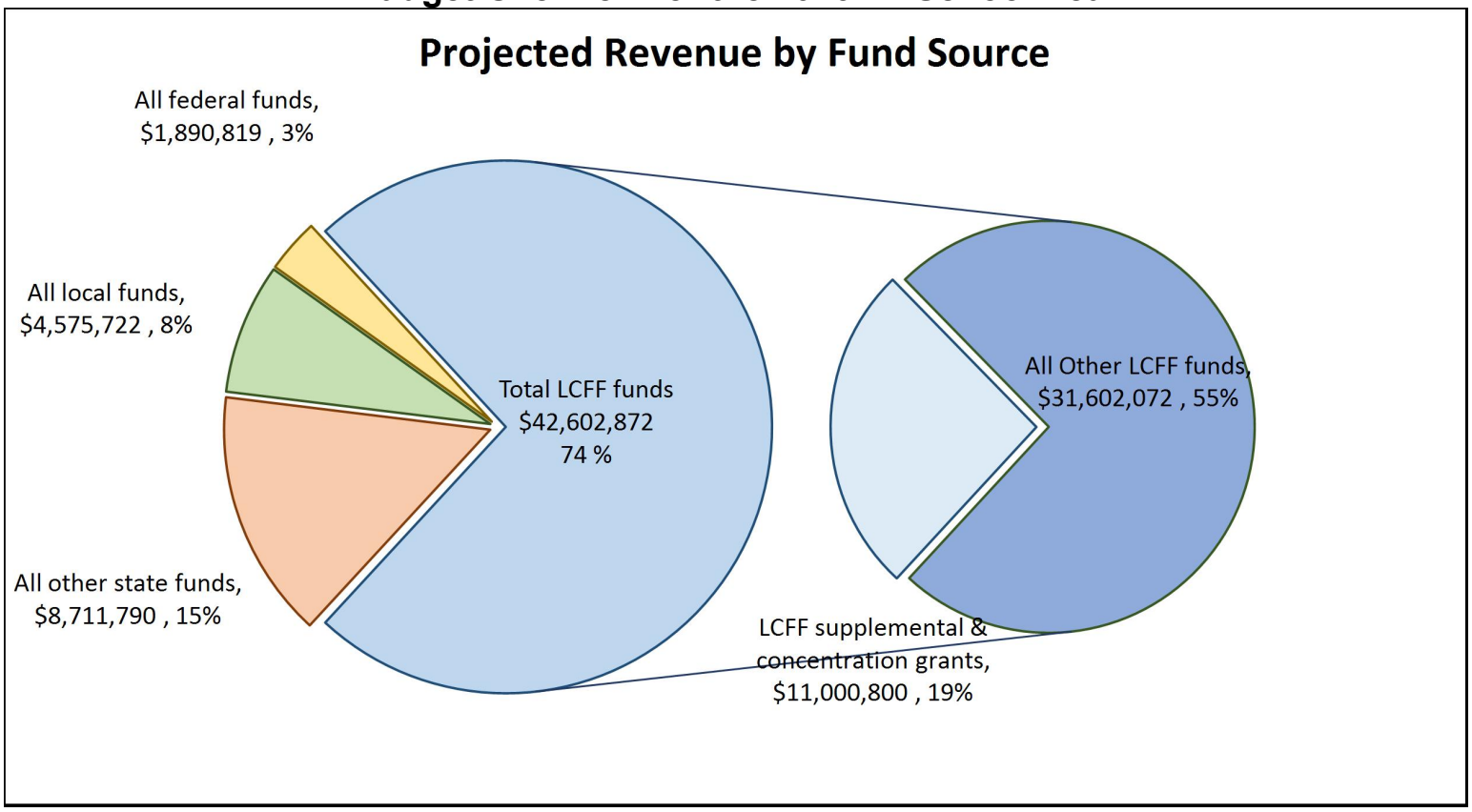
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Empire Union Elementary School District
CDS Code: 50710760000000
School Year: 2026-27
LEA contact information:
Tiffany Davenport
Assistant Superintendent of Educational Services
tdavenport@empire.k12.ca.us
(209) 521-2800 Ext. 2221

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

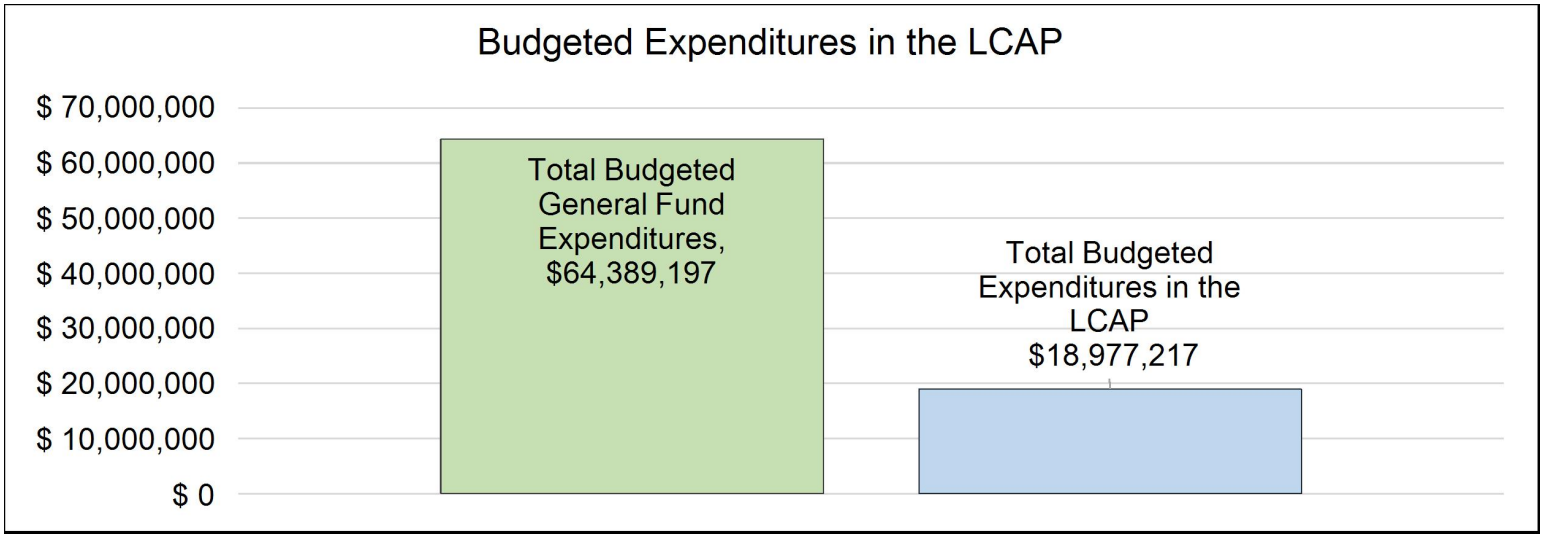


This chart shows the total general purpose revenue Empire Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Empire Union Elementary School District is $57,781,203, of which $42,602,872 is Local Control Funding Formula (LCFF), $8,711,790 is other state funds, $4,575,722 is local funds, and $1,890,819 is federal funds. Of the $42,602,872 in LCFF Funds, $11,000,800 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 Empire Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Empire Union Elementary School District plans to spend $64,389,197 for the 2026-27 school year. Of that amount, $18,977,217 is tied to actions/services in the LCAP and $45,411,980 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

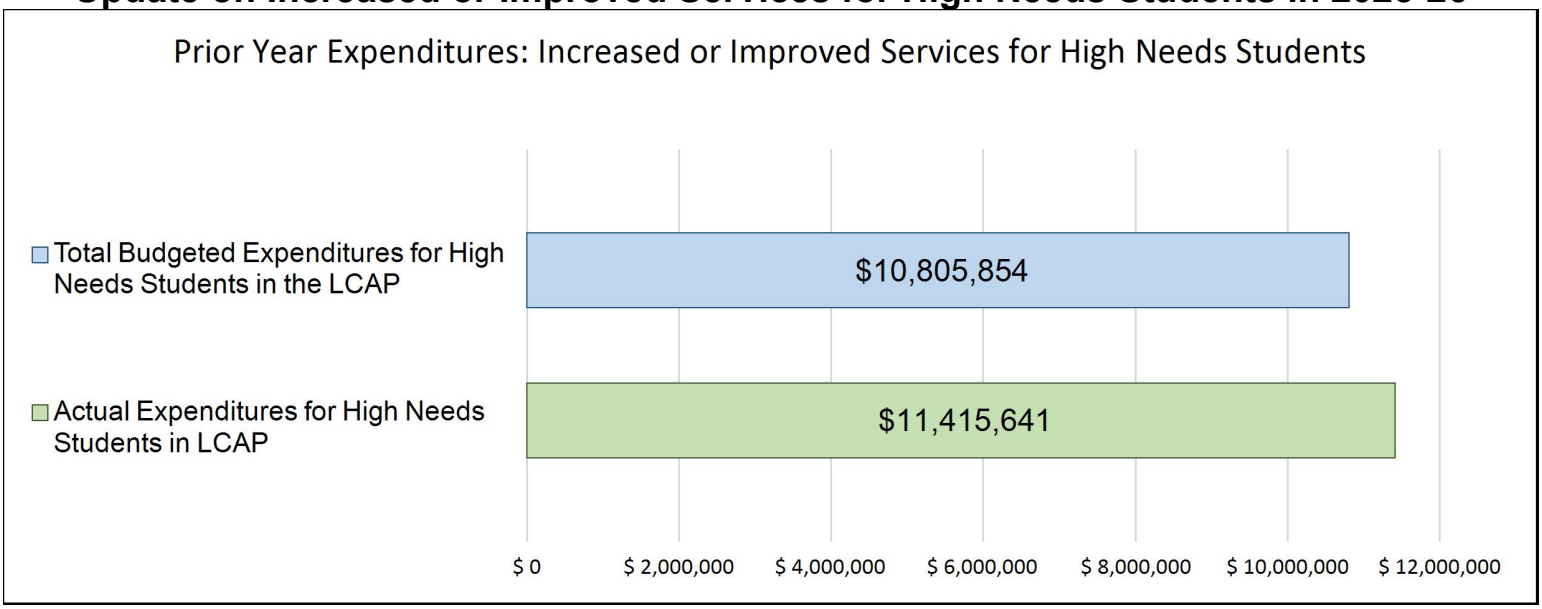
Expenditures not in the Local Control Accountability Plan (LCAP) includes expenses for the administrative and basic operating costs of providing general and special education services to the students of the Empire Union School District. Administrative and overhead costs include expenses for utlitities, insurance, administrative salaries and benefits. In addition to the administrative and overhaed costs of operating a school district, other expenses include access to basic materials and supplies, general education and special education teacher salaries, salaries for paraprofessionals, employee benefits, home-to-school transportation and facility maintenance.

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

In 2026-27, Empire Union Elementary School District is projecting it will receive $11,000,800 based on the enrollment of foster youth, English learner, and low-income students. Empire Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Empire Union Elementary School District plans to spend $14,020,072 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Empire Union Elementary School District's LCAP budgeted $10,805,854 for planned actions to increase or improve services for high needs students. Empire Union Elementary School District actually spent $11,415,641 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Empire Union Elementary School District	Tiffany Davenport Assistant Superintendent of Educational Services	tdavenport@empire.k12.ca.us (209) 521-2800 Ext. 2221

Plan Summary [2026-27]

General Information

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

The Empire Union School District serves 2,794 students in transitional kindergarten through eighth grades within the city of Modesto. EUSD continues to serve a majority of students whom are minorities and/or considered socioeconomically disadvantaged. EUSD's 2025-2026 data is as follows:

Hispanic 68.97%
American Indian 0.14%
Asian 5.58%
African American 4.19%
Pacific Islander 1.54%
White 14.71%
Multiple 3.90%
Declined to State .04%

Approximately 21.5 % are English Learners (ELs), 86 % of Empire Union School District students are classified as Socioeconomically Disadvantaged, and approximately 11.9% students are classified as Students with Disabilities (SWDs), and .03 % are Foster Youth. The district’s unduplicated student count is about 2,393 students.

The Empire Union School District has experienced a significant decline in enrollment of approximately 11.31% since 2009, and are continuing to monitor current enrollment numbers.

Special Education students are provided services within the Empire Union School District as well as from the Stanislaus County SELPA. The Empire Union School District provides speech and language therapy, resource support, and special day classes for both mild/moderate and moderate/severe handicapped students of residence. Special Education students with more specialized needs, that our district does not provide directly, are served by the Stanislaus County SELPA, and monitored individually by our District.

The Empire Union School District's vision is, "A place dedicated to each of our children, devoted to our whole community, defined by our ideals, and providing the finest elementary education in the Central Valley". Our Mission Statement is, "To provide each of our children with a rigorous academic education, a safe learning environment, and the knowledge, skills and attitudes necessary for success." The Empire Union School District recognizes that highly skilled, dedicated and caring staff are our greatest resource, and are committed to their ongoing professional development. We embrace and celebrate the diversity in our community, valuing our cultural richness, multiple perspectives, and the varied contributions we all make to advance student achievement. We have high expectations for learning for all students and staff, valuing achievement of core academic skills for all students, creating confident, effective thinkers and problem solvers, and ethical participants in society. We value the use of technology as a tool to improve and support classroom instruction and school operations. We believe that student connections to school are critical. We support these connections through access to high quality programs in the arts, athletics, and other curricular programs that create connections among students, adults and learning. We assure that all students have equal access to strong academic programs. We believe that all district facilities should be attractive, safe, secure, clean, and comfortable. We believe the district should engage in business and community partnerships.

As a district, the Empire Union School District is most fortunate to have: great students from great families, a shared commitment to provide our children with a rigorous academic education, a safe learning environment, and the knowledge, skills and attitudes necessary for success. We also possess intelligent human resources and outstanding relationships with bargaining groups, in addition to sound fiscal resources and practices.

Beginning in 2017-18, the Empire Union School District began implementing a "blended learning approach" within our district. Our conversion to a "blended learning approach" combines traditional direct interactive instruction with personalized and digital instruction. We are changing the way we instruct students in order to meet the needs of every student. We use technology to complement everything we do. Our goal is to have all teachers be highly effective and highly engaged with students to close the achievement gaps. With our 1:1 student technology device program and the blended learning initiative, school staff are joining a nationwide movement intended to transform public education through the use of technology.

In 2020-21, The Empire Union School District created a Literacy Task force which focused on the work of Dr. Douglas Fisher. The task force is developing and implementing a plan to close the reading achievement gap, and will act as a model for math and other academic areas.

All staff, as well all transitional kindergarten through eighth grade students, have a personalized technology device. The District upgraded our wireless network during the 2017-18 school year, throughout the entire district, in order to provide all students and staff with fast and reliable network access. All certificated staff has been trained to be able to implement the blended learning approach, and will receive ongoing

training and support. Our strategy to integrate technology into the classroom curriculum begins with staff development. The District has begun developing multiple platforms to provide professional development opportunities for teachers to learn on the job. This includes, but is not limited to in person and online learning. Teachers will serve as staff developers in addition.

During the 2018-19 school year, the District began using NWEA assessments which are computer adaptive and nationally normed to provide more detailed and relevant data for teachers. Then, EUSD added iReady in 2021 for ELA in grades K-2. In 2025-2026 school year, iXL was added in leu of iReady as the primary supplemental software and summative assessment platform in grades TK-8. The Empire Union School District currently uses iXL and CAASPP assessment data to evaluate the effectiveness of instructional practices inside and outside of the classroom to assist in evaluation of programs and services to determine their effectiveness.

Access to a Broad and Challenging Curriculum
Students have equitable access to rigorous, well rounded, standards aligned curriculum materials and programs, and access to and skill in applying technologies to leverage learning, assuring college and career readiness.

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Whole Child
Schools provide safe and well maintained facilities and positive learning climates that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

Closing the Achievement Gap with High Expectations for All
All levels of the organization work to improve achievement for all students and close the achievement gap for all under performing student groups.

Quality Leadership, Teaching, and Learning
Effective leadership and teaching is evident system wide with a unifying vision that equips and empowers all educational partners to provide optimal student learning opportunities and outcomes. The Empire Union School District will continue to use relevant research to inform decisions and practices within the district, resulting in increased and improved services for students. The Empire Union School District has increased our commitment to our English Learners. During the 2021-22 school year we did research essential EL instructional practices by successful school districts in California. We also improved our tracking of English Learner students to assure they are progressing and maintaining their academic success. The Empire Union School District will continue its renovation, upgrade, and maintenance of its technology infrastructure and devices to improve and increase support of student technology. Finally, the Empire Union School District will upgrade its student assessment program to provide more detailed and relevant data for teachers to use to adjust their instructional practices and focus as indicated. This is essential to the successful implementation of the District’s Blended Learning initiative.

Empire Elementary has been identified as an Equity Multiple School again for the 2026-2027 school year, due to its non-stability rate of 34.0% and having 90.9% socio-economically disadvantages students.

Reflections: Annual Performance

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

In December of 2025 the California School Dashboard was updated, releasing state and local indicator results from the 2024-2025 school year.

DISTRICT
ENGLISH LANGUAGE ARTS (SBAC)
31.6 points below the standard/increased 16.2 Points

*Red subgroups:
English Learners: 56.1 points below standard/Increased 21.1 Points
Homeless: 58.1 points below standard/Increased 23.3 Points
Long Term English Learners: 58.5 points below standard/Increased 37.3 Points
Students with Disabilities: 103 points below standard/Increased 8.5 Points

MATHEMATICS (SBAC)
73.2 points below standard/Increased 9.6 Points

*Red subgroups:
African American: 95.9 points below standard/Increased 12.2 Points
English Learners: 95 points below standard/Increased 10.7 Points
Homeless: 86.3 points below standard/Increased 10.6 Points
Long Term English Learners: 143.4 points below standard/Increased 16.9 Points

ENGLISH LEARNER PROGRESS
50.5% making progress/Maintained -1.7%
Long-Term English Learners: 69.5% making progress/Increased 14.9%

CHRONIC ABSENTEEISM
24.1% chronically absent/Declined 4.4%

*Red Subgroups:
Asian: 14.5% chronically absent/Declined 9.9%
Students with Disabilities: chronically absent 35.9%/Increase 2.8%

SUSPENSION RATE
4.2% suspended at least one day/Maintained -0.2%

*Red Subgroup:

Homeless: 2.8% suspended at least one day/Declined 2.6%
African American: 8.5% suspended at least one day/Increased 4.7%

SCIENCE (CAST)
29.7 science points/Declined 2.7 Points
Students with Disabilities 45.4 science points/Maintained -.3

STROUD ELEMENTARY
English Language Arts
52.5 points below standard/Increased 11.6 Points
English Learners: 76.6 points below standard/Increased 7.6 Points
Hispanic: 54.5 points below standard/Increased 21.9 Points
Socioeconomically Disadvantaged: 60.3 points below standard/Increased 11.6 Points

English Learner Progress
37% making progress/decllined-25.3%

Chronic Absenteeism
15.6% chronically absent/declined 3.7%
Homeless: 30.6%/Increased 4.1%
White: 23.3%/increased 1.9%

CAPISTRANO ELEMENTARY
English Language Arts23.3%
57 points below standard/Maintained -2.5 Points
English Learners: 77.2 points below standard/declined -.8 points
Students with Disbabilies 141.6 points below/declined -24 points

Mathematics
68.8 points below standard/Maintained 0.9 Points
Students with Disabilities: 155.8 points below standard/Maintained -0.5 Points

English Learner Progress Indicator
47.9% making progress/Increased 12.4%

Chronic Absenteeism
29.8% chronically absent/Increased 1.1%
White: 25.5% chronically absent/Declined 12.8%

Hispanic:30.4% chronically absent/Increased 3.6%
Homeless 42.1% chronically absent/Increased 8%
Socioeconomically Disadvantaged: 30% chronically absent/Increased 1%
Students with Disabilities: 48.6% chronically absent /Increased 15.3%

Suspension Rate
3.4% suspended at least one day/Declined 0.3%
African American: 7.4% suspended at least one day/Increased 1.2%
Hispanic: 3.3% suspended at least one day/ Maintained 0.1%
Socioeconomically Disadvantaged: 3.1% suspended at least one day/Declined 0.9%
Students with Disabilities: 5.5% suspended at least one day/Declined 1%

SIPHERD ELEMENTARY
English Language Arts
14 points below standard/Increased 13.2 Points
Students with Disabilities: 45.6 points below standard/Increased 26.7 Points

EMPIRE ELEMENTRAY
English Language Arts
67.6 points below standard/Increased 20.1 Points
English Leaners: 77.1 points below standard/Increased 19.7 Points
Hispanic: 70.6 points below standard/declined 22.2 points
Socioeconomically Disadvantaged: 67.8 points below standard/Increased 23.7 Points

Mathematics
91.5 points below standard/Increased 5.6 Points
English Language Arts: 105.4 points below standard/Increased 4.1 Points
Hispanic: 97.9 points below standard/Maintained 2.7 Points
Socioeconomically Disadvantaged: 92.5 points below standard/Increased 7.8 Points

Chronic Absenteeism
28.2% chronically absent/decrease 3.9%
Students with Disabilities: 35.3% chronically absent/maintained .4%

GLICK MIDDLE SCHOOL
English Language Arts
4.4 points below standard/Increased 29.2 Points
English Learners: 34.9 points below standard/Increased 47 Points
Long -Term English Learners: 54.9 points below grade level/increased 43.3 points
Students with Disabilities: 89 points below standard/Increased 21 Points

Mathematics
95 points below standard/Increased 13.2 Points
English Learners: 126.6 points below standard/Increased 24.1 Points
Hispanic: 97.7 points below standard/Increased 11.3 Points
Long Term English Learners: 144.7 points below standard/Increased 21.4 Points
Socioeconomically Disadvantaged: 105.5 points below standard/Increased 8 Points
Students with Disabilities: 179.7 points below standard/Maintained -1.8 Points
White:77.8 points below standard/Increased 18.9 Points

Suspension Rate
12.3% suspended at least one day/Declined 0.9%
Homeless: 8.9% suspended at least one day/Declined 8.2%

Empire Union School District met all of its local indicators on the California Dashboard including: Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study.

