percentage of students who have access to standards-aligned instructional materials (grades TK-12)<br><br>Source: Williams' Textbook Sufficiency Report<br>(Priority 1) | Overall: 100% (2023-24)<br><br>EL: 100%<br>SWD: 100% | Overall: 100% (2024-25)<br><br>EL: 100%<br>SWD: 100% | Overall: 100%(2025-26)<br><br>EL: 100%<br>SWD: 100% | Overall: 100% (MET)<br><br>EL: 100% (MET)<br>SWD: 100% (MET) | Overall: Maintained 100%<br><br>EL: Maintained 100%<br>SWD: Maintained 100% |
| 1.19 | Instructional Materials (Alignment)<br><br>Percentage of teacher respondents who report "Full Implementation" or "Full/Sustainable Implementation" of instructional materials aligned to state board-adopted content standards: core and elective.<br><br>Source: Local Survey<br>(Priority 2) | Core: 60.9%<br>Elective: 37.0%<br>(Survey, 2024) | Core: 65.6%<br>Elective: 57.0%<br>(Survey, 2025) | Core: 65.4%<br>Elective: 55.9%<br>(Survey, 2026) | Core: 70%<br>Elective: 65%<br>(Increase: 5%) | Core: +4.5%<br>Elective: +19.0% |
| 1.20 | AP Course Participation<br><br>Percentage of high school students enrolled in one or more Advanced Placement (AP) courses | Overall: 21%<br>(Aeries, 2023-24) | Overall: 19.88%<br>(Aeries, 2024-25) | Overall: 22.72%<br>(Aeries, 2025-26)<br><br>SED: 20.29%<br>EL: 5.61%<br>SWD: 5.21%<br>Alt. Edu.: 1 student | Overall: 26%<br>(Increase: 5%)<br><br>SED: 25%<br>EL: 10%<br>SWD: 10%<br>Alt. Edu.: 5 students | Overall: +1.7%<br><br>SED: N/A<br>EL: N/A<br>SWD: N/A<br>Alt. Edu: N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: Aeries (Priority 7) | | | | | |
| 1.21 | College Credit Course Participation<br><br>Percentage of high school students enrolled in one or more College Credit courses<br><br>Source: Aeries (Priority 7) | Overall: 15% (Aeries, 2023-24) | Overall: 25.76% (Aeries, 2024-25) | Overall: 28.17% (Aeries, 2025-26)<br><br>SED: 21.17%<br>EL: 9.35%<br>SWD: 8.33%<br>Alt. Edu: 0 students | Overall: 35% (Increase: 20%)<br><br>SED: 25%<br>EL: 11%<br>SWD: 9%<br>Alt. Edu.: 5 students | Overall: +13.2%<br><br>SED: N/A<br>EL: N/A<br>SWD: N/A<br>Alt. Edu: N/A |
| 1.22 | CTE Course Participation<br><br>Percentage of middle and high school students enrolled in one or more Career and Technical Education courses<br><br>Source: Aeries (Priority 7) | High School: 45%<br>Middle School: 5%<br>(Aeries, 2023-24) | High School: 46.86%<br>Middle School: 28.92%<br>(Aeries, 2024-25) | High School: 43.75%<br>• SED: 21.46%<br>• EL: 27.10%<br>• SWD: 31.25%<br><br>Middle School: 33.02%<br>• SED: 31.65%<br>• EL: 15.49%<br>• SWD: 30.91%<br><br>(Aeries, 2025-26) | High School: 50% (Increase: 5%)<br>• SED: 25%<br>• EL: 30%<br>• SWD: 35%<br><br>Middle School: 35% (Increase: 6%)<br>• SED: 35%<br>• EL: 20%<br>• SWD: 35% | High School: -1.3%<br>SED: N/A<br>EL: N/A<br>SWD: N/A<br><br>Middle School: +28.0%<br>SED: N/A<br>EL: N/A<br>SWD: N/A |
| 1.23 | Music Participation<br><br>Percentage of middle and high school students enrolled in one or more | High School: 35.3%<br>Middle School: 17.7%<br>(Aeries, 2023-24) | High School: 17.77%<br>Middle School: 11.36%<br>(Aeries, 2024-25) | High School: 13.59%<br>• SED: 15.18%<br>• EL: 6.54% | High School: 40% (Increase: 5%)<br>• SED: 20%<br>• EL: 10%<br>• SWD: 12% | High School: -21.7%<br>SED: N/A<br>EL: N/A<br>SWD: N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Music Department courses<br><br>Data: Aeries<br>(Priority 7) | | | • SWD: 10.42%<br><br>Middle School: 19.85%<br>• SED: 19.49%<br>• EL: 9.86%<br>• SWD: 18.18%<br><br>(Aeries, 2025-26) | Middle School: 22%<br>(Increase: 5%)<br>• SED: 23%<br>• EL: 13%<br>• SWD: 20% | Middle School: +2.2%<br>SED: N/A<br>EL: N/A<br>SWD: N/A |
| 1.24 | Seal of Biliteracy<br><br>Percentage of cohort grade 12 students who earn a Seal of Biliteracy<br><br>Data Source: DataQuest<br>(Priority 8) | Overall: 13.4%<br>(DataQuest, 2022-23)<br><br>White: 6.5%<br>Latino: 17.7%<br>SED: 13%<br>EL: 5.6%<br>SWD: 6.3% | Overall: 10.3%<br>(DataQuest, 2023-24)<br><br>White: 2.3%<br>Latino: 15.1%<br>SED: 11.4%<br>EL: 0.0%<br>SWD: 0.0% | Overall: 13.9%<br>(DataQuest, 2024-25)<br><br>White: 13.2%<br>Latino: 14.4%<br>SED: 10.3%<br>EL: 0.0%<br>SWD: 0.0% | Overall: 18%<br>(Increase: 5%)<br><br>White: 11%<br>Latino: 22%<br>SED: 18%<br>EL: 10%<br>SWD: 6.3% | Overall: +0.5%<br><br>White: +6.7%<br>Latino: -3.3%<br>SED: -2.7%<br>EL: -5.6%<br>SWD: -6.3% |
| 1.25 | Parent Involvement<br><br>Percentage of parent/guardian respondents who report "Strongly Agree" to school Promotion of Parental Involvement<br><br>Data Source: California School Parent Survey (CSPS)<br>(Priority 3) | Overall: 31%<br>(CSPS, 2024)<br><br>Elementary: 38%<br>Middle: 20%<br>High: 13% | Overall: 38%<br>(CSPS, 2025)<br><br>Elementary: 45%<br>Middle: 20%<br>High: 28% | Overall: 45%<br>(CSPS, 2026)<br><br>Elementary: 54%<br>Middle: 16%<br>High: 0 respondents | Overall: 50%<br>(Increase: 19%) | Overall: +14.0%<br><br>Elementary: +16.0%<br>Middle: -4.0%<br>High: N/A |
| 1.26 | Seeking Parent Input | Overall: 24%<br>(CSPS, 2024) | Overall: 26%<br>(CSPS, 2025) | Overall: 37%<br>(CSPS, 2025) | Overall: 29%<br>(Increase: 5%) | Overall: +13.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Percentage of parent/guardian respondents who report "Strongly Agree" to school actively Seeking Their Input In making decisions.<br><br>Source: CSPS<br>(Priority 3) | Elementary: 29%<br>Middle: 20%<br>High: 10% | Elementary: 32%<br>Middle: 20%<br>High: 10% | Elementary: 45%<br>Middle: 11%<br>High: 0 respondents | Elementary: 34%<br>Middle: 25%<br>High: 5% | Elementary: +16.0%<br>Middle: -9.0%<br>High: N/A |
| 1.27 | IEP Meeting Participation (Parent/Guardian)<br><br>Percentage of parents/guardians who attend their child's IEP meeting.<br><br>Source: SEIS<br>(Priority 3) | Overall: 94%<br>(SEIS, May 2024) | Overall: 90%<br>(SEIS, May 2025) | Overall: 98%<br>(SEIS, May 2026) | Overall: 97%<br>(MET)<br>(Increase: 3%) | Overall: +4.0% |
| 1.28 | Academic Motivation<br><br>Percentage of student respondents who report "Yes, most of the time" or "Yes, all the time" to Academic Motivation (grades 5-12)<br><br>Source: California Healthy Kids Survey (CHKS)<br>(Priority 3) | Overall: 61.5%<br>(CHKS, 2024) | Overall: 60.3%<br>(CHKS, 2025) | Overall: 65.2%<br>(CHKS, 2026) | Overall: 66%<br>(Increase: 5%) | Overall: +3.7% |
| 1.29 | High Expectations of Adults | Overall: 70.5%<br>(CHKS, 2024) | Overall: 73.2%<br>(CHKS, 2025) | Overall: 75.8%<br>(CHKS, 2026) | Overall: 75%<br>(MET)<br>(Increase: 5%) | Overall: +5.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Percentage of student respondents who report "Yes, most of the time" or "Yes, all the time" to High Expectations of Adults in school (grades 5-12)<br><br>Source: CHKS (Priority 8) | | | | | |
| 1.30 | Long-Term English Learners<br><br>Percentage of students identified as Long-Term English Learners (LTEL) and at-risk of becoming LTEL<br><br>Source: DataQuest (Priority 4) | LTEL: 21.5%<br>At-Risk: 6.7%<br>(DataQuest, 2023-24) | LTEL: 18.3%<br>At-Risk: 5.9%<br>(DataQuest, 2024-25) | LTEL: 17.6%<br>At-Risk: 4.0%<br>(DataQuest, 2024-25) | LTEL: 16.5%<br>At-Risk: 3.7%<br>(Decrease 3-5%) | LTEL: -3.9%<br>At-Risk: -2.7% |
| 1.31 | Science (Science Points)<br><br>Average distance from proficiency in science points (grades 4, 8, and 11)<br><br>Source: Dashboard (Priority 4) | Overall: -10.7<br>(Dashboard, 2024)<br><br>White: +3.7<br>Latino: -13.9<br>SED: -15.9<br>EL: -23.3<br>SWD: -28.0<br>LTEL: -29.7 | Overall: -10.7<br>(Dashboard, 2024)<br><br>White: +3.7<br>Latino: -13.9<br>SED: -15.9<br>EL: -23.3<br>SWD: -28.0<br>LTEL: -29.7 | Overall: +53.2<br>(Dashboard, 2025)<br><br>White: +58.1<br>Latino: -50.9<br>SED: -50.9<br>EL: -41.5<br>SWD: -38.6<br>LTEL: -36.4<br><br>Note: The Dashboard has revised how this metric is reported, shifting from Distance from | Overall: 55<br>(Increase: 2 points)<br><br>White: 60<br>Latino: 55<br>SED: 55<br>EL: 45<br>SWD: 45<br>LTEL: 45 | Overall: N/A<br><br>White: N/A<br>Latino: N/A<br>SED: N/A<br>EL: N/A<br>SWD: N/A<br>LTEL: N/A<br><br>Note: Due to changes in how this metric is reported, distance from baseline cannot be calculated. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | Standard to Science Points. | | |
| 1.32 | Library Collection (Circulation and Age)<br><br>Annual number of books (and print materials) checked out or actively circulated through the school site libraries, and the average copyright age of the collection<br><br>Source: Destiny (Priority 1)<br><br>LREBG Metric | Count: 39,476<br>Average Copyright: 2009<br>(Destiny, May 2024) | Count: 46,995<br>Average Copyright: 2013<br>(Destiny, May 2025) | Count: 65,273<br>Average Copyright: 2016<br>(Destiny, May 2025) | Count: 50,000 (MET)<br>(Increase: 25%)<br><br>Average Copyright: 2015 (MET)<br>(Increase: 6 years) | Count: +25,797<br>Average Copyright: +7 |

# 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.

LCAP Goal 1 aims to increase student academic performance in English Language Arts (ELA), math, science and English language proficiency. In collaboration with educational partners, EUSD evaluated the overall implementation of each action as outlined below:

1. Progress Monitoring (Action 1.1)
   - Implementation: Fully Implemented
   - Description: This action was implemented with no substantial differences between planned actions and actual implementation. While the development of English Language Arts (ELA) benchmarks progressed smoothly, challenges emerged in developing mathematics benchmark assessments. The structure of the district-adopted mathematics curriculum prompted a shift from district-developed benchmarks to the use of state-provided Focused Interim Assessment Blocks. Future planning will occur during the summer months to refine mathematics progress monitoring tools and better align them with instructional pacing.

2. Supplemental Instructioanl Support and Materials (Action 1.2)
   - Implementation: Fully Implemented

- Description: This action was implemented as planned, with no substantial differences between the intended actions and actual implementation. A notable success is that EUSD successfully implemented the Instructional Coach model across all comprehensive sites, with a focus on building instructional capacity and strengthening coherence across the district. There were no significant challenges to report.

3. Professional Learning (Action 1.3)
- Implementation: Fully Implemented
- Description: This action was implemented with no substantial differences between the planned actions and the actual implementation. EUSD focused professional learning efforts on mathematics (K-8), instructional coaching, interactive read-aloud strategies, and book club implementation. Positive progress was observed in teacher engagement during district-provided Mathematics Planning Days. While steps were taken to implement interactive read-aloud practices in grades K-2 and book clubs in grades 3-8, teacher implementation and engagement levels remain variable across sites.

4. Library Services (Action 1.4)
- Implementation: Substantially Implemented
- Description: This action was substantially implemented. Due to limited staffing availability, extended library hours were not offered at the high school as originally planned. However, feedback from educational partners indicates that the need for extended library hours has decreased due to the availability of alternative after-school supports. Programs such as Attendance Recovery (TK-12), the Expanded Learning Opportunities Program (ELOP) (TK-8), and open access hours at the high school Student Union have helped address student needs for after-school academic support.

5. Broad Course Offering (Action 1.5)
- Implementation: Fully Implemented
- Description: This action was implemented as planned, with no substantial differences between intended actions and actual implementation. While student participation increased in college credit courses, participation in EUSD's music program declined, highlighting the challenges associated with balancing diverse course offerings within a small district and limited student enrollment. Nevertheless, music instruction continued to be offered to middle and high school students.

6. Parent Engagement (Action 1.6)
- Implementation: Fully Implemented
- Description: This action was implemented as planned, with no substantial differences between intended actions and actual implementation. A Bilingual Instructional Liaison position was successfully established at the District Office; however, initial challenges were identified in aligning services with the district's vision. Mid-year adjustments resulted in significant improvements in alignment and service delivery.

7. College and Career Counseling (Action 1.7)
- Implementation: Fully Implemented

Description: This action was fully implemented as planned. Increased funding from the A-G Grant supported expanded student services, including college and career field trip experiences during the 2025-26 school year. EUSD ensured that 100% of middle school students participated in these experiences, including visits to the College of the Sequoias (Grade 6), Fresno State (Grade 7), and the University of

California, Merced (Grade 8). There were no significant challenges to report.

8. Supplemental Services for Students with Disabilities (Action 1.8)
- Implementation: Fully Implemented
- Description: This action was implemented as planned, with no substantial differences between intended actions and actual implementation. A key challenge was the high number of new Educational Specialists joining the Student Services team. With additional fiscal support from the district, the team received targeted, ongoing professional development from an external consultant specializing in training Educational Specialists and support staff.

9. Supplemental Support for English Learners and Long-Term English Learners (Action 1.9 and 1.10)
- Implementation: Fully Implemented
- Description: This action was implemented as planned, with no substantial differences between intended actions and actual implementation. English Learners and Long-Term English Learners received targeted instruction from an English Language Development (ELD) teacher (grades 6-12) and instructional support from Bilingual Instructional Aides (K-12). However, consistency in ELD curriculum fidelity remains a challenge, particularly at the elementary level.

10. Comprehensive School Improvement (WMS) (Action 1.11)
- Implementation: Fully Implemented
- Description: This action was implemented with no substantial differences between planned actions and actual implementation. Under the leadership of a new principal, Wilson Middle School (WMS) successfully implemented a coaching model, with positive feedback from both staff and students. Additionally, WMS launched the AVID program, with staff trained in June 2025, and the site has successfully completed the initial phase of implementation. A challenge persists in refining the assessment system to provide timely and actionable feedback to teachers and students without reducing instructional time.

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

A budget analysis was conducted to review material differences between budgeted and estimated actual expenditures, as well as planned and actual percentages of improved services. The conclusions are summarized below.

Material differences between budgeted and estimated actual expenditures are summarized as follows:
1. Progress Monitoring (Action 1.1): Actual expenditures exceeded the budgeted amount due to the inclusion of progress monitoring tools to support the expansion of the EUSD Early Childhood Education Program to Transitional Kindergarten (TK) and the transition to a new district screener and intervention platform for math (K-8).

2. Supplemental Materials & Support (Action 1.2): Actual expenditures significantly exceeded the budgeted amount due to higher-than-anticipated personnel costs. Staff hired for Instructional Coach and Instructional Aide positions were placed at higher step and column levels than originally projected.

3. Library Services (Action 1.4): The part-time Library Technician position intended to provide extended library service hours at EUHS

remained unfilled due to low student participation and the availability of comparable services funded through other sources (e.g., CTE Grant and Attendance Recovery). Funds generated from the resulting salary savings were redirected to Supplemental Materials & Support (Action 1.2) to offset increased personnel costs.

