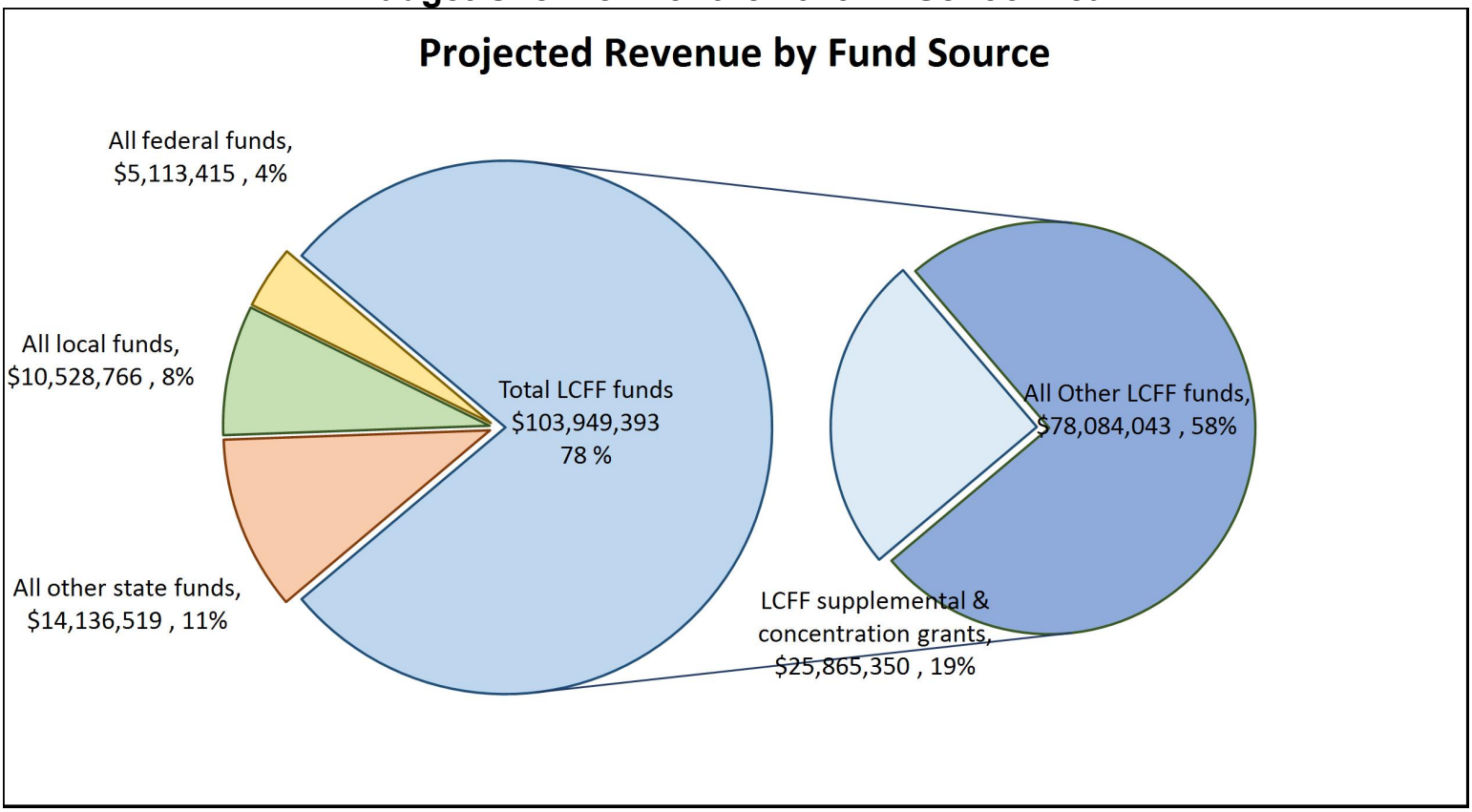
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escondido Union High School District
CDS Code: 37681060000000
School Year: 2026-27
LEA contact information:
Dr. Martin Casas
Assistant Superintendent
MCasas@euhsd.org
760-291-3250