LOCAL DATA

iXL: Mathematics
Winter 2025-2026

All
TK = 99%
K= 77%
1st = 73%
2nd = 61%
3rd = 37%
4th = 20%
5th = 11%
6th = 11 %
7th = 8%
8th = 4%

African American
TK = 100%
K = 80%
1st = 59%

2nd = 42%
3rd = 22%
4th = 12%
5th = 19%
6th = 5%
7th = 17%
8th = 4%

English Learners
TK = N/A
K = 67%
1st = 68%
2nd = 45%
3rd = 20%
4th = 7%
5th = 1%
6th = 5%
7th= 0%
8th= 0%
*iXL Data/NWEA discontinued

iXL: Reading
Winter 2025-2026

All
TK = 98%
K = 49%
1st = 64%
2nd = 50%
3rd = 46%
4th = 34%
5th = 23%
6th = 21%
7th = 21%
8th = 21%

African American
TK = 100%
K = 47%
1st = 53%

2nd = 42%
3rd = 28%
4th = 24%
5th = 33%
6th = 21%
7th = 17%
8th = 26%

English Learners
TK = N/A
K = 34%
1st = 62%
2nd = 29%
3rd = 31%
4th = 8%
5th = 4%
6th = 9%
7th= 18%
8th= 19%
*iXL Data/NWEA discontinued

iXL: ELA
All
TK = 99%
K = 67%
1st = 69%
2nd = 49%
3rd = 36%
4th = 30%
5th = 25%
6th = 24%
7th = 19%
8th = 20%

African American
TK = 100%
K = 80%
1st = 53%
2nd = 26%

3rd = 28%
4th = 30%
5th = 33%
6th = 10%
7th = 23%
8th = 22%

English Learners
TK = N/A
K = 51%
1st = 65%
2nd = 33%
3rd = 17%
4th = 8%
5th = 5%
6th = 11%
7th = 2%
8th = 8%
*iXL Data/NWEA discontinued

CAST Interim: Science (CERS: IAB/IA CAST)
5th = 55.70%
8th = 77.78%
*CAST Interim/NWEA Discontinued

Based on the review of performance on the state indicators and local performance Empire Union School District is working towards improving student outcomes.
ELA scores for 2024-2025 indicated a 76.6% students improved their score from the prior year, indicating expectational growth.
Math scores for 2024-2025 indicated a 56.7% students improved their score from the prior year, indicating moderate growth.
Science maintained growth in scores from the 2024-2025.
Chronic Absenteeism made a 6.2% improvement, which was impart to our efforts to provide a safe and secure learning environment for our students.
EUSD's suspension rate decreased by .9%. In planning for the 2026-2027 school year, an emphasis will be placed on PBIS within a strong MTSS system.
Asian, African American, English Learners, Long-Term English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White student subgroups that need consideration around the district when planning for the 2026-2027 school year.
Each subgroup on each campus needs to be monitored for growth throughout the school year to ensure an improvement on the subsequent California Dashboard.

In December of 2024 the California School Dashboard was updated, releasing state and local indicator results from the 2023-2024 school year.

DISTRICT
ENGLISH LANGUAGE ARTS (SBAC)
47.8 points below the standard/decline of 5.4 points
*Red subgroups:
English Learners: 77.2 points below standard/declined 10.7 points
Homeless: 81/4 points below standard/declined 41.3 points
Long Term English Learners: 95.8 points below standard/maintained .1 points
Students with Disabilities: 111.5 points below standard/maintained 1.8 points

MATHEMATICS (SBAC)
82.9 points below the standard/decline of 5.3 points
*Red subgroups:
African American: 108 points below standard/maintained 1.3 points
English Learners: 105.6 points below standard/declined 12.5 points
Homeless: 96.9 points below standard/declined 23.2 points
Long Term English Learners: 160.2 points below standard/3.5 points

ENGLISH LEARNER PROGRESS
52.2% making progress/increase of 4.5%
Long-Term English Learners: 54.6% making progress/maintained 1.7%

CHRONIC ABSENTEEISM
28.5% chronically absent/decline of 13.6%
*Red Subgroups:
Asian: 24.4% chronically absent/increase 1%

SUSPENSION RATE
4.4% suspended at least one day
*Red Subgroup:
Homeless: 5.4% suspended at least one day/increased 2.6%

SCIENCE (CAST)
18.7 points below standard/increase of .6 points

STROUD ELEMENTARY
English Language Arts

64.1 points below standard/declined 22.1 points
English Learners: 84.2 points below standard/declined 15.7 points
Hispanic: 76.4 points below standard/declined 25.6 points
Socioeconomically Disadvantaged: 72 points below standard/declined 17.2 points

CAPISTRANO ELEMENTARY
English Language Arts
54.4 points below standard/3.4 points declined
English Learners: 76.4 points below standard/declined 11.7
Mathematics
69.7 points below standard/declined 8.7 points
Students with Disabilities: 155.3 points below standard/declined 6 points
English Learner Progress Indicator
35.6% making progress/declined 23.3%
Chronic Absenteeism
28.7% chronically absent
White: 38.3% chronically absent
Suspension Rate
3.6% suspended at least one day/declined 2.2%
African American: 6.3% suspended at least one day/increased .5%
Hispanic: 3.2% suspended at least one day/Increased 3%
Socioeconomically Disadvantaged: 4% suspended at least one day/increased 2.6%
Students with Disabilities: 6.5% suspended at least one day

SIPHERD ELEMENTARY
English Language Arts
27.2% points below standard/maintained .5 points
Students with Disabilities: 72.3 points below standard/declined 3.4 points

EMPIRE ELEMENTRAY
English Language Arts
87.8 points below standard/declined 10.7 points
English Leaners: 96.8 points below standard/declined 20.7 points
Hispanic: 92.9 points below standard/declined 13.8 points
Socioeconomically Disadvantaged: 91.5 points below standard/declined 11.2 points
Mathematics
97.1 points below standard/maintained -2.3 points below standard
English Language Arts: 109.5 points below standard/declined 17.1 points
Hispanic: 100.6 points below standard/declined 6.6 points
Socioeconomically Disadvantaged: 100.3 points below standard

GLICK MIDDLE SCHOOL
English Language Arts
33.6 points below grade level/declined 4.5 points
English Learners: 81.9 points below standard/declined 8.9 points
Long -Term English Learners: 98.2 points below grade level/maintained 1.2 points
Students with Disabilities: 110 points below standard/declined 6.8 points
Mathematics
108.1 points below standard/declined 9 points
English Learners: 150.8 points below standard/declined 20.7 points
Hispanic: 109 points below standard/maintained -.4 points
Long Term English Learners: 166.1 points below standard/maintained -1.1 points
Socioeconomically Disadvantaged: 113.5 points below standard/declined 10.3 points
Students with Disabilities: 178 points below standard/declined 12.8 points
White: 96.6 points below standard/declined 15 points
Suspension Rate
13.1% suspended at least one day/decline 2.5%
Homeless: 17.1% suspended at least one day/8% increase

Empire Union School District met all of its local indicators on the California Dashboard including: Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study.

LOCAL DATA

NWEA: Mathematics
All
K= N/A
1st = 54%
2nd= 51%
3rd = 35%
4th = 53%
5th = 40%
6th = 63%
7th = 55%
8th = 47%
African American
K = 0%
1st = 71%

2nd = 50%
3rd = 50%
4th = 64%
5th = 47%
6th = 40%
7th = 38%
8th = 50%
English Learners
K= N/A
1st= 54%
2nd= 57%
3rd= 42%
4th= 55%
5th= 48%
6th= 65%
7th= 53%
8th= 49%
*additional red subgroup based upon 2024 Dashboard

iReady: ELA
K= 45%
1st = 26%
2nd= 34%
Students with Disabilities
K= 27%
1st= 27%
2nd= 16%
English Learners
K= 34%
1st= 9%
2nd= 20%
*additional red subgroup based upon 2024 Dashboard
Homeless
K= 45%
1st= 25%
2nd= 34%
*additional red subgroup based upon 2024 Dashboard

NWEA: ELA
3rd = 56%

4th = 52%
5th = 44%
6th = 50%
7th = 48%
8th = 57%
Students with Disabilities
3rd = 53%
4th = 67%
5th = 47%
6th = 42%
7th = 44%
8th = 38%
English Learners
3rd= 48%
4th= 55%
5th= 44%
6th= 45%
7th= 63%
8th= 52%
*additional red subgroup based upon 2024 Dashboard

NWEA Science
5th = 197.8
8th = 208.2

Based on the review of performance on the state indicators and local performance Empire Union School District is working towards improving student outcomes.
ELA scores indicated a decline in scores from the 2022-2023: 32.71% and 2023-2024: 30.71% of students demonstrating proficiency on the SBAC.
Math scores indicated a decline in scores from the 2022-2023: 21.25% and 2023-2024: 18.78% of students demonstrating proficiency on the SBAC.
Science scored indicated marginal growth in scores from the 2022-2023: 30.18% and 2023-2024: 30.70%
Chronic Absenteeism made a 13.6% improvement, which was impart to our efforts to provide a safe and secure learning environment for our students as we fully returned from COVID. Beginning in 2022-2023 EUSD along with Stanislaus County Office of Education placed a heavy focus on student attendance as a start to overall increasing student scores because students need to be at school to learn. This focus continued throughout the 2023-2024.
EUSD's suspension rate decreased by 1%. In planning for the 2025-2026 school year, an emphasis will be placed on PBIS and working collaborative with Stanislaus County Office of Education.

African American, English Learners, Long-Term English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White student subgroups that need consideration around the district when planning for the 2025-2026 school year. Each subgroup on each campus needs to be monitored for growth throughout the school year to ensure an improvement on the subsequent California Dashboard.

LREBG funds will continue to be expended in the 25-26, 26/27, and 27-28 school years. The following goals and actions will be funded:
Goal 1- Actions 1.4, 1.6, 1.8, 1.91.11, 1.15
Goal 3- Action 3.2
Goal 4- Actions 4.2, 4.5, 4.6

In December of 2023 the California School Dashboard was updated, releasing state and local indicator results from the 2022-2023 school year.

DISTRICT
English Language Arts (SBAC)
42.4 points below standard/improved 3.8 points(2022- 46.2 below standard)
Students with Disabilities- 113.4 points below standard
Mathematics (SBAC)
77.6 points below standard/improved 5.3 points (2022- 82.9 below standard)
African American- 109.4 points below standard
English Learner Progress (ELPAC)
47.7% Making progress/increase of 6.8%
Chronic Absenteeism
42% Chronically Absent/Decline of 13%
Suspension Rate
5.4% Suspended at least 1 day/Increase of 1.7%
African American- 13.1% suspended at least one day
Students with Disabilities- 9% suspended at least one day
White- 7.4% suspended at least one day

EMPIRE ELEMENTRAY
English Language Arts (SBAC)
English Learners- 76.1 points below standard
Hispanic- 79.1 points below standard
Socioeconomically Disadvantaged- 80.3 points below standard

CAPISTRANO ELEMENTARY
English Language Arts (SBAC)

Students with Disabilities-132.4 points below standard
White- 75.8 points below standard
Mathematics (SBAC)
Students with Disabilities- 149.3 points below standard
White- 98.8 points below standard
HUGHES ELEMENTARY
Suspension Rate
Socioeconomically Disadvantaged- 3.2% suspended at least one day

SIPHERD ELEMENTARY
English Learner Progress (ELPAC)- 26.4% making progress
Chronic Absenteeism
White- 43.4% chronically absent
Suspension Rate
African American- 16.1% suspended at least one day
Socioeconomically Disadvantaged- 5.9% suspended at least one day
Students with Disabilities- 7% suspended at least one day
White- 9.5% suspended at least one day

GLICK MIDDLE SCHOOL
English Language Arts (SBAC)
English Learners- 73 points below standard
Mathematics (SBAC)
English Learners- 130 points below standard
Hispanic- 108.7 points below standard
Socioeconomically Disadvantaged- 103.2 points below standard
Suspension Rate
English Learners- 18.3% suspended at least one day
Hispanic- 16% suspended at least one day
Socioeconomically Disadvantaged- 16.6% suspended at least one day
Students with Disabilities- 23.9% suspended at least one day
White- 17.5% suspended at least one day

Empire Union School District met all of its local indicators on the California Dashboard including: Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study.

LOCAL DATA
CAST- Science
5th = 13.83% (17.71% 2021-2022)

8th = 24.14% (23.47% 2021-2022)

NWEA- ELA
K= N/A
1st = 51%
2nd = 54%
3rd = 59%
4th = 55%
5th = 51%
6th = 60%
7th = 47%
8th = 56%

NWEA- Mathematics
K= N/A
1st = 61%
2nd= 64%
3rd = 56%
4th = 67%
5th = 44%
6th = 73%
7th = 51%
8th = 46%

NWEA- Science
5th = 199.6
8th = 207.6

Based on the review of performance on the state indicators and local performance Empire Union School District is overall making an upward data trend.
ELA scores indicated marginal decline in scores from the 2021-2022 school year (47.06%). 2022-2023 reflected a 46.66% of students demonstrating proficiency on the SBAC.
Math scores indicated marginal growth in scores from the 2021-2022 school year (33.38%). 2022-2023 reflected 34.62% of students demonstrating proficiency on the SBAC.
Science scored indicated marginal growth in scores from the 2021-2022 school year for 5th grade students and a marginal decline is scores for 8th grade students.
Chronic Absenteeism made a 13% improvement, which was impart to our efforts to provide a safe and secure learning environment for our students as we fully returned from COVID. In 2023-2024 EUSD along with Stanislaus County Office of Education placed a heavy focus on student attendance as a start to overall increasing student scores because students need to be at school to learn.

EUSD's suspension rate increased in the 2022-2023 school year. In planning for the 2024-2025 school year, an emphasis will be placed on PBIS and working collaborative with Stanislaus County Office of Education.
African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White student subgroups that need consideration around the district when planning for the 2024-2025 school year. Each subgroup on each campus needs to be monitored for growth throughout the school year to ensure an improvement on the subsequent California Dashboard.

Empire Elementary has been identified as an Equity Multiple School again for the 2026-2027 school year, due to its non-stability rate of 34.0% and having 90.9% socio-economically disadvantages students.

Reflections: Technical Assistance

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

Empire Union has been working with the Stanislaus County Office of Education as their technical assistance (TA) provider, specifically through Differentiated Assistance (DA), to address critical areas of improvement. Through a needs assessment, it was determined to broaden the scope of the support and take a systems level approach.

Based on the 2025 California School Dashboard, the Empire Union School District has no new eligibility for Differentiated Assistance (DA). However, the district remains eligible for its second year of Differentiated Assistance (based on 2024 Dashboard criteria) regarding the Homeless student group in the following priority areas:

- Academic Achievement: English Language Arts (ELA) and Mathematics.
- School Climate: Suspension rates.

In partnership with the Stanislaus County Office of Education (SCOE), the district is currently engaged in improvement efforts to address these disparities. Current work underway includes integrated data support through Stanislaus STATS and behavioral support through Positive Behavioral Interventions and Support (PBIS) at the middle school.

Technical Assistance support is embedded within the metrics and Action 3.7.

Empire Union has unexpended Learning Recovery Education Block Grant (LREBG) funds. Actions 1.4, 1.6, 1.8, 1.9, 1.15, 3.2, 4.2, 4.5, and 4.6 will be funded by LREBG.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Certificated Staff	Survey- April 14, 2026 Empire Teachers Union Consultation Meeting- April 14, 2026
Classified Staff	Survey- April 14, 2026 Classified Employee Committee Meeting- April 16, 2026 Classified Staff Employee Association Meeting- May 14, 2026
Administration and Board Members	Survey- April 14, 2026
SELPA	Meeting- April 22, 2026
Student Groups	Capistrano Student Council- Empire Student Council- April 16, 2026 Hughes Student Council- February 4, 2026 Sipherd Student Council - April 16, 2026 Stroud Student Council- May 18, 2026 Glick Student Council- February 6, 2026
Parent Groups	Survey- March 20, 2026 District Advisory Committee- April 16, 2026 District English Language Acquisition Committee- April 16, 2026 Capistrano School Site Council- March 26, 2026 Capistrano English Language Acquisition Committee- March 26, 2026 Empire School Site Council- May 14, 2026

Educational Partner(s)	Process for Engagement
	*Reviewed CA Dashboard & Equity Multiplier status and gathered input Empire English Language Acquisition Committee- May 7, 2026 *Reviewed CA Dashboard & Equity Multiplier status and gathered input Hughes School Site Council- May 21, 2026 Hughes English Language Acquisition Committee- May 21, 2026 Sipherd School Site Council- May 7, 2026 Sipherd English Language Acquisition Committee- May 7, 2026 Stroud School Site Council- April 29, 2026 Stroud English Language Acquisition Committee- April 29, 2026 Glick School Site Council- May 19, 2026 Glick English Language Acquisition Committee- April 22, 2026

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

After careful review of all educational partner meeting notes and surveys specific groups emerged. They are 1) parents, 2) teachers, 3) students, 4) parents of English learners, 5) classified staff, 6) district administrators. Although there were significant similarities between the groups, there were differences in priorities as well. Following is a list of each group with their primary focus:

1) Parents
Parents emphasized the importance of maintaining existing programs and services while ensuring instruction remains engaging and meaningful for all students. Key priorities identified include reducing student screen time; expanding enrichment opportunities such as field trips and assemblies; increasing support for struggling learners; enhancing access to visual and multimedia arts; providing ongoing professional development for staff; strengthening school safety and supervision; and ensuring adequate nursing and health services.

2) Certificated Staff
Certificated staff emphasized the need for comprehensive tools and resources to effectively address identified student learning gaps across EUSD. Several high priority areas include, increased support staff, reduced class sizes, strengthened Response to Intervention (RTI) systems, dedicated time for Professional Learning Communities (PLCs), access to support staff, expanded field trip opportunities, increased access to school psychologists, targeted support for English Learners, enrichment opportunities for students, improved attendance supports, enhanced school safety and supervision, and ongoing, high-quality professional development.

3) Students

Students indicated additional professional development of school staff and faculty would be an excellent way to address site specific needs. Additionally, students stressed the importance of an increase of assemblies, field trips, celebrations, staff professional development, incentives for all student successes, visual arts, and athletics on each campus.