4. Supplemental Services for SWD (Action 1.8): Actual expenditures were lower than anticipated due to reduced personnel costs, as the salary of the newly hired Educational Specialist was lower than that of the predecessor. Cost savings were redirected to Supplemental Materials & Support (Action 1.2), as the services provided support all learners, particularly students requiring additional support, including many Students with Disabilities (SWD).

5. Supplemental Support for EL (Action 1.9): Actual expenditures were lower than anticipated because teachers utilized state-provided English Learner progress monitoring tools at no cost to the district, and the English Language Development program in grades 6-12 shifted away from previously utilized print workbooks and digital platforms, resulting in significant cost savings. Funds generated from these savings were first redirected to offset overages in Supplemental Support for LTELs (Action 1.10). Remaining funds were then redirected to Progress Monitoring (Action 1.1) and Supplemental Materials & Support (Action 1.2) to offset increased costs related to progress monitoring tools and personnel that support all students, including English Learners.

6. Supplemental Support for LTEL (Action 1.10): Actual expenditures exceeded the budgeted amount due to increased personnel costs.

There were no material differences between budgeted and actual expenditures for the remaining actions.

- Action 1.3 Professional Development
- Action 1.5 Broad Course Offering
- Action 1.6 Parent Engagement
- Action 1.7 (College/Career Counseling)
- Action 1.11 Comprehensive School Improvement (WMS)

Additionally, no material differences were identified between the planned and estimated actual percentages of Improved Services.

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

In collaboration with educational partners, the effectiveness of each action was evaluated. The conclusions are summarized below.

1. Progress Monitoring (Action 1.1), Supplemental Instructional Materials (Action 1.2), and Professional Learning (Action 1.3)

- Effectiveness: Highly Effective
- Metrics: Dashboard Academic Indicators (Metrics 1.2, 1.4 and 1.31), CAASPP Results (Metrics 1.1, 1.3, and 1.5), EAP ELA (Metric 1.15) and EAP Math (Metric 1.16)
- Outcomes: State data show significant gains in English Language Arts and Mathematics. Compared to 2023 baseline results, overall student proficiency increased by 11 percentage points on SBAC ELA (2025) and by 28.0 points on the ELA Indicator (Dashboard, 2025). In mathematics, proficiency increased by 10.2 percentage points on SBAC Math (2025) and by 27.3 points on the Math Indicator (Dashboard, 2025). These academic gains align with observable shifts in instructional practice. Site and district administrators report increased teacher understanding of grade-level rigor reflected in district benchmarks, as well as more

consistent use of student data across sites and district meetings. This shift is also reflected in classroom practice, with more frequent small-group instruction in grades K-8, particularly in mathematics. Student perception data also reflects positive gains. Recent California Healthy Kids Survey results report increases in student academic motivation (+3.7%) and in students reporting high expectations from adults (+5.7%) compared to the 2023-24 baseline.

- Contributing Effectiveness: Highly Effective
- Contributing Outcomes: Socioeconomically disadvantaged (SED) students and English learners demonstrated significant gains across academic indicators. In English Language Arts, SED students increased 13.0 percentage points in students meeting or exceeding standards on SBAC ELA (2024-25) compared to the 2022-23 baseline and improved 31.4 points from standard on the 2025 Dashboard. English learners demonstrated similar growth, increasing 7.3 percentage points on SBAC ELA and improving 33.7 points from standard compared to baseline data. In mathematics, SED students increased 9.9 percentage points on SBAC Math compared to the 2022-23 baseline and improved 30.7 points from standard on the 2025 Dashboard. English learners increased 5.7 percentage points on SBAC Math and improved 24.1 points from standard compared to baseline data. Insufficient data is available for foster youth due to the small student population.

2. Library Services (Action 1.4)
- Effectiveness: Effective
- Metrics: Library Collection (Circulation and Average Copyright Year) (Metric 1.32)
- Outcomes: Library book circulation continues to increase (+25,797 books), along with the average copyright date of the print collection (+7 years) compared to the 2023-24 baseline, indicating ongoing collection renewal. Elementary sites report increased print circulation among the district's youngest readers (PK-1) and continued progress in building a reading culture. Grades K-8 implemented Accelerated Reader as a motivation tool to support reading comprehension, and for the first time since COVID-19, elementary and middle school students participated in Reading Revolution, a reading competition designed to promote literacy and foster a love of reading in grades 4-8.

3. Broad Course Offering (Action 1.5)
- Effectiveness: Effective
- Metrics: AP Participation (Metric 1.20), College Credit Participation (1.21), Career & Technical Education (CTE) Participation (Metric 1.22), and Music Participation (Metric 1.23)
- Outcomes: EUSD students experienced increased access to college credit opportunities in high school, with participation rising 13 percentage points from the 2023-24 baseline. CTE participation declined slightly at the high school level (-1.3%), while middle school participation showed notable growth (28.0%). A similar pattern is reflected in the music program, where high school participation declined 21.7% from the baseline year, while middle school participation increased slightly (+2.2%). Overall, this action is considered effective, as middle school participation in broad course offerings has increased and high school students continue to demonstrate expanded access to college credit coursework.

- Contributing Effectiveness: Moderately Effective
- Contributing Outcomes: To evaluate the effectiveness of actions and services for socioeconomically disadvantaged (SED) students, English learners, and foster youth, EUSD began disaggregating data by contributing student group in 2025-26; therefore, only baseline data is currently available. Preliminary data suggest moderate effectiveness, as SED student participation in broad course

offerings is proportionate to the overall student population; however, English learners are underrepresented in AP courses, college credit courses, middle school CTE courses, and music electives.

4. Parent Engagement (Action 1.6)
- Effectiveness: Effective
- Metrics: Parent Involvement (Metric 1.25) and Seeking Parent Input (Metric 1.26)
- Outcomes: Perception data from the California School Parent Survey indicate notable gains in parent engagement and involvement across district schools. Compared to the 2023-24 baseline, the percentage of parent respondents reporting that their child's school promotes parental involvement increased by 14.0 percentage points, and the percentage reporting that their child's school actively seeks their input increased by 13.0 percentage points. While parent participation in ELAC and DELAC meetings remains limited, participation in school events (e.g., Literacy Night, Numeracy Night, Open House, PIQE) continues to be strong. In Fall 2025, the PIQE program graduated 48 parents, an increase of 9 parent graduates from the previous cohort, Fall 2024.

5. College and Career Counseling (Action 1.7)
- Effectiveness: Moderately Effective
- Metrics: Dashboard College & Career Indicator (Metric 1.10), A-G Completion Rate (Metric 1.11), CTE Completion Rate (1.12), A-G and CTE Completion Rate (Metric 1.13), AP Exam Pass Rate (Metric 1.14), and Seal of Biliteracy (Metric 1.24)
- Outcomes: Data reflect uneven improvement in student outcomes. Positive gains include a 5.6 percentage point increase on the 2025 College and Career Indicator (compared to the 2023 baseline), a 15.0 percentage point increase in the AP Exam pass rate (College Board, 2025), and a 0.5 percentage point increase in students earning the State Seal of Biliteracy. In contrast, the percentage of students meeting A-G requirements declined by 8.8 percentage points, and the percentage completing one or more CTE pathways declined by 2.1 percentage points compared to the 2023 baseline.

- Contributing Effectiveness: Moderately Effective
- Contributing Outcomes: Data evaluating the effectiveness of contributing actions also reflect uneven student outcomes. Socioeconomically disadvantaged (SED) students showed gains, including a 4.5 percentage point increase on the 2025 College and Career Indicator (compared to the 2023 baseline) and an 8.4 percentage point increase in AP Exam pass rates. By comparison, English learner students did not experience comparable gains, with declines of 11.5 percentage points on the College and Career Indicator, 8.8 percentage points in meeting A-G requirements, and 31.6 percentage points in Career Technical Education (CTE) completion. In response, EUSD is collaborating with Differentiated Assistance support from the Tulare County Office of Education to implement targeted strategies to improve access to academic counseling and strengthen college and career readiness outcomes, particularly for English learners and long-term English learners.

6. Supplemental Services for Students with Disabilities (Action 1.8)
- Effectiveness: Moderately Effective
- Metrics: Dashboard Academic Indicators, Dashboard College & Career Indicator, A-G Completion Rate, CTE Completion Rate, IEP Participation Rate
- Outcomes: EUSD made significant progress in improving achievement outcomes for Students with Disabilities. Since the 2023 baseline, this student group has shown gains across all academic indicators. In ELA, Students with Disabilities increased by 8.5 percentage points on SBAC ELA (2025) and 43.7 points on the California School Dashboard (2025). In mathematics, they increased

by 7.8 percentage points on SBAC Math (2025) and 10.9 points on the Dashboard (2025). Despite these gains, challenges remain in college and career readiness outcomes. Since the 2023 baseline, Students with Disabilities experienced a 6.6 percentage point decline on the College and Career Indicator (Dashboard, 2025), a 6.3 percentage point decline in A-G completion (DataQuest, 2024-25), and a 2.9 percentage point decline in CTE completion (Dashboard, 2025). In response, the district is expanding equitable access to high school pathways, including the addition of Business & Finance and Instructional Maintenance pathways to increase engagement in hands-on, career-connected learning.

7. Supplemental Support for English Learners (Action 1.9) and Long-Term English Learners (Action 1.10)
- Effectiveness: Moderately Effective
- Metrics: Dashboard Academic Indicators, Dashboard College & Career Indicator, Dashboard English Learner Progress Indicator, A-G Completion Rate, CTE Completion Rate, Reclassification Rate
- Outcomes: EUSD made notable gains in academic achievement for English Learners and Long-Term English Learners. Compared to the 2023 baseline, English Learners increased by 7.3 percentage points on SBAC ELA (2025) and by 33.7 points on the ELA Indicator (Dashboard, 2025), while Long-Term English Learners showed similar gains of 7.3 percentage points on SBAC ELA and 33.7 points on the ELA Indicator. In mathematics, English Learners increased by 9.9 percentage points on SBAC Math (2025) and 30.7 points on the Math Indicator, while Long-Term English Learners increased by 4.1 percentage points on SBAC Math and 10.9 points on the Dashboard indicator. Despite these gains, English language proficiency declined between 2023-24 and 2024-25 by 4.6 percentage points for English Learners and 2.5 percentage points for Long-Term English Learners, contributing to EUSD's identification for Differentiated Assistance. In response, the district completed root cause analysis and is implementing targeted supports, including the expansion of AVID at Wilson Middle School (2025-26) and the high school (2026-27).

8. Comprehensive School Improvement (WMS) (Action 1.11)
- Effectiveness: Effective
- Metrics: Dashboard Academic Indicators, CAASPP Results, Star Reading
- Outcomes: Academic indicators from the 2025 Dashboard indicate notable growth in English Language Arts (ELA) and mathematics. Overall student performance increased by 11.6 points in ELA and 25.3 points in mathematics. Prominent growth in ELA was observed among English Learners (+20.7 points), socioeconomically disadvantaged students (+18.5 points), and Students with Disabilities (+14.0 points). In mathematics, notable growth was also observed among English Learners (+28.9 points), Students with Disabilities (+34.3 points), and White students (+30.2 points).

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.

Minor updates were made to the LCAP Goal 1 section, as outlined below. These revisions were developed in collaboration with educational partners and align with the district's vision that all students graduate from Exeter Unified School District "future ready".

Goal
1. The explanation for developing this goal was updated to reflect current data supporting the revised metrics and actions.

Metrics and Target Outcomes

1. STAR Math (Metric 1.7): The STAR Math universal screener is no longer utilized by the district; therefore, Metric 1.7 was retired and removed from LCAP annual monitoring.
2. AP Participation (Metric 1.20), College Credit Course Participation (Metric 1.21), CTE Course Participation (Metric 1.22), and Music Participation (Metric 1.23): Disaggregated data and student group target outcomes were added in response to root cause analysis findings and educational partner feedback. These data allow EUSD to better monitor participation across student groups and evaluate the effectiveness of contributing actions.
3. Parent Involvement (Metric 1.25) and Seeking Parent Input (Metric 1.26): These metrics were updated to include perception data disaggregated by school level (elementary, middle, and high school). During the 2026 survey administration, no high school parents responded, resulting in a gap in data collection.
4. Science (Metric 1.31): In 2025, the California Department of Education revised the method used to report the Science Indicator. As a result, the metric description and target outcomes were updated. The current difference is marked “not applicable” because the baseline and current results were measured using different scales: the 2024 Science Indicator used distance from standard, while the 2025 Science Indicator used Science Points.
5. Library Circulation (Metric 1.32): The term "copyright" was added to the metric description to provide greater clarity.
6. Metric Reporting Language (Metrics 1.1-1.32): Reporting language for Baseline, Year 1 Outcomes, Year 2 Outcomes, Year 3 Targets, and Current Differences from Baseline was refined to improve readability by presenting data in a more streamlined format.

Actions:
1. Progress Monitoring (Action 1.1): Student services remain unchanged; however, the allocation for this action was increased to cover progress monitoring tools previously funded through Title I, Part A.
2. Supplemental Instructional Materials (Action 1.2): The AVID (Advancement Via Individual Determination) program was included in this action as a strategy aimed at addressing identified gaps in academic performance among student groups.
3. Library Services (Action 1.4): Extended library hours and peer tutoring were eliminated; equivalent services are provided through Attendance Recovery opportunities offered after school and on weekends. The reduction in allocation was redirected to other services within LCAP Goal 1. Furthermore, Metric 1.32 Library Collection was added as a performance indicator to evaluate the effectiveness of this action.
4. Broad Course Offering (Action 1.5): In response to feedback from educational partners, Metrics 1.20 AP Course Participation, Metric 1.21 College Credit Course Participation, Metric 1.22 CTE Course Participation, and Metric 1.23 Music Participation were added as performance indicators to evaluate the effectiveness of this action.
5. College and Career Counseling (Action 1.7): Academic Counselors at EUHS were reclassified as Learning Directors. This change is intended to strengthen academic counseling services at the high school, an identified area of need supported by student achievement and perception data and reinforced by input from educational partners.
6. Supplemental Support for English Learners (Action 1.9): Bilingual Instructional Aides at the elementary level will transition from part-time to full-time positions to increase services for students and families.