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

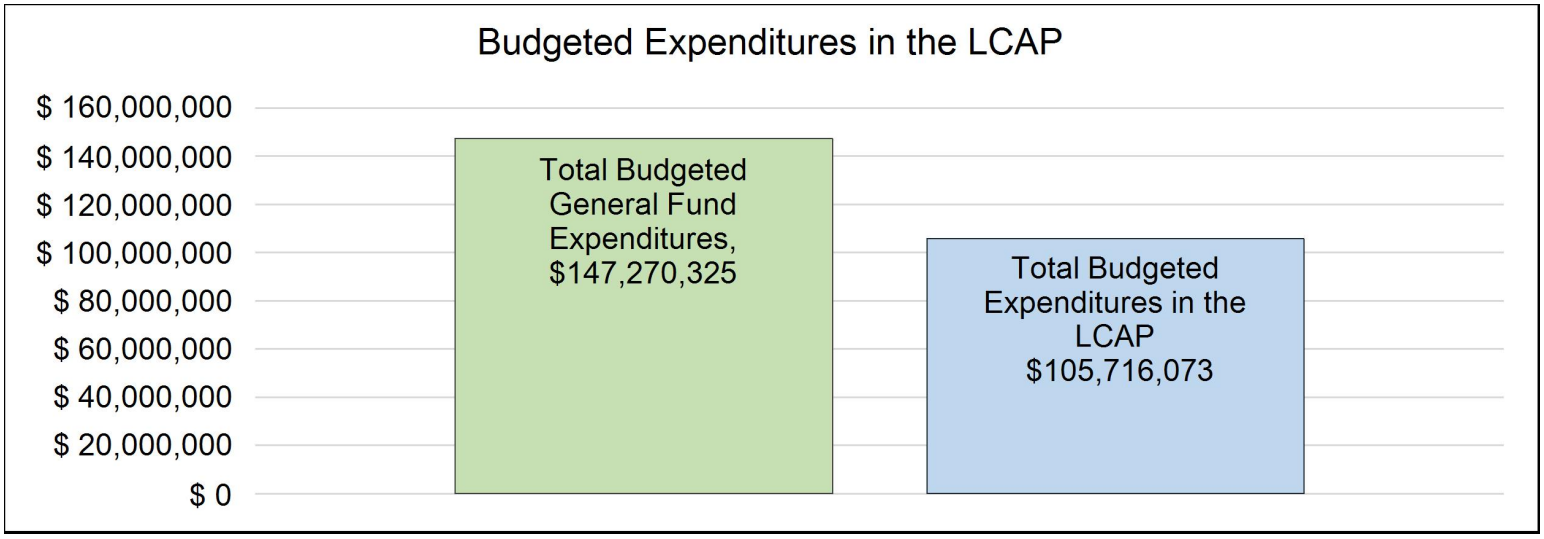


This chart shows the total general purpose revenue Escondido Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Escondido Union High School District is $133,728,093, of which $103,949,393 is Local Control Funding Formula (LCFF), $14,136,519 is other state funds, $10,528,766 is local funds, and $5,113,415 is federal funds. Of the $103,949,393 in LCFF Funds, $25,865,350 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 Escondido Union High 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: Escondido Union High School District plans to spend $147,270,325 for the 2026-27 school year. Of that amount, $105,716,073 is tied to actions/services in the LCAP and $41,554,252 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