4) Parents of English Learners
Parents of English learners were very happy about the district continuing with English classes for Spanish speaking parents and urged the district to continue offering them. In addition, offering 21st century parent courses, reduction of technology usage, PBIS, professional development, supports for struggling learners, project based learning, and enrichment were priorities.

5) Classified Staff
Classified indicated positive school community, supplemental teachers, Response to Intervention, class size reduction, professional development, concentrated support for EL students, family engagement opportunities, facilities, school safety & supervision, student/family outreach, nursing services, and visual arts as the highest priorities.

6) District Administrators
District administrators prioritized having the resources they needed to develop, implement, and maintain assorted programs for the students. In addition, they prioritized staff/student technology, literacy/numeracy projects, Response to Intervention, instructional coaching, extended learning opportunities, PLCs, paraprofessionals, athletics, facilities, school safety & supervision, PBIS, student attendance, and professional development for all staff.

7) Empire Elementary (Equity Multiplier)
Parents emphasized the importance of strengthening supports to improve student outcomes. Key priorities included targeted professional development for staff on effective strategies for second-language acquisition, increased instructional supports for students learning English, and expanded parent education opportunities focused on both English language development and parenting skills. Families also expressed a desire for stronger connections to local community resources and a continued focus on improving overall student achievement.

The district is very pleased that it has been able to address all of these topics through the goals and actions of this LCAP. All have aspects of which have been included in this LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Close the Achievement Gap with High Expectations for all All levels of the organization work to improve student academic performance and close the achievement gap for all underperforming student groups through a shared instructional framework which guides systemic academic instruction.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

EUSD developed Goal 1 focused on closing the academic achievement gap for all students to champion student success and growth. EUSD determined it is in the best interest of students for the focal points to be on English Language Arts and Mathematics in support of closing the achievement gap with all student groups based upon state and local data.

2025 DASHBOAD TARGETS

English Language Arts
Capistrano Elementary: English Learners/Students with Disabilities

Mathematics
Capistrano Elementary: Students with Disabilities
Empire Elementary: Hispanic
Glick Middle School: Students with Disabilities

Chronic Absenteeism
District: Students with Disabilities
Capistrano Elementary: Hispanic/Homeless/Socioeconomically Disadvantaged/Students with Disabilities
Empire: Students with Disabilities

Suspension Rate
District: African American

English learner Progress
Stroud Elementary

2024 DASHBOARD TARGETS:

English Language Arts
District- Students with Disabilities, English Learners, Homeless, & LTEL
Empire Elementary- All, English Learners, Hispanic, & Socioeconomically Disadvantaged
Capistrano Elementary- Students with Disabilities & White
Sipherd- Students with Disabilities
Stroud- English Learners, Hispanic, & Socioeconomically Disadvantaged
Glick Middle School- English Learners, LTEL, & Students with Disabilities

Mathematics
District- African American, English Learners, Homeless, & LTEL
Empire Elementary- English Learners, Hispanic, & Socioeconomically Disadvantaged
Capistrano Elementary- Students with Disabilities & White
Glick Middle School- All, English Learners, Hispanic, Socioeconomically Disadvantaged, LTEL, White, & Students with Disabilities

English Learner Progress
Sipherd Elementary
Capistrano Elementary

2023 DASHBOARD TARGETS:

English Language Arts
District- Students with Disabilities
Empire Elementary- All/English Learners/Hispanic/Socioeconomically Disadvantaged
Capistrano Elementary- Students with Disabilities/White
Glick Middle School- English Learners

Mathematics
District- African American
Capistrano Elementary- Students with Disabilities/White
Glick Middle School- All/English Learners/Hispanic/Socioeconomically Disadvantaged

English Learner Progress

Sipherd Elementary

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to the standards-aligned instructional materials (School site certification)	100% of students	100% of students	100% of students	100% of students	No difference; Maintained 100%
1.2	The implementation of state board adopted academic content and performance standards for all students, including English Learners. (CDE Priority 2 Reflection Tool/1=Exploration and Research Phase and 5 =Full Implementation and Sustainability)	2023-2024 Total Score: 1-LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Average Rating: 3.5 2. LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Average Rating: 3.7	2024-2025 Total Score: 1-LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Average Rating: 3.7 2. LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks	2025-2026 Total Score: 1-LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Average Rating: 3.3 2. LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks	2026-2027 Total Score: 1-LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Average Rating: 3.8 2. LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks	1 Average Rating: decreased -0.2 2 Average Rating: maintained 0.0 3 Average Rating: decreased -0.3 4 Average Rating: decreased -0.25 5 Average Rating: increased +1.45

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3. LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing) Average Rating: 3.6 4. LEA's progress implementing each of the following academic standards adopted by the State Board of Education for all students. Average Rating: 2.9 5. During the 23-24 school year (including summer 2023), LEA's success at engaging in the following activities with teachers and school administrators. Average Rating: 2.3	identified below available in all classrooms where the subject is taught. Average Rating: 3.6 3. LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing) Average Rating: 3.7 4. LEA's progress implementing each of the following	identified below available in all classrooms where the subject is taught. Average Rating: 3.7 3. LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing) Average Rating: 3.3 4. LEA's progress implementing each of the following academic	identified below available in all classrooms where the subject is taught. Average Rating: 4.0 3. LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing) Average Rating: 3.9 4. LEA's progress implementing each of the following academic standards adopted	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			academic standards adopted by the State Board of Education for all students. Average Rating: 2.3 5. During the 24-25 school year (including summer 2024), LEA's success at engaging in the following activities with teachers and school administrators. Average Rating: 3.9	standards adopted by the State Board of Education for all students. Average Rating: 2.65 5. During the 24-25 school year (including summer 2024), LEA's success at engaging in the following activities with teachers and school administrators. Average Rating: 3.75	by the State Board of Education for all students. Average Rating: 3.1 5. During the 23-24 school year (including summer 2023), LEA's success at engaging in the following activities with teachers and school administrators. Average Rating: 2.6	
1.3	CAASPP: English Language Arts (SBAC) The percent of students that met or exceeded the standard for ELA scores for 3rd - 8th grades as measured from winter to winter administrations in English Language Arts/Literacy: ELA. (CAASPP "Data Quest")	2022-2023 All 3rd = 27.70% 4th = 30.14% 5th = 29.49% 6th = 32.60% 7th = 36.24% 8th = 40.48% Students with Disabilities 3rd= 11.76% 4th= 9.76% 5th= 0% 6th= 2.86% 7th= 12.12%	2023-2024 All 3rd = 31.04% 4th = 22.29% 5th = 28.43% 6th = 29.48% 7th = 41.22% 8th = 32.04% Students with Disabilities 3rd= 10.00% 4th= 11.12% 5th= 20.00% 6th= 2.50% 7th= 12.00%	2024-2025 All 3rd = 36.16% 4th = 26.71% 5th = 28.29% 6th = 37.93% 7th = 49.50% 8th = 47.39% Students with Disabilities 3rd= 14.58% 4th= 18.75% 5th= 10.34% 6th= 7.89% 7th= 13.16%	2025-2026 All 3rd = 37.70% 4th = 40.14% 5th = 39.49% 6th = 42.60% 7th = 46.24% 8th = 50.48% Students with Disabilities 3rd= 21.76% 4th= 19.76% 5th= 10% 6th= 12.86% 7th= 22.12%	All 3rd = +8.46% 4th = -3.43% 5th = -1.06% 6th = -3.12% 7th = +4.98% 8th = -8.44% Students with Disabilities 3rd= -1.76% 4th= +1.36% 5th= +20.00% 6th= -0.36% 7th= -0.12% 8th= +4.17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th= 0%	8th= 4.17% English Learners 3rd= 16.45% 4th= 9.09% 5th= 29.41% 6th= 12.90% 7th= 8.62% 8th= 3.51% *additional red subgroup based upon 2024 Dashboard Homeless 3rd= 20.00% 4th= 16.67% 5th= 25.94% 6th= 20.00% 7th= 20.00% 8th= N/A *additional red subgroup based upon 2024 Dashboard Long Term English Learners 3rd= N/A 4th= N/A 5th= N/A 6th= 3.45% 7th= 7.69% 8th= 0.00% *additional red subgroup based	8th= 8.70% English Learners 3rd= 11.69% 4th= 2.70% 5th= 8.57% 6th= 12.00% 7th= 19.29% 8th= 8.16% *additional red subgroup based upon 2024 Dashboard Homeless 3rd= 21.74% 4th= 15.79% 5th= 25.00% 6th= 25.00% 7th= N/A 8th= 47.82% *additional red subgroup based upon 2024 Dashboard Long Term English Learners 3rd= N/A 4th= N/A 5th= N/A 6th= 3.33% 7th= 16.67% 8th= 0.00% *additional red subgroup based	8th= 10% English Learners 3rd= 21.45% 4th= 14.09% 5th= 36.41% 6th= 17.90% 7th= 13.62% 8th= 8.51% *additional red subgroup based upon 2024 Dashboard Homeless 3rd= 25.00% 4th= 21.67% 5th= 30.94% 6th= 25.00% 7th= 25.00% 8th= N/A *additional red subgroup based upon 2024 Dashboard Long Term English Learners 3rd= N/A 4th= N/A 5th= N/A 6th= 8.45% 7th= 12.69% 8th= 5.00% *additional red subgroup based	English Learners 3rd= -4.76% 4th= -6.39% 5th= -20.84% 6th= -0.09% 7th= +10.67% 8th= +4.65% *additional red subgroup based upon 2024 Dashboard ** Year 2 compared to year 1 data. Homeless 3rd= +1.74% 4th= -0.88% 5th=-0.94% 6th= +5.00% 7th= No Comparison Data 8th= N/A *additional red subgroup based upon 2024 Dashboard ** Year 2 compared to year 1 data. Long Term English Learners 3rd= N/A 4th= N/A 5th= N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			upon 2024 Dashboard	upon 2024 Dashboard	upon 2024 Dashboard	6th= -0.12% 7th= -8.98% 8th= No Comparison Data *additional red subgroup based upon 2024 Dashboard ** Year 2 compared to year 1 data.
1.4	CAASPP: Mathematics (SBAC) The percent of students that met or exceeded the standard for Mathematics scores for 3rd - 8th grades as measured from winter to winter administrations in Mathematics (CAASPP "Data Quest")	2022-2023 All 3rd = 28.43% 4th = 27.00% 5th = 14.47% 6th = 22.91% 7th = 19.53% 8th = 15.12% African American 3rd = 26.67% 4th = 16.66% 5th = 7.14% 6th = N/A 7th = 0.00% 8th = N/A	2023-2024 All 3rd = 26.84% 4th = 23.23% 5th = 16.56% 6th = 18.91% 7th = 18.25% 8th = 8.10% African American 3rd = 31.25% 4th = 11.11% 5th = 12.50% 6th = 6.25% 7th = 30.25% 8th = 6.67% English Learners 3rd= 14.12% 4th= 16.46% 5th= 2.38% 6th= 4.62% 7th= 1.72% 8th= 0.00%	2024-2025 All 3rd = 40.00% 4th = 23.38% 5th = 16.34% 6th = 25.08% 7th = 20.20% 8th = 18.81% African American 3rd = N/A 4th = 20.00% 5th = 11.76% 6th = 18.75% 7th = 12.50% 8th = N/A English Learners 3rd= 25.93% 4th= 12.00% 5th= 5.48% 6th= 2.63% 7th= 3.33% 8th= 2.04%	2025-2026 All 3rd = 38.43% 4th = 37.00% 5th = 24.47% 6th = 32.91% 7th = 29.53% 8th = 25.12% African American 3rd = 36.67% 4th = 26.66% 5th = 17.14% 6th = N/A 7th = 10% 8th = N/A	All 3rd = +11.57% 4th = -3.62% 5th = +1.87% 6th = +2.17% 7th = +0.67% 8th = +3.69% African American 3rd = N/A 4th = +3.56% 5th = +4.62% 6th = +18.75% 7th = +12.50% 8th = N/A English Learners 3rd= +11.81% 4th= -4.46% 5th= +3.1% 6th= -1.99% 7th= +1.61% 8th= +2.04% *additional red subgroup based

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*additional red subgroup based upon 2024 Dashboard Homeless 3rd= 13.04% 4th= 12.50% 5th= 5.56% 6th= 13.33% 7th= 15.00% 8th= N/A *additional red subgroup based upon 2024 Dashboard Long Term English Learners 3rd= N/A 4th= N/A 5th= N/A 6th= 0.00% 7th= 0.00% 8th= 0.00% *additional red subgroup based upon 2024 Dashboard	*additional red subgroup based upon 2024 Dashboard Homeless 3rd= 17.24% 4th= 26.31% 5th= 17.24% 6th= 31.25% 7th= N/A 8th= 17.39% *additional red subgroup based upon 2024 Dashboard Long Term English Learners 3rd= N/A 4th= N/A 5th= N/A 6th= 0.00% 7th= 0.00% 8th= 0.00% *additional red subgroup based upon 2024 Dashboard		upon 2024 Dashboard ** Year 2 compared to year 1 data. Homeless 3rd= +4.2% 4th= +13.81% 5th= +11.68% 6th= +17.92% 7th= N/A 8th= N/A *additional red subgroup based upon 2024 Dashboard ** Year 2 compared to year 1 data. Long Term English Learners 3rd= N/A 4th= N/A 5th= N/A 6th= 0.00% 7th= 0.00% 8th= 0.00% *additional red subgroup based upon 2024 Dashboard ** Year 2 compared to year 1 data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	CAASPP: Science (CAST) The percent of students that met or exceeded the standard for CAST Science scores for 5th & 8th grades as measured from winter to winter administrations in CAST Science. (CAASPP "Data Quest")	2022-2023 5th = 13.83% 8th = 24.14%	2023-2024 5th = 14.92% 8th = 18.66%	2024-2025 5th = 17.22% 8th = 21.72%	2025-2026 5th = 23.83% 8th = 34.14%	2025-2026 5th = +3.39% 8th = -2.42%
1.6	NWEA: Mathematics The percent of students that met the student growth projection of mean RIT scores for K - 8th grades as measured from winter to winter administrations in Math. (NWEA "Student Growth Summary Report") iXL: Mathematics The percent of students that are at or above grade level for TK - 8th grades as measured on winter Flex Diagnostic math overall level. (Flex Diagnostic Results) ***Discontinued NWEA	Winter 2023-2024 All K= N/A 1st = 61% 2nd= 64% 3rd = 56% 4th = 67% 5th = 44% 6th = 73% 7th = 51% 8th = 46% African American K= N/A 1st = 63% 2nd= 100% 3rd = 50% 4th = 50% 5th = 50% 6th = 71% 7th = 100% 8th = 67%	Winter 2024-2025 All K= N/A 1st = 54% 2nd= 51% 3rd = 35% 4th = 53% 5th = 40% 6th = 63% 7th = 55% 8th = 47% African American K = N/A 1st = 71% 2nd = 50% 3rd = 50% 4th = 64% 5th = 47% 6th = 40% 7th = 38% 8th = 50% English Learners	Winter 2025-2026 All TK = 99% K= 77% 1st = 73% 2nd = 61% 3rd = 37% 4th = 20% 5th = 11% 6th = 11 % 7th = 8% 8th = 4% African American TK = 100% K = 80% 1st = 59% 2nd = 42% 3rd = 22% 4th = 12% 5th = 19% 6th = 5% 7th = 17% 8th = 4%	Winter 2026-2027 All T= 100% K= 80% 1st = 71% 2nd= 74% 3rd = 66% 4th = 77% 5th = 54% 6th = 83% 7th = 61% 8th = 56% African American TK= 100% K= 83% 1st = 73% 2nd= 100% 3rd = 60% 4th = 60% 5th = 60% 6th = 81% 7th = 100% 8th = 77%	New baseline set in 2025-2026 No comparison data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	***NEW Assessment IXL beginning in 25-26		K= N/A 1st= 54% 2nd= 57% 3rd= 42% 4th= 55% 5th= 48% 6th= 65% 7th= 53% 8th= 49% *additional red subgroup based upon 2024 Dashboard	English Learners TK = N/A K = 67% 1st = 68% 2nd = 45% 3rd = 20% 4th = 7% 5th = 1% 6th = 5% 7th= 0% 8th= 0% *iXL Data/NWEA discontinued	English Learners TK= N/A K= 70% 1st= 59% 2nd= 62% 3rd= 47% 4th= 60% 5th= 53% 6th= 70% 7th= 58% 8th= 54% *additional red subgroup based upon 2024 Dashboard	
1.7	NWEA: Science The mean RIT score as measured during the winter assessment administration for grades 5th and 8th for the Next Generation Science Standards. (NWEA "District Summary Report") CAST Interim: Science (CERS: IAB/IA CAST) ***Discontinued NWEA ***NEW Assessment Interim CAST beginning in 25-26	Winter 2023-2024 5th = 199.6 8th = 207.6	Winter 2024-2025 5th = 197.8 8th = 208.2	Winter 2025-2026 5th = 55.70% 8th = 77.78% *CAST Interim/NWEA Discontinued	Winter 2026-2027 5th = 58.7% 8th = 80.78% *New outcome based off CAST Interim Data	New baseline set in 2025-2026 No comparison data
1.8	iReady: Reading	Winter 2023-2024	Winter 2024-2025	Winter 2025-2026	Winter 2026-2027	New baseline set in 2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The percent of students that met the student growth projection scores for K - 2nd grades as measured from winter to winter administrations in Reading. (iReady "Diagnostic Results") iXL: Reading The percent of students that are at or above grade level for TK - 8th grades as measured on winter Flex Diagnostic reading level. (Flex Diagnostic Results) ***Discontinued NWEA ***NEW Assessment IXL beginning in 25-26	K= 40% 1st = 29% 2nd= 37%	K= 45% 1st = 26% 2nd= 34% Students with Disabilities K= 27% 1st= 27% 2nd= 16% English Learners K= 34% 1st= 9% 2nd= 20% *additional red subgroup based upon 2024 Dashboard Homeless K= 45% 1st= 25% 2nd= 34% *additional red subgroup based upon 2024 Dashboard	All TK = 98% K = 48% 1st = 66% 2nd = 50% 3rd = 46% 4th = 34% 5th = 23% 6th = 21% 7th = 21% 8th = 21% Students with Disabilities TK = 100% K = 35% 1st = 28% 2nd = 26% 3rd = 27% 4th = 8% 5th = 10% 6th = 6% 7th = 6% 8th = 4% English Learners TK = N/A K = 31% 1st = 61% 2nd = 27% 3rd = 31% 4th = 8% 5th = 4% 6th = 8% 7th= 2% 8th= 9%	K= 50% 1st = 39% 2nd= 47% 3rd = 49% 4th = 37% 5th = 26% 6th = 24% 7th = 24% 8th = 24% Students with Disabilities TK=100% K= 32% 1st= 32% 2nd= 21% 3rd = 30% 4th = 11% 5th = 13% 6th =96% 7th = 9% 8th = 7% English Learners K= 39% 1st= 14% 2nd= 25% 3rd = 34% 4th = 11% 5th = 7% 6th = 11% 7th= 5% 8th= 12% *additional red subgroup based	No comparison data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Homeless TK = 100% K = 83% 1st = 42% 2nd = 67% 3rd = 42% 4th = 35% 5th = 14% 6th = 22% 7th= 43% 8th= 25% *iXL Data/NWEA discontinued	upon 2024 Dashboard Homeless TK=100% K= 50% 1st= 30% 2nd= 39% 3rd = 45% 4th = 35% 5th = 17% 6th = 25% 7th= 46% 8th= 28% *additional red subgroup based upon 2024 Dashboard	
1.9	NWEA: English Language Arts. The percent of students that met the student growth projection of mean RIT scores for K - 8th grades as measured from winter to winter administrations in English Language. (NWEA "Student Growth Summary Report") iXL: English Language Arts	Winter 2023-2024 3rd = 59% 4th = 55% 5th = 51% 6th = 60% 7th = 47% 8th = 56% Students with Disabilities 3rd = 68% 4th = 35% 5th = 37% 6th = 34% 7th = 46% 8th = 18% English Learners	Winter 2024-2025 3rd = 56% 4th = 52% 5th = 44% 6th = 50% 7th = 48% 8th = 57% Students with Disabilities 3rd = 53% 4th = 67% 5th = 47% 6th = 42% 7th = 44% 8th = 38% English Learners	Winter 2025-2026 All TK = 69% K = 65% 1st = 64% 2nd = 40% 3rd = 31% 4th = 23% 5th = 23% 6th = 19% 7th = 14% 8th = 16% Students with Disabilities TK = 100% K = 47% 1st = 33%	Winter 2026-2027 All TK = 72% K = 68% 1st = 67% 2nd = 43% 3rd = 69% 4th = 65% 5th = 61% 6th = 70% 7th = 57% 8th = 66% Students with Disabilities TK = 100% K = 50% 1st = 35%	New baseline set in 2025-2026 No comparison data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The percent of students that are at or above grade level for TK - 8th grades as measured on winter Flex Diagnostic overall ELA level. (Flex Diagnostic Results) ***Discontinued NWEA ***NEW Assessment IXL beginning in 25-26	3rd= 48% 4th= 55% 5th= 44% 6th= 45% 7th= 63% 8th= 52% *additional red subgroup based upon 2024 Dashboard	3rd= 48% 4th= 55% 5th= 44% 6th= 45% 7th= 63% 8th= 52% *additional red subgroup based upon 2024 Dashboard	2nd = 9% 3rd = 19% 4th = 3% 5th = 4% 6th = 5% 7th = 0% 8th = 6% English Learners TK = N/A K = 45% 1st = 62% 2nd = 33% 3rd = 18% 4th = 7% 5th = 6% 6th = 2% 7th = 0% 8th = 9% *iXL Data/NWEA discontinued	2nd = 11% 3rd = 58% 4th =72% 5th =52% 6th = 47% 7th = 49% 8th = 41% English Learners TK = N/A K = 48% 1st = 65% 2nd = 35% 3rd= 53% 4th= 60% 5th= 49% 6th= 50% 7th= 68% 8th= 57% *additional red subgroup based upon 2024 Dashboard	
1.10	Physical Fitness Test: 5th and 7th grade students (Participation rates)	2022-2023 5th = 97% 7th = 96%	2023-2024 5th = 96.6% 7th = 96.6%	2024-2025 5th = 96.8% 7th = 98.3%	2026-2027 5th= 100% 7th= 100%	2025-2026 5th = -0.2% 7th = +2.3%
1.11	Access to Broad Course of Study, including programs for students with disabilities, English learners, socioeconomically disadvantaged, and Foster Youth	Standard Met	Standard Met	Standards Met	Standard Met	Standards Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Local Indicator Tool)					
1.12	Tier 2 student progress for Literacy (Local summative assessment- Fall to Winter growth/proficiency)	N/A	2024-2025 *baseline and target outcome will be set and monitored in 2025-2026 school year	2025-2026 1. 203/1,962= 9.66% 2. 179/203= 88% 3. 36/203= 17.7% 4. 24/203= 11.8% 5. 169/203= 78.8%	2026-2027 1. Less than 10% of students in grades K-6 receive Tier 2 services in an out of classroom setting 2. 80% of students make growth on local ELA summative assessment 3. 50% of students receiving Tier 2 services in an out of classroom setting are performing at or above grade level on local ELA summative assessment 4. 50% of students are exited from Tier 2 services in a an out of classroom setting 5. 50% of students receive Tier 2 services over 8	2025-2026 No Comparison Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					weeks in an out of classroom setting	

