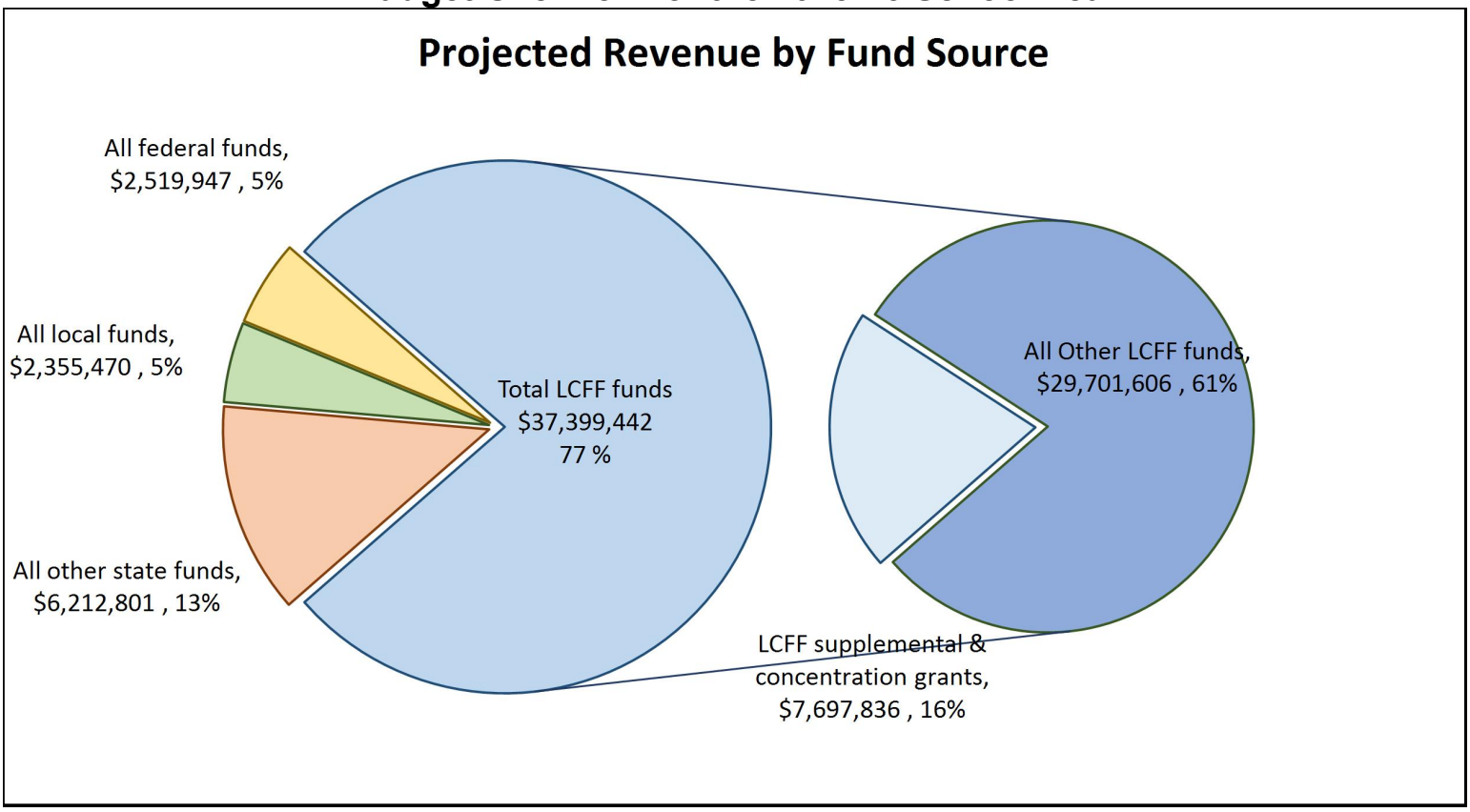
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Exeter Unified School District
CDS Code: 54-76836
School Year: 2025-26
LEA contact information:
Melanie Dorough, Ed.D.
Deputy 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 2025-26 School Year

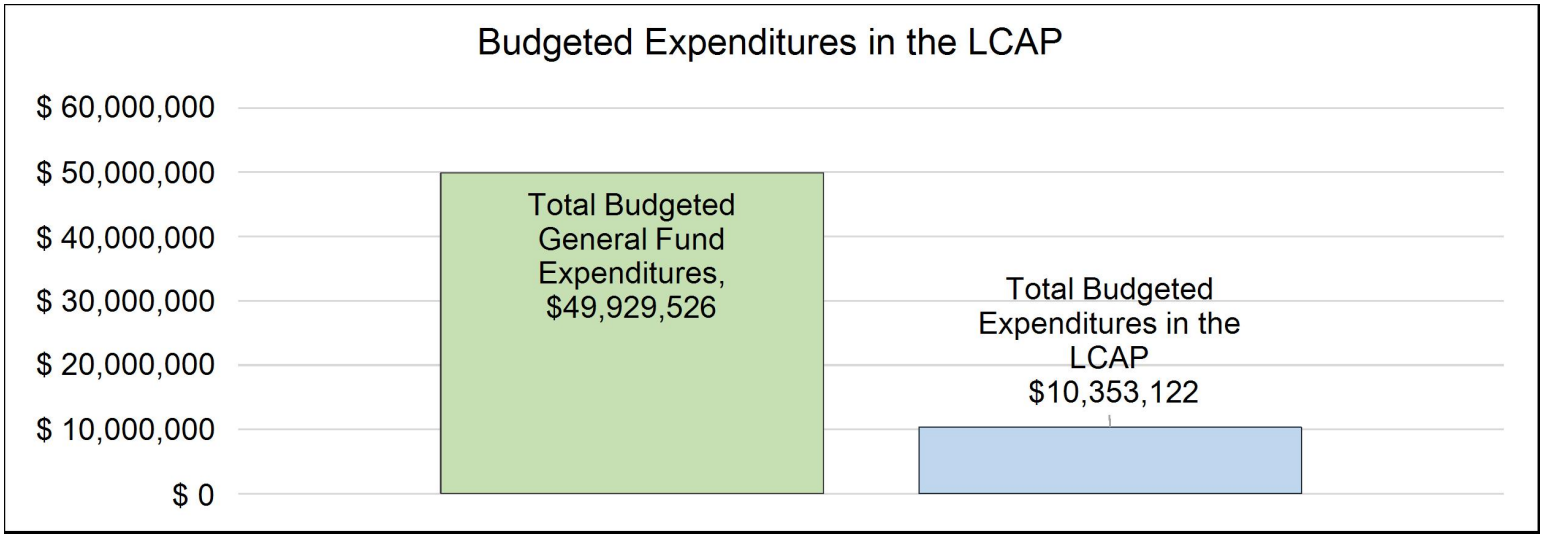


This chart shows the total general purpose revenue Exeter Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Exeter Unified School District is $48,487,660, of which $37,399,442.00 is Local Control Funding Formula (LCFF), $6,212,801.00 is other state funds, $2,355,470.00 is local funds, and $2,519,947.00 is federal funds. Of the $37,399,442.00 in LCFF Funds, $7,697,836.00 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Exeter Unified School District plans to spend $49,929,526.00 for the 2025-26 school year. Of that amount, $10,353,122.00 is tied to actions/services in the LCAP and $39,576,404 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 2025-26 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.
- Insurance: Costs associated with insurance premiums, including property insurance, liability insurance, and workers' compensation insurance, to protect the district against risks and liabilities.
- 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.

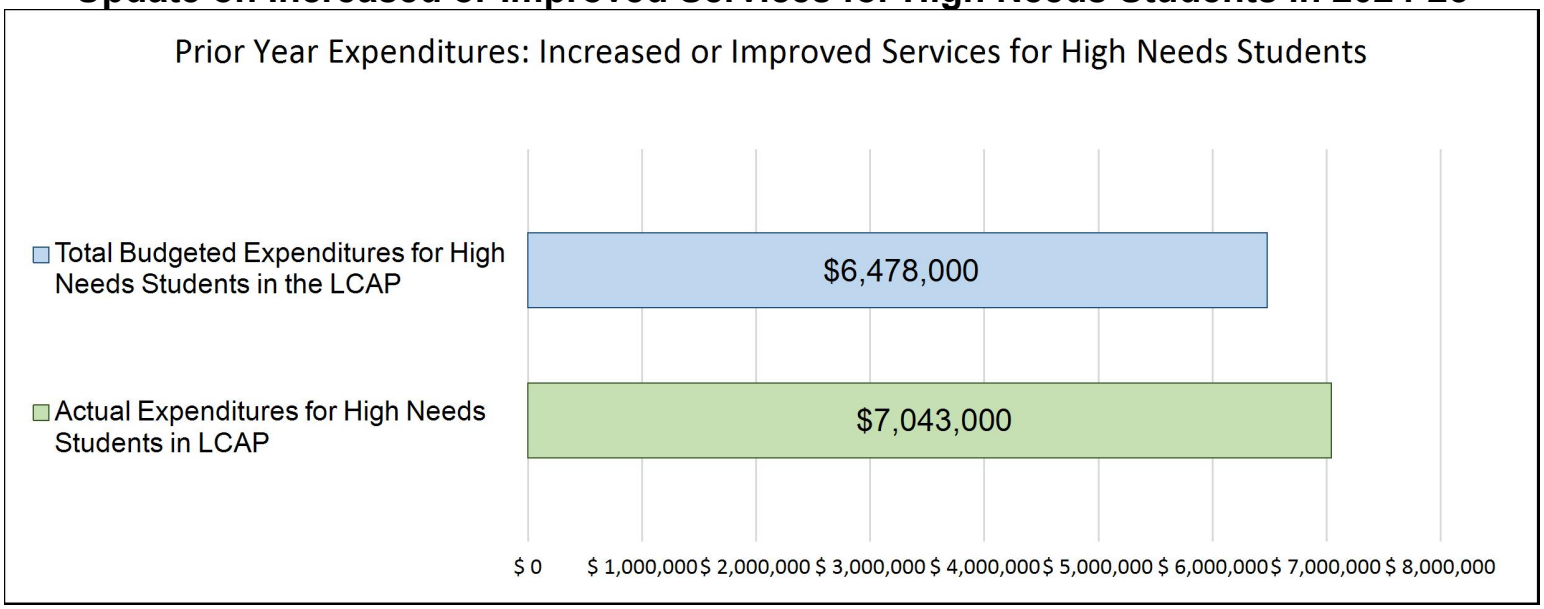
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Exeter Unified School District is projecting it will receive $7,697,836.00 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 $7,709,000.00 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 2024-25



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 2024-25, Exeter Unified School District's LCAP budgeted $6,478,000.00 for planned actions to increase or improve services for high needs students. Exeter Unified School District actually spent $7,043,000 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Exeter Unified School District	Melanie Dorough, Ed.D. Deputy Superintendent	mdorough@exeterk12.org (559) 592-9421

Plan Summary [2025-26]

General Information

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

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: 67.3% identify as Hispanic/Latino, and 29% as White. Additionally, 67.3% of students are socioeconomically disadvantaged, 16.3% are English learners, 10.9% receive special education services, 0.4% are in foster care, and 1.5% are identified as homeless (CA School Dashboard, 2024). The district employs over 385 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. 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 our educational community, Exeter Unified School District (EUSD) conducted a thorough review of the 2024 California School Dashboard to assess student, school, and program performance. This analysis revealed notable growth, as well as ongoing challenges, particularly in graduation rates, academic performance for Long-Term English Learners, and equitable access to college and career opportunities.

Successes
1. District Performance (2024):

- As a result of the 2024 Dashboard results, EUSD no longer qualifies for Differentiated Assistance (DA); however, it remains in DA for year two based on the 2023 Dashboard results.
- English Language Arts (ELA): EUSD saw a district-wide increase of 9.9 points in ELA, moving from the "Orange" to the "Yellow" performance level. All student groups advanced by one performance band. Notably, Students with Disabilities (SWD) improved by 24.5 points and White students by 18 points. These gains indicate improved instructional support and access to rigorous curriculum across grade levels.
- Mathematics: The district improved by 9.7 points in math, also moving from "Orange" to "Yellow." SWD had the highest gain with a 38.2-point increase, and White students improved by 18.2 points. EL and SWD groups advanced from "Red" to "Orange," reflecting targeted intervention and supplemental math support.
- Chronic Absenteeism: EUSD decreased its chronic absenteeism rate by 7.4%, with every student group showing improvement. SWD showed the most significant progress with a 10.2% reduction. This reflects successful strategies in student engagement, parent outreach, and school attendance monitoring.
- Suspension Rates: The district's suspension rate dropped by 1.7%, moving from "Orange" to "Yellow." SWD suspensions decreased by 2.9%, allowing that group to move from "Red" to "Yellow." White students also showed a 2.6% decline, improving from "Yellow" to "Green." These reductions point to the effective implementation of restorative practices and social-emotional learning supports.
- English Learner Progress: Progress toward English language proficiency improved by 9.1%, shifting from "Red" to "Green." LTEL students demonstrated the highest growth at 13.8%, indicating strong progress in language development and program supports for English Learners.

2. School Highlights (2024):

- Wilson Middle School (WMS): WMS exited Comprehensive School Improvement (CSI) status due to targeted efforts and measurable gains. The school improved in math (+1.3 points), significantly reduced suspensions (-4.6%), and increased EL progress by 17.7%. LTEL students at WMS reached the "Blue" performance level in English Learner Progress.
- Exeter Union High School (EUHS): The school exited Additional Targeted Support and Improvement (ATSI) status by raising its English Learner Progress Indicator from "Red" to "Yellow," with 34.7% of EL students demonstrating growth in language proficiency and improving the Latino student group math performance from "Red" to "Yellow" (+14.3 points).
- Rocky Hill Elementary (RH): RH was named a 2025 California Distinguished School. The school achieved an 18.8-point increase in math (rising from "Yellow" to "Green") and a 0.8% reduction in suspensions, also earning "Green" status in that area.

3. Student Groups (2024):
- Students with Disabilities (SWD): SWD demonstrated gains across multiple indicators, including ELA, math, absenteeism, and suspensions, moving the student group out of the "Red" performance level. These improvements resulted in no new eligibility determinations for technical assistance based on the 2024 Dashboard; however, EUSD remains in DA status for year two based on 2023 Dashboard results.

Challenges
1. District Performance (2024):
- Graduation Rates: EUSD experienced a 2% decline in graduation rates, falling from "Blue" to "Yellow." The most significant decreases were among LTEL students (down 7.4%) and SWD (down 6.8%). An internal audit revealed that attendance coding errors contributed to inaccurate reporting.
- Long-Term English Learners (LTEL): While LTELs showed growth in language acquisition, academic performance remains a concern. In ELA, LTELs are still in the "Red" with a Distance from Standard (DFS) of -119.1. In math, they are in the "Orange" with a distance from standard of -165.1 points. These results highlight the need for intensified academic intervention and targeted instruction.
- College & Career Indicator (CCI): The district's CCI improved by 1.4% but remained at "Yellow." Data show that EL, SWD, and socioeconomically disadvantaged (SED) students are underrepresented in college-prep coursework and career pathway participation, revealing equity gaps in postsecondary readiness. As a result, the College and Career Taskforce, comprising site Academic Counselors and administrators, has combined forces across grades TK-12 to intensify efforts in preparing "future-ready" students district-wide.

2. School Highlights (2024):
- Wilson Middle School (WMS): Despite successfully exiting Comprehensive Support and Improvement (CSI) status, WMS remains the district's lowest-performing school and will undergo several strategic changes in the 2025-26 school year to address persistent academic challenges and performance gaps. To strengthen instruction and support student learning, a full-time Instructional Coach will be assigned to the site. Sixth-grade instruction will transition from a departmentalized model to a self-contained classroom, allowing one teacher to deliver all core content and fostering consistency, deeper relationships, and stronger academic support during this pivotal year. To expand student services, a second school counselor will be added, increasing access to academic and social-emotional counseling. Additionally, the district will expand Career and Technical Education (CTE) exposure at the middle school level through enhancements to the Career Exploration Opportunities course, more field trips, and the introduction of an Early

College pathway. These efforts are part of EUSD's broader commitment to ensuring that every student receives high-quality instruction, meaningful support, and access to pathways that prepare them for future success.

3. Student Group Performance (2024):

- Equity Gaps: Persistent disparities remain in academic performance among English Learners, Students with Disabilities (SWD), and Long-Term English Learners (LTEL). These gaps highlight the ongoing need for targeted support, differentiated instruction, and greater access to high-quality academic and enrichment opportunities. Over the past three years, EUSD employed Reading Intervention Teachers to help address these challenges. However, recent data suggest the need for a new approach. Beginning in the 2025-26 school year, EUSD will transition from Reading Intervention Teachers to site-based Instructional Coaches. This shift is intended to strengthen first instruction in the classroom, ensuring that all students receive strong, standards-based teaching before intervention becomes necessary. Instructional Aides will continue to support classroom instruction by providing targeted reading intervention directly within the learning environment.

Comparison to 2023 Dashboard Results

These 2024 outcomes represent notable improvements when compared to the 2023 California School Dashboard, which showed multiple indicators in the "Red" performance level across schools and student groups. In 2023, the following areas were identified as needing the most urgent improvement:

1. Schools with "Red" Status Indicators for All Students (2023):

- Lincoln Elementary: English Learner Progress Indicator (ELPI)
- Rocky Hill Elementary: ELPI
- Wilson Middle School: Mathematics, ELPI, and Suspension Rate
- Exeter Union High School (EUHS): ELPI

2. District-Level "Red" Status Indicators for Student Groups (2023):

- English Learners (EL): English Language Arts (ELA), Mathematics, and ELPI
- Students with Disabilities (SWD): ELA, Mathematics, and Suspension Rate
- Homeless Students: Suspension Rate

3. School-Level "Red" Status Indicators for Student Groups (2023):

Lincoln Elementary:

- EL: ELPI and Chronic Absenteeism
- SWD: ELA and Mathematics

Rocky Hill Elementary:

- EL: ELPI and Chronic Absenteeism

Wilson Middle School:

- Latino Students: Mathematics
- Socioeconomically Disadvantaged (SED): Mathematics and Suspensions

- EL: ELA, Mathematics, and ELPI
- SWD: ELA, Mathematics, and Suspension
- White Students: Suspension

Exeter Union High School:
- Latino Students: Mathematics

These 2023 results underscore the significant progress made in 2024 and highlight how ongoing support, strategic planning, and collaborative efforts across the district have helped move many of these indicators out of the "Red" status.