**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** | Progress Monitoring System | Maintain a district-wide assessment system to monitor academic student progress and promote data-driven decision-making.<br>• Administer universal screeners in Reading and Math (measure proficiency in academic skills, grades 1-11)<br>• Implement a reading difficulties screener (measure foundation literacy skills, grades K-2)<br>• Include TK in the preschool developmental profile screener (DRDP)<br>• Develop and implement district-wide benchmarks in reading, writing, and math (measure proficiency in grade-level standards, grades K-8)<br>• Maintain a district-wide data and assessment management system<br>• Fund a Director of Assessment & Accountability<br>• Fund a Data Integration Manager<br><br>This action addresses the "Red" Dashboard rating for the following:<br><br>Academic Indicator in ELA<br>• 2025: none<br>• 2024: EUSD (LTEL); Wilson Middle (SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL)<br><br>Academic Indicator in Math<br>• 2025: Wilson Middle (LTEL, SWD)<br>• 2024: Wilson Middle (EL, Hispanic, SED, SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic)<br><br>ELPI (English Learner Progress Indicator)<br>• 2025: Wilson Middle (EL, LTEL)<br>• 2024: none<br>• 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union<br><br>LCFF: $494,000 (80%) Title I: $126,000 (20%) | $620,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.2** | Supplemental Instructional Support and Materials | Intensify instructional support and materials that target early literacy, reading, writing, and mathematics.<br>• Employ three Instructional Coaches at Lincoln, Rocky Hill, and WMS (grades K-8)--Funded by LREBG<br>• Fund three periods of instructional coaching provided by Instructional Lead Teachers at EUHS (grades 9-12)--Funded by LREBG<br>• Employ Reading Lab Instructional Aides to support push-in reading intervention (grades K-5)<br>• Employ Classroom Instructional Aides to intensify small group reading instruction (grades K-2)<br>• Purchase supplemental reading materials that differentiate instruction (grades TK-2)<br>• Purchase supplemental mathematics materials that support instruction in high school (grades 9-12)<br>• Reduce class size (grades TK-2)<br>• Restructure ELA instructional routine by developing and implementing new ELA Curriculum Maps (grades K-8)<br>• Fund a Director of Curriculum and Instruction through 2026-27--Funded by LREBG<br>• Launch AVID (Advanced Via Individual Determination) Program at WMS (2025-26) and EUHS (2027-28)<br><br>This action addresses the "Red" Dashboard rating for the following:<br><br>Academic Indicator in ELA<br>• 2025: none<br>• 2024: EUSD (LTEL); Wilson Middle (SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL)<br><br>Academic Indicator in Math<br>• 2025: Wilson Middle (LTEL, SWD)<br>• 2024: Wilson Middle (EL, Hispanic, SED, SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic)<br><br>ELPI (English Learner Progress Indicator) | $2,590,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • 2025: Wilson Middle (EL, LTEL)<br>• 2024: none<br>• 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union<br><br>LREBG Action: Provide instructional coaching to all teachers to strengthen high-quality, first-best instruction across all content areas to improve student learning outcomes.<br>• Rationale: High-quality, first-best instruction is the most effective strategy for improving student achievement across all grade levels and content areas. Instructional coaching provides ongoing, job-embedded professional development that supports teachers in refining their practice, implementing evidence-based strategies, and meeting the diverse needs of learners. Research shows that effective instructional coaching can significantly impact student outcomes, particularly when focused on improving core instruction for all students. For example, a meta-analysis by Hattie (2023) highlights the positive impact of coaching: professional development (effect size = 0.44), instructional coaching (effect size = 0.26), and microteaching or video-based lesson review (effect size = 1.01).<br>• Metric: 1.2 (SBAC ELA, DFS) and 1.4 (SBAC Math, DFS)<br><br>LCFF: $1,309,000 (51%) LREBG: $785,000 (30%) Title I: $496,000 (19%) | | |
| **1.3** | Professional Learning | Develop teacher and leader capacity through ongoing professional development to enhance the knowledge and understanding of good first instruction. Areas of focus will include:<br>• Phonics/Reading (grades K-2) and Reading/Book Clubs (grades 3-8)<br>• Writing (grades TK-8)<br>• Math (grades TK-8)<br>• English Language Development (grades TK-12)<br>• Professional Learning Communities (PLC) and data analysis (grades TK-12)<br><br>This action addresses the "Red" Dashboard rating for the following: | $393,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Academic Indicator in ELA<br>• 2025: none<br>• 2024: EUSD (LTEL); Wilson Middle (SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL)<br><br>Academic Indicator in Math<br>• 2025: Wilson Middle (LTEL, SWD)<br>• 2024: Wilson Middle (EL, Hispanic, SED, SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic)<br><br>ELPI (English Learner Progress Indicator)<br>• 2025: Wilson Middle (EL, LTEL)<br>• 2024: none<br>• 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union<br><br>LCFF: $393,000 (100%) | | |
| **1.4** | Library Services | Enhance school site library services to develop a district-wide culture of reading and increase student access to literature.<br>• Maintain four Library Technicians--Funded by LREBG<br>• Fund a library management system and purchase books to increase library inventory<br>• Fund ongoing professional development and data analysis for Library Technicians--Funded by LREBG<br>• Deploy library book circulation improvement projects at all school sites<br><br>This action addresses the "Red" Dashboard rating for the following:<br><br>Academic Indicator in ELA<br>• 2025: none<br>• 2024: EUSD (LTEL); Wilson Middle (SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL) | $325,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Academic Indicator in Math<br>• 2025: Wilson Middle (LTEL, SWD)<br>• 2024: Wilson Middle (EL, Hispanic, SED, SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic)<br><br>ELPI (English Learner Progress Indicator)<br>• 2025: Wilson Middle (EL, LTEL)<br>• 2024: none<br>• 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union<br><br>Chronic Absenteeism<br>• 2025: EUSD (Homeless)<br>• 2024: none<br>• 2023: Lincoln (EL), Rocky Hill (EL)<br><br>LREBG Action: Employ Library Technicians at four school sites to promote the circulation of reading materials and foster a culture of literacy.<br>• Rationale: Employing Library Technicians ensures that students have consistent access to high-quality reading materials and library services, which are essential to fostering a culture of literacy. Research indicates that increased exposure to reading can significantly accelerate student learning, with an average effect size of 0.50 (Hattie, 2023). This exposure supports growth in key areas such as comprehension, vocabulary, fluency, and expressive language.<br>• Metric: 1.32 (Library Circulation)<br><br>LCFF: $42,000 (13%) LREBG: $282,000 (87%) | | |
| **1.5** | Broad Course Offering | Expand course offerings and co-curricular activities to increase student academic engagement.<br>• Provide Career & Technical Education and World Language courses at WMS<br>• Hire two additional Art Teachers (grades K-8) | $1,122,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Offer career exploration opportunities and Career Technical Education experiences (grades TK-12)<br>• Expand/Enhance Career & Technical Education (CTE) Pathways (i.e., Patient Care, Education, Industrial Maintenance, Early College) and employ one CTE Counselor to oversee program implementation and provide student support<br>• Expand College Credit Courses to all students, including students in alternative education settings<br>• Make high school course electives accessible and available to students (including KHS)<br>• Fund transportation for students attending visual and performing arts competitions and events<br>• Fund additional staffing to offer music and drama beyond the school day<br>• Fund instrument cleaning, repair, and replacement services<br><br>This action addresses the "Red" Dashboard rating for the following:<br><br>Academic Indicator in ELA<br>• 2025: none<br>• 2024: EUSD (LTEL); Wilson Middle (SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL)<br><br>Academic Indicator in Math<br>• 2025: Wilson Middle (LTEL, SWD)<br>• 2024: Wilson Middle (EL, Hispanic, SED, SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic)<br><br>ELPI (English Learner Progress Indicator)<br>• 2025: Wilson Middle (EL, LTEL)<br>• 2024: none<br>• 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union<br><br>Chronic Absenteeism<br>• 2025: EUSD (Homeless)<br>• 2024: none | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • 2023: Lincoln (EL), Rocky Hill (EL)<br><br>LCFF: $669,000 (60%) Other: $452,000 (40%) | | |
| **1.6** | Parent Engagement | Actively seek parent involvement and encourage family engagement.<br>• Offer parent education opportunities on topics such as literacy, numeracy, college/career preparedness, mental health, and other topics suggested by educational partners<br>• Provide funding for childcare services and snacks to encourage and support parent/guardian participation in school and district events<br>• Maintain an EUSD Community Center and employ one Bilingual Community Liaison/Communication Officer to oversee its operations<br>• Maintain parent communication platforms with embedded translation services<br>• Provide stipends for Webmasters responsible for updating and maintaining school and district websites<br>• Ensure accessible communication by providing translation and interpretation services across district and school documents and events<br><br>This action addresses the "Red" Dashboard rating for the following:<br><br>Academic Indicator in ELA<br>• 2025: none<br>• 2024: EUSD (LTEL); Wilson Middle (SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL)<br><br>Academic Indicator in Math<br>• 2025: Wilson Middle (LTEL, SWD)<br>• 2024: Wilson Middle (EL, Hispanic, SED, SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic)<br><br>ELPI (English Learner Progress Indicator) | $209,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • 2025: Wilson Middle (EL, LTEL)<br>• 2024: none<br>• 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union<br><br>Chronic Absenteeism<br>• 2025: EUSD (Homeless)<br>• 2024: none<br>• 2023: Lincoln (EL), Rocky Hill (EL)<br><br>LCFF: $208,000 (100%) | | |
| **1.7** | College and Career Counseling | Enhance college/career awareness, exploration, and counseling across all grade levels.<br>• Maintain one Academic Counselor at the elementary level (grades TK-5)<br>• Maintain one Academic Counselor at WMS<br>• Maintain two Learning Directors at EUHS<br>• Fund College and Career field trips for students (grades TK-12)<br><br>This action addresses the "Red" Dashboard rating for the following:<br><br>Academic Indicator in ELA<br>• 2025: none<br>• 2024: EUSD (LTEL); Wilson Middle (SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL)<br><br>Academic Indicator in Math<br>• 2025: Wilson Middle (LTEL, SWD)<br>• 2024: Wilson Middle (EL, Hispanic, SED, SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic)<br><br>ELPI (English Learner Progress Indicator)<br>• 2025: Wilson Middle (EL, LTEL)<br>• 2024: none<br>• 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union | $865,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | LCFF: $865,000 (100%) | | |
| **1.8** | Supplemental Services for Students with Disabilities | Increase high-quality specialized academic services to students with disabilities.<br>• Maintain one additional Education Specialist to provide early intervention to students with intensive needs (TK-2)<br>• Maintain access to modified instructional materials<br>• Provide ongoing professional learning<br>• Increase collaboration between Special Education and General Education<br>• Increase parent-school communication and training<br><br>This action addresses the "Red" Dashboard rating for the following:<br><br>Academic Indicator in ELA<br>• 2024: EUSD (LTEL); Wilson Middle (SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL)<br><br>Academic Indicator in Math<br>• 2024: Wilson Middle (EL, Hispanic, SED, SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic)<br><br>LCFF: $149,000 (96%) Other: $6,000 (4%) | $156,000.00 | Yes |
| **1.9** | Supplemental Support for English Learners | Employ effective designated and integrated English Language Development (ELD) in all classes and grade levels.<br>• Develop teacher, administrator, and instructional aide capacity by conducting ongoing professional learning<br>• Purchase supplemental ELD instructional materials, progress monitoring tools, and access to digital platforms<br>• Maintain one Bilingual Aide at Lincoln<br>• Maintain one Bilingual Aide at Rocky Hill | $240,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | This action addresses the "Red" Dashboard rating for the following:<br><br>Academic Indicator in ELA<br>• 2025: none<br>• 2024: EUSD (LTEL); Wilson Middle (SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL)<br><br>Academic Indicator in Math<br>• 2025: Wilson Middle (LTEL, SWD)<br>• 2024: Wilson Middle (EL, Hispanic, SED, SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic)<br><br>ELPI (English Learner Progress Indicator)<br>• 2025: Wilson Middle (EL, LTEL)<br>• 2024: none<br>• 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union<br><br>LCFF: $233,000 (97%) Title III: $6,000 (3%) | | |
| **1.10** | Supplemental Support for Long-term English Learners | Increase the instructional support and differentiated intervention provided to Long-term English learners (LTELs).<br>• Hire one ELD teacher at WMS<br>• Maintain one ELD teacher at EUHS<br>• Adjust the part-time Bilingual Instructional Aide position at WMS to a full-time position<br>• Employ one additional Bilingual Instructional Aide at EUHS, resulting in two Bilingual Instructional Aides at EUHS<br><br>This action addresses the "Red" Dashboard rating for the following:<br><br>Academic Indicator in ELA<br>• 2025: none<br>• 2024: EUSD (LTEL); Wilson Middle (SWD) | $476,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL)<br><br>Academic Indicator in Math<br>• 2025: Wilson Middle (LTEL, SWD)<br>• 2024: Wilson Middle (EL, Hispanic, SED, SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic)<br><br>ELPI (English Learner Progress Indicator)<br>• 2025: Wilson Middle (EL, LTEL)<br>• 2024: none<br>• 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union<br><br>LCFF: $434,000 (91%) Title III: $41,000 (9%) | | |
| **1.11** | Comprehensive School Improvement (WMS) | Improve good first instruction at Wilson Middle School (WMS) and implement a system of academic intervention for students who do not meet grade-level standards.<br>• Build capacity for good first instruction among leaders, teachers, and instructional aides in all subject areas<br>• Build capacity for effective Professional Learning Committees and data analysis among site administrators and instructional leaders<br>• Develop and implement a system for student intervention that occurs during the instructional school day<br><br>This action addresses the "Red" Dashboard rating for the following:<br><br>Academic Indicator in ELA<br>• 2025: none<br>• 2024: EUSD (LTEL); Wilson Middle (SWD)<br>• 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL)<br><br>Academic Indicator in Math<br>• 2025: Wilson Middle (LTEL, SWD)<br>• 2024: Wilson Middle (EL, Hispanic, SED, SWD) | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic)<br><br>ELPI (English Learner Progress Indicator)<br>• 2025: Wilson Middle (EL, LTEL)<br>• 2024: none<br>• 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | All students will experience a safe and supportive school environment, as evidenced by state priority indicators and climate survey data. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to needs identified through comprehensive data analysis and input from educational partners. It aligns with Exeter Unified School District's Strategic Plan and Learner Profile, as it focuses on strengthening student engagement and improving school conditions and culture indicators necessary for students to be future ready.

Data from the California School Dashboard indicate a continued need to strengthen student outcomes related to Chronic Absenteeism and Suspension Rates. In 2023, Exeter Unified School District earned overall performance levels of Yellow in Chronic Absenteeism and Orange in Suspension Rates, highlighting areas requiring targeted support and sustained improvement. Results from the California Healthy Kids Survey (CHKS) showed that 56.0% of student respondents reported feeling safe at school, and 52.8% reported a sense of school connectedness (2023).

Although Exeter Unified School District has made measurable progress over the past two years, student outcomes related to Chronic Absenteeism, Suspension Rates, and students' sense of belonging and connectedness continue to be identified as priority areas by educational partners. The most recent conditions and climate indicators from the California School Dashboard (2025) show overall performance levels of Yellow in Chronic Absenteeism and Green in Suspension Rates, reflecting improvement in student behavior outcomes while maintaining a continued focus on attendance. Results from the California Healthy Kids Survey (CHKS) showed that 69.3% of student respondents reported feeling safe at school, and 60.3% reported a sense of school connectedness (2025), reinforcing the need to continue prioritizing this goal.