Goal Analysis [2025-26]

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

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

EUSD made notable progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation
Action 1.1 Technology Program effectively deployed new staff devices (230 laptops and 20 desktops).
Action 1.2 Technology Support effectively supported the roll out of new staff devices in addition to daily support for all staff.
Action 1.3 Library/Literacy Support effectively provided staffing, materials and supplies to implement small groups across multiple grade levels focused on literacy. Third grade students demonstrated gains on SBAC ELA by over 5%.
Action 1.4 Transitional Kindergarten within EUSD is thriving with the expansion of ages producing one additional classroom. Each campus offers its own TK classroom with one additional classroom added in the 25-26 school year.
Action 1.5 Class Size Reduction EUSD was able to not exceed TK- 24 students; 1-3rd grades at 25 students; 4-8th grades 34 students
Action 1.6 Curriculum Implementation was well executed because it provided all students with access to curriculum materials and supplies. Additionally, this year math manipulatives were added to all classrooms to support consistent math student outcomes.
Action 1.7 Supplemental Instructional Materials effectively were provided to all students, such as iXL Mystery Science, etc.
Action 1.8 Literacy and Numeracy Projects successfully provided paraprofessionals to support classroom with literacy and numeracy. Additionally, materials and supplies were added to all classrooms to reinforce the implementation of open ended tasks.
Action 1.9 Visual and Performing Arts effectively implemented elementary and middle school music and visual arts programs consistently.
Action 1.10 Supplemental Teachers proactively provided services to students in Tier II interventions.
Action 1.11 Common Summative and Formative Assessments were given to all students throughout TK-8th grades.
Action 1.12 School Site Technology Lead Teachers efficiently delivered support to resolve minor technology issues on each campus.
Action 1.13 Response to Intervention provided interventions to student subgroups as needed, such as small group or access to Rosetta Stone.
Action 1.14 Instructional Coaches were highly effective in supporting instructional and improving student learning.
Action 1.15 Enrichment and Expanded Learning were notably engaging students and enhancing their learning experience.

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:
Action 1.1 Technology Program: Budgeted $400,000.00; Actual $1,027,773.00. Difference of <$627,773.00> due to student device updates and migration from windows based devices to new chromebook platform.
Action 1.2 Technology Program Support: Budgeted $432,985.00; Actual $408,298.00. A nominal difference of +$24,687.00 or 5.7%.
Action 1.3 Library/Literacy Support: Budgeted $347,847.00; Actual $335,966.00. A nominal difference of +$11,881.00 or 3.4%.
Action 1.4 Transitional Kindergarten Program: Budgeted $246,332.00; Actual $288,449.00. Difference of <$42,117.00> due to long term vacancies, increased sub costs and new hires placed higher than anticipated on salary schedule.
Action 1.5 Class Size Reduction: Budgeted $1,625,447.00; Actual $1,866,582.00. Difference of <$241,135.00> due to step and column movements turned in after Adopted Budget, new hires placed higher than anticipated on salary schedule and increased sub costs for long-term sub costs.
Action 1.6 Curriculum Implementation: Budgeted $710,500.00; Actual $601,209.00. Difference of +$109,291.00 will be set aside for future costs of curriculum adoptions.
Action 1.7 Supplemental Instructional Materials: Budgeted $144,500.00; Actual $81,590.00. Difference of +$62,910.00 due to savings in instructional materials not purchased.
Action 1.8 Literacy and Numeracy Projects: Budgeted $733,903.00; Actual $912,142.00. Difference of <$178,239.00> due to increased travel costs and increased costs for materials/supplies.
Action 1.9 Visual and Performing Arts: Budgeted $694,771.00; Actual $626,466.00. Difference of +$68,305.00 due to class start up supplies
Action 1.10 Supplemental Teachers: Budgeted $856,301.00; Actual $856,443.00. A nominal variance of <$142.00> or 0.02%.
Action 1.11 Common Summative and Formative Assessment: Budgeted $64,000.00; Actual $43,367.00. Difference of +$20,633.00 due to delay in purchasing.
Action 1.12 School Site Technology Lead Teachers: Budgeted $21,362.00; Actual $16,081.00. Difference of +$5,281.00 due to unfilled positions.
Action 1.13 Response to Intervention: Budgeted $137,000.00; Actual $12,095.00. Difference of +$124,905.00 due to delay in purchasing software.
Action 1.14 Instructional Coaches: Budgeted $422,892.00; Actual $433,236.00. A nominal variance of <$10,344.00> or 2.40%.
Action 1.15 Enrichment and Expanded Learning: Budgeted $385,368.00; Actual $389,823.00. A nominal variance of <$4,455.00> or 1.10%.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

Action 1.1 Technology Program showed strong effectiveness as evidence by effectively deploying new staff devices, demonstrating that teachers and office support staff were equipped with updated devices.
Action 1.2 Technology Support effectively supported the roll out of new staff devices in addition to daily support for all staff.
Action 1.3 Library/Literacy Support effectively provided staffing, materials and supplies to implement small groups across multiple grade levels focused on literacy. Third grade students demonstrated gains on SBAC ELA by over 5%.

Action 1.4 Transitional Kindergarten within EUSD is thriving with the expansion of ages producing one additional classroom. Each campus offers its own TK classroom with one additional classroom added in the 25-26 school year. 25/26 enrollment is162 students in comparison to 2024-2025 enrollment of 142 students.
Action 1.5 Class Size Reduction showed notable evidence of effectiveness as evidence by transitional kindergarten students being 98% at grade level on the iXL winter summative assessment.
Action 1.6 Curriculum Implementation did not yield the intended results as our CAASPP Mathematics scores in grades 3-8 overall reflected a decrease in proficiency rates.
Action 1.7 Supplemental Instructional Materials showed emerging effectiveness through increased student engagement, though academic impact data is still developing.
Action 1.8 Literacy and Numeracy Projects reflect student engagement increasing, suggesting early effectiveness, academic data does reflect some growth towards our target year 3 outcomes.
Action 1.9 Visual and Performing Arts exhibited early signs of effectiveness in terms of students attendance rates, however academic outcomes are still under review.
Action 1.10 Supplemental Teachers demonstrated initial potential while academic data continues to evolve.
Action 1.11 Common Summative and Formative Assessments indicate effectiveness as it is a way to measure progress towards year 3 target outcomes. However, data suggests more data is needed to determine effectiveness.
Action 1.12 School Site Technology delivered results as all students have access to standards aligned instructional materials.
Action 1.13 Response to Intervention demonstrated initial potential while academic data continues to evolve.
Action 1.14 Instructional Coaches showed notable success as 100% of all teachers hold correct credentials for their placement and there are pockets of instructional growth.
Action 1.15 Enrichment and Expanded Learning delivered results as noted by 5th grade CAST results increased by 3.39% from our baseline.

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

Based on our analysis, there are planned adjustments for the 2024-2027 cycle.

Metric Modifications:
1.6 NWEA/iXL: Mathematics
1.7 NWEA/Interim CAST: Science
1.9 NWEA/iXL: English Language Arts.
1.8 iReady/iXL: Reading
* all of these metric modifications are due to EUSD switching assessment platforms for the 2025-2026 school year. EUSD will use iXL for English Language Arts, Reading, and Mathematics. The CAST Interim will be used for Science. NWEA as been discontinued.

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	Technology Program	Provide a district technology program including ongoing licensing, repair and replacement of student, staff, and teacher devices, the network that they operate on, and software in the district, etc.	$500,000.00	Yes
1.2	Technology Program Support	Provide Local Area Network Support Technicians to support all district technology with an emphasis on all hardware devices.	$431,353.00	Yes
1.3	Library/Literacy Support	Library media clerks to support all students, with increased time to focus on our unduplicated student groups who are less likely to have a personal library at home.	$379,371.00	Yes
1.4	Transitional Kindergarten Program	Support for TK classes to increase the effectiveness of instruction due to the needs of all young learners. This action will use $50,000 of LREBG funds. Research shows that early childhood education positively impacts student outcomes.	$480,684.00	Yes
1.5	Class Size Reduction	Providing additional classes to reduce class sizes district-wide, and better serve our unduplicated student population.	$2,141,958.00	Yes
1.6	Curriculum Implementation	Provide curriculum implementation of instructional material as determined to be necessary, and aligned to the CDE curriculum material adoption timeline. Additionally, curriculum will focus on the needs of unduplicated students. This action will use $205,000 of LREBG funds. Research indicates that use of common standards based curriculum supports instructional coherence.	$3,377,116.00	Yes
1.7	Supplemental Instructional Materials	Supplemental instructional materials implementation providing additional resources for teachers to supplement and complement core curriculum adoption materials.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Literacy and Numeracy Projects	Literacy and numeracy committees develop and implement long term plans to increase literacy and numeracy student outcomes within the EUSD district. This action will use $529,664 of LREBG funds. Extensive research indicates that strong proficiency in English and mathematics significantly influences students' performance on state assessments. For instance, a longitudinal study found that early number sense skills assessed in kindergarten and first grade effectively predicted mathematics proficiency by third grade, demonstrating high diagnostic accuracy .	$1,397,168.00	Yes
1.9	Visual and Performing Arts	Support and expand the district-wide visual and performing arts programs. This action will use $99,100 of LREBG funds. Research consistently demonstrates that visual and performing arts education significantly enhances student outcomes across academic, behavioral, and social-emotional domains.	$697,442.00	Yes
1.10	Supplemental Teachers	Supplemental teachers will support intervention and enrichment programs.	$885,415.00	Yes
1.11	Common Summative and Formative Assessment	Students will be given local benchmark assessments to monitor student progress provided by iXL at this time. The resulting student performance data will be recorded and analyzed to provide feedback for customizing student instruction, with extra attention to the data of our unduplicated student groups.	$64,000.00	Yes
1.12	School Site Technology Lead Teachers	School site technology lead teachers will provide hardware and software technical support to teachers on their campus.	$21,547.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Response to Intervention	Each school site will develop, evaluate, modify, and adjust their response to intervention (RtI) program with a focus on our unduplicated student sub-groups.	$100,000.00	Yes
1.14	Instructional Coaches	Instructional Coaches will provide support and professional development to certificated and classified staff.	$456,615.00	Yes
1.15	Enrichment and Expanded Learning	EUSD will provide enrichment and academic opportunities for students during and outside the school day, including summer school contributing to positive student outcomes. This action will use $80,000 of LREBG funds. Expanded Learning programs have been linked to significant improvements in academic performance. For instance, a review by the Wallace Foundation found that Expanded Learning Program initiatives can enhance test scores, especially when the added time is used for quality instruction and enrichment activities.	$610,355.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Equity Teachers, staff and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In our culturally diverse district, it is a priority that all students have equal access to all district resources, and that all students are treated with respect, dignity, and fairness by all staff and students alike. Over the past several LCAP cycles, this has been addressed by educational partner groups in their prioritization that all students are provided increased and/or improved services, and that no individual student group is singled out. As a result, this goal focuses on making sure that all of the district's student's needs are addressed. Subgroups of students directly addressed by actions within this goal include English language learners, socioeconomically disadvantaged, foster, homeless, and students with disabilities.

Priorities in the areas of:
- increased services offered to students
- improved materials for all students
- improved delivery of state standards through identified key practices
- increased teacher collaboration

2025 DASHBOAD TARGETS

English Language Arts
Capistrano Elementary: English Learners/Students with Disabilities

Mathematics
Capistrano Elementary: Students with Disabilities
Empire Elementary: Hispanic
Glick Middle School: Students with Disabilities

Chronic Absenteeism
District: Students with Disabilities

Capistrano Elementary: Hispanic/Homeless/Socioeconomically Disadvantaged/Students with Disabilities
Empire: Students with Disabilities

Suspension Rate
District: African American

English learner Progress
Stroud Elementary

2024 DASHBOARD TARGETS:

English Language Arts
District- Students with Disabilities/English Learner/ Homeless/Long Term English Learner
Empire Elementary- All/English Learners/Hispanic/Socioeconomically Disadvantaged
Capistrano Elementary- English Learner
Sipherd- Students with Disabilities
Stroud- English Learner/Hispanic/Socioeconomically Disadvantaged
Glick Middle School- English Learners/Long Term English Learners/Students with Disabilities

Mathematics
District- African American/English Learner/Homeless/Long Term English Learner
Empire Elementary- All/English Learners/Hispanic/Socioeconomically Disadvantaged/Long Term English Leaner/Students with Disabilities/White
Capistrano Elementary- Students with Disabilities
Glick Middle School- All/English Learners/Hispanic/Socioeconomically Disadvantaged

English Learner Progress
Capistrano- All/English Learner

2023 DASHBOARD TARGETS:

English Language Arts
District- Students with Disabilities
Empire Elementary- All/English Learners/Hispanic/Socioeconomically Disadvantaged
Capistrano Elementary- Students with Disabilities/White
Glick Middle School- English Learners

Mathematics

District- African American
Capistrano Elementary- Students with Disabilities/White
Glick Middle School- All/English Learners/Hispanic/Socioeconomically Disadvantaged

English Learner Progress
Sipherd Elementary

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Language Proficiency for Summative ELPAC (Data Quest "English Language Proficiency for Summative ELPAC" report or Dashboard)	2022-2023 11.96% Proficient	2023-2024 12.40% Proficient	2024-2025 16.28% Proficient	2025-2026 13.15%	+4.32% Proficient
2.2	At-Risk and Long-Term English Learners (LTEL) (Data Quest "At-Risk" and Long-Term English Learners (LTEL) by Grade")	2022-2023 9.6%	2023-2024 8.4%	2024-2025 8.4%	2025-2026 8.64%	-1.2%
2.3	Ever-ELs by Years as EL and Reclassification (RFEP) (Data Quest "Ever-ELs" by Years as EL and Reclassification (RFEP) Status and Grade)	2023-2024 K= 0 1= 4 2= 9 3= 11 4= 19 5= 32 6= 52 7= 47 8=57	2023-2024 K= 0 1= 6 2= 9 3= 17 4= 16 5= 36 6= 49 7= 49 8=58	2024-2025 K= 0 1= 0 2= 6 3= 11 4= 14 5= 18 6= 41 7= 48 8= 66	2025-2026 265 students	K= 0 1= -4 2= -3 3= 0 4= -5 5= -14 6= -11 7= -1 8= +9 Total -37 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Total 241 students	Total 240 students	Total 204 students		

Goal Analysis [2025-26]

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

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

Successful Implementation
Action 2.1 Bilingual Paraprofessionals and EL Coordinators: Successfully provided bilingual paraprofessionals to support second language learners with language acquisition program on each school campus.
Action 2.2 District Level Support of Parent Engagement and Student Achievement: Successfully implemented district level support of parent engagement and student achievement in collaboration with sites.
Action 2.3 Parent Education and Engagement: Effectively provided parent education and enrichment opportunities.
Action 2.4 Outdoor Education: Effectively extended the opportunity for all sixth grade students to participate in outdoor education program at no cost to families.
Action 2.5 Psychologist: Proactively provided students with access to psychologists.
Action 2.6 Middle School Elective Programs: Effectively provided middle school students with elective options throughout the course of their school day.

Non-Implemented Actions
Action 2.7 Community Based Instruction: Unable to implement functional based instruction within our community where fees where accrued. Next steps include having staff outline community based opportunities for EUSD students prior to the start of the next school year and cost associated with the activities.

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:
Action 2.1 Bilingual Paraprofessionals and EL Coordinators: Budgeted $304,067.00; Actual $286,948.00. A nominal variance of +$17,119.00 or 5.60%.
Action 2.2 District Level Support of Parent Engagement and Student Achievement: Budgeted $616,587.00; Actual $602,912.00. A nominal variance of +$13,675.00 or 2.20%
Action 2.3 Parent Education and Engagement: Budgeted $55,000.00; Actual $76,350.00. A variance of <$21,350.00> due to increased costs of parent classes.

Action 2.4 Outdoor Education: Budgeted $122,030.00; Actual $133,665.00. A variance of <$11,635.00> due to increased costs in student fees.
Action 2.5 Psychologist: Budgeted $139,889.00; Actual $140,773.00. A nominal variance of <$884.00> or 0.60%.
Action 2.6 Middle School Elective Programs; Budgeted $60,610.00; Actual $71,027.00. A variance of <$10,417.00> due to hire placed at higher step/column after Adopted Budget completed.
Action 2.7 Community Based Instruction: Budgeted $3000.00: Actual $-0-. A variance of +$3,000.00 due to funds not being used.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3: Student Equity, as demonstrated by both quantitative data and qualitative indicators.