Learning Recovery Block Grant
EUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds available for the 2025–26 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.

Over the past year, Exeter Unified School District (EUSD) participated in Year Two of the Tulare County Office of Education's Continuous Improvement for Equity sessions to meet the technical assistance (Differentiated Assistance) requirements based on the 2023 Dashboard results. Due to significant gains in student performance on the 2024 Dashboard, particularly among Students with Disabilities (SWD), EUSD has no new eligibility determinations for technical assistance in the coming year.

Nevertheless, EUSD remains committed to continuous growth through the use of the Plan-Do-Study-Act (PDSA) improvement cycle. In 2025-26, the district will focus its efforts on addressing persistent equity gaps among student groups through the following key initiatives:
- Building Instructional Leadership Capacity: Instructional coaches will be placed at all elementary and middle school sites to support high-quality instruction. Additionally, new instructional pacing guides will be developed in collaboration with the Director of Curriculum and Instruction to ensure alignment and consistency across grade levels.
- Expanding College and Career Opportunities: Through increased funding from Career and Technical Education (CTE) grants, more students will gain access to pathways that prepare them for college and career success.

- Strengthening Parent Engagement: In Fall 2025, the new EUSD Community Center will open, serving as a hub for family and community engagement. The addition of a Bilingual Community Liaison/Communication Officer will further enhance outreach and strengthen partnerships with families.

These efforts reflect EUSD's ongoing commitment to equity, academic excellence, and inclusive school communities.

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. Meetings (February, March, May): Teachers were encouraged to attend the District Advisory Committee (DAC) meetings. These sessions focused on reviewing data, soliciting feedback, and engaging in the development of EUSD's LCAP. Meetings were offered virtually to increase educational partner participation. Forums (January): 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. Meetings (February, 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 (January): 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. Meetings (February, March, and May): Leadership Meetings facilitated opportunities for administrators to provide feedback and suggestions for LCAP development. They were offered in person. Forums (January): 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. Meetings (February, 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. Forums (January): 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.

Educational Partner(s)	Process for Engagement
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. Meetings (February 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: • Parent Advisory Committee (PAC): February, March, and May • District Advisory Committee (PAC): February, March, and May • English Learner Advisory Committee (ELAC): February and April • District English Learner Advisory Committee (DELAC): February and April Forums (January): The Listen Up! Community Voices forum provided parents with an open platform to share feedback and offer suggestions. These forums were offered in person. 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. Forums (January): 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.

Educational Partner(s)	Process for Engagement
	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 to increase educational partner participation and were dedicated to reviewing data and gathering feedback: • District Advisory Committee (DAC): February, March, and May • 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.

Feedback from educational partners significantly influenced the development of EUSD's LCAP, particularly in the following areas:

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.

1. Student Achievement: Educational partners highlighted the necessity of addressing students' performance gaps. Suggestions were raised to increase instructional support staff within the classroom, particularly at the elementary levels. Consequently, EUSD prioritized funds on expenditures addressing the improvement of good-first (Tier 1) instruction and targeted intervention. These expenditures include:

- Certificated Reading Intervention Teachers and expanding their impact to include instructional coaching (grades TK-5)
- Instructional Aides to support the Reading Lab (grades TK-5)
- Increase Instructional Aide support to intensify small group reading instruction (grades TK-5)
- After-school tutoring funds to support staff and students to provide academic support after school

2. Professional Development: Educational partners stressed the importance of providing ongoing professional development opportunities for teachers, principals, administrators, and other staff personnel to enhance instructional practices and support student achievement. As a result, EUSD dedicated a significant amount of LCAP funds to provide ongoing professional learning and coaching experiences related to:

- Standards-aligned, district-adopted instructional materials, particularly for the recently adopted math curriculum
- English Language Arts [e.g., foundational literacy (phonics), book clubs, and writing]

3. Supplemental Services for English Learners (ELs): There was a clear consensus among teachers, principals, administrators, and parents

regarding providing additional support for multilingual learners. This feedback prompted the inclusion of increased services offered under this action:

- Additional hours of Bilingual Instructional Aide support
- Increase of 1.5 ELD teachers to address the needs of long-term English learners (LTELS) at the secondary level

4. Parent Education: Requests were made to support the engagement of parents and families, empowering them to become active participants in the children's education. Consequently, EUSD earmarked increased funding for this action, allowing for enhanced opportunities offered to parents:

- Parent Institute for Quality Education (PIQE) in focusing on early literacy (preschool through grade 3)

5. Broad Course Offerings: Educational partners stressed the importance of expanding elective options at all grade levels. They highlighted the need to ensure students, particularly in grades TK-8, have access to visual and performing arts and opportunities for college/career exploration. In response, EUSD implemented the following adjustments under this action:

- Employ 2 Art Teachers to offer art education in grades 3-8
- Extend college/career exploration funding to grades TK-5
- Offer drama as an after-school club in the elementary grades

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 in the classroom. As a result, EUSD increased funding for LCAP actions aimed at enhancing student safety and implementing behavioral interventions:

- Employ additional Campus Supervisors on campuses serving students in grades 6-12
- Increase expenditures that offer substance abuse counseling and mental health services to all students, particularly at school sites receiving equity multiplier funding
- Redirect professional development to focus on building the capacity of teachers, staff, and administrations in building students' emotional regulation and behavior skills
- Maintain the District Behavior Team

2. School Connectedness: Educational partners emphasized the positive effects of the Attendance Matters and Kindness Matters campaigns on school culture and students' sense of belonging at school. Consequently, LCAP funding now prioritizes the following expenditures:

- Maintain school site culture-building activities
- Maintain attendance initiatives and anti-bullying events (e.g., Breaking Down Walls)
- Increase peer mentoring opportunities [e.g., Link Crew at high school and Where Everybody Belongs (WEB) at middle school]

Furthermore, in its 2021-24 LCAP, EUSD removed Goal 3 (Equity in Outcomes) and integrated its objectives into LCAP Goal 1 (Student Achievement) and LCAP Goal 2 (Safety and Belonging). This decision was influenced by feedback from educational partners, who advocated for elevating equity as a core priority within Goals 1 and 2 rather than treating it as a secondary consideration.

Feedback from schools receiving Equity Multiplier funding, including Kaweah High School, Exeter Unified Independent Study, and Exeter Community Day School, highlighted a strong focus on supporting students' social, emotional, and mental well-being. Educational partners emphasized the importance of understanding the underlying reasons for student behavior and academic challenges to address each student's specific needs effectively. Recommendations included expanding social and emotional support, enhancing mental health services, and providing substance abuse counseling. There was a notable endorsement for a dedicated student advocate counselor role and a call to sustain these services over time. The insights gathered informed revisions to LCAP Goal 3, which now aims to enhance student academic engagement, improve school climate and conditions, and bolster student college and career readiness at the identified schools over the next three years.

Adjustments to the 2025 LCAP Based on Educational Partner Feedback

Throughout the 2024–25 school year, EUSD engaged educational partners, including staff, families, and community members, to gather input on how to strengthen supports for students. Based on this feedback, several key adjustments have been made to the 2025 LCAP to better address student needs and improve student outcomes.

- Action 1.1 (Progress Monitoring): Teachers and administrators identified limitations in the current districtwide assessment system, specifically that the universal screener did not provide enough detailed information to guide instruction. In response, district benchmark assessments will be added to the 2025-26 assessment calendar. These benchmarks will help educators better measure student mastery of key academic standards and adjust instruction accordingly.
- Action 1.2 (Supplemental Support and Materials): To address academic performance and close achievement gaps, educational partners emphasized the need for increased instructional coaching and a more focused English Language Arts (ELA) plan. As a result, instructional coaches will be added to Lincoln Elementary, Rocky Hill Elementary, and Wilson Middle School. These coaches will collaborate with site administrators and the Director of Curriculum and Instruction to support effective teaching strategies. Additionally, the district has begun updating ELA curriculum maps to ensure alignment with the rigor of state content standards and to fill gaps in the current curriculum.
- Action 1.5 (Broad Course Offerings): While families and staff shared appreciation for the growth in college and career programs, they also expressed the need for more Career and Technical Education (CTE) opportunities. In response, the district will expand the Patient Care, Education, and Arts, Media & Entertainment pathways. An Early College pathway will also be launched at Wilson Middle School. Furthermore, the district will add an Industrial Maintenance pathway at Kaweah High School (KHS) and open courses from Exeter Union High School (EUHS) to students at KHS and Exeter Independent Study (EIS), expanding access for students at our alternative education campuses.
- Action 2.1 (School Safety): Following news that the Exeter Police Department can no longer provide a school resource officer, parents and staff at the middle and high schools emphasized the importance of maintaining safe and supervised campuses. In response, the district will fund two additional campus supervisors, one at Wilson Middle School and one at Exeter Union High School, for the 2025-26 school year.
- Action 2.2 (Multi-Tiered System of Supports, MTSS): As the district prepares for potential budget reductions, many educational partners, especially from our Equity Multiplier schools, voiced concerns about maintaining support services for students. They highlighted the positive impact of our existing MTSS framework and requested that student services not be reduced. In response, the district will add a full-time counselor at the middle school level and behavior aides to support Transitional Kindergarten (TK) students. Equity Multiplier funds will continue to support counseling services at our alternative education campuses.

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 the needs identified through data analysis and input from educational partners. The analysis of the California School Dashboard (Dashboard) data listed below indicate a clear need to continue supporting English Language Arts (ELA), mathematics, and English Language Development (ELD). For example:

ELA:

- In 2024, 41.0% of all students (grades 3-8 and 11) met or exceeded standards in English Language Arts (ELA) on the SBAC, scoring an average of 24.1 points below standards (Dashboard, 2024). Disaggregated data showed that White students performed the best, with 56.3% meeting or exceeding standards and scoring 13.2 points above the standard. In contrast, SWD and Long-Term English Learners (LTELs) had the lowest achievement, with only 13.0% and 5.8% meeting or exceeding standards, respectively, and scoring 103.6 points and 119.1 points below standards.
- In 2023, 37% of all students met or exceeded ELA standards, scoring an average of 34 points below standards (Dashboard, 2023). White students again performed best, with 48.4% meeting or exceeding standards and scoring 4.8 points above the standard. Students with Disabilities (SWD) had the lowest achievement at 10.8%, meeting or exceeding standards, scoring 128 points below standards. English Learners (EL) and Latino students also showed significant achievement gaps, with 8.4% and 32.7% meeting or exceeding standards, respectively.
- While the overall percentage of students meeting or exceeding standards increased by 4%, from 37% in 2023 to 41% in 2024, the achievement gap for SWDs, LTELs, and ELs remains substantial, with these groups continuing to score significantly below standards.

Math:

- In 2024, 26.9% of all students (grades 3–8 and 11) met or exceeded standards in mathematics (SBAC), an increase from the previous year. The average score was 66.3 points below standard (Dashboard, 2024). White students demonstrated the highest achievement, with 40.3% meeting or exceeding standards and scoring 31.4 points below. In contrast, SWD and Long-Term English Learners (LTELs) had the lowest performance, with only 5.4% and 1.4% meeting or exceeding standards, scoring more than 164 points below standard.
- In 2023, only 24% of all students met or exceeded standards in math, scoring an average of 76 points below standard (Dashboard, 2023). White students led with 34.5% meeting or exceeding standards, while SWD and English Learners (EL) had the lowest scores, 4.7% and 7.2%, respectively. Socioeconomically Disadvantaged students (SED) and Latino students also scored well below standards.
- From 2023 to 2024, overall math proficiency increased by nearly 3%, and the average distance from standard improved by 10 points. Despite these gains, persistent gaps remain, especially for SWD, LTELs, and ELs.

Science:
- In 2024, 32.8% of all students (grades 5, 8, and 11) met or exceeded science standards (CAST), scoring 10.7 points below standard (2024 Dashboard) and showing improvement from the previous year. Performance varied significantly across student groups: 49.1% of White students met or exceeded standards (3.7 points above standard), compared to 25.3% of Latino (13.9 points below standard), 22.5% of SED (15.9 points below standard), 2.4% of EL (23.3 points below standard), 2.08% of SWD (28 points below standard), and 0% of Long-Term English Learners (LTEL, 29.7 points below standard).
- In 2023, only 23.3% of students met or exceeded science standards. Group data revealed 38.2% of White, 17.1% of Latino, 17.9% of SED, 0% of EL, and 8% of SWD students achieved proficiency.
- From 2023 to 2024, overall science proficiency rose by nearly 10%, with notable gains among White, Latino, and SED students. However, performance among ELs, LTELs, and SWD remains critically low.

English Language Proficiency:
- In 2024, 45.8% of English Learners (ELs) demonstrated progress on the English Learner Progress Indicator (ELPI), an improvement from the previous year. Specifically, 20.6% of ELs decreased at least one ELPI level, 33.8% maintained levels 1 through 3H, 42.9% progressed at least one level, and 2% maintained level 4.
- In 2023, 37% of ELs showed progress on the ELPI. At that time, 28.7% of students decreased at least one level, 34.6% maintained mid-to-lower levels (1–3H), and 33% showed progress of at least one level.
- From 2023 to 2024, EL progress increased by nearly 9%, with fewer students declining and more advancing. Continued support will focus on lifting students out of lower proficiency levels and ensure all EL progress at least one proficiency level annually.

During the 2024-25 LCAP development process, educational partners identified the need for:
- Ongoing instructional support in ELA (including foundational literacy skills and writing) and mathematics
- Increased instructional support in ELD
- Expanded learning opportunities for all students, especially ELs, long-term English learners (LTELs), and students achieving below grade-level standards
- Ongoing intervention support that provides Tier 2 and Tier 3 instructional services to students achieving below grade-level standard
- Increased opportunities for parents to become involved in the education of their student(s)
- Continued student access to broad course offerings and career and technical education pathways

During the 2025-26 LCAP development process, educational partners continue to emphasize the need for:

- Ongoing instructional support and professional development in ELA, mathematics, and student engagement strategies. Partners highlighted the positive impact of Reading Instructional Aides and expressed interest in expanding similar push-in support to mathematics.
- Continued refinement of English Language Development (ELD), along with increased resources and language support for English Learners, particularly newcomer students.
- Greater access to and training in using AI tools to enhance teaching and learning.

The district plans to improve ELA and mathematics performance among all students and English language proficiency among ELs through actions that support and improve student learning. Progress will be measured using the metrics identified below.