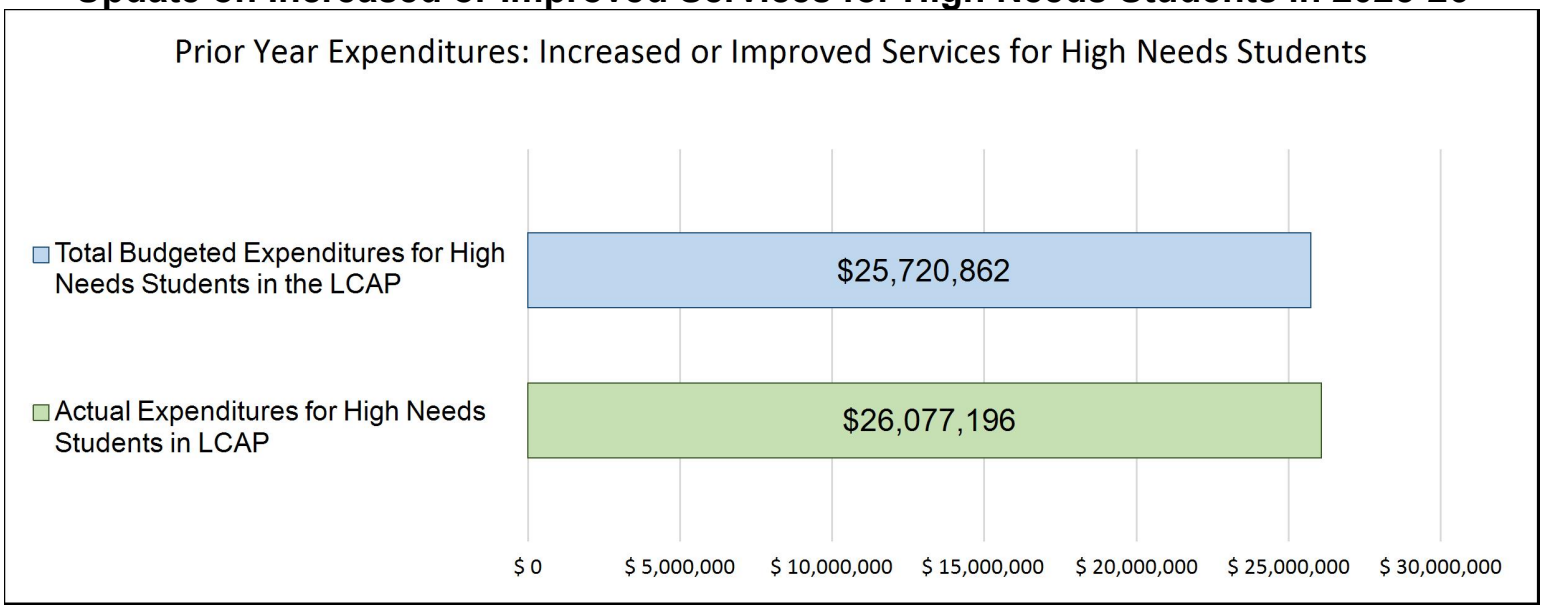
We budget for a variety of expenses out of the General Fund including: employee salaries, benefits, utilities, instructional materials, classroom supplies, travel and conference expenses, legal services, field trip and athletics transportation, technology infrastructure and replacement, software, custodial supplies, and facility repairs. We also budget for Special Education costs such as Non-Public School expenses, transportation, and service contracts that exceed the amount of money we receive from State and Federal programs.

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

In 2026-27, Escondido Union High School District is projecting it will receive $25,865,350 based on the enrollment of foster youth, English learner, and low-income students. Escondido Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Escondido Union High School District plans to spend $25,865,354 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 Escondido Union High 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 Escondido Union High 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, Escondido Union High School District's LCAP budgeted $25,720,862 for planned actions to increase or improve services for high needs students. Escondido Union High School District actually spent $26,077,196 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
Escondido Union High School District	Dr. Martin Casas Assistant Superintendent	mcasas@euhsd.org 760-291-3250

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.

Escondido Union High School District: Preparing Students for Success
Located 30 miles northeast of San Diego, Escondido is home to over 150,660 residents. While rooted in agriculture, the city continues to thrive with family-owned businesses and a unique blend of urban and natural landscapes, including rolling hills and lush avocado and citrus groves.

For more than 130 years, the Escondido Union High School District (EUHSD) has been dedicated to student achievement and lifelong success. Serving grades 9-12, the district includes Escondido High School, Orange Glen High School, San Pasqual High School, Valley High School, and Del Lago Academy, each offering diverse and innovative learning experiences.

Academic Excellence and Opportunities
EUHSD is committed to providing students with a high-quality education that prepares them for college, careers, and beyond. The district offers:

Advanced Placement (AP) courses recognized nationwide.
College and Career Technical Education (CCTE) pathways to equip students with real-world skills.
STEM-focused programs that foster innovation and critical thinking.
Independent study options tailored to different learning needs.

Our Students
EUHSD serves more than 6,335 high school students, with 82% identified as unduplicated students (including English learners, foster youth, and low-income students).

82%+ are classified as unduplicated (EL, SED, FY, or Homeless)
22.4% are English Language Learners.
16.4% receive Special Education services.
Student demographics: 80.2% Hispanic/Latino, 13.5% White, 2.7% Asian, 1.8% Black/African American, and 1.8% Filipino.

Equity Multiplier
Valley High School has been designated for the Equity Multiplier since the 2023-24 academic year due to high student turnover rates. As a continuation school, VHS provides targeted support for students facing academic challenges, many of whom are from socioeconomically disadvantaged backgrounds.

A Vision for the Future
EUHSD is dedicated to fostering critical thinking, problem-solving, and leadership skills to ensure students are prepared for life after high school. Additionally, Escondido Adult School has served over 5,000 students annually for more than 40 years, offering programs for high school completion, career development, and personal enrichment.