In response to these identified needs and ongoing performance trends, this goal is intended to ensure that all students in Exeter Unified School District experience safe, supportive, and inclusive school environments. When students feel safe and connected to school, they are more likely to attend regularly, engage in learning, and remain emotionally prepared to develop the knowledge, skills, and dispositions necessary to succeed in college, career, and life.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of student facilities in "Good" or higher repair<br><br>Source: Facilities Inspection Tool (FIT) (Priority 1) | Overall: 100% (FIT, 2023-24) | Overall: 100% (FIT, 2024-25)<br><br>Average School Ranking: 98.48% | Overall: 100% (FIT, 2025-26)<br><br>Average School Ranking: 99.30% | Overall: 100% (MET) | Overall: Maintained 100% |
| 2.2 | Daily Attendance rate<br><br>Source: Aeries (Priority 5) | Overall: 94.15% a (Aeries, June 2024)<br><br>White: 94.6%<br>Latino: 94.2%<br>SED: 93.7%<br>EL: 94.3%<br>SWD: 92.9%<br>Foster: 93.8%<br>Homeless: Data not reported to protect student privacy - less than 11 students<br>LTEL: 87.0% | Overall: 94.39% (Aeries, May 2025)<br><br>White: 94.8%<br>Latino: 94.5%<br>SED: 94.2%<br>EL: 94.6%<br>SWD: 93.5%<br>Foster: 93.8%<br>Homeless: 92.9%<br>LTEL: 94.2% | Overall: 95.5% (Aeries, May 2026)<br><br>White: 94.7%<br>Latino: 94.8%<br>SED: 94.5%<br>EL: 95.1%<br>SWD: 94.1%<br>Foster: 94.3%<br>Homeless: 92.1%<br>LTEL: 94.7% | Overall: 95% (MET) (Increase: 1%)<br><br>White: 95%<br>Latino: 95%<br>SED: 95%<br>EL: 95% (MET)<br>SWD: 95%<br>Foster: 95%<br>Homeless: 95%<br>LTEL: 95% | Overall: +1.4%<br><br>White: +0.1%<br>Latino: +0.6%<br>SED: +0.8%<br>EL: +0.8%<br>SWD: +1.2%<br>Foster: +0.5%<br>Homeless: -0.8%<br>LTEL: +7.7% |
| 2.3 | Chronic Absenteeism rate<br><br>Source: Dashboard (Priority 5) | Overall: 23.2% (Dashboard, 2023)<br><br>White: 19.2%<br>Latino: 23.9%<br>SED: 26.0%<br>EL: 20.9%<br>SWD: 34.1%<br>Foster: 31.3%<br>Homeless: 28.0% | Overall: 15.8% (Dashboard, 2024)<br><br>White: 14.6%<br>Latino: 16.1%<br>SED: 18.4%<br>EL: 13.1%<br>SWD: 24.0%<br>Foster: Data not reported to protect student privacy - less than 11 students<br>Homeless: 21.5%<br>LTEL: 16.9% | Overall: 15.1% (Dashboard, 2025)<br><br>White: 14.0%<br>Latino: 15.6%<br>SED: 16.4%<br>EL: 11.9%<br>SWD: 18.4%<br>Foster: 28.6%<br>Homeless: 28.6%<br>LTEL: 17.9% | Overall: Fewer than 10% (Decrease: 13%)<br><br>White: 10%<br>Latino: 10%<br>SED: 10%<br>EL: 10%<br>SWD: 20%<br>Foster: 20%<br>Homeless: 20%<br>LTEL: 10% | Overall: -8.1%<br><br>White: -5.2%<br>Latino: -8.3%<br>SED: -9.6%<br>EL: -9.0%<br>SWD: -15.7%<br>Foster: -2.7%<br>Homeless: +0.6%<br>LTEL: +1.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.4 | Middle School Dropout rate<br><br>Source: CALPADS (Priority 5) | Overall: 0% (CALPADS, 2022-23) | Overall: 0% (CALPADS, 2023-24) | Overall: 0% (CALPADS, 2024-25) | Overall: 0% (MET) (Maintain) | Overall: No Difference |
| 2.5 | High School Dropout rate<br><br>Source: DataQuest (Priority 5) | Overall: 2.6% (DataQuest, 2022-23)<br><br>White: 3.8%<br>Latino: 2.8%<br>SED: 2.8%<br>EL: 5.3%<br>SWD: 0% | Overall: 4.8% (DataQuest, 2023-24)<br><br>White: 2.2%<br>Latino: 4.1%<br>SED: 4.8%<br>EL: 6.9%<br>SWD: 18.8% | Overall: 1.8% (DataQuest, 2024-25)<br><br>White: 3.8%<br>Latino: 0.7%<br>SED: 0.4%<br>EL: 0.0%<br>SWD: 13.0% | Overall: 1% (Decrease: 1.6%)<br><br>White: 1%<br>Latino: 1%<br>SED: 1%<br>EL: 1%<br>SWD: 1% | Overall: -0.8%<br><br>White: No Difference<br>Latino: -2.1%<br>SED: -2.4%<br>EL: -5.3%<br>SWD: +13.0% |
| 2.6 | Graduation rate<br><br>Source: Dashboard (Priority 5) | Overall: 95% (Dashboard, 2023)<br><br>White: 95.1%<br>Latino: 94.7%<br>SED: 95.0%<br>EL: 94.7%<br>SWD: 81.8% | Overall: 93% (Dashboard, 2024)<br><br>White: 95.6%<br>Latino: 93.6%<br>SED: 93.2%<br>EL: 93.1%<br>SWD: 75.0%<br>LTEL: 92.6% | Overall: 97% (Dashboard, 2025)<br><br>White: 93.9%<br>Latino: 98.6%<br>SED: 96.9%<br>EL: 100.0%<br>SWD: 78.6%<br>LTEL: 100.0% | Overall: 98% (Increase 3%)<br><br>White: 98%<br>Latino: 98%<br>SED: 98%<br>EL: 98%<br>SWD: 85%<br>LTEL: 98% | Overall: +2.0%<br><br>White: -1.2%<br>Latino: +3.9%<br>SED: +1.9%<br>EL: +5.3%<br>SWD: -3.2%<br>LTEL: +7.4% |
| 2.7 | Suspension rate<br><br>Source: Dashboard (Priority 6) | Overall: 6.4% (Dashboard, 2023)<br><br>White: 7.1%<br>Latino: 6.1%<br>SED: 7.5%<br>EL: 7.3%<br>SWD: 10.2%<br>Foster: 4.0%<br>Homeless: 11.4% | Overall: 4.7% (Dashboard, 2024)<br><br>White: 4.5%<br>Latino: 4.7%<br>SED: 5.2%<br>EL: 6.4%<br>SWD: 7.2%<br>Foster: 2.4%<br>Homeless: 3.3%<br>LTEL: 12.0% | Overall: 4.4% (Dashboard, 2025)<br><br>White: 4.4%<br>Latino: 4.4%<br>SED: 4.7%<br>EL: 4.4%<br>SWD: 6.1%<br>Foster: 5.3%<br>Homeless: 7.4%<br>LTEL: 8.2% | Overall: 3% (Decrease: 3%)<br><br>White: 4%<br>Latino: 3%<br>SED: 4%<br>EL: 4%<br>SWD: 7%<br>Foster: 1%<br>Homeless: 7%<br>LTEL: 6% | Overall: -2.0%<br><br>White: -2.7%<br>Latino: -1.7%<br>SED: -2.8%<br>EL: -2.9%<br>SWD: -4.1%<br>Foster: +1.3%<br>Homeless: -4.0%<br>LTEL: -3.8% |
| 2.8 | Expulsion rate | Overall: 0.1% (DataQuest, 2022-23) | Overall: 0.4% | Overall: 0.2% | Overall: 0% (Decrease: 0.1%) | Overall: +0.1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: DataQuest (Priority 6) | White: 0.4%<br>Latino: 0.4%<br>SED: 0.6%<br>EL: 1.0%<br>SWD: Data not reported to protect student privacy - less than 11 students<br>Foster: Data not reported to protect student privacy - less than 11 students<br>Homeless: Data not reported to protect student privacy - less than 11 students | (DataQuest, 2023-24)<br><br>White: 0.4%<br>Latino: 0.4%<br>SED: 0.4%<br>EL: 1.0%<br>SWD: 0.4%<br>Foster: 0.0%<br>Homeless: 0.0% | (DataQuest, 2024-25)<br><br>White: 0.0%<br>Latino: 0.3%<br>SED: 0.2%<br>EL: 0.7%<br>SWD: 0.0%<br>Foster: 0.0%<br>Homeless: 1.1% | White: 0.0%<br>Latino: 0.0%<br>SED: 0.0%<br>EL: 0.0%<br>SWD: 0.0%<br>Foster: 0.0%<br>Homeless: 0.0% | White: -0.4%<br>Latino: -0.1%<br>SED: -0.4%<br>EL: -0.3%<br>SWD: -0.4%<br>Foster: No Difference<br>Homeless: +1.1% |
| 2.9 | Feel Safe (Students)<br><br>Percentage of student respondents (grades 5-12) who report "Yes, most of the time" or "Yes, most of the time" to Feel Safe at School<br><br>Source: California Healthy Kids Survey (CHKS)<br>(Priority 6) | Overall: 58.1%<br>(CHKS, 2024) | Overall: 62.4%<br>(CHKS, 2025) | Overall: 69.3%<br>(CHKS, 2026) | Overall: 63%<br>(MET)<br>(Increase: 5%) | Overall: +11.2% |
| 2.10 | School Connectedness<br><br>Percentage of student respondents (grades 5-12) who report "Yes, most of the time" or "Yes, most of the time" | Overall: 53.4%<br>(CHKS, 2024) | Overall: 55.8%<br>(CHKS, 2025) | Overall: 60.3%<br>(CHKS, 2026) | Overall: 58%<br>(MET)<br>(Increase: 5%) | Overall: +6.9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | to School Connectedness<br><br>Source: CHKS (Priority 6) | | | | | |
| 2.11 | Caring Adult<br><br>Percentage of student respondents (grades 5-12) who report "Yes, most of the time" or "Yes, most of the time" to Caring Adult in School<br><br>Source: CHKS (Priority 6) | Overall: 59.0% (CHKS, 2024) | Overall: 63.8% (CHKS, 2025) | Overall: 66.4% (CHKS, 2026) | Overall: 64% (MET) (Increase: 5%) | Overall: +7.4% |
| 2.12 | School Athletics<br><br>Percentage of students who participate in school athletics (grades 9-12)<br><br>Percentage of students who participate in school athletics (grades 6-8)<br><br>Source: Aeries (Priority 6) | High School: 45.7% (Aeries, May 2024) | High School: 41.6%<br>Middle School: 37.3%<br>(Aeries, May 2025) | High School: 48.8%<br>SED: 41.85%<br>EL: 29.21%<br><br>Middle School: 35.6%<br>SED: 31.65%<br>EL: 23.19%<br><br>(Aeries, May 2026) | High School: 55%<br>SED: 50%<br>EL: 35%<br><br>Middle School: 47%<br>SED: 50%<br>EL: 35%<br><br>(Increase: 10%) | High School: +3.1%<br>SED: N/A<br>EL: N/A<br><br>Middle School: -1.7%<br>SED: N/A<br>EL: N/A |
| 2.13 | Feel Safe (Parents/Guardians)<br><br>Percentage of parent/guardian respondents who report "Strongly Agree" that School is a Safe Place for their Child | Overall: 31.0% (CSPS, 2024) | Overall: 34.0% (CSPS, 2025) | Overall: 47.0% (CSPS, 2026) | Overall: 36% (MET) (Increase: 5%) | Overall: +16.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: California School Parent Survey (CSPS)<br>(Priority 6) | | | | | |
| 2.14 | Responsive to Social/Emotional Needs<br><br>Percentage of parent/guardian respondents who report "Strongly Agree" that Teachers are Responsive to their Child's Social and Emotional Needs<br><br>Source: California School Parent Survey (CSPS)<br>(Priority 6) | Overall: 84.0% (CSPS, 2024) | Overall: 83.0% (CSPS, 2025) | Overall: 90.0% (CSPS, 2026) | Overall: 89% (MET)<br>(Increase: 5%) | Overall: +6.0% |
| 2.15 | Feel Welcome (Parents/Guardians)<br><br>Percentage of parent/guardian respondents who report "Strongly Agree" to feeling welcome to participate at their child's school<br><br>Source: CSPS<br>(Priority 6) | Overall: 30.0% (CSPS, 2024) | Overall: 34.0% (CSPS, 2025) | Overall: 44.0% (CSPS, 2026) | Overall: 35% (MET)<br>(Increase: 5%) | Overall: +14% |
| 2.16 | Participation in School Activities | Overall: 33.61% (Aeries, May 2024) | Overall: 56.08% (Aeries, May 2025) | Overall: 61.05% (Aeries, May 2026) | Overall: 95% (Increase: 61%) | Overall: +27.4%<br><br>SED: N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Percentage of unduplicated students, grades TK-12, who participate in extra- and/or co-curricular school activities<br><br>Source: Aeries (Priority 6) | | | SED: 57.19%<br>EL: 57.52% | SED: 60%<br>EL: 60% | EL: N/A |
| 2.17 | Student Services, Percentage<br><br>Percentage of unduplicated students, grades TK-12, who receive services from their school's site Student Services team<br><br>Source: Aeries (Priority 6) | Overall: 68.14%<br>(Aeries, May 2024) | Overall: 69.82%<br>(Aeries, May 2025) | Overall: 67.10%<br>(Aeries, May 2026)<br><br>SED: 69.0%<br>EL: 73.5% | Overall: 75%<br>(Increase: 7%)<br><br>SED: 75%<br>EL: 75% | Overall: -1.04%<br><br>SED: N/A<br>EL: N/A |
| 2.18 | Student Services, Count<br><br>Total number of student contacts made, grades TK-12, by the school site Student Services team<br><br>Source: Aeries (Priority 6) | Overall: 8,447<br>(Aeries, May 2024) | Overall: 7,546<br>(Aeries, May 2025) | Overall: 9,593<br>(Aeries, May 2026)<br><br>SED: 3,897<br>EL: 1,494 | Overall: 9,000<br>(MET)<br>(Increase: 553)<br><br>SED: 4,000<br>EL: 1,500 | Overall: +1,146<br><br>SED: N/A<br>EL: N/A |
| 2.19 | Professional Development: Classroom Managament (Staff)<br><br>Percentage of staff respondents reporting a | No data | Overall: 39.0%<br>(CSSS, 2025) | Overall: 35.0%<br>(CSSS, 2026) | Overall: 30.0%<br>(Decrease: 5%) | Overall: -4.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | need for additional professional development in "Positive Behavioral Support and Classroom Management"<br><br>Source: California School Staff Survey (CSSS)<br>(Priority 6) | | | | | |
| 2.20 | Professional Development: Student Well-Being (Staff)<br><br>Percentage of staff respondents reporting a need for additional professional development in "Meeting the Social, Emotional, and Developmental Needs of Youth"<br><br>Source: California School Staff Survey (CSSS)<br>(Priority 6) | No data | Overall: 45.0% (CSSS, 2025) | Overall: 51.0% (CSSS, 2026) | Overall: 40% (Decrease: 5%) | Overall: +6.0% |

# 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.

LCAP Goal 2 aims to support all students by fostering a safe and supportive school environment. In collaboration with educational partners, EUSD evaluated the overall implementation of each action as outlined below:

1. Safety (Action 2.1)
   - Implementation: Fully Implemented
   - Description: This action was implemented with full fidelity; no substantial differences were identified between planned and actual implementation. During the 2025-26 school year, EUSD updated all classroom safety buckets and is on track to distribute first aid kits to all classrooms in August 2026.

2. MTSS (Action 2.2)
   - Implemenation: Fully Implemented
   - Description: This action was implemented with minor inconsistencies across sites; however, implementation remained largely aligned with planned actions. A key challenge persists in effectively addressing student needs related to drug and substance abuse. Data indicate that counseling services provided prior to the 2025-26 school year were ineffective, and educational partner feedback suggests that current services, including online coursework, have not met student needs. In response, EUSD will revise and strengthen its approach to drug and substance abuse counseling to better support students.

3. Professional Development (Action 2.3)
   - Implementation: Fully Implemented
   - Description: This action was implemented with no substantial differences between planned actions and actual implementation. All newly hired required staff received Crisis Prevention Institute (CPI) training, along with staff completing certification renewal. A challenge persists in variation across sites in the understanding and implementation of MTSS, resulting in inconsistent systems and reduced standardization of student services across the district.

4. Culture & Belonging (Action 2.4)
   - Implementation: Fully Implemented
   - Description: This action was implemented with no substantial differences between planned actions and actual implementation, and service levels exceeded expectations. Due to increased student interest in high school athletics and the district's commitment to expanding access to extracurricular opportunities, EUSD increased funding under this action to launch e-sports. Educational partners supported this enhancement, noting that e-sports can engage students who may not participate in traditional athletic programs. In addition, Wilson Middle School (WMS) is scheduled to train its first cohort of Peer Ambassadors during Summer 2026, with implementation planned for 2026-27, followed by training and implementation at EUHS in the subsequent year.

5. Supplemental Services (Action 2.5)
   - Implementation: Fully Implemented
   - Description: This action was implemented with no substantial differences between planned actions and actual implementation. The EUSD Community Center provided regular services as planned and experienced increased community need. Under the leadership of the new District Bilingual Liaison, the Community Center is expected to expand its Parent Partnership Center, enhance and diversify its Food Locker and Clothing Closet, and significantly increase outreach and service delivery in the coming year.

6. Comprehensive School Improvement (WMS) (Action 2.6)
   - Implementation: Fully Implemented

- Description: This action was implemented with no substantial differences between planned actions and actual implementation. Under the leadership of a new principal, Wilson Middle School (WMS) continued to implement culture-building and student recognition activities designed to increase student engagement and strengthen students' sense of belonging.

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

A budget analysis was conducted to review material differences between budgeted and estimated actual expenditures, as well as planned and actual percentages of improved services. The conclusions are summarized below.

Material differences between budgeted and estimated actual expenditures are summarized as follows:
1. MTSS (Action 2.2): Actual expenditures were lower than budgeted because EUSD utilized alternative funding sources (e.g., CTE Grant, Medi-Cal, and LCFF General Funds) to support a portion of the services provided under this action. As a result, LCFF/LCAP savings were redirected to offset increased costs in Action 2.4.

2. Culture & Belonging (Action 2.4): Actual expenditures were significantly higher than budgeted primarily due to increased costs in high school athletics. These increases were driven by higher transportation expenses, coaching staffing, and CIF officiating services. In addition, rising student participation required hiring more coaches than budgeted, and funds were allocated to launch e-sports.

There were no material differences between budgeted and actual expenditures for the remaining actions.
- Action 2.1 Safety
- Action 2.3 Professional Development
- Action 2.5 Supplemental Services
- Action 2.6 Comprehensive School Improvement (WMS)

Additionally, no material differences were identified between the planned and estimated actual percentages of Improved Services.

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

In collaboration with educational partners, the effectiveness of each action was evaluated. The conclusions are summarized below.

1. Safety (Action 2.1)
- Effectiveness: Effective
- Metrics: FIT Report (Metric 2.1), CHKS Student Survey (Metric 2.9), California School Parent Survey (Metric 2.13)
- Outcomes: EUSD schools continue to maintain an "Exemplary" rating on the Facilities Inspection Tool (FIT, 2025), with an average score of 99.3%, indicating consistently safe and well-maintained school facilities. In addition, measurable gains were observed on the California Healthy Kids Survey (CHKS, 2026) compared to the previous year. The percentage of student respondents reporting that they feel safe at school increased by 6.9 percentage points, and parent respondents who strongly agreed that their child feels safe at school increased by 13.0 percentage points. There were no significant challenges to report.

2. MTSS (Action 2.2)
- Effectiveness: Effective
- Metrics: Suspension Rates (Metric 2.7), Expulsion Rates (Metric 2.8), California School Parent Survey (Metric 2.7), Aeries Counseling Records (Metrics 2.17 and 2.18)
- Outcomes: Local and state data demonstrate positive impacts on student behavior outcomes. The 2025 California School Dashboard shows a 2.0 percentage point decline in the overall suspension rate compared to the 2023 baseline, while DataQuest (2024-25) indicates a 0.2 percentage point decline in the expulsion rate compared to the prior year (2023-24). Perception data showed the greatest gains. According to the California School Parent Survey (CSPS, 2026), the percentage of parent respondents who strongly agreed that teachers are responsive to their child's social and emotional needs increased by 6.0 percentage points from the 2023 baseline.

- Contributing Effectiveness: Effective
- Contributing Outcomes: The 2025 California School Dashboard identified notable declines in suspension rates among socioeconomically disadvantaged (SED) students (-2.8 percentage points) and English learner students (-2.0 percentage points). Among long-term English learner students, the decline was even greater (-3.8 percentage points). Expulsion rates (DataQuest, 2025) also improved, decreasing by 0.4 percentage points for SED students and 0.3 percentage points for English learner students compared to the 2022–23 baseline. Additionally, data examining equitable access to student services indicate that both SED and English learner students are served comparably to the overall student population (+1.87% for SED students and +6.41% for English learner students).

3. Professional Development (Action 2.3)
- Effectiveness: Effective
- Metrics: California School Staff Survey (Metrics 2.19 and 2.20)
- Outcomes: The California School Staff Survey (CSSS, 2026) reflected mixed responses among staff related to professional development needs. The percentage of staff indicating a need for training in "Positive Behavior Support and Classroom Management" declined by 4.0 percentage points, suggesting a positive impact of Action 2.3. However, the percentage of staff reporting a need for training in "Meeting the Social, Emotional, and Developmental Needs of Youth" increased by 6.0 percentage points. Despite these mixed results, the action remains Effective, as 100% of required staff successfully completed Crisis Prevention Institute (CPI) training as well as other mandating training related to Goal 2.