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) Percentage of students who meet/exceed standards on SBAC ELA (grades 3-8 and 11) Source: CAASPP-ELPAC Public Reporting Site (Priority 4)	37.2% of all students met or exceeded standard in ELA (SBAC, 2022-23) White: 48.4% Latino: 32.7% SED: 30.3% EL: 8.4% SWD: 10.8% LTEL: 3.3%	41.00% of all students met or exceeded standard in ELA (SBAC, 2023-24) White: 56.34% Latino: 34.75% SED: 33.05% EL: 8.29% SWD: 11.04% LTEL: 5.08%		50% of all students will meet or exceed standard in SBAC ELA. (Increase: 13%) White: 57% Latino: 42% SED: 37% EL: 17% SWD: 20% LTEL: 11%	3.8% increase of all students who met/exceeded standard in ELA. White: 7.9% increase Latio: 2.0% increase SED: 2.8% increase EL: 0.1% decline SWD: 0.2% increase LTEL: 1.8% increase
1.2	SBAC ELA (DFS) Average distance from standard in ELA (grades 3-8 and 11)	34.0 points below was the average distance from standard in ELA among all students (Dashboard, 2023)	24.1 points below was the average distance from standard in ELA		14 points below will be the average distance from standard in ELA among all	9.9 point improvement in average distance from standard for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dashboard (Priority 4) LREBG Metric	White: 4.8 points below Latino: 45 points below SED: 50.7 points below EL: 90.4 points below SWD: 128 points below	among all students (Dashboard, 2024) White: 13.2 points above Latino: 39.6 points below SED: 46.3 points below EL: 84.3 points below SWD: 103.6 points below LTEL: 119.1 points below		students. (Decrease: 20 points) White: 15 points above Latino: 25 points below SED: 30 points below EL: 90.4 points below SWD: 108 points below LTEL: 100 points below	all students in ELA. White: 18.0 point improvement Latino: 5.4 point improvement SED: 4.5 point improvement EL: 6.0 point improvement SWD: 24.5 point improvement LTEL: 1.1 point improvement
1.3	SBAC Math (Percent) Percentage of students who meet/exceed standard on SBAC Mathematics (grades 3-8 and 11) Source: CAASPP-ELPAC Public Reporting Site (Priority 4)	24.4% of all students met or exceeded standard in mathematics (SBAC, 2022-23) White: 34.5% White Latino: 20.7% SED: 20% EL: 7.2% SWD: 4.7% LTEL: 0%	26.99% of all students met or exceeded standard in mathematics (SBAC, 2023-24) White: 40.28% Latino: 14.03% SED: 21.67% EL: 7.83% SWD: 5.44% LTEL: 1.45%		35% of all students will meet or exceeded standard in SBAC mathematics. (Increase: 11%) White: 43% Latino: 29% SED: 28% EL: 15% SWD: 13% LTEL: 8%	2.6% increase of all students who met/exceeded standard in math. White: 5.8% increase Latino: 6.7% decline SED: 1.7% increase EL: 0.6% increase SWD: 0.7% increase LTEL: 1.8% increase
1.4	SBAC Math (DFS)	76 points below was the average distance from standard in	66.3 points below was the average distance from		56 points below will be the average distance from	9.7 point improvement in average distance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average distance from standard in Mathematics (grades 3-8 and 11) Source: Dashboard (Priority 4) LREBG Metric	mathematics among all students (Dashboard, 2023) White: 50 points below Latino: 85.7 points below SED: 89.4 points below EL: 114.1 points below SWD: 164.7 points below	standard in mathematics among all students (Dashboard, 2024) White: 31.4 points below Latino: 80.4 points below SED: 85.4 points below EL: 110.5 points below SWD: 126.5 points below LTEL: 165.1 points below		standard in mathematics among all students. (Decrease: 20 points) White: 30 points below Latino: 66 points below SED: 70 points below EL: 90 points below SWD: 100 points below LTEL: 140 points below	from standard for all students in math. White: 18.6 point improvement Latino: 5.3 point improvement SED: 4.0 point improvement EL: 3.6 point improvement SWD: 38.2 point improvement LTEL: 8.2 point improvement
1.5	CAST (Percent) Percentage of students who meet/exceed standard on CAST (grades 5, 8, and 11) Source: CAASPP-ELPAC Public Reporting Site (Priority 4)	23.3% of all students met or exceeded standard in science (CAST, 2022-23) White: 38.2% Latino: 17.1% SED: 17.9% EL: 0% SWD: 8%	32.81% of all students met or exceeded standard in science. (CAST, 2023-24) White: 49.09% Latino: 25.32% SED: 22.52% EL: 2.44% SWD: 2.08% LTEL: 0.0%		40% of all students will meet or exceed standard in science. (Increase: 17%) White: 55% Latino: 26% SED: 27% EL: 9% SWD: 17% LTEL: 10%	9.5% increase of all students who met/exceeded standard in science. White: 10.9% increase Latino: 8.2% increase SED: 4.6% increase EL: 2.4% increase SWD: 5.9% decline LTEL: n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Star Reading (Growth) Percentage of students who demonstrate one year's worth of growth on STAR Reading (grades 2-11, Fall to Spring) Source: Renaissance (Priority 4)	73.4% of all students demonstrated one year's worth of growth in STAR Reading (Renaissance, Fall to Spring 2024) High Growth: 42.9% Typical Growth: 30.5%	64.3% of all students demonstrated one-year's worth of growth in STAR Reading (Renaissance, Fall to Spring 2024-25) High Growth: 35.6% Typical Growth: 28.7%		100% of all students will demonstrate one-year's worth of growth in reading (Fall to Spring, 2024) High Growth: 75%	10.1% decline in students who demonstrated one-year's worth of growth in STAR Reading. High Growth: 7.3% decline Typical Growth: 1.8% decline
1.7	Star Math (Growth) Percentage of students who demonstrate one year's worth of growth on STAR Math (grades 1-11, Fall to Spring) Source: Renaissance (Priority 4)	74.4% of all students demonstrated one year's worth of growth in STAR Math (Renaissance, May 2024) High Growth: 41.3% Typical Growth: 33.0%	63.9% of all students demonstrated one-year's worth of growth in STAR Math (Renaissance, Fall to Spring, 2024-25) High Growth: 34.7% Typical Growth: 29.3%		100% of all students will demonstrate one-year's worth of growth in math (May 2024). 75% High Growth	10.5% decline in students who demonstrated one-year's worth of growth in STAR Math. High Growth: 6.6% decline Typical Growth: 3.7% decline
1.8	English Learner Progress Percentage of ELs who demonstrate progress on the English Learner Progress Indicator (ELPI)	36.7% of ELs demonstrated progress on the ELPI (Dashboard, 2023) Decreased: 28.7% Maintained: 34.6%	45.8% of ELs demonstrated progress on the ELPI (Dashboard, 2024)		70% of ELs will progress on the ELPI. (Increase: 33%) LTEL: 70% Decreased: 10%	9.1% increase of ELs who made progress on the ELPI. LTEL: 13.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• Percentage of ELs who decreased at least one ELPI level. • Percentage of ELs who maintained ELPI levels 1, 2L, 2H, 3L, and 3H. Source: Dashboard (Priority 4)		LTEL: 46.9% demonstrated progress Decreased: 20.6% Maintained: 33.8%		Maintained: 20%	Decreased: 8.1% improvement Maintained: 0.8% improvement
1.9	Reclassification Rate Percentage of ELs who are reclassified Source: Aeries (Priority 4)	7% of ELs (34 students) were reclassified (Aeries, 2022-23)	14.7% of ELs (59 students) were reclassified (Aeries, 2023-24)		25% of ELs will be reclassfied. (Increase: 18%)	7.7% increase in EL who were reclassified.
1.10	College/Career Indicator Percentage of cohort grade 12 students who rate "Prepared" on the College/Career Indicator Source: Dashboard (Priority 4)	43.5% of cohort grade 12 students rated "Prepared" for college and career (Dashboard, 2023) White: 43.9% Latino: 43.0% SED: 36.5% EL: 15.8% SWD: 9.5%	44.8% of cohort grade 12 students rated "Prepared" for college and career (Dashboard, 2024) White: 52.7% Latino: 42.4% SED: 38.8% EL: 16% SWD: 3.1% LTELs: 11.1%		70% of cohort grade 12 students will rate "Prepared" for college and career. (Increase: 26%) White: 70% Latino: 70% SED: 70% EL: 25% SWD: 25% LTEL: 25%	1.4% increase (matinatined status) of cohort grade 12 students rated "Prepared" for college and career. White: 8.8% increase Latino: 0.6% decline SED: 2.3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						EL: 5.4% decline SWD: 6.4% decline LTEL: 10.3% decline
1.11	A-G Completion Rate 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) Source: DataQuest (Priority 4)	42.4% of cohort grade 12 students met UC/CSU college entrance course requirements (DataQuest, 2022-23) White: 37.7% Latino: 45.4% SED: 36.1% EL: 16.7% SWD: 6.3%	35.3% of cohort grade 12 students met UC/CSU college entrance course requirements (DataQuest, 2023-24) White: 39.1% Latino: 34.0% SED: 29.5% EL: 14.8% SWD: 4.0%		51% of cohort grade 12 students will meet UC/CSU college entrance course requirements. (Increase: 9%) White: 46% Latino: 49% SED: 40% EL: 18% SWD: 9%	7.1% decline of cohort grade 12 students who meet UC/CSU college entrance course requirements. White: 1.4% increase Latino: 11.4% decline SED: 6.6% decline EL: 1.9% decline SWD: 2.3% decline
1.12	CTE Completion Ratio Percentage of cohort grade 12 students who successfully completed the course sequence that satisfies the requirements for a career and technical education pathway Source: Dashboard/Additional Reports (Priority 4)	23.1% of cohort grade 12 students completed a career and technical education pathway (Dashboard, 2023) White: 23.2% Latino: 23.3% SED: 21.8% EL: 31.6% SWD: 13.6%	25.1% of cohort grade 12 students completed a career and technical education pathway (Dashboard, 2024) White: 27.5% Latino: 24.6% SED: 23.7% EL: 13.8% SWD: 9.4%		28% of cohort grade 12 students will complete a career and technical education pathway. (Increase: 5%) White: 28% Latino: 25% SED: 26% EL: 36% SWD: 18%	2.0% increase of cohort grade 12 students who completed a career and technical education pathway. White: 4.3% increase Latino: 1.3% increase SED: 1.9% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						EL: 17.8% decline SWD: 4.2 decline
1.13	A-G and CTE Completion Rate 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) Source: Dashboard/Additional Reports (Priority 4)	8.4% of cohort grade 12 students met UC/CSU college entrance course requirements and career and technical education course requirements (Dashboard, 2023) White: 9.8% Latino: 8.0% SED: 7.3% EL: 0.0% SWD: 0.0%	12.2% of cohort grade 12 students met UC/CSU college entrance course requirements and career and technical education course requirements (Dashboard, 2024) White: 12.1% Latino: 12.9% SED: 9.7% EL: 6.9% SWD: 3.1%		13% of cohort grade 12 students will meet UC/CSU college entrance course requirements and career and technical education course requirements. (Increase: 5%) White: 15% Latino: 13% SED: 12% EL: 5% SWD: 5%	3.8% increase in cohort grade 12 students who met UC/CSU college entrance course requirements and career and technical education course requirements. White: 2.3% increase Latino: 4.9% increase SED: 2.4% increase EL: 6.9% increase SWD: 3.1% increase
1.14	AP Exam Pass Rate Percentage of students who passed an advanced placement (AP) exam with a score of 3 or higher (grades 9-12) Source: College Board (Priority 4)	63% of students passed one or more AP exams with a score of 3 or higher (College Board, 2023) White: 54% Latino: 60% SED: 56%	61% of students passed one or more AP exams with a score of 3 or higher. (College Board, 2024) White: 61.4% Latino: 48.6% SED: 57.8%		68% of students will pass one or more AP exams with a score of 3 or higher. (Increase: 5%) White: 59% Latino: 65% SED: 60%	2.0% decline in students who passed one or more AP exams. White: 7.4% increase Latino: 11.4% decline SED: 1.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	EAP (ELA) Percentage of high school seniors who demonstrate college preparedness (readiness) in ELA persuant to the Early Assessment Program (EAP) (grade 11) Source: CAASPP-ELPAC Public Reporting Site (Priority 4)	21.72% of high school seniors demonstrated college preparedness (readiness) in ELA (SBAC, 2022-23) White: 34.12% Latino: 15.48% SED: 14.74% EL: 0% SWD: 0%	25.58% of high school seniors demonstrated college preparedness (readiness) in ELA (SBAC, 2023-24) White: 40.26% Latino: 15.27% SED: 13.68% EL: 0.00% SWD: 6.67%		26.7% of high school seniors will demonstrate college preparedness in ELA. (Increase: 5%) White: 39% Latino: 20% SED: 20% EL: 5% SWD: 5%	3.86% increase in high school seniors demonstrating college preparedness in ELA. White: 6.1% increase Latino: 0.2% decline SED: 0.5% increase EL: no change SWD: 6.7% increase
1.16	EAP (Math) Percentage of high school seniors who demonstrate college preparedness (readiness) in mathematics persuant to EAP (grade 11) Source: CAASPP-ELPAC Public Reporting Site (Priority 4)	6.28% of high school seniors demonstrated college preparedness (readiness) in mathematics (SBAC, 2022-23) White: 12.05% Latino: 2.63% SED: 4.58% EL: 0% SWD: 0%	10.91% of high school seniors demonstrated college preparedness (readiness) in mathematics (SBAC, 2023-24) White: 15.38% Latino: 7.41% SED: 5.83% EL: 0.00% SWD: 0.00%		20% of high school seniors will demonstrate college preparedness in mathematics. (Increase: 14%) White: 20% Latino: 20% SED: 20% EL: 10% SWD: 10%	4.63% increase in high school seniors demonstrating college preparedness in math. White: 3.3% increase Latino: 4.78% decline SED: 1.25% increase EL: no change SWD: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Teacher Qualification Percentage of teachers who are appropriately assigned Percent of teachers who are fully credentialed in the subject area(s) and for which they teach Source: Local Records (Priority 1)	100% of teachers were appropriately assigned (2023-24) 83% of teachers are fully credentialed (2023-24)	100% of teachers were appropriately assigned (2024-25) 89% of teachers are fully credentialed (2024-25)		100% of teachers will be appropriately assigned. 100% of teachers will be fully credentialed. (Increase: 17%)	Maintained 100% of teachers appropriately addigned. 6% increase in fully credentialed teachers.
1.18	Instructional Materials (Access) Percentage of students who have access to standards-aligned instructional materials (grades TK-12) Source: Williams' Textbook Sufficiency Report (Priority 1)	100% of students accessed standards-aligned instructional materials (2023-24) EL: 100% SWD: 100%	100% of students accessed standards-aligned instructional materials (2024-25) EL: 100% SWD: 100%		100% of students will have access standards-aligned instructional materials. EL: 100% SWD: 100%	Maintained 100% student access to standards-aligned instructional materials. EL: Maintained 100% SWD: Maintained 100%
1.19	Instructional Materials (Alignment) Percentage of teacher respondents who report "Full Implementation" or "Full/Sustainable Implementation" of instructional materials	The percentage of teachers who respondents who reported "Full Implementation" or "Full/Sustainable Implementation" of instructional materials aligned to state board-	The percentage of teachers who respondents who reported "Full Implementation" or "Full/Sustainable Implementation" of instructional materials aligned		The percentage of teachers respondents who report "Full Implementation" or "Full/Sustainable Implementation" of instructional materials aligned	The difference in teachers respondents who reported "Full Implementation" or "Full/Sustainable Implementation" of instructional materials aligned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned to state board-adopted content standards: core and elective. Source: Local Survey (Priority 2)	adopted content standards was (Survey, 2024): Core: 60.9% Elective: 37.0%	to state board-adopted content standards was (Survey, 2025): Core: 65.6% Elective: 57.0%		to state board-adopted content standards will be: (Increase: 5%) Core: 70% Elective: 65%	to state board-adopted content standards is: Core: 4.7% increase Elective: 10% increase
1.20	AP Course Participation Percentage of high school students enrolled in one or more Advanced Placement (AP) courses Source: Aeries (Priority 7)	21% of high school students enrolled in one or more AP course (Aeries, 2023-24)	19.88% of high school students enrolled in one or more AP course (Aeries, 2024-25)		26% of high school students will enroll in one or more AP course. (Increase: 5%)	1.12% decline in high school students enrolled in one or more AP class.
1.21	College Credit Course Participation Percentage of high school students enrolled in one or more College Credit courses Source: Aeries (Priority 7)	15% of high school students enrolled in one or more College Credit course (Aeries, 2023-24)	25.76% of high school students enrolled in one or more College Credit course (Aeries, 2024-25)		35% of high school students will enroll in one or more College Credit course. (Increase: 20%)	10.76% increase in high school students enrolled in one or more College Credit course.
1.22	CTE Course Participation Percentage of middle and high school students enrolled in one or more	45% of high school students enrolled in one or more Career and Technical Education course (Aeries, 2023-24)	46.86% of high school students enrolled in one or more Career and Technical		50% of high school students will enroll in one or more Career and Technical	1.86% increase in high school students enrolled in one or more Career and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Career and Technical Education courses Source: Aeries (Priority 7)	Middle School: 5%	Education course (Aeries, 2024-25) Middle School: 28.92%		Education course. (Increase: 5%) Middle School: 35% Increase: 6%	Technical Education course. Middle School: 23.9% increase
1.23	Music Participation Percentage of middle and high school students enrolled in one or more Music Department courses Data: Aeries (Priority 7)	35.3% of high school students enrolled in one or more Music Department course (Aeries, 2023-24) 17.7% middle school	17.77% of high school students enrolled in one or more Music Department course (Aeries, 2024-25) Middle School: 11.36%		40% of high school students will enroll in one or more Music Department course. (Increase: 5%) Middle School: 22%	17.53% decline in high school students enrolled in one or more Music Department Course. Middle School: 6.34% decline
1.24	Seal of Biliteracy Percentage of cohort grade 12 students who earn a Seal of Biliteracy Data Source: DataQuest (Priority 8)	13.4% of cohort grade 12 students earned a Seal of Biliteracy (DataQuest, 2022-23) White: 6.5% Latino: 17.7% SED: 13% EL: 5.6% SWD: 6.3%	10.3% of cohort grade 12 students earned a Seal of Biliteracy (DataQuest, 2023-24) White: 2.3% Latino: 15.1% SED: 11.4% EL: 0.0% SWD: 0.0%		18% of cohort grade 12 students will earn a Seal of Biliteracy. (Increase: 5%) White: 11% Latino: 22% SED: 18% EL: 10% SWD: 6.3%	3.1% decline in cohort grade 12 students who earned a Seal of Bilingual Literacy. White: 4.2% decline Latino: 2.6% decline SED: 1.6% decline EL: 5.6% decline SWD: 0.0% decline
1.25	Parent Involvement Percentage of parent/guardian	31% of parent/guardian respondents reported their child's school promotes parental	38% of parent/guardian respondents reported their		50% of parent/guardian respondents will report their child's	7% increase in parent/guardian respondents who reported their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	respondents who report "Strongly Agree" to school Promotion of Parental Involvement Data Source: California School Parent Survey (CSPS) (Priority 3)	involvement (CSPS, 2024)	child's school promotes parental involvement (CSPS, 2025)		school promotes parental involvement. (Increase: 19%) Increase: 5%	child's school promotes parental involvement.
1.26	Seeking Parent Input Percentage of parent/guardian respondents who report "Strongly Agree" to school actively Seeking Their Input In making decisions. Source: CSPS (Priority 3)	24% of parent/guardian respondents reported that their child's school actively seeks their input in making decisions (CSPS, 2024) Elementary: 29% Middle: 20% High: 10%	26% of parent/guardian respondents reported that their child's school actively seeks their input in making decisions (CSPS, 2025) Elementary: 32% Middle: 20% High: 10%		29% of parent/guardian respondents will report that their child's school actively seeks their input in making decisions. (Increase: 5%) Elementary: 34% Middle: 25% High: 5%	2% increase in parent/guardian respondents who report that their child's school actively seeks their input in decision making. Elementary: 3% increase Middle: no change High: no change
1.27	IEP Meeting Participation (Parent/Guardian) Percentage of parents/guardians who attend their child's IEP meeting. Source: SEIS (Priority 3)	94% of parents/guardians attended their child's IEP meeting (SEIS, May 2024)	90% of parents/guardians attended their child's IEP meeting (SEIS, May 2025)		97% of parents/guardians will attend their child's IEP meeting. (Increase: 3%)	4% decrease in parent/guardian participation in their child's IEP meeting.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.28	Academic Motivation Percentage of student respondents who report "Yes, most of the time" or "Yes, all the time" to Academic Motivation (grades 5-12) Source: California Healthy Kids Survey (CHKS) (Priority 3)	61.5% of student respondents reported academic motivation (CHKS, 2024)	60.3% of student respondents reported academic motivation (CHKS, 2025)		66% of student respondents will report academic motivation. (Increase: 5%)	1.4% decline in student respondents who report academic motivation
1.29	High Expectations of Adults 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) Source: CHKS (Priority 8)	70.5% of student respondents reported high expectations of adults (CHKS, 2024)	73.2% of student respondents reported high expectations of adults (CHKS, 2025)		75% of student respondents will report high expectations of adults. (Increase: 5%)	3.5% increase in student respondents who report high expectations of adults
1.30	Long-Term English Learners Percentage of students identified as Long-Term English Learners (LTEL) and at-risk of becoming LTEL	21.5% of ELs are identified LTELs and 6.7% of ELs are identified as "at-risk" of becoming an LTEL (DataQuest, 2023-24)	18.3% of ELs are identified LTELs and 5.9% of ELs are identified as "at-risk" of becoming an LTEL (DataQuest, 2024-25)		16.5% of ELs will be identified LTELs. (Decrease: 5%) 3.7% of ELs will identified "at-risk" LTELs. (Decrease 3%)	3.2% decline in ELs who are identified LTELs 0.8% decline in ELs who are identified "at-risk" of becoming LTELs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: DataQuest (Priority 4)					
1.31	Science (DFS) Average distance from standard in science (grades 4, 8, and 11) Source: Dashboard (Priority 4)	10.7 points below was the average distance from standard in science among all students (Dashboard, 2024) White: 3.7 points above Latino: 13.9 points below SED: 15.9 points below EL: 23.3 points below SWD: 28.0 points below LTEL: 29.7 points below	10.7 points below was the average distance from standard in science among all students (Dashboard, 2024) White: 3.7 points above Latino: 13.9 points below SED: 15.9 points below EL: 23.3 points below SWD: 28.0 points below LTEL: 29.7 points below		10 points above will be the average distance from standard in science among all students. (Decrease: 20 points) White: 25 points above Latino: 10 points above SED: 10 points above EL: 0 points below SWD: 10 points below LTEL: 10 points below	This is a new Metric for the 2025-26 LCAP. The difference between the 2024 and 2025 Dashboard outcomes will be calculated at the Mid-Year Report.
1.32	Library Collection (Circulation and Age) Annual number of books (and print materials) checked out or actively circulated through the school site libraries, and the average age of the collection Source: Destiny (Priority 1)	39,476 books/print were circulated in EUSD site libraries in 2023-24 (Destiny, May 2024) 2009 was the average age of the EUSD site library collection (Destiny, May 2024)	46,995 books/print were circulated in EUSD site libraries in 2024-25 (Destiny, May 2025) 2013 was the average age of the EUSD site libraries collections (Destiny, May 2025)		50,000 books/print will be circulated in EUSD site libraries (Increase: 25%) 2015 will be the average age of the EUSD site libraries collections (Age: 15 years or younger)	16% increase (7,519) in districtwide book circulation 4-year modernization in the average age of site libraries collections

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

Goal Analysis [2024-25]

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

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

Substantial differences in planned actions and actual implementation include:

- Action 1.4 (Library Services): Due to low student interest in peer tutoring and extended library hours, additional books were purchased to enhance school site libraries and better support independent reading.
- Action 1.6 (Parent Engagement): The Bilingual Community Liaison position was not filled. Instead, the allocated funds supported two well-attended Parent Institute for Quality Education (PIQE) programs and contributed to the construction of the Community Center, scheduled to open in Fall 2025.
- Action 1.7 (College/Career Counseling): With the unexpected change in staff, the Academic Counselor position at WMS was replaced with a Learning Coordinator. This change unintentionally decreased the academic and social/emotional counseling received by students.