Action 2.1 Bilingual Paraprofessionals and EL Coordinators demonstrated strong effectiveness as evidence by increased English Language Proficiency on the Summative ELPAC of 4.32%. This exceeds our target for year 3 outcome of 13.15% proficiency rate.
Action 2.2 District Level Support of Parent Engagement and Student Achievement showed emerging effectiveness as evidence by varying CAASPP student outcomes and an increase of English Language Proficiency on the Summative ELPAC of 4.32%. Additionally, 204 students maintained to be reclassified.
Action 2.3 Parent Education and Engagement showed emerging effectiveness as evidence by varying CAASPP student outcomes and an increase of English Language Proficiency on the Summative ELPAC of 4.32%. Additionally, 204 students maintained to be reclassified.
Action 2.4 Outdoor Education delivered considerable success reflected on the CAST statewide assessment with fifth grade students increased proficiency rate by 3.39% from our baseline.
Action 2.5 Psychologist demonstrated substantial impact reflected in a decrease of .2% in students suspensions.
Action 2.6 Middle School Elective Programs displayed robust performance as illustrated by a decrease of chronic absenteeism, with 6.2% growth.

Action 2.7 Community Based Instruction did not demonstrate effectiveness as it was not implemented fully. Events took place, but at no cost.

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

Based off our analysis there will be no changes to the current goal of student equity.

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	Bilingual Paraprofessionals and EL Coordinators	Provide centralized English language development bilingual paraprofessionals and EL Coordinators to support second language learner students within their language acquisition program, especially LTELs.	$405,186.00	Yes
2.2	District Level Support of Parent Engagement and Student Achievement	District level support of parent engagement and student achievement in collaboration with school sites. EUSD will actively solicit student/parent input regarding school activities and implement as possible, to improve the quality and quantity of student/parent engagement and student achievement, especially the parents of our unduplicated student groups.	$603,968.00	Yes
2.3	Parent Education and Engagement	Provide parent education and enrichment opportunities, including, but not limited to providing English classes for our English learner parents.	$88,100.00	Yes
2.4	Outdoor Education	Provide the opportunity for all students, especially our English Learners, Foster Youth, and Low Income students who may not have the resources to attend, to participate in an outdoor education program paid for by the EUSD.	$144,033.00	Yes
2.5	Psychologist	Psychologists will be employed to support low income, foster youth, English learners, and students with disabilities. Additionally, to support behavior intervention needs of all students.	$149,293.00	Yes
2.6	Middle School Elective Programs	Elective programs at the middle school will be implemented to include, but not limited to curriculum, materials and staffing.	$81,691.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Community Based Instruction	EUSD will implement functional based instruction within our community.	$3,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	School Environment, Climate, and Culture Teachers, staff and school leaders create a positive climate, safe and healthy learning environment for each student that promotes excellence throughout the district.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Empire Union School District developed Goal 3 focused on fostering a positive, safe and healthy learning environment for all students. Our priorities are improved and increased safety and culture, parent involvement, and student attendance. EUSD will address individual student needs and improve the overall learning environment for all students.

2025 DASHBOAD TARGETS

Chronic Absenteeism
District: Students with Disabilities
Capistrano Elementary: Hispanic/Homeless/Socioeconomically Disadvantaged/Students with Disabilities
Empire: Students with Disabilities

Suspension Rate
District: African American

2024 DASHBOARD TARGETS

Chronic Absenteeism
District- Asian
Capistrano- White

Suspension Rate
District- Homeless

Capistrano- All/African American/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities
Glick Middle School- All/English Learners/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/White

2023 CDASHBOARD TARGETS

Chronic Absenteeism
Siphed Elementary- White

Suspension Rate
District- African American/Students with Disabilities/White
Hughes Elementary- Socioeconomically Disadvantaged
Sipherd Elementary-All/English Learners/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/White
Glick Middle School- All/English Learners/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School facilities are maintained in good repair. (Facilities walkthrough reports)	2023-2024 4.0 (Exemplary)	2023-2024 4.0 (Exemplary)	2024-2025 4.0 (Exemplary)	2026-2027 4.0 (Exemplary)	No difference; Maintained 4.0 (Exemplary)
3.2	Parent involvement and family engagement, including parents of students with disabilities, EL students, and socioeconomically disadvantaged students. (CDE LCFF Priority #3 Parent Engagement Survey).	2023-2024 Section 1: Building relationships with school staff and families Average Score: 3.79 Section 2: Building partnerships for student outcomes Average Score: 3.70	2024-2025 Section 1: Building relationships with school staff and families Average Score: 4 Section 2: Building partnerships for student outcomes Average Score: 3.81	2025-2026 Section 1: Building relationships with school staff and families Average Score: 4 Section 2: Building partnerships for student outcomes Average Score: 4	2026-2027 Section 1: Building relationships with school staff and families Average Score: 4 Section 2: Building partnerships for student outcomes Average Score: 4	Section 1: Building relationships with school staff and families Average Score: +0.21 Section 2: Building partnerships for student outcomes Average Score: +.30

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Section 3: Seeking input for decision-making Average Score: 3.61	Section 3: Seeking input for decision-making Average Score: 3.74	Section 3: Seeking input for decision-making Average Score: 4	Section 3: Seeking input for decision-making Average Score: 4	Section 3: Seeking input for decision-making Average Score: +.39
3.3	School attendance rates. Average Days Absent (Data Quest "Absenteeism by Reason" report)	2022-2023 18.0 Average Days	2023-2024 13.2 Average Days	2024-2025 12.1 Average Days	2026-2027 16.0 Average Days *Target Met New Expected Outcome 10.0 Average Days	-5.9 Average Days
3.4	Chronic absenteeism rates. (Data Quest "Chronic Absenteeism Rate" report/Dashboard)	2022-2023 42.0%	2023-2024 28.4%	2024-2025 23.6%	2025-2026 32% *Target Met New Expected Outcome 20%	-18.9%
3.5	Middle school dropout rates. (Calpads Report 8.1c)	2022-2023 1.7%	2023-2024 1.83%	2024-2025 0%	2025-2026 0%	-1.7%
3.6	Pupil suspension rates. (Data Quest "Suspension Rate" report/Dashboard)	2022-2023 5.4%	2023-2024 4.4%	2024-2025 4.1%	2025-2026 3%	-1.3%
3.7	Pupil expulsion rates. (Data Quest "Expulsion Rate" report)	2022-2023 0.1%	2023-2024 0.0%	2024-2025 0.1%	2025-2026 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Indicators of school climate and student well being (Data Quest "CHKS Elementary Main Report"/"CHKS Secondary Main Report")	2022-2023 School Connectedness Elementary 75% Secondary 54% Staff 48.4% Feel Safe at School/School Perceived as Safe Elementary 80% Secondary 50% Staff 45.5%	2024-2025 School Connectedness Elementary 73% Secondary 53% Staff 47% Feel Safe at School/School Perceived as Safe Elementary 80% Secondary 56% Staff 41%	2025-2026 School Connectedness Elementary 65% Secondary 51% Staff 40% Feel Safe at School/School Perceived as Safe Elementary 66% Secondary 51% Staff 28%	2026-2027 School Connectedness Elementary 85% Secondary 64% Staff 58.4% Feel Safe at School/School Perceived as Safe Elementary 90% Secondary 60% Staff 55.5%	School Connectedness Elementary -10% Secondary -3% Staff -8.4% Feel Safe at School/School Perceived as Safe Elementary -14% Secondary -1% Staff -10%
3.9	Suspension rates for African American Students. (CA Dashboard)	2022-2023 13.2%	2023-2024 3.8%	2024-2025 8.7%	2025-2026 3%	-4.5%
3.10	Suspension rates for Students with Disabilities. (CA Dashboard)	2022-2023 9%	2023-2024 6.2%	2024-2025 5.0%	2025-2026 3%	-4%
3.11	Suspension rates for White Students. (CA Dashboard)	2022-2023 7.2%	2023-2024 5.3%	2024-2025 4.0%	2025-2026 3%	-3.2%
3.12	Suspension rates for Homeless Students (CA Dashboard)	Baseline set in 2024-2025 based upon 2024 CA Dashboard	2023-2024 5.4%	2024-2025 2.8%	2025-2026 3%	-2.6%
3.13	Chronic absenteeism rates for Asian Students	Baseline set in 2024-2025 based upon 2024 CA Dashboard	2023-2024 23.2%	2024-2025 14.0%	2025-2026 17.2%	-9.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Quest "Chronic Absenteeism Rate" report/Dashboard)					
3.14	Chronic absenteeism rates for Students with Disabilities (Data Quest "Chronic Absenteeism Rate" report/Dashboard)	Baseline set based upon 2025 CA Dashboard	Baseline set based upon 2025 CA Dashboard	2024-2025 35.9% *Baseline set based upon 2025 CA Dashboard	2025-2026 32.9%	Baseline set based upon 2025 CA Dashboard

Goal Analysis [2025-26]

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

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

Successful Implementation
Action 3.1 Facilities and Facilities Support: Effectively provided the best learning environment possible through maintaining facilities in excellent repair.
Action 3.2 Nursing Services: Successfully provided nursing services on each campus.
Action 3.3 Attendance Campaign: Successfully developed and implemented attendance practices to improve attendance rates.
Action 3.4 Athletics: Successfully provided athletic opportunities to students at Glick Middle School.
Action 3.5 School Safety and Supervision: Proactively provided all sites with training, facility safety inspections, and student supervision.
Action 3.6 Student and Family Social Emotional Support: Proactively implemented social emotional interventions through counseling by assuring each school site has counseling services. In addition, a Director of Student & Family Engagement will provide support for student's families.
Action 3.7 Positive Behavior Intervention and Support (PBIS) Effectively provided sites with behavior interventions and supports through District-wide Positive Behavior Intervention and Supports (PBIS) program implementation, including but not limited to SWIS behavior tracking system, student celebrations, incentives, assemblies, field trips)

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

Action 3.1 Facilities and Facilities Support: Budgeted $1,913,161.00; Actual $1,786,911.00. Variance of +$126,250.00 due to mid-year retirement and savings of new hire.
Action 3.2 Nursing Services: Budgeted $786,009.00; Actual $637,333.00. Variance of +$148,676 due to savings with independent contract - not filling all days, with substitutes.
Action 3.3 Attendance Campaign: Budgeted $10,000.00; Actual $10,173.00. A nominal variance of <$173.00> or 1.70%.
Action 3.4 Athletics: Budgeted $50,000.00; Actual $50,732.00. A nominal variance of <$732.00> or 1.40%.
Action 3.5 School Safety and Supervision: Budgeted $577,898.00; Actual $534,126.00. A variance of +$43,772.00 due to savings from turnover in staff.
Action 3.6 Student and Family Social Emotional Support: Budgeted $956,584.00; Actual $927,170.00. A nominal variance of +$28,414.00 or 2.90%.
Action 3.7 Positive Behavior Intervention and Support (PBIS): Budgeted $33,000.00; Actual $2,435.00. A variance of +$30,565.00 due to costs be covered by an outside agency/grant.

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

Based on our analysis of the metrics and outcomes, the actions implemented demonstrated varying degrees of effectiveness in achieving Goal 3, as evidenced by the quantitative data.

Action 3.1 Facilities and Facilities Support was highly effective as evidence by all sites demonstrating exemplary status on facility walkthrough reports.
Action 3.2 Nursing Services showed emerging effectiveness with improvement of student attendance rates and chronic absenteeism rates. Both areas showed a decrease. Middle School dropout rates decreased by 1.7%.
Action 3.3 Attendance Campaign showed emerging effectiveness with improvement of student attendance rates and chronic absenteeism rates. Both areas showed a decrease, meeting the target outcome. Middle School dropout rates decreased by 1.7%.
Action 3.4 Athletics showed strong effectiveness with improvement of student attendance rates and chronic absenteeism rates. Both areas showed a decrease, meeting the target outcome. Pupil suspension rates decreased by 1% drawing closer to the target outcome. Expulsion rates decreased by .1%, which met the target outcome. Middle School dropout rates decreased 1.7%.
Action 3.5 School Safety and Supervision showed strong effectiveness with improvement of student attendance rates and chronic absenteeism rates. Both areas showed a decrease, meeting the target outcome. Pupil suspension rates decreased by 1.3% drawing closer to the target outcome. Expulsion rates maintained at .1%, which met the target outcome. Middle School dropout rates decreased by 1.7%.
Action 3.6 Student and Family Social Emotional Support showed emerging effectiveness with improvement of student attendance rates and chronic absenteeism rates. Both areas showed a decrease, meeting the target outcome. Pupil suspension rates decreased by 1.3% drawing closer to the target outcome. Expulsion rates maintained at .1%, which met the target outcome.. Additionally, middle school dropout rates decreased by 1.7%.along with a decrease of school climate and student well being indicators on the CHKS.
Action 3.7 Positive Behavior Intervention and Support (PBIS) showed emerging effectiveness with improvement of student attendance rates and chronic absenteeism rates. Both areas showed a decrease, meeting the target outcome. Pupil suspension rates decreased by 1.3% drawing closer to the target outcome. Expulsion rates maintained at .1%, which met the target outcome. Additionally, middle school dropout rates decreased by 1.7%. along with a decrease of school climate and student well being indicators on the CHKS.

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

There will be no additional changes to the current goal focusing on School Environment, Climate, and Change.

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	Facilities and Facilities Support	Support the maintenance of all school facilities in excellent repair as defined in the Ed. Code., to provide the best learning environment possible.	$1,979,319.00	Yes
3.2	Nursing Services	Provide nursing services at school sites as needed to support students with specific health needs. This action will use $345,822 of LREBG funds. Research indicates school nurses are instrumental in managing chronic health conditions, which can otherwise impede academic progress and attendance.	$600,903.00	Yes
3.3	Attendance Campaign	Implement individual school sites "Attendance Campaigns" collaboratively with other school sites within the district. The district will develop and monitor practices and resources to support students. Target: Sipherd Elementary School- Chronic Absenteeism/White	$10,500.00	Yes
3.4	Athletics	Develop and support the athletic program at Glick Middle School.	$50,000.00	Yes
3.5	School Safety and Supervision	All schools will be safe, inviting, and nurturing. Training, facility safety inspections, and specific recommendations for the district to consider to best protect its students, staff, and teachers will be provided. Additionally,	$662,309.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student supervision at all school sites will be provided and increased as needed, with the intent of reducing student suspensions and expulsions.		
3.6	Student and Family Social Emotional Support	Students will receive social emotional interventions through counseling by assuring each school site has counseling services. In addition, a Director of Student & Family Engagement will provide support for student's families with any needs that may affect student academic performance.	$935,905.00	Yes
3.7	Positive Behavior Intervention and Support (PBIS)	Students will receive behavior interventions and supports through District-wide Positive Behavior Intervention and Supports (PBIS) program implementation, including but not limited to SWIS behavior tracking system, student celebrations, incentives, assemblies, field trips, other events designed with our unduplicated student groups in mind. Technical Assistance, through Differentiated Assistance, is embedded within this action.	$36,649.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Targeted and focused Professional Development Classified staff, certificated, and administrative staff will participate in professional development trainings that will assist in preparing our students for college, career and lifelong readiness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

All certificated and classified personnel within Empire Union School District, regardless of job description, must be constantly trained and provided with learning opportunities to best serve the students within EUSD. This goal ensures that resources necessary for that training and professional development are available and prioritized.

2025 DASHBOAD TARGETS

English Language Arts
Capistrano Elementary: English Learners/Students with Disabilities

Mathematics
Capistrano Elementary: Students with Disabilities
Empire Elementary: Hispanic
Glick Middle School: Students with Disabilities

Chronic Absenteeism
District: Students with Disabilities
Capistrano Elementary: Hispanic/Homeless/Socioeconomically Disadvantaged/Students with Disabilities
Empire: Students with Disabilities

Suspension Rate
District: African American

English learner Progress

Stroud Elementary

2024 DASHBOARD TARGETS

English Language Arts
District- Students with Disabilities/English Learner/ Homeless/Long Term English Learner
Empire Elementary- All/English Learners/Hispanic/Socioeconomically Disadvantaged
Capistrano Elementary- English Learner
Sipherd- Students with Disabilities
Stroud- English Learner/Hispanic/Socioeconomically Disadvantaged
Glick Middle School- English Learners/Long Term English Learners/Students with Disabilities

Mathematics
District- African American/English Learner/Homeless/Long Term English Learner
Empire Elementary- All/English Learners/Hispanic/Socioeconomically Disadvantaged/Long Term English Leaner/Students with Disabilities/White
Capistrano Elementary- Students with Disabilities
Glick Middle School- All/English Learners/Hispanic/Socioeconomically Disadvantaged

English Learner Progress
Capistrano- All/English Learner

Chronic Absenteeism
District- Asian
Capistrano- White

Suspension Rate
District- Homeless
Capistrano- All/African American/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities
Glick Middle School- All/English Learners/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/White

2023 DASHBOARD TARGETS

English Language Arts
District- Students with Disabilities
Empire Elementary- All/English Learners/Hispanic/Socioeconomically Disadvantaged

Capistrano Elementary- Students with Disabilities/White
Glick Middle School- English Learners

Mathematics
District- African American
Capistrano Elementary- Students with Disabilities/White
Glick Middle School- All/English Learners/Hispanic/Socioeconomically Disadvantaged

English Learner Progress
Sipherd Elementary

Chronic Absenteeism
Siphed Elementary- White

Suspension Rate
District- African American/Students with Disabilities/White
Hughes Elementary- Socioeconomically Disadvantaged
Sipherd Elementary-All/English Learners/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/White
Glick Middle School- All/English Learners/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teachers in the LEA are appropriately assigned and credentialed (District certification)	2023-2024 100%	2024-2025 100%	2025-2026 100%	2026-2027 100%	0%
4.2	School Supports for Staff and Students (Data Quest "CHKS School Staff Main Report")	2022-2023 School Supports for Students: Student Learning Environment 49% Strongly Agree School Supports for Staff: Uses objective	2024-2025 School Supports for Students: Student Learning Environment 43% Strongly Agree	2025-2026 School Supports for Students: Student Learning Environment 28% Strongly Agree	2026-2027 School Supports for Students: Student Learning Environment 59% Strongly Agree	School Supports for Students: Student Learning Environment -21% Strongly Agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		data for school improvement decisions 41% Strongly Agree School Connectedness Staff 48.4% Strongly Agree Feel Safe at School/School Perceived as Safe Staff 45.5% Strongly Agree	School Supports for Staff: Uses objective data for school improvement decisions 34% Strongly Agree School Connectedness Staff 47% Strongly Agree Feel Safe at School/School Perceived as Safe Staff 41% Strongly Agree Student Meaningful Participation: Equal Opportunity for Classroom Participation 44% Strongly Agree *Baseline set in 2024-2025 Student Meaningful Participation: High	School Supports for Staff: Uses objective data for school improvement decisions 25% Strongly Agree School Connectedness Staff 36% Strongly Agree Feel Safe at School/School Perceived as Safe Staff 44% Strongly Agree Student Meaningful Participation: Equal Opportunity for Classroom Participation 42% Strongly Agree Student Meaningful Participation: High Expectations-Adults in School 81% Strongly Agree	School Supports for Staff: Uses objective data for school improvement decisions 51% Strongly Agree School Connectedness Staff 58.4% Strongly Agree Feel Safe at School/School Perceived as Safe Staff 55.5% Strongly Agree Student Meaningful Participation: Equal Opportunity for Classroom Participation 49% Strongly Agree Student Meaningful Participation: High Expectations-Adults in School	School Supports for Staff: Uses objective data for school improvement decisions -25% Strongly Agree School Connectedness Staff -12.4% Strongly Agree Feel Safe at School/School Perceived as Safe Staff -1.5% Strongly Agree Student Meaningful Participation: Equal Opportunity for Classroom Participation -2% Strongly Agree Student Meaningful Participation: High Expectations-Adults in School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Expectations-Adults in School 51% Strongly Agree *Baseline set in 2024-2025		56% Strongly Agree	+30% Strongly Agree

Goal Analysis [2025-26]

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

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

Successful Implementation
Action 4.1 Beginning Teacher Support and Assessment: Successfully provided beginning teacher and induction support to all teachers eligible.
Action 4.2 Administrator Professional Development: Efficiently provided administrators with professional development through the course of the 2025/2026 school year, including monthly collaborations with district administration and mentors through West ED.
Action 4.4 Professional Development Day: Effectively administered all certificated staff with professional development before the first day of school focused on closing the achievement gap.
Action 4.5 Certificated Professional Development: Proactively provided certificated staff with professional development centered around closing the achievement gap and addressing social-emotional learning.
Action 4.6 Classified Staff Professional Development: Proactively provided classified staff with professional development centered around classroom supports, such as social-emotional learning.