4. Culture & Belonging (Action 2.4)
- Effectiveness: Effective
- Metrics: Daily Attendance (Metric 2.2), Chronic Absenteeism Indicator (Metric 2.3), Dropout Rates (Metrics 2.4 and 2.5), Graduation Rates (Metric 2.6), CA Healthy Kids Survey (CHKS) (Metrics 2.10 and 2.11), Student Participation Rates (Metrics 2.12 and 2.16), and California School Parent Survey (Metric 2.15)
- Outcomes: Local and state data indicate overall positive gains, supporting the effectiveness of this action. The Chronic Absenteeism Indicator (Dashboard, 2025) shows an 8.1% improvement among overall students compared to the 2023 baseline, and cohort seniors demonstrated a 2.0% increase in graduation rate. CHKS perception data also reflect increased student engagement, with 6.9% more students reporting school connectedness and 7.4% more reporting access to a caring adult on campus. However,

concerns remain regarding outcomes for Students with Disabilities (SWD). The SWD graduation rate declined by 3.2 percentage points from the 2022-23 baseline, while the dropout rate increased by 13.0 percentage points from the 2022-23 baseline, despite a 5.8 percentage point improvement compared to the prior year.

- Contributing Effectiveness: Effective
- Contributing Outcomes: Local and state data also indicate overall positive gains, supporting the effectiveness of this action as a contributing action. The 2025 Chronic Absenteeism Indicator shows notable declines for all targeted student groups compared to baseline: socioeconomically disadvantaged (SED) students (-9.6 percentage points), English learner students (-9.0 percentage points), and foster youth (-2.7 percentage points). High school graduation rates also improved for these student groups, increasing by 1.9 percentage points for SED students and 5.3 percentage points for English learner students, with an even greater increase among long-term English learners (+7.4 percentage points). Data examining access to extracurricular and co-curricular activities indicate that SED and English learner students participate in school activities at rates comparable to the overall student population (57.19% and 57.52%, respectively). In athletics, SED students also participate at rates comparable to the overall student population (41.85% in high school and 31.65% in middle school). However, English learner students remain underrepresented in athletics participation (29.21% in high school and 23.19% in middle school), suggesting a need to examine barriers to access.

5. Supplemental Services (Action 2.5)
    - Effectiveness: Effective
    - Metrics: Daily Attendance (Metric 2.2) and Chronic Absenteeism Indicator (Metric 2.3)
    - Outcomes: During the 2025–26 school year, Socioeconomically Disadvantaged (SED), Homeless, and Foster youth saw slight increases in daily attendance compared to the 2023-24 baseline (SED: +0.7%, Homeless: +0.2%, Foster: +0.5%), as measured by Aeries. The 2025 Chronic Absenteeism Indicator (Dashboard) shows stronger gains for SED (+9.6%) and Foster youth (+2.7%). However, Homeless youth experienced less favorable outcomes, with chronic absenteeism increasing 0.6% since the 2023-24 baseline and 7.1% from the prior year, indicating a continued ara of need among the Homeless student group population. Furthermore, increased parent/guardian participation in Community Center events and higher resource utilization suggest sustained demand for services funded under this action.

6. Comprehensive School Improvement (WMS) (Action 2.6)
    - Effectiveness: Effective
    - Metrics: Suspension Rates (Metric 2.7), Expulsion Rates (Metric 2.8), California School Parent Survey (Metric 2.7), Aeries Counseling Records (Metrics 2.17 and 2.18)
    - Outcomes: While the 2025 California School Dashboard shows a slight increase in the Chronic Absenteeism Indicator compared to the previous year (+0.9%), Wilson Middle School's (WMS) suspension rate declined by one percentage point. Additionally, student perception data as measured by Panorama (Spring 2026) indicate increases in Supportive Relationships (+2%), Emotional Regulation (+2%), and Self-Efficacy (+3%) compared to the prior year. National comparison data further show WMS scoring in the 40th-59th percentile for Supportive Relationships and the 80th-99th percentile for Emotional Regulation, suggesting a positive impact of efforts under Action 2.6.

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.

Minor updates were made to the LCAP Goal 2 section, as outlined below. These revisions were developed in collaboration with educational partners and align with the district's vision that all students graduate from Exeter Unified School District "future ready".

Goals
1. The explanation for developing this goal was updated to reflect current data supporting the revised metrics and actions.

Metrics and Target Outcomes
1. Professional Development Needs: Classroom Management (Metric 2.19) and Professional Development Needs: A gap was identified in evaluating teacher perception of the professional development offered under Action 2.3. As a result, Metric 2.19 and Metric 2.20 were added. These data are collected annually through the California School Staff Survey.
2. High School Dropout Rate (Metric 2.5): Target outcomes disaggregated by student group were added.
3. School Athletics (Metric 2.12), School Activities (Metric 2.16), Student Services - Percentage (Metric 2.17), and Student Services - Count (Metric 2.18): Disaggregated data and student group target outcomes were added in response to educational partner feedback. These data enable EUSD to better monitor participation across student groups and evaluate the effectiveness of contributing actions.
4. Metric Reporting Language (Metrics 2.1-2.20): Reporting language for Baseline, Year 1 Outcomes, Year 2 Outcomes, Year 3 Targets, and Current Differences from Baseline was refined to improve readability by presenting data in a more streamlined format.

Actions:
1. Safety (Action 2.1): Metric 2.1 (FIT Report), Metric 2.9 (California Healthy Kids Student Survey), and 2.13 (California Schools Parent Survey) were added as performance indicators to evaluate the effectiveness of this action.
2. Multi-Tiered System of Support (Action 2.2): The following changes were made to this action.
- The Student Advocate position was moved from Action 2.2 to LCAP Goal 3, with Equity Multiplier funds now supporting this cost; services for students in the alternative education program remain unchanged.
- An Inclusion Specialist position was added to address increased social-emotional and behavioral needs within the Early Childhood Education Program, reducing the need for external vendor support.
- Funding for instructional materials supporting social-emotional learning was eliminated due to inconsistent implementation and use. Sites are now responsible for purchasing these materials through site-based action plans.

3. Professional Development (Action 2.3): A portion of the funding allocated to professional development services under this action will now be supported through alternative funding sources (e.g., Medi-Cal and ERMS), allowing resources from Action 2.3 to be redirected to Action 2.4. Furthermore, Metrics 2.19 and 2.20 (California Schools Staff Survey) were added as performance indicators to evaluate the effectiveness of this action.
4. Culture and Belonging (Action 2.4): Educational partners supported increased funding for EUSD's athletics program, identifying athletics as an effective strategy for strengthening student connectedness and sense of belonging to school. This additional funding will sustain increased overhead costs associated with existing sports programs and support the addition of e-sports.

**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** | Safety | Maintain increased campus supervision and supplemental student safety measures.<br>• Employ one Resource Officer<br>• Employ six Campus Supervisors, three at WMS and three at EUHS.<br>• Furnish all classrooms with safety buckets filled with safety supplies<br>• Provide student supplemental insurance<br><br>This action addresses the "Red" Dashboard rating for the following:<br><br>Suspension Rate Indicator<br>• 2025: EUHS (SWD)<br>• 2024: Lincoln (SWD): Wilson Middle (LTEL)<br>• 2023: EUSD (SWD, Homeless); Lincoln (SWD); Wilson Middle (All Students, Whites, SWD, SED)<br><br>Chronic Absenteeism Indicator<br>• 2025: EUSD (Homeless)<br>• 2024: none<br>• 2023: Lincoln (EL); Rocky Hill (EL)<br><br>LCFF: $440,000 (100%) | $440,000.00 | Yes |
| **2.2** | Multi-Tiered System of Support (MTSS) | Sustain a Multi-Tiered System of Support (MTSS) to address the social and emotional well-being of all students.<br>• Maintain one Social/Emotional Counselor at the elementary level<br>• Maintain two Social/Emotional Counselors at the secondary level (one at WMS and EUHS)<br>• Maintain two School Psychologists at the elementary levels (one at each site)<br>• Maintain two School Psychologists at the secondary level (one at WMS and EUHS) | $2,121,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Fund a District Behavior Team (one District School Psychologist and three Registered Behavior Technicians) supporting all sites (grades TK-12)<br>• Expand student services in the Early Childhood Education Program (Behavior Analysts, School Psychologists, and Inclusion Specialist)<br>• Fund drug counseling services at all school sites<br>• Fund a social/emotional well-being progress monitoring tool (grades 4-12)<br><br>This action addresses the "Red" Dashboard rating for the following:<br><br>Suspension Rate Indicator<br>• 2025: EUHS (SWD)<br>• 2024: Lincoln (SWD): Wilson Middle (LTEL)<br>• 2023: EUSD (SWD, Homeless); Lincoln (SWD); Wilson Middle (All Students, Whites, SWD, SED)<br><br>Chronic Absenteeism Indicator<br>• 2025: EUSD (Homeless)<br>• 2024: none<br>• 2023: Lincoln (EL); Rocky Hill (EL)<br><br>LCFF: $1,426,000 (67%) Other State: $670,000 (32%) Other Federal: $25,000 (1%) | | |
| **2.3** | Professional Development | Build staff capacity in restorative practices, social-emotional learning, the development of student behavioral skills, and other related topics (i.e., Crisis Prevention and Intervention Training) through ongoing professional development.<br><br>This action addresses the "Red" Dashboard rating for the following:<br><br>Suspension Rate Indicator<br>• 2025: EUHS (SWD)<br>• 2024: Lincoln (SWD): Wilson Middle (LTEL) | $11,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • 2023: EUSD (SWD, Homeless); Lincoln (SWD); Wilson Middle (All Students, Whites, SWD, SED)<br><br>Chronic Absenteeism Indicator<br>• 2025: EUSD (Homeless)<br>• 2024: none<br>• 2023: Lincoln (EL); Rocky Hill (EL)<br><br>LCFF: $11,000 (100%) | | |
| **2.4** | Culture & Belonging | Provide extra and co-curricular activities to increase students' sense of school culture and belonging.<br>• Fund site culture-building activities (grades TK-12)<br>• Fund peer ambassador programs (i.e., Link Crew, Where Everybody Belongs) (grades 6-12)<br>• Fund student clubs and competitions (grades TK-12)<br>• Fund student field trips to Scicon (grades 5-6)<br>• Fund student athletic programs (grades 6-12)<br>• Maintain student attendance incentives (grades TK-12)<br>• Maintain an anti-bullying campaign (grades TK-12)<br><br>This action addresses the "Red" Dashboard rating for the following:<br><br>Suspension Rate Indicator<br>• 2025: EUHS (SWD)<br>• 2024: Lincoln (SWD): Wilson Middle (LTEL)<br>• 2023: EUSD (SWD, Homeless); Lincoln (SWD); Wilson Middle (All Students, Whites, SWD, SED)<br><br>Chronic Absenteeism Indicator<br>• 2025: EUSD (Homeless)<br>• 2024: none<br>• 2023: Lincoln (EL); Rocky Hill (EL)<br><br>LCFF: $1,367,000 (89%) Other State: $170,000 (11%) | $1,537,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.5** | Supplemental Services | Provide supplemental services to foster youth, socioeconomically disadvantaged students, and students experiencing homelessness.<br>• Provide essential services (e.g., clothing, temporary shelter, food)<br>• Fund transportation services<br>• Maintain access to Foster Focus data platform<br><br>This action addresses the "Red" Dashboard rating for the following:<br><br>Suspension Rate Indicator<br>• 2025: EUHS (SWD)<br>• 2024: Lincoln (SWD): Wilson Middle (LTEL)<br>• 2023: EUSD (SWD, Homeless); Lincoln (SWD); Wilson Middle (All Students, Whites, SWD, SED)<br><br>Chronic Absenteeism Indicator<br>• 2025: EUSD (Homeless)<br>• 2024: none<br>• 2023: Lincoln (EL); Rocky Hill (EL)<br><br>LCFF: $134,000 (100%) | $134,000.00 | Yes |
| **2.6** | Comprehensive School Improvement (WMS) | Implement culture-building activities to improve school culture, student engagement, and students' sense of belonging.<br><br>Suspension Rate Indicator<br>• 2025: EUHS (SWD)<br>• 2024: Lincoln (SWD): Wilson Middle (LTEL)<br>• 2023: EUSD (SWD, Homeless); Lincoln (SWD); Wilson Middle (All Students, Whites, SWD, SED) | $0.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Within the next three years, EUSD will improve student academic engagement, school conditions and climate, and student college/career preparedness as measured by the CA School Dashboard at schools receiving Equity Multiplier funding: Kaweah High School, Exeter Independent Study, and Exeter Community Day School. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to needs identified through data analysis and input from educational partners at each school site receiving Equity Multiplier funding. It aligns with Exeter Unified School District's Strategic Plan and Learner Profile by focusing on strengthening student engagement and improving school conditions and culture indicators necessary for students to be future-ready.

Analysis of the California School Dashboard and local data indicates a clear need to address student academic engagement, school conditions and culture, and student college and career preparedness indicators at Kaweah High School (KHS), Exeter Unified Independent Study (EIS), and Exeter Community Day School (CDS). Below is a brief status summary of each school site receiving Equity Multiplier funding as measured by the 2023 Dashboard:

- KHS: Earned an overall performance level of Orange in Suspension Rate, with a Graduation Rate of 79.3%, and 3.4% of Grade 12 students demonstrating preparedness as measured by the College and Career Indicator.
- EIS: The Graduation Rate was 91.7%, and 16.7% of Grade 12 students demonstrated preparedness as measured by the College and Career Indicator.
- CDS: 6.7% of students were suspended at least one day.

Local data collected from the district well-being survey further support the need for LCAP Goal 3 based on student response patterns related to well-being and self-efficacy.

While measurable progress has been made over the past two years, student outcomes related to Suspension Rate, Graduation Rate, and College and Career preparedness continue to be identified as priority areas by educational partners. The following outlines the more recent status of each school site receiving Equity Multiplier funding as measured by the 2025 Dashboard:

- KHS: Maintained an overall performance level of Orange in Suspension Rate. The Graduation Rate was 85.7%, which reflects variability in subgroup outcomes, and 9.5% of Grade 12 students demonstrated preparedness on the College and Career Indicator.
- EIS: The Graduation Rate was 100%, and 9.1% of Grade 12 students demonstrated preparedness as measured by the College and Career Indicator.
- CDS: 23.8% of students were suspended at least one day.

These data reinforce the need to continue prioritizing this goal and implementing targeted supports at Equity Multiplier sites.

In response to these identified needs and ongoing performance trends, this goal is intended to ensure that all students in Exeter Unified School District experience equitable outcomes in engagement, graduation, and college and career readiness. When students are provided access to academic and social-emotional counseling, they develop the knowledge, skills, and dispositions necessary to succeed in college, career, and life. The district will improve student academic engagement, school conditions and climate, and college and career preparedness indicators at school sites receiving Equity Multiplier funding through actions that address students' social-emotional well-being, mental health, and sense of belonging.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Daily Attendance rate<br><br>Source: Aeries (Priority 5) | KHS: 84.4%<br>EIS: 98.8%<br>CDS: 85.4%<br>(Aeries, May 2024) | KHS: 86.2%<br>EIS: 97.3%<br>CDS: 91.7%<br>(Aeries, May 2025) | KHS: 86.3%<br>EIS: 96.3%<br>CDS: 91.6%<br>(Aeries, May 2026) | KHS: 90%<br>EIS: 100%<br>CDS: 90% | KHS: +1.9%<br>EIS: -2.5%<br>CDS: +6.2% |
| 3.2 | High School Dropout rate<br><br>Source: DataQuest (Priority 5) | KHS: 0.6%<br>EIS: 0.0%<br>CDS: <11 students<br>(DataQuest, 2022-23) | KHS: 16.0%<br>EIS: 29.0%<br>CDS: <11 students<br>(DataQuest, 2023-24) | KHS: 14.3%<br>EIS: 0.0%<br>CDS: <11 students<br>(DataQuest, 2024-25) | KHS: 0%<br>EIS: 0%<br>CDS: n/a | KHS: +13.7%<br>EIS: maintained 0.0%<br>CDS: n/a |
| 3.3 | Graduation rate<br><br>Source: Dashboard (Priority 5) | KHS: 79.3%<br>EIS: 91.7%<br>CDS: <11 students<br>(Dashboard, 2023) | KHS: 76.0%<br>EIS: 68.8%<br>CDS: <11 students<br>(Dashboard, 2024) | KHS: 85.7%<br>EIS: 100%<br>CDS: <11 students<br>(Dashboard, 2025) | KHS 85% at<br>EIS: 96%<br>CDS: <11 studentss | KHS: +6.4%<br>EIS: +8.3%<br>CDS: n/a |
| 3.4 | Suspension rate<br><br>Source: Dashboard (Priority 6) | KHS: 12.5%<br>EIS: 0.8%<br>CDS: 6.7%<br>(Dashboard, 2023) | KHS: 4.0%<br>EIS: 0.0%<br>CDS: 11.5%<br>(Dashboard, 2024) | KHS: 7.5%<br>EIS: 0.0%<br>CDS: 23.8%<br>(Dashboard, 2025) | KHS: 7%<br>EIS: 0%<br>CDS: 2% | KHS: -5.0%<br>EIS: -0.8%<br>CDS: +17.1% |
| 3.5 | Well-Being<br><br>Percent of students respondents who report positive social/emotional well-being | KHS: 64%<br>EIS: 51%<br>CDS: 42%<br>(Survey, Spring 2024) | KHS: 55%<br>EIS: 59%<br>CDS: 38%<br>(Survey, Spring 2025) | KHS: 53%<br>EIS: 62%<br>CDS: 23%<br>(Survey, Spring 2026) | KHS: 73%<br>EIS: 60%<br>CDS: 51% | KHS: -11%<br>EIS: +11%<br>CDS: -19% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: Panorama Survey<br>(Priority 6) | | | | | |
| 3.6 | Self-Efficacy<br><br>Percent of student respondents who report self-efficacy<br><br>Source: Panorama Survey<br>(Priority 6) | KHS: 61%<br>EIS: 56%<br>CDS: 30%<br>(Survey, Spring 2024) | KHS: 38%<br>EIS: 39%<br>CDS: 20%<br>(Survey, Spring 2025) | KHS: 42%<br>EIS: 45%<br>CDS: 35%<br>(Survey, Spring 2026) | KHS: 73%<br>EIS: 60%<br>CDS: 51% | KHS: -19%<br>EIS: -11%<br>CDS: +5% |
| 3.7 | Adult Relationships<br><br>Percent of student respondents who report supportive relationships with an adult at school<br><br>Source: Panorama Survey<br>(Priority 6) | KHS: 93%<br>EIS: 82%<br>CDS: 57%<br>(Survey, Spring 2024) | KHS: 91%<br>EIS: 85%<br>CDS: 62%<br>(Survey, Spring 2025) | KHS: 89%<br>EIS: 84%<br>CDS: 84%<br>(Survey, Spring 2026) | KHS: 100%<br>EIS: 91%<br>CDS: 66% | KHS: +4%<br>EIS: +2%<br>CDS: +27% |
| 3.8 | College/Career Indicator<br><br>Percent of high school graduates who rate "Prepared" on the College/Career Indicator<br><br>Source: Dashboard<br>(Priority 4) | KHS: 3.4%<br>EIS: 16.7%<br>CDS: <11 students<br>(Dashboard, 2023) | KHS: 8.0%<br>EIS: 6.5%<br>CDS: <11 students<br>(Dashboard, 2024) | KHS: 9.5%<br>EIS: 4.2%<br>CDS: <11 students<br>(Dashboard, 2025) | KHS: 15%<br>EIS: 21%<br>CDS: n/a | KHS: +6.1%<br>EIS: -12.5%<br>CDS: n/a |