No differences in planned actions and actual implementation include:

- Actions 1.1 (Progress Monitoring): Implemented fully and with fidelity. TK and Kindergarten staff successfully met Phase One of EUSD's Desired Results Developmental Profile (DRDP) requirements for grades TK–K. All remaining measures are scheduled to be captured in 2025–26. Teachers (grades K-8) responded positively to the piloted District Math Benchmark.
- Actions 1.2 (Supplemental Instructional Support & Materials) and 1.3 (Professional Development): Implemented fully and with fidelity. Teachers successfully adopted the new phonics instructional materials in grades K-2. Positive feedback was received on the new books purchased for classroom libraries across grades TK-8.
- Actions 1.5 (Broad Course Offering): Implemented fully and with fidelity. Educational partners expressed strong satisfaction with expanded elementary electives such as art, music, drama, and PE, and the introduction of advanced and introductory Career and Technical Education (CTE) courses at the middle school level. In the coming year, WMS will expand opportunities for academic advancement, while EUHS and alternative education settings will see significant improvements in equitable access to college and career readiness programs.
- Action 1.8 (Supplemental Services for SWD): Implemented with fidelity and as planned. However, with the increasing number of students with significant disabilities, the need for expanded and enhanced support services must be evaluated moving forward.
- Actions 1.9 (Supplemental Support for EL) and 1.10 (Supplemental Support for LTEL): Implemented with fidelity and as planned. Increased services to EL students were significant and well-received by students and parents.
- Action 1.11 (Comprehensive School Improvement, WMS): Implemented with fidelity and as planned. Based on the 2024 Dashboard results, WMS is no longer identified as a CSI school.

Challenges experienced with implementation:

- Action 1.1 (Progress Monitoring System): Feedback from educational partners highlighted concerns with the STAR Reading and Math universal screeners, resulting in a decline in student participation rates, particularly at middle and high school levels, and prompting the need for a more balanced and actionable approach to progress monitoring. Consequently, district benchmark assessments were piloted with the goal of providing teachers with more actionable data that is aligned to the grade-level content standards addressed during their instructional cycles. The full implementation of district benchmarks is scheduled for 2025-26.
- Action 1.2 (Supplemental Instructional Support and Materials): The fidelity and implementation of the Reading Intervention Teacher position varied across elementary sites. This, compounded with persistently low student outcomes in both summative and progress monitoring assessments, highlighted the need to strengthen Tier 1 instruction. In response, EUSD will eliminate the Reading Intervention Teacher role and replace it with Instructional Coaches beginning in 2025-26. Districtwide efforts will prioritize developing the content knowledge and coaching capacity of the whole instructional leadership team, Principals, Assistant Principals, and Instructional Coaches, to lead and support high-quality instruction.

Successes experienced with implementation:

- Action 1.3 (Professional Learning): Classroom observations and teacher surveys reflected positive outcomes in the second year of implementing the new TK-8 math instructional materials. A notable success was the proactive engagement of teachers who actively sought out professional development and instructional coaching in both mathematics and English language arts, demonstrating a strong commitment to instructional growth.
- Action 1.5 (Broad Course Offering): With new grant funding, the Education and Patient Care pathway was revised to offer 12 units of college credit, with new simulation labs scheduled to open in August 2025. Planning is underway for a new Industrial Maintenance pathway at Kaweah High School. And, starting in 2025-26, all high school students, including those in Independent Study and Alternative Education, will have access to CTE pathways and college credit courses, significantly improving equity in student access to broad course offerings and pathways to college and career preparedness.
- Action 1.6 (Parent Engagement): A new partnership with the Parent Institute for Quality Education (PIQE) significantly increased family engagement, especially among Spanish-speaking parents. In May 2025, 42 Spanish-speaking parents representing five school sites graduated from the PIQE Social Emotional Learning program.

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.

Material differences in budgeted and actual expenditures include:

- Actions 1.1 (Progress Monitoring) and 1.9 (Services for EL): Excess funds from Action 1.1 were reallocated to Action 1.9 to support increased costs for digital progress monitoring tools used to assess second language acquisition and supplement English language development instruction.
- Action 1.2 (Supplemental Instructional Support & Materials) and 1.3 (Professional Development): Actual expenditures in Action 1.2 exceeded the original budgeted allocation, primarily due to the adoption of a supplemental phonics program for students in grades K-2 and at-promise students in grade 3. To address the overage, funds were reallocated from Action 1.3.

- Actions 1.3 (Professional Development) and 1.9 (Services for EL): Excess funds from Action 1.3 were reallocated to Action 1.9 to cover increased costs for professional development focused on second language acquisition and English language development.
- Action 1.5 (Board Course Offering): Actual expenditures for this action increased significantly due to the reallocation of several expansion efforts (previously funded by Proposition 28) into the LCAP. These efforts focused on increasing student access to music, drama, and visual arts programs across the district.
- Action 1.7 (College/Career Counseling): Due to staffing changes, one Academic Counselor position was reduced, resulting in a decrease in estimated actual expenditures. This position has been reinstated and will be filled for the 2025–26 school year. Additionally, several planned expenditures, such as field trips, were covered by grant funding and other temporary funds, further contributing to the reduction in estimated actual expenditures.
- Action 1.11 (Comprehensive School Improvement, WMS): Per the CSI narrative submitted to the state, funds were reallocated from Action 1.11 to Action 2.6 to expand support for initiatives aimed at improving school culture, student engagement, and students' sense of belonging at WMS.
- Actions 1.2 (Supplemental Instructional Support & Materials), 1.5 (Board Course Offering), and 1.9 (Services for EL): The estimated actual expenditures for contributing services were increased as a result of the additional Concentration Grant funding received. This increase enabled enhanced support and expanded resources in alignment with the needs of underrepresented student groups.

No material differences in budgeted and actual expenditures are reported for all remaining actions: 1.4 (Library Services), 1.6 (Parent Engagement), 1.8 (Supplemental Services for SWD), and 1.10 (Supplemental Support for LTEL).

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

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

Actions 1.1 (Progress Monitoring), 1.2 (Supplemental Instructional Support and Materials), 1.3 (Professional Development): Shown to be effective over the past year, as evidenced by Year 1 Outcomes for the metrics used to monitor progress:

- In ELA, the average distance from standard for all students (Dashboard, 2024) is 24.1 points below standard, representing a 9.9-point increase from the year prior. This moved EUSD from "Orange" to "Yellow" status, and all student scores averaged "Typical" growth status, falling just one point below the benchmark for typical growth.
- In math, the average distance from standard for all students (Dashboard, 2024) is 66.3 points below standard, representing a 9.7-point increase from the year prior. This moved EUSD from "Orange" to "Yellow" status, and all student scores averaged "Typical" growth category, falling 2 points below typical growth.
- In science, the average distance from standard (Dashboard, 2024) is 10.7 points below standard, representing a 5.6-point increase from the year prior.
- 60.3% of student respondents reported academic motivation (CHKS, 2025), representing a 1.4% decline from the year prior; however, 73.2% of student respondents reported high expectations from adults, representing a 3.5% increase.

Action 1.4 (Library Services): Shown to be effective over the past year, as evidenced by the metrics used to monitor progress:

- 46,995 prints were circulated in EUSD's school-site libraries, representing a 16% rise from the year prior (Destiny, May 2025).

- 27,419 items are in EUSD's school site library collections (Destiny, May 2025). While it is a 5% decline from the year prior, the average age of the library collection is 2013, a 4-year improvement (2009 average age) from the collection average the year prior.
- All comprehensive school site libraries were staffed with one full-time library technician, and extended hours were offered when available.
- Library technicians received professional development (e.g., book study, library field trip), and staff reported positive feedback.

Actions 1.5 (Broad Course Offering) and 1.7 (College & Career Counseling): Shown to be effective over the past year, as evidenced by Year 1 Outcomes for the metrics used to monitor progress:

- 44.8% of cohort grade 12 students rated "Prepared" on the College/Career Indicator (CCI), representing a 1.4% increase from the year prior. This earned EUSD an overall status of "Yellow" for this indicator, with SED and White students earning "Green" status. Concerted effort must address equity gaps in college preparedness among EL, LTEL, and SWD student populations.
- 35.3% of cohort grade 12 students met UC/CSU entrance requirements, resulting in a 7.1% decline, with the Latino (11.4% decline) and SED (6.6% decline) student populations experiencing the largest impact. Efforts are underway to address this equity gap, including targeted outreach and support to increase outcomes for these student populations.
- 25.1% of cohort 12 students completed a Career and Technical Education (CTE) pathway, representing a 3.8% increase from the year prior. While nearly all student groups experienced growth, EL (17.8% decline) and SWD (4.2% decline) student populations yielded a drop in achievement. While EUSD continues to dedicate considerable funds to improve student outcomes in this area, concerted attention will be dedicated to addressing equity gaps in opportunity and achievement.
- 12.2% of cohort grade 12 students met both UC/CSU and CTE course requirements for college and career preparedness, representing a 3.8% increase from the year prior. While all student groups experienced growth, EL (6.9% increase) and Latino (4.9% increase) experienced the most significant increase.
- 25.76% of high school students enrolled in one or more College Credit courses (Aeries, 2025-26), representing a 10.76% increase from the prior year. Continued focus will be invested in this area as EUSD recognizes that early college opportunities are a bridge to preparing students to be future-ready.

Action 1.6 (Parent Engagement): Shown to be effective over the past year, as evidenced by Year 1 Outcomes for the metrics used to monitor progress:

- 38% of parent/guardian respondents reported that their child's school promotes parental involvement (CSPS, 2025), representing a 7% increase from the previous year.
- 26% of parent/guardian respondents reported that their child's school actively seeks their input in making decisions (CSPS, 2025), representing a 2% increase from the previous year.
- Consistent parent/guardian attendance to PIQE fall and spring programs, 39 parents/guardians graduated from the fall program (P-3 Family Literacy) and 41 parents/guardians graduated from the spring program (Social Emotional Learning)

Action 1.8 (Supplemental Services to SWD): Shown to be effective over the past year, as evidenced by Year 1 Outcomes for the metrics used to monitor progress:

- In ELA, the average distance from standard for SWD (Dashboard, 2024) is 103.6 points below standard, representing a 24.5-point increase from the year prior. This moved SWD from "Red" to "Orange" status. Nevertheless, SWD earns an overall "Below" growth category status in ELA (23 points below typical growth), illustrating the need for continued focus on improving the educational outcomes for this student population.

- In math, the average distance from standard for SWD (Dashboard, 2024) is 126.5 points below standard, representing a 38.2-point increase from the year prior. This moved SWD from "Red" to "Orange" status. SWD students earn an overall "Typical" growth category status in math (5 points below typical growth); nevertheless, EUSD will continue to focus on improving the educational outcomes for this student population.
- In science, the average distance from standard for SWD (Dashboard, 2024) is 28.0 points below standard, representing a 1.2-point increase from the year prior.
- 3.1% of SWD students were identified as "Prepared" on CCI, representing a 6.4% decline from the prior year. This emphasizes the need for targeted college and career readiness support for this student population.

Action 1.9 (Supplemental Support for EL): Shown to be effective over the past year, as evidenced by Year 1 Outcomes for the metrics used to monitor progress:

- In ELA, the average distance from standard for EL (Dashboard, 2024) is 84.3 points below standard, representing a 6-point increase from the year prior. This moved EL from "Red" to "Orange" status. Nevertheless, EL students earn an overall "Below" growth category status in ELA (12 points below typical growth), illustrating the need for continued focus on improving the educational outcomes for this student population.
- In math, the average distance from standard for EL (Dashboard, 2024) is 110.5 points below standard, representing a 3.6-point increase from the year prior. This moved EL from "Red" to "Orange" status. EL students earn an overall "Typical" growth category status in math (3 points below typical growth); nevertheless, EUSD will continue to focus on improving the educational outcomes for this student population.
- In science, the average distance from standard for EL (Dashboard, 2024) is 23.3 points below standard, representing a 4.4-point increase from the year prior.
- 45.8% of EL students progress on English language proficiency (Dashboard, 2024), representing a 9.1% increase from the prior year and moving EL from "Red" to "Green" status on the English Learning Progress Indicator (ELPI).
- 14.7% of EL students were reclassified during the 2023-24 school year (Aeries, 2024), representing a 7.7% increase from the prior year.
- 10.3% of EL students were identified as "Prepared" on CCI, representing a 5.4% decline from the prior year. This emphasizes the need for targeted college and career readiness support for this student population.

Action 1.10 (Supplemental Support for LTEL): Shown to be effective over the past year, as evidenced by Year 1 Outcomes for the metrics used to monitor progress:

- In ELA, the average distance from standard for LTEL (Dashboard, 2024) is 119.1 points below standard, representing a 1.1-point increase from the year prior. LTEL students earn an overall "Below" growth category status in ELA (17 points below typical growth), illustrating the need for continued focus on improving the educational outcomes for this student population.
- In math, the average distance from standard for EL (Dashboard, 2024) is 165.1 points below standard, representing an 8.2-point increase from the year prior. LTEL students earn an overall "Below" growth category status in math (9 points below typical growth), emphasizing the need for continued focus on improving the educational outcomes for this student population.
- In science, the average distance from standard for LTEL (Dashboard, 2024) is 29.7 points below standard, representing a 0.8-point increase from the year prior.
- 46.9% of LTEL students progressed on English language proficiency on the ELPI (Dashboard, 2024), representing a 13.8% increase from the year prior. This placed LTEL students at the "Green" status on the ELPI.

- 11.1% of LTEL students were identified as "Prepared" on the CCI, representing a 10.3% decline from the prior year. This emphasises the need for targeted college and career readiness support for this student population.

Action 1.11 (Comprehensive School Improvement, WMS): Shown to be effective over the past year, as evidenced by the metrics used to monitor progress:

- In ELA, WMS students averaged 44.4 points below standard on the 2024 Dashboard, a 5.2-point improvement from the previous year, moving the school from "Orange" to "Yellow" status. Despite this gain, students earned a "Typical" growth designation, falling 3 points short of the typical growth target.
- In math, students averaged 94.6 points below standard, an improvement of 1.3 points, shifting WMS from "Red" to "Orange" status. However, overall growth in math was categorized as "Below," with students scoring 10 points under the typical growth benchmark. Math remains a key area for improvement, especially for Latino, SED, and SWD student groups, who continue to score in the "Red" status.
- 54.3% of English learners progressed in English proficiency (Dashboard, 2024), representing a 17.7% increase from the prior year. This moved WMS from "Red" to "Green" status on the English Learner Progress Indicator.
- The average distance from standard in science for all students at WMS (Dashboard, 2024) is 12 points below standard, representing a 6.7-point increase from the year prior.

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.

Changes made to measures and reporting items:

- Metrics 1.1 (SBAC ELA, Percent), 1.3 (SBAC Math, Percent), 1.8 (English Learner Progress Indicator, ELPI), and 1.10 (College/Career Indicator): These Targets for Year 3 Outcomes were adjusted to align with district-wide messaging.
- Metrics 1.4 (SBAC Math, DFS), Metrics 1.5 (CAST, Percent), 1.9 (Reclassification), 1.16 (EAP Math), 1.17 (Fully Credentialed Teachers), 1.19 (Instructional Materials), 1.21 (College Credit), 1.22 (CTE Participation), and 1.25 (Parental Involvement): The Year 3 Outcome Targets for these actions were raised because Year 1 results surpassed the original goals.
- Metrics 1.4 (SBAC Math, DFS), 1.5 (CAST, Percent), and 1.8 (ELPI) were updated to include LTEL data and a desired outcome.
- Metrics 1.8 (ELPI), 1.10 (College/Career Indicator), and 1.11 (A-G Completion Rate): The Baseline data was corrected to reflect the accurate information from the 2023 Dashboard and 2022-23 DataQuest.
- Metrics 1.19 (Instructional Materials) and 1.23 (Music Participation): This metric was reworded to provide more clarity to educational partners. Specifically, Metric 1.23 was updated to reference the "Music Program" instead of "Visual and Performing Arts," as the baseline data and goals were focused solely on student participation in music.
- Metric 1.31 (Academic Indicator, Science): This metric was added because it is now available on the California School Dashboard.
- Metric 1.32 (Print Circulation): LREBG metric added to monitor Action 1.4 (Library Services), which now includes the use of LREBG funding to support the employment of Library Technicians at four school sites.
- Metrics 1.1-1.32: Descriptive titles were added to each metric to improve clarity and support ease of reference for the reader.