By partnering with parents, local businesses, and the community, EUHSD strives to create a supportive, inclusive, and future-ready learning environment where all students can achieve their personal and academic goals.

Reflections: Annual Performance

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

Based on the 2023–24 California School Dashboard, several schools and student groups were identified as demonstrating Red-level performance indicators. The summary below outlines the specific schools, state indicators, and student groups identified as low performing in English Language Arts (ELA), Mathematics, English Learner Progress, College and Career Readiness, Graduation Rate, and Suspension Rate. These results continue to inform the district's ongoing improvement efforts, targeted supports, and resource allocation within the LCAP.

- Del Lago Academy: Red in English Learner Progress (English Learners and LTELs).
- Escondido High School: Red in ELA (LTELs and Students with Disabilities), Math (LTELs and Students with Disabilities), English Learner Progress (English Learners and LTELs), College and Career (Students with Disabilities), and Graduation (Homeless students).
- Orange Glen High School: Red in ELA (English Learners and LTELs), Math (Hispanic, LTELs, and Socioeconomically Disadvantaged), English Learner Progress (English Learners and LTELs), Graduation (Students with Disabilities), and Suspension (African American students).

- San Pasqual High School: Red in ELA (LTELs), Math (English Learners, Hispanic/Latino, LTELs, and Socioeconomically Disadvantaged), English Learner Progress (LTELs), and Suspension (Students with Disabilities).
- Valley High School: Red in Math (Hispanic/Latino and Socioeconomically Disadvantaged), and College and Career (English Learners, Hispanic/Latino, and LTELs).

Each year, Escondido Union High School District (EUHSD) reviews state and local data, including the 2025 California School Dashboard, to evaluate overall performance and identify areas for continued growth. The Dashboard reflects 2024–25 school year performance and indicates continued progress across several indicators, while also highlighting persistent equity gaps that guide district priorities.

Overall, the district demonstrated growth in college and career readiness and stability in graduation rates, while maintaining full implementation of local indicators. At the same time, performance across student groups reveals ongoing areas of need, particularly for English Learners (EL), Long-Term English Learners (LTEL), students experiencing homelessness, and Students with Disabilities.

Academic Achievement (ELA & Mathematics)
In English Language Arts (ELA), the district maintained performance in the Yellow level, with students performing 6.7 points above standard, indicating stable performance.
In Mathematics, the district remained in the Yellow level and showed improvement, with students performing 102.2 points below standard, reflecting a 7.2-point increase from the prior year.

Reflection:
While overall performance is stable or improving, significant gaps remain across student groups, particularly for EL, LTEL, and students experiencing homelessness. These results indicate the need to continue strengthening core instruction, targeted interventions, and access to rigorous coursework.

English Learner Progress
The English Learner Progress Indicator declined to Red, with 29.8% of English Learners making progress toward English proficiency, representing a decrease from the prior year.
Reflection:
This decline highlights a critical need to strengthen designated and integrated ELD instruction, improve consistency of implementation across sites, and enhance reclassification systems. LTEL performance remains a significant area of focus.

College and Career Readiness
The district improved to Green, with 55.9% of students prepared, representing an increase from the prior year.
Reflection:
This growth reflects expanded access to CTE pathways, A-G coursework, and postsecondary supports. However, disparities remain for EL, LTEL, and students experiencing homelessness, indicating the need for continued targeted support to ensure equitable outcomes.

Graduation Rate
The graduation rate remained stable at 86.8% (Yellow).
Subgroup data indicates continued gaps for:

English Learners
Students with Disabilities
Students experiencing homelessness
Reflection:
While overall stability reflects the impact of credit recovery, counseling, and intervention supports, targeted strategies are still needed to accelerate progress for specific student groups.

LREBG-funded supports, including expanded access to credit recovery (Action 3.18; Operating Unit: internal use 3.4.3), additional social workers (Action 3.16; Operating Unit: internal use 3.4.1), and a licensed mental health clinician (Action 3.17; Operating Unit: internal use 3.4.2) have contributed to increased student engagement and progress toward graduation.

These strategies are grounded in research demonstrating that:
Credit recovery programs increase graduation rates and reduce dropout for at-risk students (Allensworth & Easton; AIR)
Integrated mental health and social-emotional supports improve attendance, engagement, and academic outcomes (CASEL; Learning Policy Institute; SAMHSA)

Suspension Rate & School Climate
The district reported a suspension rate of 4.6% (Orange), reflecting a slight increase from the prior year.
Reflection:
While systems such as PBIS, restorative practices, and MTSS continue to support improvements in school climate, disparities persist across student groups, particularly for students experiencing homelessness and Students with Disabilities. Continued focus is needed to reduce disproportionality and increase student engagement.