Non-Implemented Actions
4.3 Peer Assistance Review: Implementation of the program was not possible because no teachers participated.

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:
Action 4.1 Beginning Teacher Support and Assessment: Budgeted $111,507.00; Actual $100,781.00. A variance of +$10,726.00 due to decreased number of teachers requiring BTSA support.
Action 4.2 Administrator Professional Development: Budgeted $101,111.00; Actual $120,386.00. A variance of <$19,275.00> due to new

principal requiring Admin Credential support and trainings.
Action 4.3 Peer Assistance Review: Budgeted $37,029.00; Actual $6,408.00. A variance of +$30,621.00 because no teachers were referred to the PAR panel for support.
Action: 4.4 Professional Development Day: Budgeted $358,706.00; Actual $358,706.00. No variance to report.
Action 4.5 Certificated Professional Development: Budgeted $114,428.00; Actual $55,693.00. A variance of +$58,735.00, due to less teachers requiring trainings outside of classroom and less substitutes required.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 4, as reflected in quantitative data.

Action 4.1 Beginning Teacher Support and Assessment showed emerging effectiveness through the maintained rate of 100% of teachers are appropriately assigned and a slight decline of all four areas monitored on the California Healthy Kids Survey.
Action 4.2 Administrator Professional Development did not achieve desired outcomes with the four areas monitored on the California Health Kids Survey decreasing from the baseline.
Action 4.3 Peer Assistance Review did not achieve desired outcomes because the program was not implemented due to no teachers participating. This is a program EUSD will continue to keep in place as an option for supporting veteran teachers. Administrators will communicate with staff regarding the option for instructional support.
Action 4.4 Professional Development Day did not achieve desired outcomes with the four areas monitored on the California Health Kids Survey decreasing from the baseline. Adversely, EUSD's CAASPP results increased in ELA and Mathematics overall from the baseline. The CAST delivered results as noted by 5th grade CAST results increased by 3.39% from our baseline.
Action 4.5 Certificated Professional Development did not achieve desired outcomes with the four areas monitored on the California Health Kids Survey decreasing from the baseline. Adversely, EUSD's CAASPP results increased in ELA and Mathematics overall from the baseline. The CAST results indicated growth with 5th grade students and a decrease with 8th grade students from the baseline. Regarding second language learners, EUSD's ELPI increased by 4.32% from baseline, identified LTEL students maintained 8.4% from the baseline nearly hitting the desired target outcome and RFEP decreased with 204 students.
Action 4.6 Classified Staff Professional Development did not achieve desired outcomes with the four areas monitored on the California Health Kids Survey decreasing from the baseline. Adversely, EUSD's CAASPP results increased in ELA and Mathematics overall from the baseline. The CAST results indicated growth with 5th grade students and a decrease with 8th grade students from the baseline.

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

There will be no additional changes to current goal focusing on professional development for certificated and classified staffing.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Beginning Teacher Support and Assessment	Support new teachers in the district that qualify will receive targeted professional support through the Stanislaus County Office of Education's BTSA program. This will increase the instructional effectiveness, especially with unduplicated pupils.	$153,724.00	Yes
4.2	Administrator Professional Development	The district will support administrator's professional growth and development through access to statewide resources to strengthen their work within the district. This action will use $245,000 of LREBG funds. Research consistently demonstrates that professional development for school administrators—particularly principals—plays a crucial role in enhancing student outcomes. Effective leadership development equips administrators with the skills necessary to foster positive school climates, support teacher effectiveness, and drive academic achievement.	$344,038.00	Yes
4.3	Peer Assistance Review	Support will be provided to teachers through the PAR (Peer Assistance Review) program operated collaboratively between the EUSD and the Empire Teacher's Association with an instructional focus targeted on our unduplicated pupils.	$38,200.00	Yes
4.4	Professional Development Day	Non-student contact work days for certificated staff will be provided for teachers to receive professional development.	$358,706.00	Yes
4.5	Certificated Professional Development	Opportunities of support for certificated staff on, but not limited to, direct interactive instruction, blended learning, core content, curriculum, lesson planning, EL/LTEL strategies, and other district initiatives because this type of instructional practice is especially effective for our unduplicated student groups.	$93,264.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will use $31,000 of LREBG funds. Research overwhelmingly supports the importance of teacher professional development (PD) in improving student outcomes, particularly when that development is sustained, collaborative, and focused on instructional practices.		
4.6	Classified Staff Professional Development	Professional development that results in improved job performance to directly and indirectly best serve the students of EUSD will be provided for all classified staff. This action will use $10,000 of LREBG funds. Research underscores the significant role that classified staff professional development plays in enhancing student outcomes. Classified staff—including paraeducators, administrative assistants, custodians, food service workers, IT personnel, and library aides—are integral to the educational environment. When equipped with targeted training, these professionals can profoundly influence student success.	$152,819.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	All students, particularly English Learners, Hispanic, and Socioeconomically Disadvantaged at Empire Elementary will demonstrate growth towards meeting or exceeding the standards in English Language Arts and Mathematics as measured by CAASPP and local summative assessment results in an effort to improve the outcomes for students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Empire Elementary is Empire Union School District's identified Equity Multiple school site.
Empire Elementary's 2025 CA Dashboard indicated a need for growth in English Language Arts and Mathematics, specifically supporting English Learners, Hispanic, and Socioeconomically Disadvantaged students. Additionally, a need for growth in Chronic Absenteeism.
Empire Elementary' s 2024 CA Dashboard indicated a need for growth on English Language Arts and Mathematics, specifically supporting English Learners, Hispanic, and Socioeconomically Disadvantaged students.
Empire Elementary' s 2023 CA Dashboard indicated a need for growth on English Language Arts, specifically supporting English Learners, Hispanic, and Socioeconomically Disadvantaged students.

Empire Elementary' s educational partners repeated this need adding a need for instructional support with English Language Arts in conjunction with English Language Development. Providing additional targeted supports outlined in this goal will improve ELA performance as measured by CAASPP and local summative assessment results in an effort to improve the outcomes for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP: English Language Arts (SBAC) (All, English Learners, Hispanic, and Socioeconomically Disadvantaged).	2022-2023 ALL 3rd = 19.33% 4th = 12.07% 5th = 17.74% 6th = 22.81%	2023-2024 ALL 3rd = 4.00 % 4th = 13.79 % 5th = 23.08% 6th = 23.72%	2024-2025 ALL 3rd = 30.00% 4th = 22.45% 5th = 16.07% 6th = 31.34%	2025-2026 ALL 3rd = 29.33% 4th = 22.07% 5th = 27.74% 6th = 37.81%	ALL 3rd = +10.67% 4th = +10.38% 5th = -1.67% 6th = +8.53%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The percent of students that met or exceeded the standard for ELA scores for 3rd - 6th grades as measured from winter to winter administrations in English Language Arts/Literacy: ELA. (CAASPP "Data Quest")	ENGLISH LEARNERS 3rd = 24.00% 4th = 0.00% 5th = 0.00% 6th = 9.52% HISPANIC 3rd = 23.81% 4th = 10.42% 5th = 10.00% 6th = 25.00% SOCIOECONOMICALLY DISADVANTAGED 3rd = 15.91% 4th = 9.61% 5th = 16.67% 6th = 22.64%	ENGLISH LEARNERS 3rd = 3.70% 4th = 0.00% 5th = 3.45% 6th = 17.65% HISPANIC 3rd = 5.00% 4th = 12.50% 5th = 21.67% 6th = 22.92% SOCIOECONOMICALLY DISADVANTAGED 3rd = 4.44% 4th = 12.00% 5th = 22.81% 6th = 23.08%	ENGLISH LEARNERS 3rd = 5.00% 4th = 4.55% 5th = 10.00% 6th = 4.00% HISPANIC 3rd = 30.95% 4th = 18.60% 5th = 16.33% 6th = 28.57% SOCIOECONOMICALLY DISADVANTAGED 3rd = 34.09% 4th = 21.95% 5th = 16.67% 6th = 32.20%	ENGLISH LEARNERS 3rd = 34% 4th = 10% 5th = 10% 6th = 19.52% HISPANIC 3rd = 33.81% 4th = 20.42% 5th = 20% 6th = 35% SOCIOECONOMICALLY DISADVANTAGED 3rd = 25.91% 4th = 19.61% 5th = 26.67% 6th = 32.64%	ENGLISH LEARNERS 3rd = -19.00% 4th = +4.55% 5th = +10.00% 6th = -5.52% HISPANIC 3rd = +7.14% 4th = +8.18% 5th = +6.33% 6th = +3.57% SOCIOECONOMICALLY DISADVANTAGED 3rd = +18.18% 4th = +13.34% 5th = 0.00% 6th = +9.56%
5.2	iReady: Reading (All, English Learners, Hispanic, and Socioeconomically Disadvantaged). The percent of students that met the student growth projection scores for K - 2nd grades as measured from winter to winter administrations in Reading. (iReady "Diagnostic Results")	Winter 2023-2024 ALL K= 36% 1st = 8% 2nd= 34% ENGLISH LEARNERS K= 34% 1st = 0% 2nd= 21% HISPANIC K= 35% 1st = 10%	Winter 2024-2025 ALL K= 18% 1st = 11% 2nd= 4% ENGLISH LEARNERS K= 9% 1st = 7% 2nd= 0% HISPANIC K= 6%	Winter 2025-2026 ALL TK = 100% K = 49% 1st = 31% 2nd = 46% 3rd = 35% 4th = 27% 5th = 8% 6th = 18% ENGLISH LEARNERS TK = N/A	Winter 2026-2027 ALL K= 46% 1st = 18% 2nd= 44% ENGLISH LEARNERS K= 44% 1st = 10% 2nd= 31% HISPANIC K= 45%	New baseline set in 2025-2026 No comparison data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	iXL: Reading (All, English Learners, Hispanic, and Socioeconomically Disadvantaged). The percent of students that are at or above grade level for TK - 2nd grades as measured on winter Flex Diagnostic reading level. (Flex Diagnostic Results) ***Discontinued iReady ***NEW Assessment IXL beginning in 25-26	2nd= 29% SOCIOECONOMICALLY DISADVANTAGED K= 32% 1st = 7% 2nd= 33%	1st = 16% 2nd= 6% SOCIOECONOMICALLY DISADVANTAGED K= 20% 1st = 9% 2nd= 6%	K = 15% 1st = 33% 2nd = 41% 3rd = 20% 4th = 0% 5th = 0% 6th = 7% HISPANIC TK = 100% K = 44% 1st = 28% 2nd = 45% 3rd = 36% 4th = 25% 5th = 7% 6th = 18% SOCIOECONOMICALLY DISADVANTAGED TK = 100% K = 100% 1st = 36% 2nd = 34% 3rd = 29% 4th = 22% 5th = 10% 6th = 18%	1st = 20% 2nd= 39% SOCIOECONOMICALLY DISADVANTAGED K= 42% 1st = 17% 2nd= 44%	
5.3	NWEA: English Language Arts (All, English Learners, Hispanic, and Socioeconomically Disadvantaged).	Winter 2023-2024 ALL 3rd = 54% 4th = 33% 5th = 41% 6th = 21%	Winter 2024-2025 ALL 3rd = 74% 4th = 52% 5th = 42% 6th = 31%	Winter 2025-2026 ALL TK = 100% K = 68% 1st = 43% 2nd = 47%	Winter 2026-2027 ALL 3rd = 64% 4th = 43% 5th = 51% 6th = 31%	New baseline set in 2025-2026 No comparison data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The percent of students that met the student growth projection of mean RIT scores for K - 6th grades as measured from winter to winter administrations in English Language. (NWEA "Student Growth Summary Report") iXL: English Language Arts (All, English Learners, Hispanic, and Socioeconomically Disadvantaged). The percent of students that are at or above grade level for TK - 6th grades as measured on winter Flex Diagnostic overall ELA level. (Flex Diagnostic Results) ***Discontinued NWEA ***NEW Assessment IXL beginning in 25-26	ENGLISH LEARNERS 3rd = 24% 4th = 21% 5th = 43% 6th = 23% HISPANIC 3rd = 33% 4th = 28% 5th = 37% 6th = 35% SOCIOECONOMICALLY DISADVANTAGED 3rd = 33% 4th = 28% 5th = 36% 6th = 37%	ENGLISH LEARNERS 3rd = 73% 4th = 53% 5th = 47% 6th = 36% HISPANIC 3rd = 74% 4th = 50% 5th = 45% 6th = 31% SOCIOECONOMICALLY DISADVANTAGED 3rd = 73% 4th = 49% 5th = 43% 6th = 30%	3rd = 19% 4th = 27% 5th = 8% 6th = 22% ENGLISH LEARNERS TK = N/A K = 46% 1st = 50% 2nd = 50% 3rd = 5% 4th = 5% 5th = 0% 6th = 13% HISPANIC TK = 98% K = 65% 1st = 66% 2nd = 46% 3rd = 31% 4th = 27% 5th = 23% 6th = 22% SOCIOECONOMICALLY DISADVANTAGED TK = 100% K = 70% 1st = 48% 2nd = 36% 3rd = 17% 4th = 24% 5th = 6%	ENGLISH LEARNERS 3rd = 34% 4th = 31% 5th = 53% 6th = 33% HISPANIC 3rd = 43% 4th = 38% 5th = 47% 6th = 45% SOCIOECONOMICALLY DISADVANTAGED 3rd = 43% 4th = 38% 5th = 46% 6th = 47%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				6th = 18%		
5.4	English Learner Progress Indicator (ELPI- making progress towards English Proficiency/Dashboard)	2022-2023 47.1%	2023-2024 43.3%	2024-2025 50.5%	2025-2026 57.1%	+3.4%
5.5	CAASPP: Mathematics (SBAC) (All, English Learners, Hispanic, and Socioeconomically Disadvantaged). The percent of students that met or exceeded the standard for Mathematic scores for 3rd - 6th grades as measured from winter to winter administrations in Mathematics: (CAASPP "Data Quest")	Metric established in 2024-2025 2023-2024 ALL 3rd = 14% 4th = 6.67% 5th = 6.25% 6th = 10.53% ENGLISH LEARNERS 3rd = 11.11% 4th = 4.17% 5th = 0% 6th = 0% HISPANIC 3rd = 15% 4th = 6% 5th = 5.08% 6th = 10.87% SOCIOECONOMICALLY DISADVANTAGED 3rd = 11.11% 4th = 7.84% 5th = 7.14% 6th = 12%	2023-2024 ALL 3rd = 14% 4th = 6.67% 5th = 6.25% 6th = 10.53% ENGLISH LEARNERS 3rd = 11.11% 4th = 4.17% 5th = 0% 6th = 0% HISPANIC 3rd = 15% 4th = 6% 5th = 5.08% 6th = 10.87% SOCIOECONOMICALLY DISADVANTAGED 3rd = 11.11% 4th = 7.84% 5th = 7.14% 6th = 12%	2024-2025 ALL 3rd = 27.45% 4th = 14.28% 5th = 7.01% 6th = 18.18% ENGLISH LEARNERS 3rd = 9.52% 4th = 4.55% 5th = 0.00% 6th = 4.00% HISPANIC 3rd = 23.26% 4th = 11.63% 5th = 8.00% 6th = 17.75% SOCIOECONOMICALLY DISADVANTAGED 3rd = 28.89% 4th = 12.20% 5th = 8.16% 6th = 15.52%	2026-2027 ALL 3rd = 20% 4th = 12.67% 5th = 12.25% 6th = 16.53% ENGLISH LEARNERS 3rd = 17.11% 4th = 10.17% 5th = 6% 6th = 6% HISPANIC 3rd = 21% 4th = 12% 5th = 11.08% 6th = 16.87% SOCIOECONOMICALLY DISADVANTAGED 3rd = 17.11% 4th = 13.84% 5th = 13.14% 6th = 18%	Metric Established in 2024-2025 ALL 3rd = 13.45% 4th = 7.61% 5th = 0.76% 6th = 7.65% ENGLISH LEARNERS 3rd = -1.59% 4th = +0.38% 5th = 0.00% 6th = 4.00% HISPANIC 3rd = +8.26% 4th = +5.63% 5th = +2.92% 6th = +6.88% SOCIOECONOMICALLY DISADVANTAGED 3rd = +17.78% 4th = +4.36% 5th = 1.02% 6th = +3.52%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	NWEA: Mathematics (All, English Learners, Hispanic, and Socioeconomically Disadvantaged). The percent of students that met the student growth projection of mean RIT scores for K - 6th grades as measured from winter to winter administrations in Mathematics. (NWEA "Student Growth Summary Report") iXL: Mathematics (All, English Learners, Hispanic, and Socioeconomically Disadvantaged). The percent of students that are at or above grade level for TK - 6th grades as measured on winter Flex Diagnostic math overall level. (Flex Diagnostic Results) ***Discontinued NWEA ***NEW Assessment IXL beginning in 25-26	Metric established in 2024-2025 Winter 2024-2025 ALL K= 38% 1st = 74% 2nd = 42% 3rd = 82% 4th = 60% 5th = 38% 6th = 50% ENGLISH LEARNERS K = 43% 1st = 87% 2nd = 50% 3rd = 78% 4th = 53% 5th = 53% 6th = 46% HISPANIC K = 30% 1st = 74% 2nd = 41% 3rd = 83% 4th = 62% 5th = 38% 6th = 48% SOCIOECONOMICALLY DISADVANTAGED K = 36% 1st = 77% 2nd = 40%	Winter 2024-2025 ALL K= 38% 1st = 74% 2nd = 42% 3rd = 82% 4th = 60% 5th = 38% 6th = 50% ENGLISH LEARNERS K = 43% 1st = 87% 2nd = 50% 3rd = 78% 4th = 53% 5th = 53% 6th = 46% HISPANIC K = 30% 1st = 74% 2nd = 41% 3rd = 83% 4th = 62% 5th = 38% 6th = 48% SOCIOECONOMICALLY DISADVANTAGED K = 36% 1st = 77% 2nd = 40%	Winter 2025-2026 ALL TK = 100% K= 83% 1st = 57% 2nd = 57% 3rd = 32% 4th = 19% 5th = 8% 6th = 5% ENGLISH LEARNERS TK = N/A K = 62% 1st = 50% 2nd = 58% 3rd = 15% 4th = 0% 5th = 6% 6th = 0% HISPANIC TK = 100% K = 82% 1st = 56% 2nd = 66% 3rd = 33% 4th = 17% 5th = 7% 6th = 6% SOCIOECONOMICALLY DISADVANTAGED	Winter 2026-2027 ALL K= 44% 1st= 80% 2nd= 48% 3rd = 82% 4th = 66% 5th = 44% 6th = 56% ENGLISH LEARNERS K= 50% 1st= 87% 2nd= 55% 3rd = 80% 4th = 60% 5th = 60% 6th = 50% HISPANIC K= 35% 1st= 80% 2nd= 46% 3rd = 83% 4th = 68% 5th = 43% 6th = 53% SOCIOECONOMICALLY DISADVANTAGED K= 41% 1st= 80% 2nd= 45%	New baseline set in 2025-2026 No comparison data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd = 83% 4th = 56% 5th = 39% 6th = 43%	3rd = 83% 4th = 56% 5th = 39% 6th = 43%	TK = 100% K = 91% 1st = 57% 2nd = 50% 3rd = 32% 4th = 16% 5th = 16% 6th = 8%	3rd = 83% 4th = 56% 5th = 44% 6th = 48%	

Goal Analysis [2025-26]

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

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

Successful Implementation
Action 5.1 Bilingualism and Biliteracy: Successfully provided English Learner students with a paraprofessional to support academic programs.
Action 5.3 Student/Family Social Emotional Support: Proactively provided students and families with essential support services, including counseling and outreach to enhance student outcomes.
Action 5.4 Positive Behavior Intervention and Support (PBIS): Effectively implemented PBIS professional development for all staff and incentive system to support student outcomes.
Action 5.5 Enrichment and Expanded Learning: Successfully expanded students opportunities for enrichment by providing each grade level with at least one field trip over the course of the school year.