Changes made to the action items:

- Action 1.1 (Progress Monitoring): To strengthen the district's ability to identify and support students who are not yet meeting grade-level expectations, benchmark assessments in English Language Arts (ELA), writing, and mathematics will be added to the assessment calendar. These assessments include the state-mandated reading difficulties screener in grades K-2 and the Desired Results Developmental Profile (DRDP) in Transitional Kindergarten (TK). Additionally, a portion of Renaissance intervention products will now be funded through Title I site allocations, resulting in a decrease in projected district-level expenditures for this action.
- Action 1.2 (Supplemental Instructional Support & Materials): The Reading Interventionist positions at Rocky Hill and Lincoln will be restructured into Instructional Coach roles to provide broader academic support. An additional Instructional Coach will be added at WMS to address ongoing academic challenges, despite the school no longer being in Comprehensive School Improvement (CSI) status. This action has also been revised to include LREBG funding, which will support three periods of instructional coaching at EUHS and the Director of Curriculum and Instruction position. Moreover, the district will develop explicit ELA curriculum maps (grades K-8) to restructure the ELA instructional routine.
- Action 1.4 (Library Services): This action has been revised to include LREBG funding for full-time Library Technicians at Lincoln, Rocky Hill, Wilson Middle, and EUHS.
- Action 1.5 (Broad Course Offering): This action was revised to incorporate several expansion efforts funded by various College & Technical Education grants aimed at improving equity in student career and college preparedness outcomes. Additionally, expenditures funded by Proposition 28 that support this action have been included in the proposed budget.
- Action 1.6 (Parent Engagement): The budgeted expenditures for this action were increased to expand services offered to students and parents/guardians. Enhancements include additional workdays for the Bilingual Community Liaison/Communication Officer and increased funding for parent education classes, childcare services, and website communications. These changes support year-round operations at the Community Center and ensure that school and district websites are regularly updated and translated.
- Action 1.9 (Services for ELs): An additional $25,000 was allocated to expand professional learning opportunities for teachers and staff, with the goal of improving instructional outcomes for English learners, including long-term English learners.
- Actions 1.9 (Services for ELs) and 1.10 (Services for LTELs): The funding of one Bilingual Instructional Aide was shifted from Title III and added to LCAP. As part of this adjustment, the position was moved from Action 1.9 to Action 1.10.
- Action 1.11 (Comprehensive School Improvement, WMS): Efforts to improve student outcomes in Goal 1 at WMS will continue. However, funding has ended as the school is no longer identified as a CSI school due to improved 2024 Dashboard results.

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. • Administer universal screeners in Reading and Math (measure proficiency in academic skills, grades 1-11)	$478,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Implement a reading difficulties screener (measure foundation literacy skills, grades K-2) • Include TK in the preschool developmental profile screener (DRDP) • Develop and implement district-wide benchmarks in reading, writing, and math (measure proficiency in grade-level standards, grades K-8) • Maintain a district-wide data and assessment management system • Employ a Director of Assessment & Accountability • Employ a Data Integration Manager This action addresses the "Red" Dashboard rating for the following: Academic Indicator in ELA • 2024: EUSD (LTEL); Wilson Middle (SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL) Academic Indicator in Math • 2024: Wilson Middle (EL, Hispanic, SED, SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic) ELPI (English Learner Progress Indicator) • 2024: none • 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union		
1.2	Supplemental Instructional Support and Materials	Intensify instructional support and materials that target early literacy, reading, writing, and mathematics. • Employ three Instructional Coaches at Lincoln, Rocky Hill, and WMS (grades K-8)--Funded by LREBG • Fund three periods of instructional coaching provided by Instructional Lead Teachers at EUHS (grades 9-12)--Funded by LREBG • Employ Reading Lab Instructional Aides to support push-in reading intervention (grades K-5)	$2,476,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Employ Classroom Instructional Aides to intensify small group reading instruction (grades K-2) • Purchase supplemental reading materials that differentiate instruction (grades TK-2) • Purchase supplemental mathematics materials that support instruction in high school (grades 9-12) • Reduce class size (grades TK-2) • Restructure ELA instructional routine by developing and implementing new ELA Curriculum Maps (grades K-8) • Fund a Director of Curriculum and Instruction through 2025-26-- Funded by LREBG This action addresses the "Red" Dashboard rating for the following: Academic Indicator in ELA: • 2024: EUSD (LTEL); Wilson Middle (SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL) Academic Indicator in Math: • 2024: Wilson Middle (EL, Hispanic, SED, SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic) ELPI (English Learner Progress Indicator): • 2024: none • 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union LREBG Action: Provide instructional coaching to all teachers to strengthen high-quality, first-best instruction across all content areas to improve student learning outcomes. • 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		

Action #	Title	Description	Total Funds	Contributing
		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). • Metric: 1.2 (SBAC ELA, DFS) and 1.4 (SBAC Math, DFS) • Trellix Funds: $730,000 per year through 2025-26; $495,000 per year through 2027-28		
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: • Phonics/Reading (grades K-2) and Reading/Book Clubs (grades 3-8) • Writing (grades TK-8) • Math (grades TK-8) • English Language Development (grades TK-12) • Professional Learning Communities (PLC) and data analysis (grades TK-12) This action addresses the "Red" Dashboard rating for the following: Academic Indicator in ELA • 2024: EUSD (LTEL); Wilson Middle (SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL) Academic Indicator in Math • 2024: Wilson Middle (EL, Hispanic, SED, SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic) ELPI (English Learner Progress Indicator) • 2024: none	$382,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union		
1.4	Library Services	Enhance school site library services to develop a district-wide culture of reading and increase student access to literature. • Maintain four Library Technicians--Funded by LREBG • Fund a library management system and purchase books to increase library inventory • Fund ongoing professional development and data analysis for Library Technicians--Funded by LREBG • Extend operational service hours of school site libraries (EUHS only) • Deploy library book circulation improvement projects at all school sites • Provide peer tutoring This action addresses the "Red" Dashboard rating for the following: Academic Indicator in ELA • 2024: EUSD (LTEL); Wilson Middle (SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL) Academic Indicator in Math • 2024: Wilson Middle (EL, Hispanic, SED, SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic) ELPI (English Learner Progress Indicator) • 2024: none • 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union Chronic Absenteeism • 2024: none • 2023: Lincoln (EL), Rocky Hill (EL)	$355,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Action: Employ Library Technicians at four school sites to promote the circulation of reading materials and foster a culture of literacy. • 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. • Metric: 1.32 (Library Circulation) • Funds: $280,000 per year through 2027-28		
1.5	Broad Course Offering	Expand course offerings and co-curricular activities to increase student academic engagement. • Provide Career & Technical Education and World Language courses at WMS • Hire two additional Art Teachers (grades K-8) • Offer career exploration opportunities and Career Technical Education experiences (grades TK-12) • Expand/Enhance Career & Technical Education (CTE) Pathways (i.e., Patient Care, Education, Industrial Maintenance, Early College) and employ one CTE Counselor to oversee program implemention and provide student support • Expand College Credit Courses to all students, including students in alternative education settings • Make high school course electives accessible and available to students (including KHS) • Fund transportation for students attending visual and performing arts competitions and events • Fund additional staffing to offer music and drama beyond the school day • Fund instrument cleaning, repair, and replacement services This action addresses the "Red" Dashboard rating for the following:	$830,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Academic Indicator in ELA • 2024: EUSD (LTEL); Wilson Middle (SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL) Academic Indicator in Math • 2024: Wilson Middle (EL, Hispanic, SED, SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic) ELPI (English Learner Progress Indicator) • 2024: none • 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union Chronic Absenteeism • 2024: none • 2023: Lincoln (EL), Rocky Hill (EL)		
1.6	Parent Engagement	Actively seek parent involvement and encourage family engagement. • Offer parent education opportunities on topics such as literacy, numeracy, college/career preparedness, mental health, and other topics suggested by educational partners • Provide funding for childcare services and snacks to encourage and support parent/guardian participation in school and district events • Maintain an EUSD Community Center and employ one Bilingual Community Liaison/Communication Officer to oversee its operations • Maintain parent communication platforms with embedded translation services • Provide stipends for Webmasters responsible for updating and maintaining school and district websites • Ensure accessible communication by providing translation and interpretation services across district and school documents and events	$202,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addresses the "Red" Dashboard rating for the following: Academic Indicator in ELA • 2024: EUSD (LTEL); Wilson Middle (SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL) Academic Indicator in Math • 2024: Wilson Middle (EL, Hispanic, SED, SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic) ELPI (English Learner Progress Indicator) • 2024: none • 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union Chronic Absenteeism • 2024: none • 2023: Lincoln (EL), Rocky Hill (EL)		
1.7	College and Career Counseling	Enhance college/career awareness, exploration, and counseling across all grade levels. • Maintain one Academic Counselor at the elementary level (grades TK-5) • Maintain one Academic Counselor at WMS • Maintain two (and one part-time) Academic Counselors at EUHS • Fund College and Career field trips for students (grades TK-12) This action addresses the "Red" Dashboard rating for the following: Academic Indicator in ELA • 2024: EUSD (LTEL); Wilson Middle (SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL)	$761,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Academic Indicator in Math • 2024: Wilson Middle (EL, Hispanic, SED, SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic) ELPI (English Learner Progress Indicator) • 2024: none • 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union		
1.8	Supplemental Services for Students with Disabilities	Increase high-quality specialized academic services to students with disabilities. • Maintain one additional Education Specialist to provide early intervention to students with intensive needs (TK-2) • Maintain access to modified instructional materials • Provide ongoing professional learning • Increase collaboration between Special Education and General Education • Increase parent-school communication and training This action addresses the "Red" Dashboard rating for the following: Academic Indicator in ELA • 2024: EUSD (LTEL); Wilson Middle (SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL) Academic Indicator in Math • 2024: Wilson Middle (EL, Hispanic, SED, SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic)	$169,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Supplemental Support for English Learners	Employ effective designated and integrated English Language Development (ELD) in all classes and grade levels. • Develop teacher, administrator, and instructional aide capacity by conducting ongoing professional learning • Purchase supplemental ELD instructional materials, progress monitoring tools, and access to digital platforms • Maintain one Bilingual Aide at Lincoln • Maintain one Bilingual Aide at Rocky Hill This action addresses the "Red" Dashboard rating for the following: Academic Indicator in ELA • 2024: EUSD (LTEL); Wilson Middle (SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL) Academic Indicator in Math • 2024: Wilson Middle (EL, Hispanic, SED, SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic) ELPI (English Learner Progress Indicator) • 2024: none • 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union	$207,000.00	Yes
1.10	Supplemental Support for Long-term English Learners	Increase the instructional support and differentiated intervention provided to Long-term English learners (LTELs). • Hire one ELD teacher at WMS • Maintain one ELD teacher at EUHS • Adjust the part-time Bilingual Instructional Aide position at WMS to a full-time position • Employ one additional Bilingual Instructional Aide at EUHS, resulting in two Bilingual Instructional Aides at EUHS This action addresses the "Red" Dashboard rating for the following:	$444,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Academic Indicator in ELA • 2024: EUSD (LTEL); Wilson Middle (SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD), Wilson Middle (All Students, SWD, EL) Academic Indicator in Math • 2024: Wilson Middle (EL, Hispanic, SED, SWD) • 2023: EUSD (SWD, EL); Lincoln (SWD); Wilson Middle (All Students, SWD, EL, SED); Exeter Union (Hispanic) ELPI (English Learner Progress Indicator) • 2024: none • 2023: EUSD, Lincoln, Rocky Hill, Wilson Middle, Exeter Union		
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. • Build capacity for good first instruction among leaders, teachers, and instructional aides in all subject areas • Build capacity for effective Professional Learning Committees and data analysis among site administrators and instructional leaders • Develop and implement a system for student intervention that occurs during the instructional school day This action addresses the "Red" Dashboard rating for the following: Academic Indicator in ELA • 2024: Wilson Middle (SWD) • 2023: Wilson Middle (All Students, SWD, EL) Academic Indicator in Math • 2024: Wilson Middle (EL, Hispanic, SED, SWD) • 2023: Wilson Middle (All Students, SWD, EL, SED) ELPI (English Learner Progress Indicator)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• 2024: none • 2023: Wilson Middle		

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 the needs identified through data analysis and input from educational partners. The analysis of the California School Dashboard (Dashboard) data indicate a clear need to continue supporting student academic engagement and school condition and culture indicators, particularly in the following areas:

Chronic Absenteeism:

- In 2024, 5.8% of all students were chronically absent (Dashboard, 2024). Rates were highest among homeless youth (28.0%) and students with disabilities (SWD, 24.0%), followed by socioeconomically disadvantaged (SED, 18.4%), Latino (16.1%), White (14.6%), and English learners (EL, 13.1%).
- In 2023, 23.2% of all students were chronically absent (Dashboard, 2023), with the highest rates among SWD (34.1%), Foster youth (31.3%), and Homeless youth (28.0%), compared to White (19.2%), Latino (23.9%), EL (20.9%), and SED (26.0%).
- While all student groups saw improvements, the most significant reduction occurred among SWD (10.1%). Despite this progress, SWD, SED, and Homeless youth remain priority focus areas due to their continued high absenteeism rates.

Suspension:

- In 2024, 4.7% of all students were suspended for at least one day (Dashboard, 2024), showing a decline from the previous year. Suspension rates were highest among SWD (7.2%) and EL (6.4%), while Homeless Youth (2.4%) and Foster Youth (4.0%) had the lowest rates. Suspension rates for White (4.5%), Latino (4.7%), and SED (5.2%) were close to the overall average.
- In 2023, 6.4% of all students were suspended for at least one day (Dashboard, 2023). Disaggregated data revealed the highest rates among Homeless Youth (11.4%), SWD (10.2%), and SED students (7.5%). Rates for White (7.1%), Latino (6.1%), and EL (7.3%) were near or slightly above the overall average, while Foster Youth (4.0%) had the lowest suspension rate.
- The most significant decline in suspensions was seen among Homeless Youth, dropping from 11.4% in 2023 to 2.4% in 2024. However, despite overall reductions, SWD and EL remain priority focus groups for improvement due to their continued higher suspension rates.

Graduation:

- In 2024, the graduation rate slightly declined to 93% of students completing high school (Dashboard, 2024). Disaggregated data showed that White students had the highest rate at 95.6%, followed by Latino students at 93.6%, SED students at 93.2%, and EL at 93.1%. SWD saw a notable drop to 75%, and Long-Term English Learners (LTELs) had a graduation rate of 92.6%.
- In 2023, 95% of cohort students successfully graduated from high school (Dashboard, 2023). Graduation rates were consistently high across most student groups, with White students at 95.1%, Latino students at 94.7%, SED at 95%, and EL at 94.7%. However, SWD had the lowest graduation rate at 81.8%.
- While overall graduation rates remain strong, Students with Disabilities (SWD) showed a concerning decline, from 81.8% in 2023 to 75.0% in 2024. This group remains a primary focus for targeted interventions to improve graduation outcomes in the coming years.

During the 2024-25 LCAP development process, educational partners identified the need for:
- Professional development and resources related to classroom management
- Continued site support provided by the EUSD Behavior Team
- Ongoing increased site supervision provided by Resource Officers and Campus Supervisors
- Ongoing increased mental health and social-emotional learning personnel at each site
- Maintained attendance incentives
- Increased opportunities for parents to become involved in the education of their student(s)

During the 2025-26 LCAP development process, educational partners continue to emphasize the need for:
- Professional development and resources related to classroom management and student behavioral responsiveness
- Student support services that address the behavioral, social-emotional, and mental health needs of our children and youth

The district plans to improve student academic engagement and conditions and climate indicators through actions that address students' social/emotional well-being, mental health, and sense of belonging. Progress will be measured using the metrics identified below.