LREBG-funded actions, including restorative practices leadership (Action 5.6; Operating Unit: internal use 5.4.1), and expanded mental health supports (Actions 3.16 and 3.17; Operating Units: internal use 3.4.1 and 3.4.2), are being implemented to reduce barriers to learning and improve student behavior.

These approaches are supported by research demonstrating that:
PBIS and restorative practices reduce suspension rates and improve school climate (RAND; U.S. Department of Education; CASEL)
Tier 2 intervention systems improve student outcomes through targeted behavioral and academic supports (MTSS frameworks; National Center on Intensive Intervention)
Differentiated Assistance (DA) Alignment
Dashboard data indicates that students experiencing homelessness continue to experience significant disparities in ELA, Mathematics, and Suspension Rate, resulting in the district's identification for Differentiated Assistance (DA).
Reflection:
This identification reinforces the need for coordinated academic, behavioral, and engagement supports, including case management, targeted interventions, and expanded access to resources to address barriers to student success.

Overall Reflection & Next Steps
EUHSD continues to demonstrate positive momentum in key areas, particularly in college and career readiness and overall academic

stability. However, the Dashboard and local data clearly indicate that equity gaps persist across multiple student groups and indicators.

To address these needs, the district is strategically implementing Learning Recovery Emergency Block Grant (LREBG)-funded actions, including:
Increased Bilingual Instructional Aide (BIA) support (Action 1.16; Operating Unit: internal use 1.4.1)
Expanded mental health services and social workers (Actions 3.16 and 3.17; Operating Units: internal use 3.4.1 and 3.4.2)
Additional credit recovery opportunities (Action 3.18; Operating Unit: internal use 3.4.3)

These actions are grounded in research demonstrating that:
Instructional support for English Learners improves access and academic outcomes (August & Shanahan; Goldenberg)
Mental health and SEL supports increase engagement and academic success (CASEL; Learning Policy Institute)
Credit recovery improves graduation outcomes for at-risk students (AIR)
Restorative practices and MTSS frameworks improve behavior and school climate (RAND; U.S. DOE)

The effectiveness of these actions will be monitored using key state and local indicators, including:
Graduation Rate (5.1)
Dropout Rate (5.2)
Chronic Absenteeism (5.4)
Suspension Rate (5.3)
English Learner Progress Indicator (1.1)
Reclassification Rate (1.3)
Course completion and credit attainment (local data)

These findings will continue to guide district efforts by:
Strengthening Goal 1 academic instruction and language development supports
Expanding Goal 3 targeted interventions and student supports
Continuing Goal 5 efforts to improve school climate and reduce disparities
Sustaining Goal 2 investments in staff capacity and instructional systems
Refining Goal 4 strategies to strengthen family engagement

EUHSD will continue to use state and local data to refine actions and ensure that all students, particularly unduplicated student groups, receive the support necessary to improve outcomes and achieve long-term success.

Reflections: Technical Assistance

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

Escondido Union High School District (EUHSD) is participating in Differentiated Assistance (DA) based on the performance of students experiencing homelessness in English Language Arts, Mathematics, and Suspension Rate, as identified in the 2025 California School Dashboard

This marks the district's first identification for Differentiated Assistance in several years, and EUHSD has begun engaging in a structured continuous improvement process in partnership with the San Diego County Office of Education (SDCOE) to analyze data, identify root causes, and strengthen systems of support for this student group.

Work Underway as Part of Technical Assistance
Data Analysis and Root Cause Identification
The district has conducted an initial review of Dashboard and local data to better understand the factors contributing to lower academic performance and higher suspension rates for students experiencing homelessness.
Preliminary analysis indicates that chronic absenteeism, inconsistent access to targeted academic supports, and limited access to coordinated behavioral and mental health services are key contributing factors impacting student outcomes.