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:
Action 5.1 Bilingualism and Biliteracy: Budgeted $40,586.00; Actual $38,584.00. A nominal variance of +$2002.00 or 4.9%.
Action 5.2 Supplemental Teacher: Budgeted $167,381.00; Actual $197,134.00. A variance of <$29,753.00> due to teacher out on extended leave and sub costs exceeding estimates.
Action 5.3 Student/Family Social Emotional Support: Budgeted $77,077.00; Actual $69,471.00. A variance of +$7606.00 due to new hire being placed on salary schedule after Adopted Budget and below estimates.
Action 5.4 Positive Behavior Intervention and Support (PBIS): Budgeted $1,000.00; Actual $-0-. A variance of +$1000.00 due to activities funded by outside agency/grant funds.

Action 5.5 Enrichment and Expanded Learning: Budgeted $15,281.00; Actual $15,406.00. A nominal variance of <$125.00> or 0.80%.
Action 5.6 2025/2026 Expenses: Budgeted $196,560.00; Actual $-0-. Variance of +$196,560.00 due to funds being planned to be spent in 2025/26.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 5 as demonstrated by quantitative data.

Action 5.1 Bilingualism and Biliteracy demonstrated strong effectiveness, as evidence by EL students increased their success by 5.1% on the ELPI.

Action 5.3 Student/Family Social Emotional Support showed emerging effectiveness, with some showing improvement, although academic impact data is still evolving. Current indication showed that overall all students in grades 3-6th made progress towards proficiency.

Action 5.4 Positive Behavior Intervention and Support (PBIS) shows emerging effectiveness, with some showing improvement, although academic impact data is still evolving. Reading proficiency gains in first grade with an increase of 8% to 31% on the local assessment, iXL.

Action 5.5 Enrichment and Expanded Learning was highly effective as evidence by all students attending a field trip throughout the course of the school year.

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

Based on our analysis, there is one change to action 5.2 within the 2024-2027 LCAP. We will be adding an instructional coach to focus on improving student outcomes. The goal will continue focusing on the academic achievement and engagement at Empire Elementary School.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Bilingualism and Biliteracy	Develop and support a multifaceted program that promotes proficiency in English and the second language preparing students to engage in society equipped with the skills necessary to be successful in the 21st century with a cross-cultural understanding, including, but not limited to staffing, materials, and professional development..	$44,502.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Instructional Coach	Instructional Coach added 26/27 to support improves student outcomes in English Language Arts and mathematics.	$241,476.00	No
5.3	Student/Family Social Emotional Support	Students will receive social emotional interventions through counseling by assuring each school site has counseling services. In addition, a Director of Student & Family Engagement will provide support for student's families with any needs that may affect student academic performance. This will include, but is not limited to parent education programs.	$140,389.00	No
5.4	Positive Behavior Intervention and Support (PBIS)	Students will receive behavior interventions and supports through District-wide Positive Behavior Intervention and Supports (PBIS) program implementation, including but not limited to SWIS behavior tracking system, student celebrations, incentives, assemblies, field trips, other events designed with our unduplicated student groups in mind.	$0.00	No
5.5	Enrichment and Expanded Learning	EUSD will provide enrichment and academic opportunities for students during and outside the school day, including summer school contributing to positive student outcomes.	$16,219.00	No
5.6	2025/2026 Expenses	This action has been discontinued.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$11,000,800	$1,364,589

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
36.013%	0.000%	$0.00	36.013%

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:** Technology Program **Need:** Academic data identifies a need for student and staff access to technology in order to ensure educational equity for unduplicated students. **Scope:**	The EUSD technology program will support unduplicated student growth on state and local assessments. Providing access LEA wide to the network, software, and devices will ensure equity across the district.	1.1 Access to standards aligned instructional materials 1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading
1.2	**Action:** Technology Program Support **Need:** Academic data identifies a need for student and staff access to technology in order to ensure educational equity for unduplicated students. **Scope:** LEA-wide	The EUSD technology program will support unduplicated student growth on state and local assessments. Providing access LEA wide to the network, software, and devices will ensure equity across the district. Each campus will have one certificated technology lead to ensure quick access to technology assistance to resolve challenges.	1.1 Access to standards aligned instructional materials 1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading
1.3	**Action:** Library/Literacy Support **Need:** Literacy data identifies a need for promotion and support of literacy, especially with our unduplicated students. **Scope:** LEA-wide	Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally score lower in all literacy areas. As a priority for our district, closing the literacy gap will be especially important for our unduplicated students. As a result, we will be providing increased or improved services to students, specifically by providing a Library Media Clerk on each campus and maintained and expanded book circulations. This action will be provided LEA-Wide to ensure equity across the district.	1.3 CAASPP: English Language Arts (SBAC) 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading
1.4	**Action:** Transitional Kindergarten Program	Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally have had fewer school experiences	1.3 CAASPP: English Language Arts (SBAC)

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: Academic data identifies a need for unduplicated student access to Transitional Kindergarten classrooms **Scope:** LEA-wide	prior to transitional kindergarten. As a priority for our district, getting students to effectively do school will be especially important for our unduplicated students. As a result, we will be ensuring each TK classroom has one certificated teacher and one classified, paraprofessional 1:12 ratios. Our educational partners have made it clear during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them, therefore, it will be provided LEA wide to all students.	1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading
1.5	**Action:** Class Size Reduction **Need:** Academic data suggests a need for a reduction of class sizes to support unduplicated students. **Scope:** LEA-wide	Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally score lower in all literacy and mathematics areas. Reduced class sizes will increase and improve literacy and mathematics instruction. As a priority for our district, closing the literacy and mathematics gaps will be especially important for our unduplicated students. As a result, we will be providing increased or improved services to students in this area for these students, specifically additional staffing to reduce class sizes and common mathematics prep at the middle school. This action will be provided LEA-Wide to ensure equity across the district.	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading
1.6	**Action:** Curriculum Implementation **Need:** Assessment data indicates a need for equitable access to district adopted curriculum adoption materials for unduplicated students. **Scope:**	Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally score lower in all curriculum areas. As a priority for our district, closing the literacy and mathematics gaps will be especially important for our unduplicated students. As a result, we will be providing increased or improved services to all students LEA wide in this area to ensure equitable access.	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading
1.7	**Action:** Supplemental Instructional Materials **Need:** Academic data indications resources to supplement the core district adopted curriculum are needed to meet the needs of unduplicated students. **Scope:** LEA-wide	Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally score lower in all curriculum areas. As a priority for our district, closing the literacy and mathematics gaps will be especially important for our unduplicated students. As a result, we will be providing increased or improved services LEA wide to students through supplemental materials focused on their needs.	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading
1.8	**Action:** Literacy and Numeracy Projects **Need:** CA Dashboard indicated a clear need to continue supporting English Language Arts and Mathematics **Scope:** LEA-wide	Unduplicated students traditionally score lower in all curriculum areas, therefore closing the literacy and mathematics gaps are especially important. As a result, we will be providing increased or improved services to students LEA wide in this area. The priorities will include, but not limited to establishing common expectations, knowledge, and instructional frameworks district-wide, providing students with additional paraprofessional support, materials, and supplies in an effort to improve student outcomes.	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading
1.9	**Action:** Visual and Performing Arts **Need:**	Unduplicated students traditionally perform lower on state and local assessments and closing the literacy and numeracy gaps are a district priority. Research demonstrates that there is a correlation between reading music and reading in general. As a result, increased or improved services to	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST)

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 data suggest that students need to build background knowledge regarding visual and performing arts. **Scope:** LEA-wide	students such as access to visual and performing arts month is an indicated need from Educational Partner groups. Our educational partners have made it clear during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading
1.10	**Action:** Supplemental Teachers **Need:** CA Dashboard indicated a clear need to continue supporting English Language Arts and Mathematics with focus on unduplicated students. **Scope:** LEA-wide	Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally score lower in all curriculum areas. Closing the literacy and mathematics gaps will be especially important for our unduplicated students, therefore we will be providing one supplemental teacher per campus increase and improve services. Our educational partners have made it clear during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading
1.11	**Action:** Common Summative and Formative Assessment **Need:** Common assessment results have shown a need to monitor student progress and improve instruction particularly for unduplicated students. **Scope:**	Closing the literacy and mathematics gaps will be especially important for our unduplicated students. Student assessment will be given and data will be recorded and analyzed to provide feedback for customizing student instruction, with extra attention to the data of our unduplicated student groups. These services will be provided to all students LEA wide to ensure equity across the district.	1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.12	**Action:** School Site Technology Lead Teachers **Need:** Academic data indicates a need for student and staff access to technology to ensure equitable access to educational resources. **Scope:** LEA-wide	Because the CA Dashboard identified a need for academic growth to close the literacy and mathematics gaps for our unduplicated students ensuring technology is readily available for them is essential. The technology leads will provide support to students and staff ensuring access to district adopted curriculum, software, etc to support student academic achievement. Each campus will have one certificated technology lead available to support technology needs. This action will be provided LEA-Wide to ensure equity across the district.	1.1 Access to standards aligned instructional materials 1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading
1.13	**Action:** Response to Intervention **Need:** CA Dashboard data indicates a need for a Response to Intervention program focused on unduplicated students in ELA and mathematics **Scope:** LEA-wide	The district priority is to increase student performance, specifically in English Language Arts and Mathematics closing the gap. Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally score lower in all curriculum areas. As a result, we will be providing increased or improved services to students through a Response to Intervention program supporting students whom do not meet standards. The LEA wide intervention may include software and web based instructional programs, enrichment for advanced students, and supplemental support for all students identified as in need.	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading
1.14	**Action:** Instructional Coaches	As a priority for our district, closing the literacy and mathematics gaps will be especially important for our unduplicated students. Students that are	1.3 CAASPP: English Language Arts (SBAC)

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: CA Dashboard indicated a clear need to continue supporting English Language Arts and Mathematics within the classroom to address the needs of unduplicated students **Scope:** LEA-wide	socioeconomically disadvantaged, English learners, and foster youth traditionally score lower in all curriculum areas. Instructional Coaches will provide support and professional development to assist teachers. EUSD will continue to provide staff with access to three Instructional Coaches. Strategies prioritized will be those that best support our unduplicated student groups, including Direct Interactive Instruction, Blended Learning, and teaching literacy/mathematics skills. Our educational partners have made it clear during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading 4.1 Teachers in the LEA are appropriately assigned and credentialed
1.15	**Action:** Enrichment and Expanded Learning **Need:** Academic data shows a need for increased opportunities for enrichment and experiences for our students to support academic achievement **Scope:** LEA-wide	EUSD will expand after school and summer school learning opportunities, balanced opportunities between rigorous instruction, academic intervention, and enrichment, such as visual and performing arts. Additionally, all students have the opportunity to participate in a minimum of one field trip per year. Research demonstrates that there is a correlation between enrichment and experiences and student performance. Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally score lower in all curriculum areas, therefore this will be especially important for our unduplicated students. Our educational partners have made it clear during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading

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 LEA wide to ensure equity across the district.	
2.1	**Action:** Bilingual Paraprofessionals and EL Coordinators **Need:** CA Dashboard indicated a clear need to continue supporting English Language Arts and Mathematics with our English Language Learners. **Scope:** LEA-wide	As a priority for our district, closing the literacy and mathematics gaps will be especially important for our English Learners. As a result, we will be providing increased or improved services to students LEA wide in this area by ensuring each campus has a bilingual paraprofessional and EL Coordinator to support our unduplicated students.	2.1 English Language Proficiency for Summative ELPAC 2.2 At-Risk and Long-Term English Learners (LTEL) 2.3 Ever-ELs by Years as EL and Reclassification (RFEP)
2.2	**Action:** District Level Support of Parent Engagement and Student Achievement **Need:** Statewide assessments indicate a need for District level support to facilitate statewide compliance of student programs, achievement, and parent engagement, specifically to support unduplicated students. **Scope:** LEA-wide	District level support of parent engagement, in collaboration with school sites, will actively solicit student/parent input regarding school activities and implement as possible, to improve the quality and quantity of student/parent engagement and student achievement, especially the parents of our unduplicated student groups. This action will be provided LEA-Wide to ensure equity across the district.	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading 1.10 Physical Fitness Test: 5th and 7th grade students 2.1 English Language Proficiency for Summative ELPAC

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
			2.2 At-Risk and Long-Term English Learners (LTEL) 2.3 Ever-ELs by Years as EL and Reclassification (RFEP)
2.3	**Action:** Parent Education and Engagement **Need:** Academic data suggests a need for parent education and enrichment opportunities to support student achievement, focusing on our unduplicated students. **Scope:** LEA-wide	Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally score lower in all curriculum areas. EUSD priority is to increase student achievement, closing the literacy and mathematics achievement gap. In order to support unduplicated student achievement, providing parent education and enrichment opportunities, including, but not limited to providing English classes for our English learner parents will be essential. During our educational partners input meetings the groups made it clear that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students and families LEA wide to ensure equity across the district.	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading 1.10 Physical Fitness Test: 5th and 7th grade students 2.1 English Language Proficiency for Summative ELPAC 2.2 At-Risk and Long-Term English Learners (LTEL) 2.3 Ever-ELs by Years as EL and Reclassification (RFEP)
2.4	**Action:** Outdoor Education **Need:**	Closing the achievement gap is a district priority for EUSD. Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally score lower in all curriculum areas. Providing the opportunity for all students,	1.5 CAASPP: Science (CAST)

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
	Science assessment data show a need for students to have enrichment opportunities to support an increase to student achievement, with a focus on unduplicated students. **Scope:** LEA-wide	especially our English Learners, Foster Youth, and Low Income students who may not have the funding resources to attend Outdoor Education is a need to support student achievement. Our educational partners have made it clear during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	
2.5	**Action:** Psychologist **Need:** CA Dashboard shows a need to provide behavior intervention supports for students in order to gain access to academics, specifically our unduplicated students. **Scope:** LEA-wide	As a priority for our district, closing the literacy and mathematics gaps will be especially important for our unduplicated students. Psychologists will be employed to support low income, English learners, foster youth, and students with disabilities as well as, to support behavior intervention needs of all students. Our educational partners expressed during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	3.4 Chronic Absenteeism 3.6 Pupil Suspension Rates 3.7 Pupil Expulsion Rates
2.6	**Action:** Middle School Elective Programs **Need:** CA Dashboard data show students need a connection to school to increase student achievement. Providing elective opportunities to enrich students education experience with do that for all students and specifically unduplicated.	EUSD's priority is to close the achievement gap, specifically in literacy and mathematics. Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally score lower in all curriculum areas. Research indicates experiences and connections have a direct impact on student achievement. Therefore, with our educational partners input electives will be offered and implemented at the middle school. Our educational partners shared that all students, even if not in an identified subgroups should not have services withheld to them. As a result, these	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	services will be provided to all students LEA wide to ensure equity across the district.	1.8 iReady/iXL: Reading 1.10 Physical Fitness Test: 5th and 7th grade students 2.1 English Language Proficiency for Summative ELPAC 2.2 At-Risk and Long-Term English Learners (LTEL) 2.3 Ever-ELs by Years as EL and Reclassification (RFEP) 3.3 School Attendance Rates 3.4 Chronic Absenteeism 3.5 Middle School Dropout Rates 3.6 Pupil Suspension Rates 3.7 Pupil Expulsion Rates
2.7	**Action:** Community Based Instruction **Need:** CA Dashboard shows a need for students to develop skills to be apart of our community to support student academic achievement **Scope:** LEA-wide Schoolwide	EUSD's priority is to close the achievement gap, specifically in literacy and mathematics. Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally score lower in all curriculum areas. Community based instruction within the local community will be implemented to support student academic achievement. Research demonstrates that there is a correlation between enrichment and experiences and student performance.. Therefore, with our educational partners input community based instruction will be offered and implemented. Our educational partners shared that all students, even if not in an identified subgroups should not have	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 1.6 NWEA/iXL: Mathematics 1.7 NWEA/Interim CAST: Science 1.9 NWEA/iXL: English Language Arts. 1.8 iReady/iXL: Reading

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
		services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	1.10 Physical Fitness Test: 5th and 7th grade students 2.1 English Language Proficiency for Summative ELPAC 2.2 At-Risk and Long-Term English Learners (LTEL) 2.3 Ever-ELs by Years as EL and Reclassification (RFEP) 3.3 School Attendance Rates 3.4 Chronic Absenteeism 3.5 Middle School Dropout Rates 3.6 Pupil Suspension Rates 3.7 Pupil Expulsion Rates
3.1	**Action:** Facilities and Facilities Support **Need:** Assessment data reflects that students, particularly unduplicated need facilities in good repair to have an acceptable learning environment. **Scope:** LEA-wide	EUSD will maintain all school facilities in good repair in order to provide the best learning environment possible for students. As a priority for our district, closing the literacy and mathematics gaps will be especially important for our unduplicated students. Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally perform lower on state and local assessments. Therefore, providing facilities in good repair is a priority. Our educational partners indicated that not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	School facilities are maintained in good repair.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Nursing Services **Need:** Attendance data indicates that unduplicated students and families need support with health needs in order to ensure education equity through attendance. **Scope:** LEA-wide	All schools will provide full time nursing staff to support student's heath needs. Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally miss more school for health related reasons. In order to support the districts priority of closing the literacy and mathematics gaps all students will have access to nursing services on campus. Providing this service to all students LEA wide will ensure equity across the district.	3.3 School Attendance Rates 3.4 Chronic Absenteeism 3.5 Middle School Dropout Rates
3.3	**Action:** Attendance Campaign **Need:** CA Dashboard indicated a clear need to address attendance and chronic absenteeism rates of all students, but especially unduplicated. **Scope:** LEA-wide	As a district priority is is to close the literacy and mathematics gaps, students must be at school to receive instruction. Students that are socioeconomically disadvantaged, English learners, and foster youth traditionally score lower in all curriculum areas, where the gap increases when a child is not in school thus making attendance and chronic absenteeism rates a priority. Because of the need to be at school every day for our unduplicated student groups, improved student attendance rates will be encouraged and monitored. As a priority for our district, closing the literacy and mathematics gaps will be especially important for our unduplicated students. Our educational partners indicated during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	3.3 School Attendance Rates 3.4 Chronic Absenteeism 3.5 Middle School Dropout Rates
3.4	**Action:** Athletics	Research demonstrates that there is a correlation between enrichment and experiences and student performance. Students that are socioeconomically	3.3 School Attendance Rates 3.4 Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Attendance and behavior data indicates a need for an athletic program at the middle school in an effort to motivate them to attend school, make good choices, and it prepares students for high school athletics. **Scope:** LEA-wide	disadvantaged, English learners, and foster youth traditionally score lower in all curriculum areas. Therefore, to support closing the literacy and mathematics gaps of unduplicated students an athletic program will be provided for all students LEA wide as indicated by our educational partners.	3.5 Middle School Dropout Rates 3.6 Pupil Suspension Rates 3.7 Pupil Expulsion Rates
3.5	**Action:** School Safety and Supervision **Need:** Attendance and Suspension data show a need to address school safety and supervision to best protect unduplicated students and staff. **Scope:** LEA-wide	Focusing on school safety and supervision to best protect students and staff will contribute to a effective learning environment, which research indicates that when students feel safe attendance and suspension data improves, especially with unduplicated students. In order for our district to focus on the literacy and numeracy gaps, students need to be present and make choices that do not lead to suspensions. Our educational partners shared the perspective that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	3.3 School Attendance Rates 3.4 Chronic Absenteeism 3.5 Middle School Dropout Rates 3.6 Pupil Suspension Rates 3.7 Pupil Expulsion Rates
3.6	**Action:** Student and Family Social Emotional Support **Need:** Academic and Suspension data show a need to address social and emotional support for unduplicated students in conjunction with support for families. **Scope:**	Students social and emotional well being directly affects choices at school, attendance rates, and overall academic success. Unduplicated students are particular prone to this, which broadens the literacy and numeracy gaps. Providing unduplicated students with a counselor on each campus and a Director of Student and Family Engagement for the district will ensure equity across the district. Based upon educational partner feedback, these services will be provided to all	3.3 School Attendance Rates 3.4 Chronic Absenteeism 3.5 Middle School Dropout Rates 3.6 Pupil Suspension Rates 3.7 Pupil Expulsion Rates 3.8 Indicators of school climate and student well being