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 Source: Facilities Inspection Tool (FIT) (Priority 1)	100% of all student facilities are in "Good" or higher repair (FIT, 2023-24).	100% of all student facilities are in "Good" or higher repair (FIT, 2024-25). Average School Ranking: 98.48%		100% of all student facilities will be in "Good" or higher repair .	Maintained 100% of all student facilities in "Good" or higher repair.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Daily Attendance rate Source: Aeries (Priority 5)	94.15% attendance rate of all students (Aeries, June 2024). White: 94.57% Latino: 94.16% SED: 93.71% EL: 94.29% SWD: 92.91% Foster: 93.80% Homeless: Data not reported to protect student privacy - less than 11 students LTEL: 87.03%	94.39% attendance rate of all students (Aeries, 5 May 2025). White: 94.81% Latino: 94.48% SED: 94.20% EL: 94.59% SWD: 93.50% Foster: 93.80% Homeless: 91.98% LTEL: 94.19%		95% attendance rate of all students. (Increase: 1%) White: 95% Latino: 95% SED: 95% EL: 95% SWD: 95% Foster: 95% Homeless: 95% LTEL: 95%	0.24% increase in attendance rate for all students White: 0.24% increase Latino: 0.32% increase SED: 0.49% increase EL: 0.3% increase SWD: 0.59% increase Foster: 6.77% increase Homeless: insufficient data LTEL: 0.32% increase
2.3	Chronic Absenteeism rate Source: Dashboard (Priority 5)	23.2% of all students were chronically absent (Dashboard, 2023). White: 19.2% Latino: 23.9% SED: 26.0% EL: 20.9% SWD: 34.1% Foster: 31.3% Homeless: 28.0%	15.8% of all students were chronically absent (Dashboard, 2024). White: 14.6% Latino: 16.1% SED: 18.4% EL: 13.1% SWD: 24.0% Foster: Data not reported to protect student privacy - less than 11 students		Fewer than 10% of all students will be chronically absent. (Decrease: 13%) White: 10% Latino: 10% SED: 10% EL: 10% SWD: 20% Foster: 20% Homeless: 20% LTEL: 10%	7.4% decrease in all students who were chronically absent. White: 4.6% decline Latino: 7.8% decline SED: 7.6% decline EL: 7.8% decline SWD: 10.2% decline Homeless: 6.5% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless: 21.5% LTEL: 16.9%			
2.4	Middle School Dropout rate Source: CALPADS (Priority 5)	0% of grade 6-8 students dropped out of middle school (CALPADS, 2022-23).	0% of grade 7-8 students dropped out of middle school (CALPADS, 2023-24).		0% rate of grade 6-8 students with dropout of middle school.	Maintained 0% of grade 7-8 students who dropped out of middle school.
2.5	High School Dropout rate Source: DataQuest (Priority 5)	2.6% of students dropped out of high school (DataQuest, 2022-23) White: 3.8% Latino: 2.8% SED: 2.8% EL: 5.3% SWD: 0%	4.8% of students dropped out of high school (DataQuest, 2023-24) White: 2.2% Latino: 4.1% SED: 4.8% EL: 6.9% SWD: 18.8%		1% rate of cohorted grade 12 students with dropout of high school. (Decrease: 1.6%)	2.2% increase in students who dropped out of high school. White: 1.6% decline Latino: 1.3% increase SED: 2.0% increase EL: 1.6% increase SWD: 18.8% increase
2.6	Graduation rate Source: Dashboard (Priority 5)	95% of students completed high school (Dashboard, 2023) White: 95.1% Latino: 94.7% SED: 95.0% EL: 94.7% SWD: 81.8%	93% of students completed high school (Dashboard, 2024) White: 95.6% Latino: 93.6% SED: 93.2% EL: 93.1% SWD: 75.0% LTEL: 92.6%		98% of grade 12 students will graduate from high school. (Increase 3%) White: 98% Latino: 98% SED: 98% EL: 98% SWD: 85% LTEL: 98%	2% decline in grade 12 students who graduated from high school. White: 0.5% increase Latino: 1.1% decline SED: 1.8% decline EL: 1.6% decline SWD: 6.8% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Suspension rate Source: Dashboard (Priority 6)	6.4% of all students were suspended one or more times (Dashboard, 2023) White: 7.1% Latino: 6.1% SED: 7.5% EL: 7.3% SWD: 10.2% Foster: 4.0% Homeless: 11.4%	4.7% of all students were suspended one or more times (Dashboard, 2024) White: 4.5% Latino: 4.7% SED: 5.2% EL: 6.4% SWD: 7.2% Foster: 2.4% Homeless: 3.3% LTEL: 12.0%		3% or fewer of all students will be suspended one or more times. (Decrease: 3%) White: 4% Latino: 3% SED: 4% EL: 4% SWD: 7% Foster: 1% Homeless: 7% LTEL: 6%	1.7% decline in all students who were suspened one or more times. White: 2.6% decline Latino: 1.4% decline SED: 2.3% decline EL: 0.9% decline SWD: 3.0% decline Foster: 1.6% decline Homeless: 8.1% decline
2.8	Expulsion rate Source: DataQuest (Priority 6)	0.1% of all students were expelled (DataQuest, 2022-23) White: 0.4% Latino: 0.4% SED: 0.6% EL: 1.0% SWD: Data not reported to protect student privacy - less than 11 students Foster: Data not reported to protect student privacy - less than 11 students	0.4% of all students were expelled (DataQuest, 2023-24) White: 0.4% Latino: 0.4% SED: 0.4% EL: 1.0% SWD: 0.4% Foster: 0.0% Homeless: 0.0%		0% of all students will be expelled. White: 0.0% Latino: 0.0% SED: 0.0% EL: 0.0% SWD: 0.0% Foster: 0.0% Homeless: 0.0%	0.3% increase in all students who were expelled. White: no change Latino: no change SED: 0.2% decline EL: no change SWD: insufficient data Foster: insufficient data Homeless: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: Data not reported to protect student privacy - less than 11 students				
2.9	Feel Safe (Students) 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 Source: California Healthy Kids Survey (CHKS) (Priority 6)	58.1% of all students respondents report feeling safe at school (CHKS, 2024)	62.4% of all students respondents report feeling safe at school (CHKS, 2025)		63% of all students respondents will report feeling safe at school. (Increase: 5%)	4.3% increase in all student respondents who report feeling safe at school.
2.10	School Connectedness Percentage of student respondents (grades 5-12) who report "Yes, most of the time" or "Yes, most of the time" to School Connectedness Source: CHKS (Priority 6)	53.4% of student respondents report feeling connected to school (CHKS, 2024)	55.8% of student respondents report feeling connected to school (CHKS, 2025)		58% of students respondents will report feeling connected to school. (Increase: 5%)	2.4% increase in students respondents who reported feeling connected to school.
2.11	Caring Adult Percentage of student respondents (grades 5-12) who report "Yes,	59.0% of student respondents report a caring adult at school (CHKS, 2024)	63.8% of student respondents report a caring adult at school (CHKS, 2024)		64% of students respondents will report a caring adult at school. (Increase: 5%)	4.8% increase in all student respondents who report a caring adult at school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	most of the time" or "Yes, most of the time" to Caring Adult in School Source: CHKS (Priority 6)					
2.12	School Athletics Percentage of students who participate in school athletics (grades 9-12) Percentage of students who participate in school athletics (grades 6-8) Source: Aeries (Priority 6)	45.7% of high school students who participated in school athletics (Aeries, May 2024)	41.6% of high school students who participated in school athletics (Aeries, May 2025) 37.3% of middle school students who participated in school athletics (Aeries, May 2025)		55% of high school students will participate in school athletes. (Increase: 10%) 47% of middle school students will participate in school athletics. (Increase: 10%)	4.1% decline in high school students who participate in school athletics.
2.13	Feel Safe (Parents/Guardians) Percentage of parent/guardian respondents who report "Strongly Agree" that School is a Safe Place for their Child Source: California School Parent Survey (CSPS) (Priority 6)	31.0% of all parent/guardian respondents report school is a safe place for their child (CSPS, 2024)	34.0% of all parent/guardian respondents report school is a safe place for their child (CSPS, 2025)		36% of all parent/guardian respondents wil report school is a safe place for their child. (Increase: 5%)	4.0% increase in all parent/guardian respondents who reported school is a safe place for their child.
2.14	Responsive to Social/Emotional Needs	84.0% of all parent/guardian	83.0% of all parent/guardian		89% of all parent/guardian	1.0% decline in all parent/guardian

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" that Teachers are Responsive to their Child's Social and Emotional Needs Source: California School Parent Survey (CSPS) (Priority 6)	respondents report teachers are responsive to child's social and emotional needs (CSPS, 2024)	respondents report teachers are responsive to child's social and emotional needs (CSPS, 2025)		respondents will report that teachers are responsive to their child's social and emotional needs. (Increase: 5%)	respondents who reported teachers are responsive to their child's social and emotional needs
2.15	Feel Welcome (Parents/Guardians) Percentage of parent/guardian respondents who report "Strongly Agree" to feeling welcome to participate at their child's school Source: CSPS (Priority 6)	30.0% of all parent/guardian respondents report feeling welcome to participate at their child's school (CSPS, 2024)	34.0% of all parent/guardian respondents report feeling welcome to participate at their child's school (CSPS, 2025)		35% of all parent/guardian respondents will report feeling welcomed to participate at their child's school. (Increase: 5%)	4.0% increase in all parent/guardian respondents who report feeling welcome to participate at their child's school
2.16	Participation in School Activities Percentage of unduplicated students, grades TK-12, who participate in extra-	33.61% of students, grades TK-12, participated in extra- and/or co-curricular school activities (Aeries, May 2024)	56.08% of students, grades TK-12, participated in extra- and/or co-curricular school activities (Aeries, May 2025)		95% of students, grades TK-12, will participate in extra- and/or co-curricular school activities (Increase: 61%)	22.2% increase in students, grades TK-12 participating in extra- and/or co-curricular school activities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and/or co-curricular school activities Source: Aeries (Priority 6)					
2.17	Student Services, Percentage Percentage of unduplicated students, grades TK-12, who receive services rom their school's site Student Services team Source: Aeries (Priority 6)	68.14% of unduplicated students, grades TK-12, received services from their school's site Student Services team (Aeries, May 2024)	69.82% of unduplicated students, grades TK-12, received services from their school's site Student Services team (Aeries, May 2024)		75% of of unduplicated students, grades TK-12, will receive services from their school's site Student Services team (Increase: 7%)	1.68% increase in unduplicated students, grades TK-12, who received services from their school's site Student Services team
2.18	Student Services, Count Total number of student contacts made, grades TK-12, by the school site Student Services team Source: Aeries (Priority 6)	8,447 student contacts, grades TK-12, were made by the school site Student Services team (Aeries, May 2024)	7,546 student contacts, grades TK-12, were made by the school site Student Services team (Aeries, May 2025)		9,000 student contacts, grades TK-12, will be made by the school site Student Services team (Increase: 553)	901 decrease in student contacts, grades TK-12, made by the school site Student Services team

Goal Analysis [2024-25]

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

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

Substantial differences in planned actions and actual implementation include:

- Action 2.1 (Safety): In place of the third Campus Supervisor at WMS, a second School Resource Officer (SRO) was assigned to EUSD, who monitored students' safety at WMS.
- Action 2.2 (MTSS): The WMS Academic Counselor resigned and was replaced by a Learning Coordinator serving both WMS and Community Day School. The Social/Emotional Counselor assumed dual roles, supporting academic and social/emotional needs. As EUSD expanded its Future Ready campaign, the increasing demands in academic counseling, field trips, and college/career exploration exceeded the capacity of a single counselor.
- Action 2.4 (Culture & Belonging): The peer ambassador programs at WMS and EUHS were not implemented. School-site focus was diverted to EUSD's Future Ready campaign. Funding was redirected to other culture-building activities (i.e., athletics) and student incentives.
- Action 2.5 (Supplemental Services): Lower-than-expected transportation costs allowed funding to expand services and stock the Community Center with clothing, food, and hygiene supplies—a critical success when Food Link ran out of winter food donations.

No differences in planned actions and actual implementation include:

- Action 2.3 (Professional Development): Implemented with fidelity and as planned. Positive feedback was reported by participants who attended the Conscious Classroom Management training and the MTSS Learning Institute.
- Action 2.6 (Comprehensive School Improvement): Implemented with fidelity and as planned. Based on the 2024 Dashboard results, WMS is no longer identified as a CSI school.

Challenges experienced with implementation:

- Action 1.1 (Safety): Due to ongoing staffing challenges within the Exeter Police Department, EUSD has experienced a reduction in SRO support. In 2024-25, the number of contracted SROs was reduced from three to two, and in 2025-26, it will be further reduced to one officer.
- Action 2.2 (MTSS): Anticipating limited future funding, EUSD placed a moratorium on hiring additional Registered Behavior Technicians (RBTs) and Applied Behavior Analysts (ABAs). As a result, when staff resigned or transitioned to new positions, implementation capacity was reduced, resulting in the loss of one RBT position.

Success experienced with implementation:

- Action 2.5 (Supplemental Services): Implementation of the EUSD Community Center exceeded expectations, supported by the Workability program, which provided a student workforce to stock and distribute food, clothing, and other supplies. Additionally, generous donations and supplemental contributions from EUSD General Funds enabled significant enhancements, including relocating and modernizing the facility, purchasing new furniture, restocking essential supplies, and providing access to washer and dryer facilities.

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.

Material differences in budgeted and actual expenditures include:

- Actions 2.1 (Safety) and 2.5 (Supplemental Services): The reduction of one Campus Supervisor position at WMS resulted in lower actual expenditures for Action 2.1. The savings were reallocated to Action 2.5 to expand support services, including food, clothing, and essential supplies, available to students and families through the EUSD Community Center.
- Actions 2.3 (Professional Development) and 2.5 (Supplemental Services): Professional development activities under Action 2.3 were partially subsidized by grant funding, leading to a reduction in actual expenditures. The savings were redirected to Action 2.5 to enhance the EUSD Community Center and expand services available to students and families.
- Action 2.5 (Supplemental Services): The estimated actual expenditures for contributing services increased due to the additional Concentration Grant funding received. This increase enabled the district to enhance support and expand resources aligned with the needs of underrepresented student groups, particularly through the construction and furnishing of the Community Center and the provision of stocked resources.
- Action 2.6 (Comprehensive School Improvement, WMS): Per the CSI narrative submitted to the state, funds were reallocated from Action 1.11 to Action 2.6 to expand support for initiatives aimed at improving school culture, student engagement, and students' sense of belonging at WMS.

No material differences in budgeted and actual expenditures are reported for all remaining actions: 2.2 (MTSS) and 2.4 (Culture & Belonging).

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

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

Actions 2.1 (Safety) and 2.3 (Professional Development): Shown to be effective over the past year, as evidenced by Year 1 Outcomes metrics used to monitor progress:

- 4.7% of all students were suspended one or more times, representing a 1.7% decrease from the previous year (Dashboard, 2024). SWD showed the most significant improvement, with a 10.2% decline in suspension rates.
- 62.4% of all student respondents reported feeling safe at school (CHKS, 2025), representing a 4.3% increase from the previous year.
- 34.0% of all parent/guardian respondents reported that school is a safe place for their child (CSPS, 2025), representing a 4.0 increase from the previous year.

Actions 2.2 (MTSS), 2.4 (Culture & Belonging), and 2.5 (Supplemental Services): Shown to be effective over the past year, as evidenced by Year 1 Outcomes metrics used to monitor progress:

- 15.8% of all students were chronically absent (Dashboard, 2024), reflecting a 7.4% decrease from the previous year. Notable reductions were seen across nearly all student groups, with the most significant decline among SWD, who experienced a 10.1% drop. Despite this progress, SWD (24%) and SED (18.4%) will continue to be areas of focus.
- 55.8% of student respondents reported feeling connected to school (CHKS, 2025), a 2.4% increase from the prior year.
- 63.8% of student respondents reported having a caring adult at school (CHKS, 2024), reflecting a 4.8% increase from the previous year.

- 83.0% of parent/guardian respondents reported that teachers are responsive to their child's social and emotional needs (CSPS, 2025). Although this reflects a 1.0% decline from the previous year, the data still indicate strong overall support for the positive impact of this action.
- 34.0% of parent/guardian respondents reported feeling welcome to participate at their child's school (CSPS, 2025), a 4.0% increase from the previous year.

Action 2.6 (Comprehensive School Improvement, WMS): Shown to be effective over the past year, as evidenced by Year 1 Outcomes metrics used to monitor progress:

- 13.6% of all students at WMS were chronically absent (Dashboard, 2024). This is a 5.6% decline from the year prior.
- 8.2% of all students at WMS were suspended for one or more days (Dashboard, 2024). This is a 4.6% decline from the year prior, moving WMS out of "Red" status for all students to "Yellow" status for all students. SED declined by 5.9%, SWD declined by 8.3%, and White students declined by 10.7%, moving all three student groups out of "Red" status.

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.

Changes made to measures and reporting items:

- Metric 2.3 (Chronic Absenteeism): The Target for Year 3 Outcome was adjusted to align with district-wide messaging.
- Metrics 2.2 (Attendance) and 2.8 (Expulsion Rates): Student group data were included in the Baseline and Outcomes sections to evaluate and monitor equity across diverse student populations.
- Metrics 2.2 (Attendance), 2.3 (Chronic Absenteeism), 2.6 (Graduation Rate), and 2.7 (Suspension Rate): Disaggregated data now includes Long-term English Learners (LTELs), as they are a newly reported student group under California school accountability. Additionally, a goal for LTELs was added to the Outcome.
- Metric 2.12 (Athletics): The athletics participation rate for middle grade students (grades 6–8) was added to this metric as Action 2.4 (Culture & Belonging) was expanded to include these grade levels.
- Metric 2.16 (Extra-/Co-Curricular Activities): To support EUSD’s goal of connecting 100% of students to their school, a metric tracking student participation in extra- and co-curricular activities was added.
- Metrics 2.17 (Student Services, Percentage) and 2.18 (Student Services, Count): These metrics were added to strengthen the evaluation of Action 2.2 (MTSS) by capturing both the percentage and total number of student contacts made by Student Services.
- Metrics 2.9-2.18: Descriptive titles were added to each metric to improve clarity and support ease of reference for the reader.

Changes made to the action items:

- Action 2.1 (Safety): A Campus Supervisor position was added at EUHS to enhance safety on the secondary campus, resulting in an increased funding allocation for this action.
- Action 2.2 (MTSS): The funding for this action was increased to support an expansion of services, including the addition of a Student Advocate dedicated to alternative education schools (previously funded by Equity Multiplier) and the placement of additional emotional regulation and behavior support staff within EUSD’s Early Childhood Education Program.

- Action 2.4 (Culture & Belonging): The funding allocation was increased to support the expansion of student services previously funded through other sources. This includes the athletics program at WMS and the SCICON outdoor education experience for students in grades 5-6.
- Action 2.5 (Supplemental Services): The allocation was increased by $25,000 to expand the distribution of food and essential supplies to under-resourced students and their families through the EUSD Community Center. This adjustment is in response to a 12.32% increase in the number of EUSD students qualifying for the free or reduced-price lunch program between 2023–24 and 2024–25, indicating a growing need for support in our district.
- Action 2.6 (Comprehensive School Improvement, WMS): Efforts to improve student outcomes in Goal 2 at WMS will continue; however, funding has ended as the school is no longer identified as a CSI school due to improved 2024 Dashboard results.