# 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.

LCAP Goal 3 aims to improve student academic engagement, school conditions and climate, and student college and career preparedness, concentrating efforts at our alternative education school sites that serve historically underperforming students. In collaboration with educational partners, EUSD evaluated the overall implementation of each action as outlined below:

1. Counseling Services (Action 3.1)
   - Implementation: Substantially Implemented
   - Description: This action was implemented with changes in service delivery. Although contracted services through TCOE were provided, the scope of the contract was significantly reduced, particularly in substance abuse counseling. In response, EUSD piloted the use of an online instructional platform to provide substance abuse counseling services.

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 no material differences in budgeted expenditures and estimated actual expenditures identified.

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

In collaboration with educational partners, EUSD has evaluated the effectiveness of each action, as outlined below:

1. Counseling Services (Action 3.1)
   - Effectiveness: Moderately Effective
   - Metrics: Daily Attendance Rate (Metric 3.1), High Dropout Rate (Metric 3.2), Graduation Rate (Metric 3.3), Suspension Rate (Metric 3.4), Panorama Survey (Metrics 3.5, 3.6, and 3.7)
   - Outcomes: In the area of Academic Engagement, the 2025 Dashboard shows notable gains in graduation rates compared to the 2023 baseline: KHS (+6.4%), EIS (+8.3%), and CDS (no data reported). Suspension rates also improved at most sites, including KHS (+5.0%) and CDS (+17.1%), while EIS declined slightly (-0.8%). Student perception data were more mixed. Panorama Survey results (Spring 2026) show declines at KHS across all three measures compared to the Spring 2024 baseline, including Social-Emotional Well-Being (-11%), Self-Efficacy (-19%), and Supportive Relationships (-4%). EIS students reported an increase in Social-Emotional Well-Being (+11%) alongside a decline in Self-Efficacy (-11%). At CDS, students reported a decline in Social-Emotional Well-Being (-19%) but a significant increase in Supportive Relationships (+22%).

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.

One update was made to the LCAP Goal 3 section, as outlined below. This revision was developed in collaboration with educational partners and aligns with the district’s vision that all students graduate from Exeter Unified School District "future ready".

Goals:
1. The explanation for developing this goal was updated to reflect current data supporting the revised metrics and actions.

Metrics and Target Outcomes: N/A

Actions:
1. College and Career Counseling (Action 3.2): In collaboration with educational partners, this action was added to LCAP Goal 3.2 to support EUSD's commitment to ensuring all students graduate "future ready." Data analysis identified opportunity gaps in graduation rates and college and career readiness, as measured by the California School Dashboard, among students participating in EUSD's alternative education programs.

**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** | Counseling Services | Provide social-emotional learning, mental health counseling, substance abuse counseling, and behavior skill development for students participating in EUSD's alternative education program.<br><br>Equity Multiplier Funds: $158,228 (100%) | $158,228.00 | No |
| **3.2** | Academic Counseling | Intensify academic counseling services for students participating in EUSD's alternative education program.<br><br>Equity Multiplier Funds: $122,068 (100%) | $122,068.00 | 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 |
|---|---|
| $8,179,836 | $848,220 |

**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 |
|---|---|---|---|
| 26.241% | 0.000% | $0.00 | 26.241% |

**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:**<br>Progress Monitoring System<br><br>**Need:**<br>When comparing overall student achievement with that of unduplicated pupils, state assessment and accountability data indicate lower academic achievement among English learners (EL), foster youth, and socioeconomically disadvantaged students (SED): | Monitoring student progress is crucial for delivering effective support to English learners, foster youth, and socioeconomically disadvantaged students. Action 1.1 allocates funds for the maintenance of a comprehensive district-wide platform dedicated to benchmark assessments and data analysis. This system plays a vital role in identifying students who may have deficits in academic skills necessary for engaging with grade-level standards and instruction. Through continuous monitoring of student | SBAC:<br>• Metric 1.1: ELA<br>• Metric 1.3: Math<br><br>Dashboard:<br>• Metric 1.2: Academic Indicator in ELA<br>• Metric 1.4: Academic Indicator in Math |

| 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 |
|---|---|---|---|
| | ELA (SBAC & Dashboard, 2023): 37% of all students met/exceeded standards in ELA and were 34 points below standard compared with:<br>• EL: 8% met/exceeded and 50.7 points below standard<br>• SED: 30% met/exceeded and 50.7 points below standard<br><br>Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with:<br>• EL: 7% met/exceeded and 114.1 points below standard<br>• SED: 20% met/exceeded and 89.4 points below<br><br>English Learner Progress Indicator (ELPI) (Dashboard, 2023):<br>• 36.7% of EL students made progress<br>• 34.6% maintained ELPI level<br>• 28.7% decreased ELPI level<br><br>**Scope:**<br>LEA-wide | progress using this platform, educators can promptly identify areas where students need extra assistance. This may include implementing strategies like differentiated classroom instruction, targeted interventions, or supplemental instructional resources to address these gaps in student achievement.<br><br>This action is implemented district-wide because EUSD expects all students to benefit from progress monitoring and data analysis. However, English learners, socioeconomically disadvantaged students, and foster youth are anticipated to experience the most significant improvements due to their higher representation among students needing additional support. EUSD recognizes that teachers and instructional leaders cannot enhance first instruction and supplemental services/interventions for these targeted student populations without understanding which students require support and what specific needs must be addressed. By equipping instructional staff with data on student skill gaps, EUSD anticipates an increase in academic achievement among these unique populations. | • Metric 1.8: English Learner Progress Indicator |
| **1.2** | **Action:**<br>Supplemental Instructional Support and Materials<br><br>**Need:**<br>When comparing overall student achievement with that of unduplicated pupils, state assessment and accountability data indicate lower academic achievement among English learners (EL), foster youth, and | Supplemental instructional support and materials serve as a targeted approach to address the diverse learning needs of English Learners, foster youth, and socioeconomically disadvantaged students. Action 1.2 funds a range of strategies, including differentiated instruction, small group interventions, and supplemental materials and digital platforms, specifically tailored to accommodate the unique academic needs of these student populations. | SBAC:<br>• Metric 1.1: ELA<br>• Metric 1.3: Math<br><br>Dashboard:<br>• Metric 1.2: Academic Indicator in ELA |

| 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 |
|---|---|---|---|
| | socioeconomically disadvantaged students (SED):<br><br>ELA (SBAC & Dashboard, 2023): 37% of all students met/exceeded standards in ELA and were 34 points below standard compared with:<br>• EL: 8% met/exceeded and 50.7 points below standard<br>• SED: 30% met/exceeded and 50.7 points below standard<br><br>Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with:<br>• EL: 7% met/exceeded and 114.1 points below standard<br>• SED: 20% met/exceeded and 89.4 points below<br><br>English Learner Progress Indicator (ELPI) (Dashboard, 2023):<br>• 36.7% of EL students made progress<br>• 34.6% maintained ELPI level<br>• 28.7% decreased ELPI level<br><br>**Scope:**<br>Schoolwide | This action is implemented across the entire district to guarantee that all students can access enhanced academic services and targeted interventions. Although this initiative benefits all students, EUSD anticipates that students from these particular populations will derive substantial advantages because they are more heavily represented in programs addressing skill deficits and interventions. Through the enhancement of intervention services tailored to these students, EUSD seeks to diminish the academic equity gaps identified in the data. | • Metric 1.4: Academic Indicator in Math<br>• Metric 1.8: English Learner Progress Indicator |
| **1.3** | **Action:**<br>Professional Learning<br><br>**Need:**<br>When comparing overall student achievement with that of unduplicated pupils, state assessment and accountability data indicate lower academic achievement among English | Enhancing the skills of teachers, leaders, and instructional support aides is crucial for advancing the academic success of English learners, foster youth, and socioeconomically disadvantaged students. To achieve this, dedicated funding for professional development training will assist staff in refining their delivery of academic content standards and progress monitoring. | SBAC:<br>• Metric 1.1: ELA<br>• Metric 1.3: Math<br><br>Dashboard:<br>• Metric 1.2: Academic Indicator in ELA |

| 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 |
|---|---|---|---|
| | learners (EL), foster youth, and socioeconomically disadvantaged students (SED):<br><br>ELA (SBAC & Dashboard, 2023): 37% of all students met/exceeded standards in ELA and were 34 points below standard compared with:<br>• EL: 8% met/exceeded and 50.7 points below standard<br>• SED: 30% met/exceeded and 50.7 points below standard<br><br>Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with:<br>• EL: 7% met/exceeded and 114.1 points below standard<br>• SED: 20% met/exceeded and 89.4 points below<br><br>English Learner Progress Indicator (ELPI) (Dashboard, 2023):<br>• 36.7% of EL students made progress<br>• 34.6% maintained ELPI level<br>• 28.7% decreased ELPI level<br><br>**Scope:**<br>LEA-wide | This initiative is being implemented across the district because EUSD anticipates that all students will benefit from enhanced Tier 1 instruction. However, English learners, socioeconomically disadvantaged students, and foster youth stand to gain the most. Dashboard data underscores the disproportionate representation of these student groups among those underperforming in academic indicators. By enhancing the expertise of teachers, leaders, and instructional aides in instructional delivery, EUSD aims to elevate the academic achievement of all students. | • Metric 1.4: Academic Indicator in Math<br>• Metric 1.8: English Learner Progress Indicator |
| **1.4** | **Action:**<br>Library Services<br><br>**Need:**<br>When comparing overall student achievement with that of unduplicated pupils, state assessment and accountability data indicate | State assessment and accountability data highlight that unduplicated pupils in EUSD demonstrate lower academic performance than the overall student population. In response, Action 1.4 aims to bridge this gap by enhancing students' access to educational resources, such as books, digital materials, and technology. Library services, which | SBAC:<br>• Metric 1.1: ELA<br>• Metric 1.3: Math<br><br>Dashboard: |

| 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 |
|---|---|---|---|
| | lower academic achievement among English learners (EL), foster youth, and socioeconomically disadvantaged students (SED):<br><br>ELA (SBAC & Dashboard, 2023): 37% of all students met/exceeded standards in ELA and were 34 points below standard compared with:<br>• EL: 8% met/exceeded and 50.7 points below standard<br>• SED: 30% met/exceeded and 50.7 points below standard<br><br>Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with:<br>• EL: 7% met/exceeded and 114.1 points below standard<br>• SED: 20% met/exceeded and 89.4 points below<br><br>English Learner Progress Indicator (ELPI) (Dashboard, 2023):<br>• 36.7% of EL students made progress<br>• 34.6% maintained ELPI level<br>• 28.7% decreased ELPI level<br><br>**Scope:**<br>Schoolwide | provide a quiet and conducive environment for studying and completing homework assignments, play a pivotal role in this initiative. Additionally, they contribute to fostering a literacy culture within the school community, promoting information and literacy skills among students.<br><br>This action is being implemented district-wide to maximize the impact on unduplicated pupils and other students who also exhibit the need for these services. | • Metric 1.2: Academic Indicator in ELA<br>• Metric 1.4: Academic Indicator in Math<br>• Metric 1.8: English Learner Progress Indicator<br><br>Local Data:<br>• Metric 1.32: Library Collection (Circulation and Age) |
| **1.5** | **Action:**<br>Broad Course Offering<br><br>**Need:**<br>State assessment and accountability data show that English learners (EL), foster youth, | Action 1.5 targets the disparity in broad course offering achievement indicators between unduplicated pupils and the overall student population by allocating funds to broaden elective options for students in grades 3-12; this includes the introduction of College and Career Technical | Dashboard & Additional Reports:<br>• Metric 1.10: College & Career Indicator |

| 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 socioeconomically disadvantaged students (SED) typically have lower success rates in various broad course offering indicators.<br><br>College/Career Indicator (Dashboard, 2023): 44% of cohort grade 12 students rated "Prepared" for college/career readiness compared with:<br>• EL: 16% rank "Prepared" for college/career readiness<br>• SED: 37% rank "Prepared" for college/career readiness<br><br>UC/CSU College Entrance (DataQuest, 2023): 42% of cohort grade 12 students met UC/CSU course entrance requirements compared with:<br>• EL: 9% in grade 12 met UC/CSU college entrance course requirements<br>• SED: 31% in grade 12 met UC/CSU college entrance course requirements<br><br>UC/CSU College Entrance & CTE Completers (Dashboard/Additional Reports, 2023): 8.4% of cohort grade 12 students met UC/CSU course entrance requirements and career and technical education course requirements compared with:<br>• EL: 0% in grade 12 met UC/CSU college entrance course requirements and career and technical education course<br>• SED: 7.3% in grade 12 met UC/CSU college entrance course requirements and career and technical education course | Education (CTE) and World Language courses in middle school. These additions aim to spark student interest and foster increased academic engagement, potentially leading to the completion of a CTE pathway or attainment of the Seal of Biliteracy in high school. Ultimately, this initiative enhances students' readiness for college, career, and life.<br><br>Moreover, anecdotal evidence indicates that unduplicated student populations are more likely to sustain interest and engagement in school when provided with a wide range of course options. These courses are often perceived as more meaningful than traditional classes, leading to improved attendance and increased academic involvement among this demographic.<br><br>This action is being implemented district-wide to maximize the impact on unduplicated pupils and other students who also exhibit the need for these services. | • Metric 1.13: UC/CSU College Entrance & CTE Completers<br><br>College Board:<br>• Metric 1.14: AP Exam Pass Rate<br><br>DataQuest:<br>• Metric 1.11: UC/CSU College Entrance<br>• Metric 1.24: Seal of Biliteracy<br><br>Local Data:<br>• Metric 1.20: AP Participation<br>• Metric 1.21 College Credit Participation<br>• Metric 1.22 CTE Participation<br>• Metric 1.23 Music Participation |

| 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 |
|---|---|---|---|
| | AP Exam Pass Rate (College Board, 2023): 63% of students passed one AP exam with a score of 3 or higher compared with:<br>• SED: 56% passed one AP exam with a score of 3 or higher<br><br>Seal of Biliteracy (DataQuest): 13.4% of cohort grade 12 students earned a Seal of Biliteracy compared with:<br>• EL: 5.6% in grade 12 earned a Seal of Biliteracy<br>• SED: 13% in grade 12 earned a Seal of Biliteracy<br><br>AP Participation (Aeries, 2025-26): 22.7% of high school students enrolled in an AP course compared to:<br>• EL: 5.6%<br>• SED: 20.3%<br><br>College Credit Participation (Aeries, 2025-26): 28.2% of high school students enrolled in college credit courses compared to:<br>• EL: 9.4%<br>• SED: 21.2%<br><br>Career Technical Education Participation (Aeries, 2025-26): 43.6% of high school students (and 33.0% of middle school students) enrolled in Career and Technical Education courses compared to:<br>• EL: 27.0% in high school and 15.5% in middle school<br>• SED: 21.5% in high school and 31.7% in middle school | | |