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	students LEA wide to ensure equity across the district.	
3.7	**Action:** Positive Behavior Intervention and Support (PBIS) **Need:** CA Dashboard indicated a clear need to continue to support Suspension and Attendance rates for unduplicated students to ensure instructional equity for all students **Scope:** LEA-wide	Students will receive discipline interventions through District-wide positive behavior intervention program implementation, including SWIS behavior tracking system, designed with our unduplicated student groups in mind, specifically socioeconomically disadvantaged, English learners, and foster youth. As a priority for our district, closing the literacy and mathematics gaps will be especially important for our unduplicated students. As a result, we will ensure our students have the best learning environment as possible. Our educational partners shared during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	3.3 School Attendance Rates 3.4 Chronic Absenteeism 3.5 Middle School Dropout Rates 3.6 Pupil Suspension Rates 3.7 Pupil Expulsion Rates 3.8 Indicators of school climate and student well being
4.1	**Action:** Beginning Teacher Support and Assessment **Need:** CHKS and CA Dashboard data show a need for school supports for student and staff, specifically certificated targeted professional development with a focus on unduplicated students **Scope:** LEA-wide	Targeted professional development will be provided to beginning teachers through Stanislaus County Office of Education's BTSA program. This program is especially effective for our unduplicated student groups because it directly addresses California Standards for the Teaching Profession. As a priority for our district, closing the literacy and mathematics gaps will be especially important for our unduplicated students. This action will support such student achievement improvement. Our educational partners have made it clear during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	4.1 Teachers in the LEA are appropriately assigned 4.2 School Supports for Staff and Students

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
4.2	**Action:** Administrator Professional Development **Need:** CHKS and CA Dashboard data show a need for school supports for student and staff, specifically administrator professional development with a focus on supporting unduplicated students, **Scope:** LEA-wide	Administrator professional development is essential for the leaders of school campuses because they directly support certificated and classified staff in improving student outcomes. As a priority for our district, closing the literacy and mathematics gaps will be especially important for our unduplicated students. This action will support such student achievement improvement. Our educational partners have made it clear during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	4.2 School Supports for Staff and Students
4.3	**Action:** Peer Assistance Review **Need:** CHKS and CA Dashboard data show a need for school supports for student and staff, specifically certificated targeted professional development with a focus on unduplicated students **Scope:** LEA-wide	Targeted professional development will be provided to veteran teachers through the Peer Assistance Review program. This program is especially effective for our unduplicated student groups because it directly addresses California Standards for the Teaching Profession. As a priority for our district, closing the literacy and mathematics gaps will be especially important for our unduplicated students. This action will support such student achievement improvement. Our educational partners have made it clear during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 4.1 Teachers in the LEA are appropriately assigned 4.2 School Supports for Staff and Students
4.4	**Action:** Professional Development Day **Need:**	Certificated professional development is key to improving student outcomes schoolwide. As a priority for our district, closing the literacy and mathematics gaps will be especially important for	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC)

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
	CHKS and CA Dashboard data show a need for school supports for student and staff, specifically certificated targeted professional development with a focus on unduplicated students on non student days. **Scope:** LEA-wide	our unduplicated students. Providing these opportunities for support will improve student achievement. Our educational partners have made it clear during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	1.5 CAASPP: Science (CAST) 4.1 Teachers in the LEA are appropriately assigned 4.2 School Supports for Staff and Students
4.5	**Action:** Certificated Professional Development **Need:** CHKS and CA Dashboard data show a need for school supports for student and staff, specifically certificated targeted professional development with a focus on unduplicated students success. **Scope:** LEA-wide	Certificated professional development is key to improving student outcomes schoolwide. As a priority for our district, closing the literacy and mathematics gaps will be especially important for our unduplicated students. Providing these opportunities for support will improve student achievement. Our educational partners have made it clear during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC) 1.5 CAASPP: Science (CAST) 2.1 English Language Proficiency for Summative ELPAC 2.2 At-Risk and Long-Term English Learners (LTEL) 2.3 Ever-ELs by Years as EL and Reclassification (RFEP) 4.1 Teachers in the LEA are appropriately assigned 4.2 School Supports for Staff and Students
4.6	**Action:** Classified Staff Professional Development **Need:**	Classified staff professional development is essential to improved job performance that supports student achievement. As a priority for our district, closing the literacy and mathematics gaps will be especially important for our	1.3 CAASPP: English Language Arts (SBAC) 1.4 CAASPP: Mathematics (SBAC)

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
	CHKS and CA Dashboard data show a need for school supports for student and staff, specifically classified targeted professional development with a focus on unduplicated supports **Scope:** LEA-wide	unduplicated students. This action will support such student achievement improvement. Our educational partners have made it clear during input meetings over the last several years that students not in one of the identified subgroups should not have services withheld to them. As a result, these services will be provided to all students LEA wide to ensure equity across the district.	1.5 CAASPP: Science (CAST) 4.1 Teachers in the LEA are appropriately assigned 4.2 School Supports for Staff and Students

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not Applicable

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.

Increase of certificated instructional coaches
Increase of classified TK aide hours
Increase of certificated TK class
Increase of classified general ed paraprofessionals
Increase of certificated supplemental teachers

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		1:20
Staff-to-student ratio of certificated staff providing direct services to students		1:20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	30,546,876	11,000,800	36.013%	0.000%	36.013%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,020,072.00	$4,530,029.00	$0.00	$427,116.00	$18,977,217.00	$11,708,844.00	$7,268,373.00

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	Technology Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,426.00	$495,574.00	$500,000.00	$0.00	$0.00	$0.00	$500,000.00	
1	1.2	Technology Program Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$428,853.00	$2,500.00	$431,353.00	$0.00	$0.00	$0.00	$431,353.00	
1	1.3	Library/Literacy Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$323,691.00	$55,680.00	$379,371.00	$0.00	$0.00	$0.00	$379,371.00	
1	1.4	Transitional Kindergarten Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$420,684.00	$60,000.00	$420,684.00	$60,000.00	$0.00	$0.00	$480,684.00	
1	1.5	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,141,958.00	$0.00	$2,141,958.00	$0.00	$0.00	$0.00	$2,141,958.00	
1	1.6	Curriculum Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,377,116.00	$2,992,116.00	$385,000.00	$0.00	$0.00	$3,377,116.00	
1	1.7	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	
1	1.8	Literacy and Numeracy Projects	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$845,668.00	$551,500.00	$0.00	$1,397,168.00	$0.00	$0.00	$1,397,168.00	
1	1.9	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$507,442.00	$190,000.00	$50,000.00	$647,442.00	$0.00	$0.00	$697,442.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Supplemental Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$885,415.00	$0.00	$885,415.00	$0.00	$0.00	$0.00	$885,415.00	
1	1.11	Common Summative and Formative Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$0.00	$64,000.00	$64,000.00	$0.00	$0.00	$0.00	$64,000.00	
1	1.12	School Site Technology Lead Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$21,547.00	$0.00	$21,547.00	$0.00	$0.00	$0.00	$21,547.00	
1	1.13	Response to Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	
1	1.14	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$456,615.00	$0.00	$261,192.00	$0.00	$0.00	$195,423.00	$456,615.00	
1	1.15	Enrichment and Expanded Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$371,355.00	$239,000.00	$84,000.00	$526,355.00	$0.00	$0.00	$610,355.00	
2	2.1	Bilingual Paraprofessionals and EL Coordinators	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$405,186.00	$0.00	$324,050.00	$0.00	$0.00	$81,136.00	$405,186.00	
2	2.2	District Level Support of Parent Engagement and Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$580,739.00	$23,229.00	$517,056.00	$0.00	$0.00	$86,912.00	$603,968.00	
2	2.3	Parent Education and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$88,100.00	$88,100.00	$0.00	$0.00	$0.00	$88,100.00	
2	2.4	Outdoor Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$11,283.00	$132,750.00	$144,033.00	$0.00	$0.00	$0.00	$144,033.00	
2	2.5	Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$149,293.00	$0.00	$149,293.00	$0.00	$0.00	$0.00	$149,293.00	
2	2.6	Middle School Elective Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$76,691.00	$5,000.00	$76,691.00	$5,000.00	$0.00	$0.00	$81,691.00	
2	2.7	Community Based Instruction	English Learners Foster Youth	Yes	LEA-wide Schoolw	English Learners Foster Youth	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	

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
			Low Income		ide	Low Income										
3	3.1	Facilities and Facilities Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$1,125,409.00	$853,910.00	$1,755,534.00	$223,785.00	$0.00	$0.00	$1,979,319.00	
3	3.2	Nursing Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$254,103.00	$346,800.00	$253,529.00	$347,374.00	$0.00	$0.00	$600,903.00	
3	3.3	Attendance Campaign	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$10,500.00	$10,500.00	$0.00	$0.00	$0.00	$10,500.00	
3	3.4	Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glick Middle School	On Going	$28,378.00	$21,622.00	$50,000.00				$50,000.00	
3	3.5	School Safety and Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$662,309.00	$0.00	$662,309.00	$0.00	$0.00	$0.00	$662,309.00	
3	3.6	Student and Family Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$931,005.00	$4,900.00	$872,260.00	$0.00	$0.00	$63,645.00	$935,905.00	
3	3.7	Positive Behavior Intervention and Support (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$15,019.00	$21,630.00	$36,649.00	$0.00	$0.00	$0.00	$36,649.00	
4	4.1	Beginning Teacher Support and Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$89,724.00	$64,000.00	$153,724.00	$0.00	$0.00	$0.00	$153,724.00	
4	4.2	Administrator Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$17,038.00	$327,000.00	$41,038.00	$303,000.00	$0.00	$0.00	$344,038.00	
4	4.3	Peer Assistance Review	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$38,200.00	$0.00	$38,200.00	$0.00	$0.00	$0.00	$38,200.00	
4	4.4	Professional Development Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$358,706.00	$0.00	$358,706.00	$0.00	$0.00	$0.00	$358,706.00	
4	4.5	Certificated Professional Development	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$38,264.00	$55,000.00	$53,764.00	$39,500.00	$0.00	$0.00	$93,264.00	

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
			Low Income			Low Income										
4	**4.6**	Classified Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$152,819.00	$0.00	$0.00	$152,819.00	$0.00	$0.00	$152,819.00	
5	**5.1**	Bilingualism and Biliteracy	All	No			Specific Schools: Empire Elementary TK-6th grade	On Going	$44,502.00	$0.00	$0.00	$44,502.00	$0.00	$0.00	$44,502.00	
5	**5.2**	Instructional Coach	All	No			Specific Schools: Empire Elementary TK-6th grades	On Going	$241,476.00	$0.00	$0.00	$241,476.00	$0.00	$0.00	$241,476.00	
5	**5.3**	Student/Family Social Emotional Support	All	No			Specific Schools: Empire Elementary TK-6th grades	On Going	$79,669.00	$60,720.00	$0.00	$140,389.00	$0.00	$0.00	$140,389.00	
5	**5.4**	Positive Behavior Intervention and Support (PBIS)	All	No			Specific Schools: Empire Elementary TK-6th grades	On Going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.5**	Enrichment and Expanded Learning	All	No			Specific Schools: Empire Elementary TK-6th grades	On Going	$1,377.00	$14,842.00	$0.00	$16,219.00	$0.00	$0.00	$16,219.00	
5	**5.6**	2025/2026 Expenses	All	No			Specific Schools: Empire Elementary TK-6th grades	To be spent 2025/2026	$0.00	$0.00		$0.00			$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
30,546,876	11,000,800	36.013%	0.000%	36.013%	$14,020,072.00	0.000%	45.897 %	**Total:**	$14,020,072.00
								LEA-wide Total:	$14,020,072.00
								Limited Total:	$0.00
								Schoolwide Total:	$3,000.00

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**	Technology Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
1	**1.2**	Technology Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$431,353.00	
1	**1.3**	Library/Literacy Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$379,371.00	
1	**1.4**	Transitional Kindergarten Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$420,684.00	
1	**1.5**	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,141,958.00	
1	**1.6**	Curriculum Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,992,116.00	

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	1.7	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.8	Literacy and Numeracy Projects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	1.9	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.10	Supplemental Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$885,415.00	
1	1.11	Common Summative and Formative Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,000.00	
1	1.12	School Site Technology Lead Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,547.00	
1	1.13	Response to Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.14	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$261,192.00	
1	1.15	Enrichment and Expanded Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$84,000.00	
2	2.1	Bilingual Paraprofessionals and EL Coordinators	Yes	LEA-wide	English Learners	All Schools	$324,050.00	
2	2.2	District Level Support of Parent Engagement and Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$517,056.00	
2	2.3	Parent Education and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,100.00	
2	2.4	Outdoor Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,033.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$149,293.00	
2	2.6	Middle School Elective Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,691.00	
2	2.7	Community Based Instruction	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
3	3.1	Facilities and Facilities Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,755,534.00	
3	3.2	Nursing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$253,529.00	
3	3.3	Attendance Campaign	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,500.00	
3	3.4	Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glick Middle School	$50,000.00	
3	3.5	School Safety and Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$662,309.00	
3	3.6	Student and Family Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$872,260.00	
3	3.7	Positive Behavior Intervention and Support (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,649.00	
4	4.1	Beginning Teacher Support and Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,724.00	
4	4.2	Administrator Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,038.00	
4	4.3	Peer Assistance Review	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,200.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	Professional Development Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$358,706.00	
4	4.5	Certificated Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,764.00	
4	4.6	Classified Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,353,237.00	$14,727,276.63

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**	Technology Program	Yes	$500,000.00	$905.553.78
1	**1.2**	Technology Program Support	Yes	$445,224.00	$433,960.04
1	**1.3**	Library/Literacy Support	Yes	$373,566.00	$367,820.65
1	**1.4**	Transitional Kindergarten Program	Yes	$388,902.00	$519,926.38
1	**1.5**	Class Size Reduction	Yes	$2,122,950.00	$2,329,673.00
1	**1.6**	Curriculum Implementation	Yes	$780,000.00	$415,181.47
1	**1.7**	Supplemental Instructional Materials	Yes	$100,000.00	$34,527.97
1	**1.8**	Literacy and Numeracy Projects	Yes	$1,187,469.00	$1,031,873.07
1	**1.9**	Visual and Performing Arts	Yes	$664,970.00	$635,263.32
1	**1.10**	Supplemental Teachers	Yes	$898,731.00	$929,746.00
1	**1.11**	Common Summative and Formative Assessment	Yes	$64,000.00	$63,086.50

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	1.12	School Site Technology Lead Teachers	Yes	$21,550.00	$22,648.00
1	1.13	Response to Intervention	Yes	$100,000.00	$11,500.00
1	1.14	Instructional Coaches	Yes	$452,526.00	$491,823.76
1	1.15	Enrichment and Expanded Learning	Yes	$482,793.00	$376,229.06
2	2.1	Bilingual Paraprofessionals and EL Coordinators	Yes	$408,404.00	$426,339.80
2	2.2	District Level Support of Parent Engagement and Student Achievement	Yes	$577,368.00	$686,501.98
2	2.3	Parent Education and Engagement	Yes	$76,350.00	$87,559.18
2	2.4	Outdoor Education	Yes	$143,329.00	$124,038.00
2	2.5	Psychologist	Yes	$151,283.00	$153,804.35
2	2.6	Middle School Elective Programs	Yes	$75,794.00	$80,743.42
2	2.7	Community Based Instruction	Yes	$3,000.00	$0.00
3	3.1	Facilities and Facilities Support	Yes	$1,506,960.00	$2,038,984.25
3	3.2	Nursing Services	Yes	$599,446.00	$697,720.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Attendance Campaign	Yes	$10,500.00	$10,750.00
3	3.4	Athletics	Yes	$50,000.00	$50,000.00
3	3.5	School Safety and Supervision	Yes	$646,346.00	$696,440.00
3	3.6	Student and Family Social Emotional Support	Yes	$982,076.00	$1,014,258.67
3	3.7	Positive Behavior Intervention and Support (PBIS)	Yes	$33,000.00	$13,908.79
4	4.1	Beginning Teacher Support and Assessment	Yes	$137,121.00	$100,925.40
4	4.2	Administrator Professional Development	Yes	$283,788.00	$202,222.46
4	4.3	Peer Assistance Review	Yes	$37,043.00	$6970.36
4	4.4	Professional Development Day	Yes	$358,706.00	$358,706
4	4.5	Certificated Professional Development	Yes	$84,149.00	$52,521.24
4	4.6	Classified Staff Professional Development	Yes	$163,307.00	$88,725.27
5	5.1	Bilingualism and Biliteracy	No	$265,479.00	$43,615.00
5	5.2	Supplemental Teacher *This action will discontinue.	No	$6,797.00	$32,793.14
5	5.3	Student/Family Social Emotional Support	No	$150,054.00	$94,304.65

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)
5	**5.4**	Positive Behavior Intervention and Support (PBIS)	No	$0.00	$0.00
5	**5.5**	Enrichment and Expanded Learning	No	$20,256.00	$1279.00
5	**5.6**	2025/2026 Expenses	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$10,706,919.00	$10,805,854.00	$11,415,641.10	($609,787.10)	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	Technology Program	Yes	$500,000.00	$905,553.78		
1	1.2	Technology Program Support	Yes	$445,224.00	$433,960.04		
1	1.3	Library/Literacy Support	Yes	$373,566.00	$367,820.65		
1	1.4	Transitional Kindergarten Program	Yes	$338,902.00	$492,937.00		
1	1.5	Class Size Reduction	Yes	$2,122,950.00	$2,329,673.00		
1	1.6	Curriculum Implementation	Yes	$575,000.00	$86,002.68		
1	1.7	Supplemental Instructional Materials	Yes	$100,000.00	$34,527.97		
1	1.8	Literacy and Numeracy Projects	Yes	$0.00	$0.00		
1	1.9	Visual and Performing Arts	Yes	$50,000.00	$47,033.32		
1	1.10	Supplemental Teachers	Yes	$898,731.00	$929,746.00		
1	1.11	Common Summative and Formative Assessment	Yes	$64,000.00	$63,086.50		
1	1.12	School Site Technology Lead Teachers	Yes	$21,550.00	$22,648.00		
1	1.13	Response to Intervention	Yes	$100,000.00	$11,500.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Instructional Coaches	Yes	$217,742.00	$241.530.00		
1	1.15	Enrichment and Expanded Learning	Yes	$84,000.00	$79,451.56		
2	2.1	Bilingual Paraprofessionals and EL Coordinators	Yes	$299,268.00	$317,409.93		
2	2.2	District Level Support of Parent Engagement and Student Achievement	Yes	$317,473.00	$420,460.00		
2	2.3	Parent Education and Engagement	Yes	$76,350.00	$87,559.18		
2	2.4	Outdoor Education	Yes	$143,329.00	$124,038.00		
2	2.5	Psychologist	Yes	$151,283.00	$153,804.35		
2	2.6	Middle School Elective Programs	Yes	$75,794.00	$76,144.42		
2	2.7	Community Based Instruction	Yes	$3,000.00	$0.00		
3	3.1	Facilities and Facilities Support	Yes	$1,314,539.00	$1,823,086.25		
3	3.2	Nursing Services	Yes	$253,624.00	$343,095.02		
3	3.3	Attendance Campaign	Yes	$10,500.00	$10,750.00		
3	3.4	Athletics	Yes	$50,000.00	$50,000.00		
3	3.5	School Safety and Supervision	Yes	$646,346.00	$696,440.00		
3	3.6	Student and Family Social Emotional Support	Yes	$914,876.00	$946,834.67		
3	3.7	Positive Behavior Intervention and Support (PBIS)	Yes	$33,000.00	$13,908.79		
4	4.1	Beginning Teacher Support and Assessment	Yes	$137,121.00	$100,925.40		
4	4.2	Administrator Professional Development	Yes	$38,788.00	$38,485.12		

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)
4	**4.3**	Peer Assistance Review	Yes	$37,043.00	$6,970.36		
4	**4.4**	Professional Development Day	Yes	$358,706.00	$358,706.00		
4	**4.5**	Certificated Professional Development	Yes	$53,149.00	$42,841.58		
4	**4.6**	Classified Staff Professional Development	Yes	$0.00	$0.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$29,723,219.00	$10,706,919.00	0.00	36.022%	$11,415,641.10	0.000%	38.406%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024