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. • Employ one Resource Officer • Employ six Campus Supervisors, three at WMS and three at EUHS. • Furnish all classrooms with safety buckets filled with safety supplies • Provide student supplemental insurance This action addresses the "Red" Dashboard rating for the following: Suspension Rate Indicator • 2024: Lincoln (SWD): Wilson Middle (LTEL) • 2023: EUSD (SWD, Homeless); Lincoln (SWD); Wilson Middle (All Students, Whites, SWD, SED) Chronic Absenteeism Indicator • 2024: none • 2023: Lincoln (EL); Rocky Hill (EL)	$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. • Maintain one Social/Emotional Counselor at the elementary level • Maintain two Social/Emotional Counselors at the secondary level (one at WMS and EUHS) • Maintain two School Psychologists at the elementary levels (one at each site) • Maintain two School Psychologists at the secondary level (one at WMS and EUHS) • Fund one Student Advocate to support the distinct needs of our students in the alternative education setting • Fund a District Behavior Team (one District School Psychologist and three Registered Behavior Technicians) supporting all sites (grades TK-12) • Expand student services in the Early Childhood Education Program (Behavior Analysts, School Psychologists) • Fund drug counseling services at all school sites • Fund a social/emotional well-being progress monitoring tool (grades 4-12) • Fund instructional materials for social/emotional learning and regulation (grades TK-12) This action addresses the "Red" Dashboard rating for the following: Suspension Rate Indicator • 2024: Lincoln (SWD): Wilson Middle (LTEL) • 2023: EUSD (SWD, Homeless); Lincoln (SWD); Wilson Middle (All Students, Whites, SWD, SED) Chronic Absenteeism Indicator • 2024: none • 2023: Lincoln (EL); Rocky Hill (EL)	$2,025,000.00	Yes
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	$32,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development. This action addresses the "Red" Dashboard rating for the following: Suspension Rate Indicator • 2024: Lincoln (SWD): Wilson Middle (LTEL) • 2023: EUSD (SWD, Homeless); Lincoln (SWD); Wilson Middle (All Students, Whites, SWD, SED) Chronic Absenteeism Indicator • 2024: none • 2023: Lincoln (EL); Rocky Hill (EL)		
2.4	Culture & Belonging	Provide extra and co-curricular activities to increase students' sense of school culture and belonging. • Fund site culture-building activities (grades TK-12) • Fund peer ambassador programs (i.e., Link Crew, Where Everybody Belongs) (grades 6-12) • Fund student clubs and competitions (grades TK-12) • Fund student field trips to Scicon (grades 5-6) • Fund student athletic programs (grades 6-12) • Maintain student attendance incentives (grades TK-12) • Maintain an anti-bullying campaign (grades TK-12) This action addresses the "Red" Dashboard rating for the following: Suspension Rate Indicator • 2024: Lincoln (SWD): Wilson Middle (LTEL) • 2023: EUSD (SWD, Homeless); Lincoln (SWD); Wilson Middle (All Students, Whites, SWD, SED) Chronic Absenteeism Indicator • 2024: none • 2023: Lincoln (EL); Rocky Hill (EL)	$1,253,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Supplemental Services	Provide supplemental services to foster youth, socioeconomically disadvantaged students, and students experiencing homelessness. • Provide essential services (e.g., clothing, temporary shelter, food) • Fund transportation services • Maintain access to Foster Focus data platform This action addresses the "Red" Dashboard rating for the following: Suspension Rate Indicator • 2024: Lincoln (SWD): Wilson Middle (LTEL) • 2023: EUSD (SWD, Homeless); Lincoln (SWD); Wilson Middle (All Students, Whites, SWD, SED) Chronic Absenteeism Indicator • 2024: none • 2023: Lincoln (EL); Rocky Hill (EL)	$131,000.00	Yes
2.6	Comprehensive School Improvement (WMS)	Implement culture-building activities to improve school culture, student engagement, and students' sense of belonging. Suspension Rate Indicator • 2024: Wilson Middle (LTEL) • 2023: 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 the needs identified through data analysis and input from educational partners at each school site receiving Equity Multiplier funding.

The analysis of the California School Dashboard (Dashboard) and local data indicate a clear need to address student academic engagement, school condition and culture, and student college/career preparedness indicators at Kaweah High School (KHS), Exeter Unified Independent Study (EIS), and Exeter Community Day School). For example:

Daily Attendance:

- In 2024, the district-wide average daily attendance rate was 94.3% (Aeries, May 2023). Attendance at Equity Multiplier schools was lower, with KHS at 86.2% and CDS at 91.7%, while EIS exceeded the district average with a rate of 97.3%.
- In 2023, the district-wide average daily attendance rate was 94.1% (Aeries, June 2023). Attendance at Equity Multiplier schools was lower, with KHS at 84.6% and CDS at 85.6%, while EIS exceeded the district average with a rate of 98.8%.

Suspension:

- In 2024, the district-wide suspension rate declined to 4.7% (Dashboard, 2024). Among Equity Multiplier schools, KHS improved to 4.0%, EIS to 0.0%, and CDS increased to 11.2%.
- In 2023, the district-wide suspension rate was 6.4% (Dashboard, 2023), with notable variation across Equity Multiplier school sites: KHS reported a significantly higher rate at 12.5%, EIS was substantially lower at 0.8%, and CDS was slightly above the district average at 6.7%.

Graduation Rate:

- In 2024, the district-wide graduation rate declined to 93% (Dashboard, 2024) from the year prior. Equity Multiplier schools experienced the most significant drop: KHS reported 76.0%, and EIS reported 68.8% (Data not reported for CDS to protect student privacy - less than 11 students).

- In 2023, the district-wide graduation rate was 95% (Dashboard, 2023). Graduation rates were lower at Equity Multiplier schools: KHS reported 79.3%, and EIS reported 91.7% (Data not reported to for CDES to protect student privacy - less than 11 students).

During the 2024-25 LCAP development process, educational partners from the school sites receiving Equity Multiplier funding identified the need for:

- Student Advocate position at KHS and EIS
- Increased substance abuse counseling
- Increased mental health services
- Increased behavioral health services

During the 2025-26 LCAP development process, educational partners from school sites receiving Equity Multiplier funding emphasized ongoing needs from the previous year, along with the following priorities:

- Increased student and parent engagement
- Expanded course offerings, including elective and college credit courses through EUHS, to address the equity gap in access to college readiness courses
- Addition of an Industrial Maintenance Career and Technical Education pathway, reflecting the interests of the student populations at these sites

The district plans to improve student academic engagement, school conditions and climate, and student college/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 Source: Aeries (Priority 5)	Daily attendance rates (Aeries, May 2024): KHS: 84.4% EIS: 98.8% CDS: 85.4%	Daily attendance rates (Aeries, May 2025): KHS: 86.2% EIS: 97.3% CDS: 91.7%		Daily attendance rates will be: KHS: 90% EIS: 100% CDS: 90%	The difference in daily attendance rates is: KHS: 1.8% increase EIS: 1.5% decline CDS: 6.3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	High School Dropout rate Source: DataQuest (Priority 5)	High school dropout rates (DataQuest, 2022-23): KHS: 0.6% EIS: 0.0% CDS: Data not reported to protect student privacy - less than 11 students	High school dropout rates (DataQuest, 2023-24): KHS: 16.0% EIS: 29.0% CDS: Data not reported to protect student privacy - less than 11 students		High school dropouts rates will be: KHS: 0% EIS: 0% CDS: Data not reported to protect student privacy - less than 11 students	The difference in high school drop out rates is: KHS: 15.4% increase EIS: 0.0% decline CDS: Data not reported to protect student privacy - less than 11 students
3.3	Graduation rate Source: Dashboard (Priority 5)	Graduation rates (Dashboard, 2023): KHS: 79.3% EIS: 91.7% CDS: Data not reported to protect student privacy - less than 11 students	Graduation rates (Dashboard, 2024): KHS: 76.0% EIS: 68.8% CDS: Data not reported to protect student privacy - less than 11 students		Graduation rates will be: KHS 85% at EIS: 96% CDS: Data not reported to protect student privacy - less than 11 students	The difference in graduation rates is: KHS: 3.3% decline EIS: 22.9% decline CDS: Data not reported to protect student privacy - less than 11 students
3.4	Suspension rate Source: Dashboard (Priority 6)	Suspension rates (Dashboard, 2023): KHS: 12.5% EIS: 0.8% CDS: 6.7%	Suspension rates (Dashboard, 2024): KHS: 4.0% EIS: 0.0% CDS: 11.5%		Suspension rates will be: KHS: 7% EIS: 0% CDS: 2%	The difference in suspension rate is: KHS: 8.5% decline EIS: 0.8% decline CDS: 4.8% increase
3.5	Well-Being Percent of students respondents who report	Students reporting social/emotional well-being (Survey, Spring 2024):	Students reporting social/emotional well-being (Survey, Spring):		Percent of student respondents who report positive	The difference in student respondents who report positive

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	positive social/emotional well-being Source: Panorama Survey (Priority 6)	KHS: 64% EIS: 51% CDS: 42%	KHS: 55% EIS: 59% CDS: 38%		social/emotional well-being will be: KHS: 73% EIS: 60% CDS: 51%	social/emotiona well-being is: KHS: 9% decline EIS: 8% increase CDS: 4% decline
3.6	Self-Efficacy Percent of student respondents who report self-efficacy Source: Panorama Survey (Priority 6)	Students reporting self-efficacy (Survey, Spring 2024): KHS: 61% EIS: 56% CDS: 30%	Students reporting self-efficacy (Survey, Spring 2025): KHS: 38% EIS: 39% CDS: 20%		Percent of student respondents who report self-efficacy will be: KHS: 73% EIS: 60% CDS: 51%	The diffrence in student respondents who report self-efficacy is: KHS: 23% decline EIS: 17% decline CDS: 10% decline
3.7	Adult Relationships Percent of student respondents who report supportive relationships with an adult at school Source: Panorama Survey (Priority 6)	Students reporting supportive adult relationships (Survey, Spring 2024): KHS: 93% EIS: 82% CDS: 57%	Students reporting supportive adult relationships (Survey, Spring 2025): KHS: 91% EIS: 85% CDS: 62%		Percent of student respondents who report supportive adult relationships will be: KHS: 100% EIS: 91% CDS: 66%	The difference in student responents who report supportive adult relationships: KHS: 2% decline EIS: 3% increase CDS: 5% increase
3.8	College/Career Indicator Percent of high school graduates who rate "Prepared" on the College/Career Indicator Source: Dashboard (Priority 4)	High school graduates who rate "prepared" for college/career (Dashboard, 2023): KHS: 3.4% EIS: 16.7% CDS: Data not reported to protect student	High school graduates who rate "prepared" for college/career (Dashboard, 2024): KHS: 8.0% EIS: 6.5%		Percent of high school graduates who rate "Prepared" on the College/Career Indicator will be: KHS: 15% EIS: 21%	The difference in high school graduates who rate "Prepared" on the College/Career Indicator is KHS: 4.6% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		privacy - less than 11 students	CDS: Data not reported to protect student privacy - less than 11 students		CDS: Data not reported to protect student privacy - less than 11 students	EIS: 10.2% decline CDS: Data not reported to protect student privacy - less than 11 students

Goal Analysis [2024-25]

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

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

All actions were implemented with fidelity and as planned.

Challenges experienced with implementation:

- Action 3.2 (Counseling Services): Student needs in the areas of drug/alcohol, mental health, and behavioral counseling exceeded the services originally funded. To meet demand, additional funding was redirected from other sources. Educational partners have also begun to raise concerns about the effectiveness of some services, particularly those related to drug and alcohol counseling.

Successes experienced with implementation:

- No significant successes were identified for this goal.

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.

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 has evaluated the effectiveness of each action, as outlined below:

Actions 3.1 (Student Advocate) and 3.2 (Counseling Services): Shown to be effective over the past year, as evidenced by Year 1 Outcomes metrics used to monitor progress:

- KHS reported an 86.2% daily attendance rate, reflecting a 1.8% increase from the previous year. CDS achieved a 91.7% rate, marking a 6.3% increase from the previous year. Although EIS did not show growth in daily attendance, it continues to maintain a rate above the district-wide average.
- KHS reported a 4.0% suspension rate, reflecting a 3.3% decline from the previous year. EIS reported a 0% suspension rate, reflecting a 0.8% decline from the previous year. Unfortunately, CDS reported an 11.5% suspension rate, reflecting a 4.8% increase in suspension rate from the previous year. In the coming year, CDS will undergo a shift in organization, support structures, and incentives to address the need.
- The College and Career Indicator (CCI) reported varying results among Equity Multiplier schools (Dashboard, 2024). KHS reported that 8.0% of all students were identified as "Prepared" for college and career, reflecting a 4.6% increase from the previous year. EIS reported that 6.5% of all students were identified as "Prepared" for college and career, reflecting a 10.2% decline from the previous year. In the coming year, increased effort will be made to address this equity gap in student college and career preparedness.

EUSD acknowledges that the 2024 high school dropout (Metric 3.2) and graduation rates (Metric 3.3) do not favorably reflect the effectiveness of these actions. However, the district attributes the decline to clerical errors related to inaccurate student exit coding in Aeries. In response, professional development and increased monitoring of data entry practices have been implemented and will continue into the upcoming school year.

Additionally, EUSD recognizes that the spring 2025 well-being survey results (Panorama) reflect a continued need for improvement. Across all three Equity Multiplier schools, student self-efficacy declined by an average of 16.7% (Metric 3.5) from the previous year, and student well-being declined by 1.7% (Metric 3.6) from the previous year. On a more positive note, the percentage of students reporting a supportive adult relationship increased by an average of 2% (Metric 3.7), with CDS showing the most significant gain. These findings highlight the importance of reassessing the implementation and effectiveness of actions funded under this goal, including services delivered by outside agencies. In response, EUSD will explore hiring an in-house social worker to provide more consistent and direct support, rather than relying solely on external providers.

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

No changes were made to LCAP Goal 3, as the overall goal and focus of the Equity Multiplier remain relevant. However, based on reflections on prior implementation, the following adjustments to metrics and actions have been made for the upcoming year:

- Metric 3.8 (College/Career Indicator): The Baseline source information was corrected to reflect as "2023 Dashboard". This change was due to an error reflected in the source from which information to set the Baseline was gathered. With the correction, this metric now aligns with the Year 1 Outcome source information.
- Action 3.1 (Student Advocate): This action has been removed from Goal 3 and integrated into Goal 2, Action 2. As a result, the Equity Multiplier will no longer fund the Student Advocate position.
- Action 3.2 (Counseling Services): This action has been reclassified as Action 3.1. In response to the intensive needs of students at KHS, EIS, and CDS, the full Equity Multiplier allocation has been dedicated to expanding counseling services for these high-need populations. The total funding for this action has increased to $208,122.00.

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	Expand access to substance abuse counseling, mental health services, and behavior skill development by subcontracting with Tulare County Office af Education (TCOE) and other outside agencies at Kaweah High School, Exeter Independent Study, and Exeter Community Day School.	$208,122.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,697,836	$791,920

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
26.181%	0.000%	$0.00	26.181%

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:** Progress Monitoring System **Need:** 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: • Metric 1.1: ELA • Metric 1.3: Math Dashboard: • Metric 1.2: Academic Indicator in ELA • 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: • EL: 8% met/exceeded and 50.7 points below standard • SED: 30% met/exceeded and 50.7 points below standard Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with: • EL: 7% met/exceeded and 114.1 points below standard • SED: 20% met/exceeded and 89.4 points below English Learner Progress Indicator (ELPI) (Dashboard, 2023): • 36.7% of EL students made progress • 34.6% maintained ELPI level • 28.7% decreased ELPI level **Scope:** 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. 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:** Supplemental Instructional Support and Materials **Need:** When comparing overall student achievement with that of unduplicated pupils, state assessment and accountability data indicate lower academic achievement among English	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	SBAC: • Metric 1.1: ELA • Metric 1.3: Math Dashboard: • 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): 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 and 50.7 points below standard • SED: 30% met/exceeded and 50.7 points below standard Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with: • EL: 7% met/exceeded and 114.1 points below standard • SED: 20% met/exceeded and 89.4 points below English Learner Progress Indicator (ELPI) (Dashboard, 2023): • 36.7% of EL students made progress • 34.6% maintained ELPI level • 28.7% decreased ELPI level **Scope:** Schoolwide	accommodate the unique academic needs of these student populations. 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 • Metric 1.8: English Learner Progress Indicator
1.3	**Action:** Professional Learning **Need:** When comparing overall student achievement with that of unduplicated pupils, state	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	SBAC: • Metric 1.1: ELA • Metric 1.3: Math 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
	assessment and accountability data indicate lower academic achievement among English learners (EL), foster youth, and socioeconomically disadvantaged students (SED): 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 and 50.7 points below standard • SED: 30% met/exceeded and 50.7 points below standard Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with: • EL: 7% met/exceeded and 114.1 points below standard • SED: 20% met/exceeded and 89.4 points below English Learner Progress Indicator (ELPI) (Dashboard, 2023): • 36.7% of EL students made progress • 34.6% maintained ELPI level • 28.7% decreased ELPI level **Scope:** LEA-wide	in refining their delivery of academic content standards and progress monitoring. 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 1.2: Academic Indicator in ELA • Metric 1.4: Academic Indicator in Math • Metric 1.8: English Learner Progress Indicator
1.4	**Action:** Library Services **Need:**	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	SBAC: • Metric 1.1: ELA • Metric 1.3: 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
	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): 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 and 50.7 points below standard • SED: 30% met/exceeded and 50.7 points below standard Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with: • EL: 7% met/exceeded and 114.1 points below standard • SED: 20% met/exceeded and 89.4 points below English Learner Progress Indicator (ELPI) (Dashboard, 2023): • 36.7% of EL students made progress • 34.6% maintained ELPI level • 28.7% decreased ELPI level **Scope:** Schoolwide	bridge this gap by enhancing students' access to educational resources, such as books, digital materials, and technology. Library services, which 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. 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.	Dashboard: • Metric 1.2: Academic Indicator in ELA • Metric 1.4: Academic Indicator in Math • Metric 1.8: English Learner Progress Indicator
1.5	**Action:** Broad Course Offering	Action 1.5 targets the disparity in broad course offering achievement indicators between	Dashboard & Additional Reports:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: State assessment and accountability data show that English learners (EL), foster youth, and socioeconomically disadvantaged students (SED) typically have lower success rates in various broad course offering indicators. College/Career Indicator (Dashboard, 2023): 44% of cohort grade 12 students rated "Prepared" for college/career readiness compared with: • EL: 16% rank "Prepared" for college/career readiness • SED: 37% rank "Prepared" for college/career readiness UC/CSU College Entrance (DataQuest, 2023): 42% of cohort grade 12 students met UC/CSU course entrance requirements compared with: • EL: 9% in grade 12 met UC/CSU college entrance course requirements • SED: 31% in grade 12 met UC/CSU college entrance course requirements 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: • EL: 0% in grade 12 met UC/CSU college entrance course requirements and career and technical education course	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 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. 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. 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 1.10: College & Career Indicator • Metric 1.13: UC/CSU College Entrance & CTE Completers College Board: • Metric 1.14: AP Exam Pass Rate DataQuest: • Metric 1.11: UC/CSU College Entrance • Metric 1.24: Seal of Biliteracy