| 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 |
|---|---|---|---|
| | Music Participation (Aeries, 2025-26): 13.6% of high school students (and 20.0% of middle school students) enrolled in Career and Technical Education courses compared to:<br>• EL: 6.5% in high school and 9.7% in middle school<br>• SED: 15.2% in high school and 20.0% in middle school<br><br>**Scope:**<br>LEA-wide | | |
| **1.6** | **Action:**<br>Parent Engagement<br><br>**Need:**<br>When comparing overall student achievement with that of unduplicated pupils, state assessment and accountability data indicate lower academic achievement among English learners (EL), foster youth, and socioeconomically disadvantaged students (SED):<br><br>ELA (SBAC & Dashboard, 2023): 37% of all students met/exceeded standards in ELA and were 34 points below standard compared with:<br>• EL: 8% met/exceeded and 50.7 points below standard<br>• SED: 30% met/exceeded and 50.7 points below standard<br><br>Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with: | Enhancing parent/guardian engagement in their child's education is an effective approach to improving student academic achievement. When parents are actively involved in their child's education, they instill a sense of accountability and set high expectations for academic success within the family. This involvement helps students understand the importance of education and motivates them to strive for excellence.<br><br>State assessment and accountability data reveal that unduplicated pupils in EUSD exhibit lower academic performance than the overall student population. To address this disparity, EUSD focuses on deliberately increasing parent involvement, particularly among unduplicated student populations. By prioritizing parent engagement, EUSD anticipates an improvement in the academic achievement of English learners (EL), socioeconomically disadvantaged (SED), and foster youth (FY). | SBAC:<br>• Metric 1.1: ELA<br>• Metric 1.3: Math<br><br>Dashboard:<br>• Metric 1.2: Academic Indicator in ELA<br>• Metric 1.4: Academic Indicator in Math<br>• Metric 1.8: English Learner Progress Indicator<br><br>Survey:<br>Metric 1.25: California School Parent Survey (CSPS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | • EL: 7% met/exceeded and 114.1 points below standard<br>• SED: 20% met/exceeded and 89.4 points below<br><br>English Learner Progress Indicator (ELPI) (Dashboard, 2023):<br>• 36.7% of EL students made progress<br>• 34.6% maintained ELPI level<br>• 28.7% decreased ELPI level<br><br>Parent Survey (CSPS, 2024)<br>• 31% of parent/guardian respondents report their child's school promotes parental involvement<br>• 24% of parent/guardian respondents report that their child's school actively seeks their input in making decisions<br><br>**Scope:**<br>LEA-wide | Even though this action is principally directed at addressing the needs of unduplicated pupils, it will be implemented district-wide to benefit all students, as many other students would benefit from parent involvement. | |
| **1.7** | **Action:**<br>College and Career Counseling<br><br>**Need:**<br>State assessment and accountability data suggest that English learners (EL), foster youth, and socioeconomically disadvantaged students (SED) achieve at lower levels in college/career preparedness indicators when compared to the overall student population:<br><br>College/Career Indicator (Dashboard, 2023): 44% of cohort grade 12 students rated | Action 1.7 addresses the underachievement of unduplicated pupils in college and career preparedness indicators by focusing on two key strategies: increasing academic counseling and organizing college and career field trips. Academic counseling enhances students' preparedness by offering personalized guidance aligned with their strengths, interests, and career goals. Counselors aid students in selecting appropriate courses, navigating the college application process, and accessing financial aid resources. They also provide valuable information about career options and vocational training programs, empowering students to make informed decisions about their | Dashboard & Additional Reports:<br>• Metric 1.10: College & Career Indicator<br>• Metric 1.13: UC/CSU College Entrance & CTE Completers<br><br>SBAC:<br>• Metric 1.15: Early Assessment Program - ELA |

| 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 |
|---|---|---|---|
| | "Prepared" for college/career readiness compared with:<br>• EL: 16% rank "Prepared" for college/career readiness<br>• SED: 37% rank "Prepared" for college/career readiness<br><br>UC/CSU College Entrance (DataQuest, 2023): 42% of cohort grade 12 students met UC/CSU course entrance requirements compared with:<br>• EL: 9% in grade 12 met UC/CSU college entrance course requirements<br>• SED: 31% in grade 12 met UC/CSU college entrance course requirements<br><br>UC/CSU College Entrance & CTE Completers (Dashboard/Additional Reports, 2023): 8.4% of cohort grade 12 students met UC/CSU course entrance requirements and career and technical education course requirements compared with:<br>• EL: 0% in grade 12 met UC/CSU college entrance course requirements and career and technical education course<br>• SED: 7.3% in grade 12 met UC/CSU college entrance course requirements and career and technical education course<br><br>Early Assessment Program (EAP) in ELA (SBAC, 2022-23): 21.72% of high school seniors demonstrated college preparedness in ELA according to the EAP compared with:<br>• EL: 0% demonstrated college preparedness | future. Additionally, counselors offer support to address academic and personal challenges, helping students overcome obstacles and stay focused on their college and career aspirations. Furthermore, field trips to colleges, universities, and vocational schools expose students to various educational and career opportunities, inspiring them and increasing their aspirations for improved achievement. Many of our unduplicated student population often require extra support from academic counseling, as many come from households where parents or guardians have not attended college and, therefore, lack experience in navigating the process of higher education entry.<br><br>Even though this action is principally directed at addressing the needs of unduplicated pupils, it will be implemented district-wide to benefit all students, as many other students would benefit from increased academic counseling. | • Metric 1.16: Early Assessment Program - Math<br><br>DataQuest:<br>• Metric 1:11: UC/CSU College Entrance Requirements |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | • SED: 14.74% demonstrated college preparedness<br><br>Early Assessment Program in Math (SBAC, 2022-23):<br>6.28% of high school seniors demonstrated college preparedness in Math according to the EAP compared with:<br>• EL: 0% demonstrated college preparedness<br>• SED: 4.58% demonstrated college preparedness<br><br>**Scope:**<br>Schoolwide | | |
| **1.8** | **Action:**<br>Supplemental Services for Students with Disabilities<br><br>**Need:**<br>When examining the student demographics of EUSD's SWD population, district data reveal that 74% are dually identified as socioeconomically disadvantaged (SED), and 23% are dually identified as English learners (EL). For that reason, the metrics listed below support the need for this contributing action; by enhancing support for students with disabilities, EUSD simultaneously enhances support for socioeconomically disadvantaged and English learner student populations.<br><br>ELA (SBAC & Dashboard, 2023): 37% of all students met/exceeded standards in ELA and were 34 points below standard compared with: | Action 1.8 involves allocating funds to enhance specialized academic instruction for students with disabilities (SWD). This includes additional support from specialized teachers and staff and customized curricula explicitly designed to meet the unique academic requirements of SWD, intending to narrow the achievement gap. Additionally, it offers professional development opportunities for teachers, staff, and administrators, along with support for communicating with parents. These efforts foster collaboration and focused action to improve student achievement and close the achievement gap.<br><br>This action is implemented across the entire LEA (Local Educational Agency) because the majority of students with disabilities (SWD) also belong to unduplicated pupil groups: | SBAC:<br>• Metric 1.1: ELA<br>• Metric 1.3: Math<br><br>Dashboard:<br>• Metric 1.2: Academic Indicator in ELA<br>• Metric 1.4: Academic Indicator in Math<br>• Metric 1.8: English Learner Progress Indicator |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | • EL: 8% met/exceeded and 50.7 points below standard<br>• SED: 30% met/exceeded and 50.7 points below standard<br><br>Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with:<br>• EL: 7% met/exceeded and 114.1 points below standard<br>• SED: 20% met/exceeded and 89.4 points below<br><br>English Learner Progress Indicator (ELPI) (Dashboard, 2023):<br>• 36.7% of EL students made progress<br>• 34.6% maintained ELPI level<br>• 28.7% decreased ELPI level<br><br>**Scope:**<br>LEA-wide | • 74% of SWD are also socioeconomically disadvantaged (SED).<br>• 23% of SWD are also English learners (EL).<br><br>By enhancing support for students with disabilities, EUSD simultaneously enhances support for socioeconomically disadvantaged and English learner student populations.<br><br>Although this action is principally directed at addressing the needs of unduplicated pupils, it will be implemented district-wide to benefit all students. All students benefit from the professional learning gained by teachers, increased collaboration between General Education and Special Education staff, and the purchase of differentiated instructional materials. | |
| **2.1** | **Action:**<br>Safety<br><br>**Need:**<br>State accountability indicators indicate that English learners (ELs), Foster Youth (FY), and socioeconomically disadvantaged students (SED) are disproportionally represented:<br><br>Chronic Absenteeism (Dashboard, 2023): 23.2% overall chronic absenteeism rate compared with:<br>• FY: 31.3% were chronically absent<br>• SED: 26% were chronically absent | Action 2.1 aims to reduce the academic engagement and school climate gap between the overall student population and unduplicated pupils by addressing concerns related to school safety. Enhancing campus supervision aims to bolster students' sense of security, thereby promoting regular attendance. The district's Resource Office conducts home visits to foster relationships with families. The Resource Officer and Campus Supervisors establish positive connections with all students by being present on campus, particularly during breaks and passing periods. They engage in conversations with the students, recognize student improvements, and celebrate student | Dashboard:<br>• Metric 2.3: Chronic Absenteeism<br>• Metric 2.7: Suspension Rate<br><br>DataQuest:<br>• Metric 2.5: High School Dropout Rate<br><br>Local Data: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Suspension (Dashboard, 2023): 6.4% overall suspension rate compared with:<br>• EL: 7.3% were suspended at least one time<br>• SED: 7.5% were suspended at least one time<br><br>High School Dropout Rate (DataQuest, 2022-23): 2.6% overall high school dropout rate compared with:<br>• EL: 5.3% dropped out of high school<br>• SED: 2.8% dropped out of high school<br><br>**Scope:**<br>LEA-wide | success. The increased campus presence, coupled with the positive connections with the Resource Office and Campus Supervisors, potentially reduces negative incidents among students and improves student safety and connectedness to school.<br><br>In order to most effectively and efficiently implement this action, it is being implemented site-wide to maximize its impact on unduplicated pupils and other students who also exhibit similar needs. | • Metric 2.1: FIT Report<br>• Metric 2.9: California Healthy Kids Survey (Feel Safe)<br>• Metric 2.13: California Schools Parent Survey (Feel Safe) |
| **2.2** | **Action:**<br>Multi-Tiered System of Support (MTSS)<br><br>**Need:**<br>State accountability indicators indicate that English learners (ELs), Foster Youth (FY), and socioeconomically disadvantaged students (SED) are disproportionally represented:<br><br>Chronic Absenteeism (Dashboard, 2023): 23.2% overall chronic absenteeism rate compared with:<br>• FY: 31.3% were chronically absent<br>• SED: 26% were chronically absent<br><br>Suspension (Dashboard, 2023): 6.4% overall suspension rate compared with:<br>• EL: 7.3% were suspended at least one time | To meet the specific needs of unduplicated pupils, EUSD has allocated significant funds to maintain and enhance a multi-tiered system of support (MTSS). This system is designed to identify students who may be struggling in behavioral and social/emotional areas. EUSD ensures continued access to a social/emotional assessment tool and a curriculum focused on social/emotional learning. These resources aim to provide students from these groups with the necessary social/emotional support to enhance their sense of connectedness and belonging.<br><br>This action is implemented across the entire LEA because EUSD believes that all students benefit from MTSS, social/emotional assessment tools, and a social/emotional learning curriculum. Even though this action is principally directed at addressing the needs of unduplicated pupils, it will | Dashboard:<br>• Metric 2.3: Chronic Absenteeism<br>• Metric 2.7: Suspension Rate<br><br>DataQuest:<br>• Metric 2.5: High School Dropout Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | • SED: 7.5% were suspended at least one time<br><br>High School Dropout Rate (DataQuest, 2022-23): 2.6% overall high school dropout rate compared with:<br>• EL: 5.3% dropped out of high school<br>• SED: 2.8% dropped out of high school<br><br>**Scope:**<br>LEA-wide | be implemented district-wide to benefit all students, as many other students exhibited similar needs. | |
| **2.3** | **Action:**<br>Professional Development<br><br>**Need:**<br>State accountability indicators indicate that English learners (ELs), Foster Youth (FY), and socioeconomically disadvantaged students (SED) are disproportionally represented:<br><br>Chronic Absenteeism (Dashboard, 2023): 23.2% overall chronic absenteeism rate compared with:<br>• FY: 31.3% were chronically absent<br>• SED: 26% were chronically absent<br><br>Suspension (Dashboard, 2023): 6.4% overall suspension rate compared with:<br>• EL: 7.3% were suspended at least one time<br>• SED: 7.5% were suspended at least one time<br><br>High School Dropout Rate (DataQuest, 2022- | Strengthening staff expertise in addressing social-emotional well-being and behavior skills is crucial for meeting the needs of English learners, foster youth, and socioeconomically disadvantaged students. Restorative practices offer an alternative to traditional disciplinary methods, providing a more equitable approach to managing student behavior. During professional learning sessions, particular attention is given to understanding the unique needs of unduplicated pupils to ensure that tailored and effective support is provided to this disproportionately represented group.<br><br>Action 2.3 services are implemented district-wide because all students stand to benefit from staff development in implementing restorative practices in classrooms and throughout the school environment. | Dashboard:<br>• Metric 2.3: Chronic Absenteeism<br>• Metric 2.7: Suspension Rate<br><br>DataQuest:<br>• Metric 2.5: High School Dropout Rate<br><br>Local Data:<br>• Metric 2.19: California Schools Staff Survey (Behavior Management)<br>• Metric 2.20: California Schools Staff Survey (Student Well-being) |

| 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 |
|---|---|---|---|
| | 23): 2.6% overall high school dropout rate compared with:<br>• EL: 5.3% dropped out of high school<br>• SED: 2.8% dropped out of high school<br><br>**Scope:**<br>LEA-wide | | |
| **2.4** | **Action:**<br>Culture & Belonging<br><br>**Need:**<br>State accountability indicators indicate that English learners (ELs), Foster Youth (FY), and socioeconomically disadvantaged students (SED) are disproportionally represented:<br><br>Chronic Absenteeism (Dashboard, 2023): 23.2% overall chronic absenteeism rate compared with:<br>• FY: 31.3% were chronically absent<br>• SED: 26% were chronically absent<br><br>Suspension (Dashboard, 2023): 6.4% overall suspension rate compared with:<br>• EL: 7.3% were suspended at least one time<br>• SED: 7.5% were suspended at least one time<br><br>High School Dropout Rate (DataQuest, 2022-23): 2.6% overall high school dropout rate compared with:<br>• EL: 5.3% dropped out of high school<br>• SED: 2.8% dropped out of high school | State assessment results and school accountability data reveal a gap in academic engagement and school climate indicators among unduplicated pupils. Consequently, Action 2.4 aims to enhance students' sense of belonging and connectedness on campus. By offering extra- and co-curricular activities, the initiative provides a framework for peer camaraderie and socioemotional support, which are likely to boost student interest and commitment to school. Additionally, these activities connect students with another caring adult, such as a coach or advisor, and offer enrichment opportunities that their families may not otherwise be able to provide independently.<br><br>Even though this action is principally directed at addressing the needs of unduplicated pupils, it will be implemented district-wide to benefit all students, as many other students are supported by a positive school culture and an increased sense of belonging. | Dashboard:<br>• Metric 2.3: Chronic Absenteeism<br>• Metric 2.7: Suspension Rate<br><br>DataQuest:<br>• Metric 2.5: High School Dropout Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.9** | **Action:**<br>Supplemental Support for English Learners<br><br>**Need:**<br>State assessment and accountability data suggest that academic achievement among students who are English learners (ELs) is lower when compared to the overall student population:<br><br>ELA (SBAC & Dashboard, 2023): 37% of all students met/exceeded standards in ELA and were 34 points below standard compared with:<br>• EL: 8% met/exceeded standards in ELA and averaged 50.7 points below standard<br><br>Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with: | Action 1.9 is dedicated to meeting the academic needs of English learners (ELs) by distributing funds to various services. It prioritizes investment in professional learning to improve the capabilities of leaders, teachers, and instructional aides in delivering effective English Language Development (ELD) practices. Enhancing students' access to quality Tier 1 instruction is crucial for boosting ELs' academic performance. Moreover, Action 1.9 allocates funding for tailored supplemental materials aimed at addressing the specific needs and proficiency levels of ELs. By personalizing learning opportunities, these materials help bridge skill gaps and provide additional support where needed. Additionally, the action supports Bilingual Instructional Aides, who play a crucial role in providing personalized instruction and fostering communication between the school and home, thereby strengthening parental involvement in their child's education and supporting the academic achievement of ELs. | SBAC:<br>• Metric 1.1: ELA<br>• Metric 1.3: Math<br><br>Dashboard:<br>• Metric 1.2: Academic Indicator in ELA<br>• Metric 1.4: Academic Indicator in Math<br>• Metric 1.8: English Learner Progress Indicator<br><br>Aeries Student Information System:<br>Metric 1.9 - Reclassification Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | • EL: 7% met/exceeded in math and averaged 114.1 points below standard<br><br>Furthermore, assessment measures that evaluate the language acquisition progress of ELs also indicate inadequate achievement:<br><br>English Learner Progress Indicator (ELPI) (Dashboard, 2023): 36.7% of EL students made progress<br>• 34.6% maintained ELPI level<br>• 28.7% decreased ELPI level<br><br>EL reclassification rate: 6.3% (Aeries, 2022-23)<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |
| **1.10** | **Action:**<br>Supplemental Support for Long-term English Learners<br><br>**Need:**<br>State assessment and accountability data suggest that academic achievement among students who are English learners (ELs) is lower when compared to the overall student population:<br><br>ELA (SBAC & Dashboard, 2023): 37% of all students met/exceeded standards in ELA and were 34 points below standard compared with: EL: 8% met/exceeded standards in ELA and averaged 50.7 points below standard | EUSD aims to tackle the issue of Long-Term English Learners (LTELs) at Wilson Middle School (WMS) and Exeter Union High School (EUHS) by enhancing the level of differentiated and targeted assistance offered through Bilingual Instructional Aides. These aides will provide instructional support tailored to the specific needs of LTELs, both during regular school hours and in after-school programs. This intensified support is designed to address the academic and language development challenges faced by LTELs and help them progress more effectively. Additionally, EUSD will hire two English Language Development (ELD) teachers at both WMS and EUHS. These teachers will focus on providing specialized instruction to English learners, further | SBAC:<br>• Metric 1.1: ELA<br>• Metric 1.3: Math<br><br>Dashboard:<br>• Metric 1.2: Academic Indicator in ELA<br>• Metric 1.4: Academic Indicator in Math<br>• Metric 1.8: English Learner Progress Indicator |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with:<br>• EL: 7% met/exceeded in math and averaged 114.1 points below standard<br><br>Furthermore, assessment measures that evaluate the language acquisition progress of ELs also indicate inadequate achievement:<br><br>English Learner Progress Indicator (ELPI) (Dashboard, 2023): 36.7% of EL students made progress<br>• 34.6% maintained ELPI level<br>• 28.7% decreased ELPI level<br><br>EL reclassification rate: 6.3% (Aeries, 2022-23)<br><br>Student Enrollment (DataQuest, 2023-24):<br>• 21.5% of ELs are identified LTELs<br>• 6.7% of ELs are identified as "at-risk" of becoming an LTELs<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | augmenting the support available to this student population and increasing their opportunities for academic growth and language proficiency. | Aeries Student Information System:<br>Metric 1.9 - Reclassification Rate<br><br>DataQuest:<br>• Metric 1.13: Percent of "at-risk" LTELs and LTELs |
| **2.5** | **Action:**<br>Supplemental Services<br><br>**Need:**<br>State accountability indicators indicate that English learners (ELs), Foster Youth (FY), and socioeconomically disadvantaged students | EUSD recognizes that students need to have their basic needs, such as access to food, shelter, and clothing, met to fully engage in their education. Therefore, the district allocates LCAP funding specifically to address the fundamental needs of foster youth, socioeconomically disadvantaged students, and homeless youth. By ensuring these | Dashboard:<br>• Metric 2.3: Chronic Absenteeism<br>• Metric 2.7: Suspension Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | (SED) are disproportionally represented:<br><br>Chronic Absenteeism (Dashboard, 2023): 23.2% overall chronic absenteeism rate compared with:<br>• 31.3% of FY<br>• 26% of SED<br><br>Suspension (Dashboard, 2023): 6.4% overall suspension rate compared with:<br>• 7.3% of EL<br>• 7.5% of SED<br><br>High School Dropout Rate (DataQuest, 2022-23): 2.6% overall high school dropout rate compared with:<br>• 5.3% of EL<br>• 2.8% of SED<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | essential needs are fulfilled, students are better able to develop a sense of connection with their school, actively participate in learning activities, and feel a sense of belonging. This holistic approach aims to promote more equitable outcomes for all students within the district. | DataQuest:<br>• Metric 2.5: High School Dropout Rate |

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

N/A

## Additional Concentration Grant Funding

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

The additional concentration add-on funding has enabled the expansion of staff at schools with higher populations of foster youth, English learners, and low-income students. This funding supports Goal 2, Action 2, which focuses on implementing a Multi-Tiered System of Support

(MTSS) to enhance students' social-emotional well-being and strengthen their sense of belonging at school. The funding provides the following critical supports:

- District Behavior Team: Three Registered Behavior Technicians who work closely with students to provide personalized support, implement behavior plans, and give teachers tools to help students learn positive behaviors and succeed in school.
- School Psychologists: Two extra full-time School Psychologists, beyond the district base allocation, so every school has a dedicated psychologist. The psychologists support students through regular check-ins on attendance, behavior, and mental health (Tier 1), assist small groups of students or make referrals to the behavioral team (Tier 2), and provide one-on-one counseling or crisis support as needed (Tier 3).
- Social-Emotional Counselors: Three Social-Emotional Counselors, beyond the district base allocation, support students with social-emotional learning (e.g., attendance and behavior check-ins), college and career counseling (e.g., field trips, career fairs, school activities), and academic guidance.
- Inclusion Specialist: In 2026-27, EUSD will add one Inclusion Specialist position to the Early Childhood Education Program. This specialist will provide targeted support in social-emotional learning and approaches to learning that build students' behavioral and self-regulation skills, helping prepare them for academic success in later grades. Services will primarily support preschool and TK students, the majority of whom are socioeconomically disadvantaged.

| **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 | Lincoln Elementary School - 1:11<br>Rocky Hill Elementary - 1:17<br>Wilson Middle School - 1:43<br>Exeter Union High School -1:57<br>Kaweah High School - 1:26<br>Exeter Independent Study - 1:49<br>Community Day School - 1:11 |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | Lincoln Elementary School - 1:19<br>Rocky Hill Elementary - 1:19<br>Wilson Middle School - 1:20<br>Exeter Union High School -1:21<br>Kaweah High School - 1:11<br>Exeter Independent Study - 1:33<br>Community Day School - 1:15 |

# 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 | 31,172,227 | 8,179,836 | 26.241% | 0.000% | 26.241% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $8,174,000.00 | $2,645,296.00 | $0.00 | $694,000.00 | $11,519,296.00 | $7,109,000.00 | $4,410,296.00 |

| 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 | Progress Monitoring System | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $478,000.00 | $142,000.00 | $494,000.00 | $0.00 | $0.00 | $126,000.00 | $620,000.00 | 0% |
| 1 | 1.2 | Supplemental Instructional Support and Materials | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Rocky Hill Elementary School, Lincoln Elementary School, and Exeter Union High School TK-5; 9-12 | Ongoing | $2,240,000.00 | $350,000.00 | $1,309,000.00 | $785,000.00 | $0.00 | $496,000.00 | $2,590,000.00 | 0% |
| 1 | 1.3 | Professional Learning | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $316,000.00 | $77,000.00 | $393,000.00 | $0.00 | $0.00 | $0.00 | $393,000.00 | 0% |
| 1 | 1.4 | Library Services | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Lincoln Elementary School, Rocky Hill Elementary School, Wilson Middle School, and Exeter Union High School TK-12 | Ongoing | $289,000.00 | $36,000.00 | $43,000.00 | $282,000.00 | $0.00 | $0.00 | $325,000.00 | 0% |
| 1 | 1.5 | Broad Course Offering | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | Ongoing | $1,028,000.00 | $94,000.00 | $670,000.00 | $452,000.00 | $0.00 | $0.00 | $1,122,000.00 | 0% |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| **1** | **1.6** | Parent Engagement | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $159,000.00 | $50,000.00 | $209,000.00 | $0.00 | $0.00 | $0.00 | $209,000.00 | 0% |
| **1** | **1.7** | College and Career Counseling | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Lincoln Elementary School, Rocky Hill Elementary, School Wilson Middle School, and Exeter Union High School TK-12 | Ongoing | $805,000.00 | $60,000.00 | $865,000.00 | $0.00 | $0.00 | $0.00 | $865,000.00 | 0% |
| **1** | **1.8** | Supplemental Services for Students with Disabilities | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | Ongoing | $128,000.00 | $28,000.00 | $150,000.00 | $6,000.00 | $0.00 | $0.00 | $156,000.00 | 0% |
| **1** | **1.9** | Supplemental Support for English Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Lincoln Elementary School, Rocky Hill Elementary School, and Exeter Unified School District TK-5; 9-12 | Ongoing | $18,000.00 | $222,000.00 | $234,000.00 | $0.00 | $0.00 | $6,000.00 | $240,000.00 | 0% |
| **1** | **1.10** | Supplemental Support for Long-term English Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Wilson Middle School and Exeter Union High School 6-12 | Ongoing | $0.00 | $476,000.00 | $435,000.00 | $0.00 | $0.00 | $41,000.00 | $476,000.00 | 0% |
| **1** | **1.11** | Comprehensive School Improvement (WMS) | All<br>Students with Disabilities<br>Red Indicator: ELs, SWD | No | | | Specific Schools: Red Indicator: Wilson Middle School | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.1 | Safety | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $250,000.00 | $190,000.00 | $440,000.00 | $0.00 | $0.00 | $0.00 | $440,000.00 | 0% |
| 2 | 2.2 | Multi-Tiered System of Support (MTSS) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $695,000.00 | $1,426,000.00 | $1,426,000.00 | $670,000.00 | $0.00 | $25,000.00 | $2,121,000.00 | 0% |
| 2 | 2.3 | Professional Development | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $11,000.00 | $0.00 | $11,000.00 | $0.00 | $0.00 | $0.00 | $11,000.00 | 0% |
| 2 | 2.4 | Culture & Belonging | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $613,000.00 | $924,000.00 | $1,367,000.00 | $170,000.00 | $0.00 | $0.00 | $1,537,000.00 | 0% |
| 2 | 2.5 | Supplemental Services | Foster Youth<br>Low Income | Yes | Limited to Unduplicated Student Group(s) | Foster Youth<br>Low Income | All Schools | Ongoing | $79,000.00 | $55,000.00 | $134,000.00 | $0.00 | $0.00 | $0.00 | $134,000.00 | 0% |
| 2 | 2.6 | Comprehensive School Improvement (WMS) | All<br>Red Indicators: EL, SED, SWD | No | | | Specific Schools: CSI: Wilson Middle School | 2 years | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0% |
| 3 | 3.1 | Counseling Services | All<br>Students with Disabilities | No | | | Specific Schools: Kaweah High School, Exeter Independent Study, and Exeter Community Day School 4-12 | Ongoing | $0.00 | $158,228.00 | $0.00 | $158,228.00 | $0.00 | $0.00 | $158,228.00 | 0% |
| 3 | 3.2 | Academic Counseling | All<br>Students with Disabilities | No | | | Specific Schools: Kaweah High School, Exeter Independent Study, and Exeter Community Day School 4-12 | | $0.00 | $122,068.00 | | $122,068.00 | | | $122,068.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| 31,172,227 | 8,179,836 | 26.241% | 0.000% | 26.241% | $8,180,000.00 | 0.000% | 26.241 % | **Total:** | $8,180,000.00 |
| | | | | | | | | **LEA-wide Total:** | $5,160,000.00 |
| | | | | | | | | **Limited Total:** | $803,000.00 |
| | | | | | | | | **Schoolwide Total:** | $2,217,000.00 |

| 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** | Progress Monitoring System | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $494,000.00 | 0% |
| **1** | **1.2** | Supplemental Instructional Support and Materials | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Rocky Hill Elementary School, Lincoln Elementary School, and Exeter Union High School<br>TK-5; 9-12 | $1,309,000.00 | 0% |
| **1** | **1.3** | Professional Learning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $393,000.00 | 0% |
| **1** | **1.4** | Library Services | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Lincoln Elementary School, Rocky Hill Elementary School, Wilson Middle School, | $43,000.00 | 0% |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | | and Exeter Union High School TK-12 | | |
| 1 | 1.5 | Broad Course Offering | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $670,000.00 | 0% |
| 1 | 1.6 | Parent Engagement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $209,000.00 | 0% |
| 1 | 1.7 | College and Career Counseling | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Lincoln Elementary School, Rocky Hill Elementary, School Wilson Middle School, and Exeter Union High School TK-12 | $865,000.00 | 0% |
| 1 | 1.8 | Supplemental Services for Students with Disabilities | Yes | LEA-wide | English Learners Low Income | All Schools | $150,000.00 | 0% |
| 1 | 1.9 | Supplemental Support for English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Lincoln Elementary School, Rocky Hill Elementary School, and Exeter Unified School District TK-5; 9-12 | $234,000.00 | 0% |
| 1 | 1.10 | Supplemental Support for Long-term English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Wilson Middle School and Exeter Union High School 6-12 | $435,000.00 | 0% |
| 2 | 2.1 | Safety | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $440,000.00 | 0% |
| 2 | 2.2 | Multi-Tiered System of Support (MTSS) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,426,000.00 | 0% |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.3 | Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $11,000.00 | 0% |
| 2 | 2.4 | Culture & Belonging | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,367,000.00 | 0% |
| 2 | 2.5 | Supplemental Services | Yes | Limited to Unduplicated Student Group(s) | Foster Youth<br>Low Income | All Schools | $134,000.00 | 0% |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $10,353,122.00 | $10,492,122.00 |

| 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** | Progress Monitoring System | Yes | $478,000.00 | $494,000.00 |
| **1** | **1.2** | Supplemental Instructional Support and Materials | Yes | $2,476,000.00 | $2,692,000.00 |
| **1** | **1.3** | Professional Learning | Yes | $382,000.00 | $382,000.00 |
| **1** | **1.4** | Library Services | Yes | $355,000.00 | $322,000.00 |
| **1** | **1.5** | Broad Course Offering | Yes | $830,000.00 | $830,000.00 |
| **1** | **1.6** | Parent Engagement | Yes | $202,000.00 | $202,000.00 |
| **1** | **1.7** | College and Career Counseling | Yes | $761,000.00 | $761,000.00 |
| **1** | **1.8** | Supplemental Services for Students with Disabilities | Yes | $169,000.00 | $139,000.00 |
| **1** | **1.9** | Supplemental Support for English Learners | Yes | $207,000.00 | $163,000.00 |
| **1** | **1.10** | Supplemental Support for Long-term English Learners | Yes | $444,000.00 | $458,000.00 |
| **1** | **1.11** | Comprehensive School Improvement (WMS) | No | $0.00 | $0.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| **2** | **2.1** | Safety | Yes | $400,000.00 | $400,000.00 |
| **2** | **2.2** | Multi-Tiered System of Support (MTSS) | Yes | $2,025,000.00 | $1,975,000.00 |
| **2** | **2.3** | Professional Development | Yes | $32,000.00 | $32,000.00 |
| **2** | **2.4** | Culture & Belonging | Yes | $1,253,000.00 | $1,303,000.00 |
| **2** | **2.5** | Supplemental Services | Yes | $131,000.00 | $131,000.00 |
| **2** | **2.6** | Comprehensive School Improvement (WMS) | No | $0.00 | $0.00 |
| **3** | **3.1** | Counseling Services | No | $208,122.00 | $208,122.00 |

# 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) |
|---|---|---|---|---|---|---|
| $7,706,681 | $7,709,000.00 | $7,848,000.00 | ($139,000.00) | 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 | Progress Monitoring System | Yes | $356,000.00 | $372,000.00 | 0% | 0% |
| 1 | 1.2 | Supplemental Instructional Support and Materials | Yes | $1,280,000.00 | $1,496,000.00 | 0% | 0% |
| 1 | 1.3 | Professional Learning | Yes | $382,000.00 | $382,000.00 | 0% | 0% |
| 1 | 1.4 | Library Services | Yes | $75,000.00 | $42,000.00 | 0% | 0% |
| 1 | 1.5 | Broad Course Offering | Yes | $633,000.00 | $633,000.00 | 0% | 0% |
| 1 | 1.6 | Parent Engagement | Yes | $202,000.00 | $202,000.00 | 0% | 0% |
| 1 | 1.7 | College and Career Counseling | Yes | $761,000.00 | $761,000.00 | 0% | 0% |
| 1 | 1.8 | Supplemental Services for Students with Disabilities | Yes | $169,000.00 | $139,000.00 | 0% | 0% |
| 1 | 1.9 | Supplemental Support for English Learners | Yes | $184,000.00 | $140,000.00 | 0% | 0% |
| 1 | 1.10 | Supplemental Support for Long-term English Learners | Yes | $444,000.00 | $458,000.00 | 0% | 0% |
| 2 | 2.1 | Safety | Yes | $400,000.00 | $400,000.00 | 0% | 0% |
| 2 | 2.2 | Multi-Tiered System of Support (MTSS) | Yes | $1,407,000.00 | $1,357,000.00 | 0% | 0% |
| 2 | 2.3 | Professional Development | Yes | $32,000.00 | $32,000.00 | 0% | 0% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **2** | **2.4** | Culture & Belonging | Yes | $1,253,000.00 | $1,303,000.00 | 0% | 0% |
| **2** | **2.5** | Supplemental Services | Yes | $131,000.00 | $131,000.00 | 0% | 0% |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 29,931,076 | $7,706,681 | 0.00% | 25.748% | $7,848,000.00 | 0.000% | 26.220% | $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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