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: 7.3% in grade 12 met UC/CSU college entrance course requirements and career and technical education course AP Exam Pass Rate (College Board, 2023): 63% of students passed one AP exam with a score of 3 or higher compared with: • SED: 56% passed one AP exam with a score of 3 or higher Seal of Biliteracy (DataQuest): 13.4% of cohort grade 12 students earned a Seal of Biliteracy compared with: • EL: 5.6% in grade 12 earned a Seal of Biliteracy • SED: 13% in grade 12 earned a Seal of Biliteracy **Scope:** LEA-wide		
1.6	**Action:** Parent Engagement **Need:** 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): ELA (SBAC & Dashboard, 2023): 37% of all	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. State assessment and accountability data reveal that unduplicated pupils in EUSD exhibit lower academic performance than the overall student	SBAC: • Metric 1.1: ELA • Metric 1.3: Math Dashboard: • Metric 1.2: Academic Indicator in ELA • 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
	students met/exceeded standards in ELA and were 34 points below standard compared with: • EL: 8% met/exceeded and 50.7 points below standard • SED: 30% met/exceeded and 50.7 points below standard Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with: • EL: 7% met/exceeded and 114.1 points below standard • SED: 20% met/exceeded and 89.4 points below English Learner Progress Indicator (ELPI) (Dashboard, 2023): • 36.7% of EL students made progress • 34.6% maintained ELPI level • 28.7% decreased ELPI level Parent Survey (CSPS, 2024) • 31% of parent/guardian respondents report their child's school promotes parental involvement • 24% of parent/guardian respondents report that their child's school actively seeks their input in making decisions **Scope:** LEA-wide	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). 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.	• Metric 1.8: English Learner Progress Indicator Survey: Metric 1.25: California School Parent Survey (CSPS)
1.7	**Action:** College and Career Counseling	Action 1.7 addresses the underachievement of unduplicated pupils in college and career preparedness indicators by focusing on two key	Dashboard & Additional Reports:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 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: College/Career Indicator (Dashboard, 2023): 44% of cohort grade 12 students rated "Prepared" for college/career readiness compared with: • EL: 16% rank "Prepared" for college/career readiness • SED: 37% rank "Prepared" for college/career readiness UC/CSU College Entrance (DataQuest, 2023): 42% of cohort grade 12 students met UC/CSU course entrance requirements compared with: • EL: 9% in grade 12 met UC/CSU college entrance course requirements • SED: 31% in grade 12 met UC/CSU college entrance course requirements 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: • EL: 0% in grade 12 met UC/CSU college entrance course requirements and career and technical education course	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 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. 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 1.10: College & Career Indicator • Metric 1.13: UC/CSU College Entrance & CTE Completers SBAC: • Metric 1.15: Early Assessment Program - ELA • Metric 1.16: Early Assessment Program - Math DataQuest: • 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: 7.3% in grade 12 met UC/CSU college entrance course requirements and career and technical education course 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: • EL: 0% demonstrated college preparedness • SED: 14.74% demonstrated college preparedness Early Assessment Program in Math (SBAC, 2022-23): 6.28% of high school seniors demonstrated college preparedness in Math according to the EAP compared with: • EL: 0% demonstrated college preparedness • SED: 4.58% demonstrated college preparedness **Scope:** Schoolwide		
1.8	**Action:** Supplemental Services for Students with Disabilities **Need:** When examining the student demographics of EUSD's SWD population, district data reveal that 74% are dually identified as	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	SBAC: • Metric 1.1: ELA • Metric 1.3: Math Dashboard: • 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 (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. 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 and 50.7 points below standard • SED: 30% met/exceeded and 50.7 points below standard Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with: • EL: 7% met/exceeded and 114.1 points below standard • SED: 20% met/exceeded and 89.4 points below English Learner Progress Indicator (ELPI) (Dashboard, 2023): • 36.7% of EL students made progress • 34.6% maintained ELPI level • 28.7% decreased ELPI level **Scope:** LEA-wide	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. 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: • 74% of SWD are also socioeconomically disadvantaged (SED). • 23% of SWD are also English learners (EL). By enhancing support for students with disabilities, EUSD simultaneously enhances support for socioeconomically disadvantaged and English learner student populations. 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.	• Metric 1.4: Academic Indicator in Math • 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
2.1	**Action:** Safety **Need:** State accountability indicators indicate that English learners (ELs), Foster Youth (FY), and socioeconomically disadvantaged students (SED) are disproportionally represented: Chronic Absenteeism (Dashboard, 2023): 23.2% overall chronic absenteeism rate compared with: • FY: 31.3% were chronically absent • SED: 26% were chronically absent Suspension (Dashboard, 2023): 6.4% overall suspension rate compared with: • EL: 7.3% were suspended at least one time • SED: 7.5% were suspended at least one time High School Dropout Rate (DataQuest, 2022-23): 2.6% overall high school dropout rate compared with: • EL: 5.3% dropped out of high school • SED: 2.8% dropped out of high school **Scope:** LEA-wide	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 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. 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.	Dashboard: • Metric 2.3: Chronic Absenteeism • Metric 2.7: Suspension Rate DataQuest: • Metric 2.5: High School Dropout Rate
2.2	**Action:** Multi-Tiered System of Support (MTSS) **Need:**	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	Dashboard: • Metric 2.3: Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	State accountability indicators indicate that English learners (ELs), Foster Youth (FY), and socioeconomically disadvantaged students (SED) are disproportionally represented: Chronic Absenteeism (Dashboard, 2023): 23.2% overall chronic absenteeism rate compared with: • FY: 31.3% were chronically absent • SED: 26% were chronically absent Suspension (Dashboard, 2023): 6.4% overall suspension rate compared with: • EL: 7.3% were suspended at least one time • SED: 7.5% were suspended at least one time High School Dropout Rate (DataQuest, 2022-23): 2.6% overall high school dropout rate compared with: • EL: 5.3% dropped out of high school • SED: 2.8% dropped out of high school **Scope:** LEA-wide	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. 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 be implemented district-wide to benefit all students, as many other students exhibited similar needs.	• Metric 2.7: Suspension Rate DataQuest: • Metric 2.5: High School Dropout Rate
2.3	**Action:** Professional Development **Need:** State accountability indicators indicate that English learners (ELs), Foster Youth (FY), and socioeconomically disadvantaged students (SED) are disproportionally represented:	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,	Dashboard: • Metric 2.3: Chronic Absenteeism • Metric 2.7: Suspension Rate DataQuest:

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
	Chronic Absenteeism (Dashboard, 2023): 23.2% overall chronic absenteeism rate compared with: • FY: 31.3% were chronically absent • SED: 26% were chronically absent Suspension (Dashboard, 2023): 6.4% overall suspension rate compared with: • EL: 7.3% were suspended at least one time • SED: 7.5% were suspended at least one time High School Dropout Rate (DataQuest, 2022-23): 2.6% overall high school dropout rate compared with: • EL: 5.3% dropped out of high school • SED: 2.8% dropped out of high school **Scope:** LEA-wide	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. 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.	• Metric 2.5: High School Dropout Rate
2.4	**Action:** Culture & Belonging **Need:** State accountability indicators indicate that English learners (ELs), Foster Youth (FY), and socioeconomically disadvantaged students (SED) are disproportionally represented: Chronic Absenteeism (Dashboard, 2023): 23.2% overall chronic absenteeism rate compared with:	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,	Dashboard: • Metric 2.3: Chronic Absenteeism • Metric 2.7: Suspension Rate DataQuest: • 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
	• FY: 31.3% were chronically absent • SED: 26% were chronically absent Suspension (Dashboard, 2023): 6.4% overall suspension rate compared with: • EL: 7.3% were suspended at least one time • SED: 7.5% were suspended at least one time High School Dropout Rate (DataQuest, 2022-23): 2.6% overall high school dropout rate compared with: • EL: 5.3% dropped out of high school • SED: 2.8% dropped out of high school **Scope:** LEA-wide	and offer enrichment opportunities that their families may not otherwise be able to provide independently. 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.	

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:** Supplemental Support for English Learners **Need:** State assessment and accountability data suggest that academic achievement among	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	SBAC: • Metric 1.1: ELA • Metric 1.3: Math Dashboard:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students who are English learners (ELs) is lower when compared to the overall student population: 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 Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with: • EL: 7% met/exceeded in math and averaged 114.1 points below standard Furthermore, assessment measures that evaluate the language acquisition progress of ELs also indicate inadequate achievement: English Learner Progress Indicator (ELPI) (Dashboard, 2023): 36.7% of EL students made progress • 34.6% maintained ELPI level • 28.7% decreased ELPI level EL reclassification rate: 6.3% (Aeries, 2022-23) **Scope:** Limited to Unduplicated Student Group(s)	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.	• Metric 1.2: Academic Indicator in ELA • Metric 1.4: Academic Indicator in Math • Metric 1.8: English Learner Progress Indicator Aeries Student Information System: 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
1.10	**Action:** Supplemental Support for Long-term English Learners **Need:** 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: 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 Math (SBAC & Dashboard, 2023): 24% of all students met/exceeded standards in Math and were 76 points below standard compared with: • EL: 7% met/exceeded in math and averaged 114.1 points below standard Furthermore, assessment measures that evaluate the language acquisition progress of ELs also indicate inadequate achievement: English Learner Progress Indicator (ELPI) (Dashboard, 2023): 36.7% of EL students made progress • 34.6% maintained ELPI level • 28.7% decreased ELPI level EL reclassification rate: 6.3% (Aeries, 2022-23)	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 augmenting the support available to this student population and increasing their opportunities for academic growth and language proficiency.	SBAC: • Metric 1.1: ELA • Metric 1.3: Math Dashboard: • Metric 1.2: Academic Indicator in ELA • Metric 1.4: Academic Indicator in Math • Metric 1.8: English Learner Progress Indicator Aeries Student Information System: Metric 1.9 - Reclassification Rate DataQuest: • Metric 1.13: Percent of "at-risk" LTELs and LTELs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Student Enrollment (DataQuest, 2023-24): • 21.5% of ELs are identified LTELs • 6.7% of ELs are identified as "at-risk" of becoming an LTELs **Scope:** Limited to Unduplicated Student Group(s)		
2.5	**Action:** Supplemental Services **Need:** State accountability indicators indicate that English learners (ELs), Foster Youth (FY), and socioeconomically disadvantaged students (SED) are disproportionally represented: Chronic Absenteeism (Dashboard, 2023): 23.2% overall chronic absenteeism rate compared with: • 31.3% of FY • 26% of SED Suspension (Dashboard, 2023): 6.4% overall suspension rate compared with: • 7.3% of EL • 7.5% of SED High School Dropout Rate (DataQuest, 2022-23): 2.6% overall high school dropout rate compared with: • 5.3% of EL • 2.8% of SED	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 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.	Dashboard: • Metric 2.3: Chronic Absenteeism • Metric 2.7: Suspension Rate DataQuest: • Metric 2.5: High School Dropout Rate

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

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

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.

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 - 1:14 Rocky Hill Elementary - 1:21 Wilson Middle School - 1:20 Exeter Union High School -1:27 Kaweah High School - 1:7 Exeter Independent Study - 1:29 Community Day School - 1:19
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Lincoln Elementary School - 1:17 Rocky Hill Elementary - 1:21 Wilson Middle School - 1:20 Exeter Union High School -1:23 Kaweah High School - 1:8 Exeter Independent Study - 1:21 Community Day School - 1:13

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	29,402,067	7,697,836	26.181%	0.000%	26.181%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,709,000.00	$1,735,122.00	$264,000.00	$645,000.00	$10,353,122.00	$8,040,000.00	$2,313,122.00

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 Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$380,000.00	$98,000.00	$356,000.00	$0.00	$0.00	$122,000.00	$478,000.00	0%
1	1.2	Supplemental Instructional Support and Materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rocky Hill Elementary School, Lincoln Elementary School, and Exeter Union High School TK-5; 9-12	Ongoing	$2,115,000.00	$361,000.00	$1,280,000.00	$725,000.00	$0.00	$471,000.00	$2,476,000.00	0%
1	1.3	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$58,000.00	$324,000.00	$382,000.00	$0.00	$0.00	$0.00	$382,000.00	0%
1	1.4	Library Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Elementary School, Rocky Hill Elementary School, Wilson	Ongoing	$332,000.00	$23,000.00	$75,000.00	$280,000.00	$0.00	$0.00	$355,000.00	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
							Middle School, and Exeter Union High School TK-12									
1	1.5	Broad Course Offering	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$729,000.00	$101,000.00	$633,000.00	$197,000.00	$0.00	$0.00	$830,000.00	0%
1	1.6	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$145,000.00	$57,000.00	$202,000.00	$0.00	$0.00	$0.00	$202,000.00	0%
1	1.7	College and Career Counseling	English Learners Foster Youth Low Income	Yes	School wide	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	Ongoing	$715,000.00	$46,000.00	$761,000.00	$0.00	$0.00	$0.00	$761,000.00	0%
1	1.8	Supplemental Services for Students with Disabilities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$137,000.00	$32,000.00	$169,000.00	$0.00	$0.00	$0.00	$169,000.00	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	Ongoing	$76,000.00	$131,000.00	$184,000.00	$0.00	$0.00	$23,000.00	$207,000.00	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
							Unified School District TK-5; 9-12									
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	$444,000.00	$0.00	$444,000.00	$0.00	$0.00	$0.00	$444,000.00	0%
1	1.11	Comprehensive School Improvement (WMS)	All Students with Disabilities Red Indicator: ELs, SWD	No			Specific Schools: Red Indicator: Wilson Middle School	2 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$230,000.00	$170,000.00	$400,000.00	$0.00	$0.00	$0.00	$400,000.00	0%
2	2.2	Multi-Tiered System of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,924,000.00	$101,000.00	$1,407,000.00	$325,000.00	$264,000.00	$29,000.00	$2,025,000.00	0%
2	2.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$32,000.00	$32,000.00	$0.00	$0.00	$0.00	$32,000.00	0%
2	2.4	Culture & Belonging	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$673,000.00	$580,000.00	$1,253,000.00	$0.00	$0.00	$0.00	$1,253,000.00	0%
2	2.5	Supplemental Services	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$82,000.00	$49,000.00	$131,000.00	$0.00	$0.00	$0.00	$131,000.00	0%
2	2.6	Comprehensive School Improvement (WMS)	All Red Indicators: EL,	No			Specific Schools:	2 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	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
			SED, SWD				CSI: Wilson Middle School									
3	**3.1**	Counseling Services	All Students with Disabilities	No			Specific Schools: Kaweah High School, Exeter Independent Study, and Exeter Community Day School 4-12	Ongoing	$0.00	$208,122.00	$0.00	$208,122.00	$0.00	$0.00	$208,122.00	0%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
29,402,067	7,697,836	26.181%	0.000%	26.181%	$7,709,000.00	0.000%	26.219 %	**Total:**	$7,709,000.00
								LEA-wide Total:	$4,834,000.00
								Limited Total:	$759,000.00
								Schoolwide Total:	$2,116,000.00

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 Foster Youth Low Income	All Schools	$356,000.00	0%
1	1.2	Supplemental Instructional Support and Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rocky Hill Elementary School, Lincoln Elementary School, and Exeter Union High School TK-5; 9-12	$1,280,000.00	0%
1	1.3	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$382,000.00	0%
1	1.4	Library Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Elementary School, Rocky Hill Elementary School, Wilson Middle School,	$75,000.00	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	$633,000.00	0%
1	1.6	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$202,000.00	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	$761,000.00	0%
1	1.8	Supplemental Services for Students with Disabilities	Yes	LEA-wide	English Learners Low Income	All Schools	$169,000.00	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	$184,000.00	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	$444,000.00	0%
2	2.1	Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400,000.00	0%
2	2.2	Multi-Tiered System of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,407,000.00	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 Foster Youth Low Income	All Schools	$32,000.00	0%
2	2.4	Culture & Belonging	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,253,000.00	0%
2	2.5	Supplemental Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$131,000.00	0%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,501,733.00	$8,642,393.00

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	$486,000.00	$477,100.00
1	**1.2**	Supplemental Instructional Support and Materials	Yes	$1,706,000.00	$1,735,140.00
1	**1.3**	Professional Learning	Yes	$489,000.00	$459,860.00
1	**1.4**	Library Services	Yes	$75,000.00	$75,000.00
1	**1.5**	Broad Course Offering	Yes	$425,000.00	$544,560.00
1	**1.6**	Parent Engagement	Yes	$148,000.00	$148,000.00
1	**1.7**	College and Career Counseling	Yes	$761,000.00	$483,000.00
1	**1.8**	Supplemental Services for Students with Disabilities	Yes	$146,000.00	$146,000.00
1	**1.9**	Supplemental Support for English Learners	Yes	$150,000.00	$200,000.00
1	**1.10**	Supplemental Support for Long-term English Learners	Yes	$444,000.00	$444,000.00
1	**1.11**	Comprehensive School Improvement (WMS)	No	$155,000.00	$135,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.1**	Safety	Yes	$330,000.00	$290,000.00
2	**2.2**	Multi-Tiered System of Support (MTSS)	Yes	$1,863,000.00	$1,863,000.00
2	**2.3**	Professional Development	Yes	$32,000.00	$22,000.00
2	**2.4**	Culture & Belonging	Yes	$943,000.00	$943,000.00
2	**2.5**	Supplemental Services	Yes	$94,000.00	$402,000.00
2	**2.6**	Comprehensive School Improvement (WMS)	No	$10,000.00	$30,000.00
3	**3.1**	Student Advocate	No	$138,000.00	$138,000.00
3	**3.2**	Counseling Services	No	$106,733.00	$106,733.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
7,042,953	$6,478,000.00	$7,043,000.00	($565,000.00)	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	$364,000.00	$404,000.00	0%	0%
1	1.2	Supplemental Instructional Support and Materials	Yes	$1,268,000.00	$1,735,140.00	0%	0%
1	1.3	Professional Learning	Yes	$489,000.00	$459,860.00	0%	0%
1	1.4	Library Services	Yes	$75,000.00	$75,000.00	0%	0%
1	1.5	Broad Course Offering	Yes	$113,000.00	$153,000.00	0%	0%
1	1.6	Parent Engagement	Yes	$148,000.00	$148,000.00	0%	0%
1	1.7	College and Career Counseling	Yes	$761,000.00	$483,000.00	0%	0%
1	1.8	Supplemental Services for Students with Disabilities	Yes	$140,000.00	$140,000.00	0%	0%
1	1.9	Supplemental Support for English Learners	Yes	$133,000.00	$200,000.00	0%	0%
1	1.10	Supplemental Support for Long-term English Learners	Yes	$406,000.00	$406,000.00	0%	0%
2	2.1	Safety	Yes	$330,000.00	$290,000.00	0%	0%
2	2.2	Multi-Tiered System of Support (MTSS)	Yes	$1,182,000.00	$1,182,000.00	0%	0%
2	2.3	Professional Development	Yes	$32,000.00	$22,000.00	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	$943,000.00	$943,000.00	0%	0%
2	**2.5**	Supplemental Services	Yes	$94,000.00	$402,000.00	0%	0%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
28,832,717	7,042,953	0.00%	24.427%	$7,043,000.00	0.000%	24.427%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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