Strengthening Academic Supports (Goals 1 & 3)
In response, the district is working to strengthen academic systems by:
Increasing monitoring of ELA and Mathematics course performance for students experiencing homelessness
Expanding access to targeted interventions, tutoring, and credit recovery (Action 3.18; Operating Unit: internal use 3.4.3)
Improving alignment between instruction, intervention, and student support services

These efforts are aligned with Goal 1 (Academic Achievement) and Goal 3 (Targeted Student Support).
Improving Attendance and Engagement (Goal 3)

To address attendance-related barriers, the district is:
Strengthening MTSS and attendance monitoring systems
Implementing more intentional case management practices for students experiencing homelessness
Increasing coordination between site teams, counselors, and support staff
Expanding Behavioral and Mental Health Supports (Goals 3 & 5)

The district is also expanding access to behavioral and mental health supports through:
Increased social worker and mental health support (Actions 3.16 and 3.17; Operating Units: internal use 3.4.1 and 3.4.2)
Implementation of restorative practices and PBIS frameworks (Action 5.6; Operating Unit: internal use 5.4.1)
Continued use of RESET and Tier 2 intervention programs (Action 5.7; Operating Unit: internal use 5.4.2)

These actions are designed to reduce suspension rates, improve student engagement, and create more supportive school environments.

Ongoing Monitoring and Continuous Improvement
EUHSD will continue to work with SDCOE to:
Refine root cause analysis through ongoing data review
Monitor progress of targeted student groups, particularly students experiencing homelessness
Adjust strategies and supports based on data and site-level feedback
This work is integrated into the district's broader LCAP monitoring processes and will inform future refinements to actions and services.

Summary
Through Differentiated Assistance, EUHSD is strengthening its systems to better support students experiencing homelessness by aligning academic, behavioral, and engagement supports across Goals 1, 3, and 5. As this work continues, the district will refine its strategies to ensure that targeted supports lead to measurable improvements in student outcomes.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the educational community. Each school has teachers who serve on the LCAP Educational Advisory Committee. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
Administrators (Principals, Assistant Principals, Directors, Assistant Superintendents, Superintendent)	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the educational community. Each school has administrators who serve on the LCAP Educational Advisory Committee. Meeting Dates -November 13, 2025

Educational Partner(s)	Process for Engagement
	-February 11, 2026 -March 19, 2026 -April 30, 2026
Classified Staff	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the educational community. Each school has classified staff who serve on the LCAP Educational Advisory Committee. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
Local Bargaining Units	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the educational community. Both Local bargaining units are invited to be a part of the LCAP Educational Advisory Committee. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
Parents Specifically parents of Unduplicated student and students with identified disabilities	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach

Educational Partner(s)	Process for Engagement
	fosters a dynamic exchange of ideas and insights among the educational community. Each school has parents who serve on the LCAP Educational Advisory Committee. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
Students	District-level meetings are held quarterly and bring together all educational partners for collaborative discussions. During these sessions, participants engage in structured data analysis protocols to review and interpret educational data. These meetings provide a platform for partners to share their perspectives, insights, and constructive feedback, promoting a rich exchange of ideas within the educational community. Additionally, each school is represented by students who serve on the LCAP Educational Advisory Committee. The district also hosts annual Student Forums at each school site, where randomly selected unduplicated students and student leaders are invited to discuss student and site priorities in relation to the LCAP. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
ALL Educational Partners	The LCAP (Local Control and Accountability Plan) survey is circulated annually in February to all Educational Partners. The District employs various communication channels, including telephone calls, text messages, emails, marquee announcements, websites, social media platforms, and meetings attended by educational partners, to disseminate the survey link. This multi-modal approach ensures widespread access and participation, facilitating comprehensive feedback from the educational community. The district's DELAC serve on the LCAP Educational Advisory Committee. Meeting Dates -November 13, 2025 -February 11, 2026

Educational Partner(s)	Process for Engagement
	-March 19, 2026 -April 30, 2026
DELAC	LCAP metrics and performance data are shared with the DELAC (District English Learner Advisory Committee). The District actively seeks feedback from DELAC members, and their input is taken into consideration during the development of the LCAP. This collaborative approach ensures that the perspectives and insights of the DELAC contribute to the planning and improvement efforts outlined in the LCAP. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
SELPA	The local SELPA convenes meetings at least quarterly, during which representatives from EUHSD update SELPA on the district's data analysis findings and discuss forthcoming actions. These sessions also serve as a forum for SELPA to share their viewpoints, thoughts, and provide constructive feedback on the information presented. This collaborative process encourages an active exchange of ideas and insights within the educational community. Meeting Dates -November 13, 2025 -February 11, 2026 -March 19, 2026 -April 30, 2026
VHS: Equity Multiplier	Educational partners convened at VHS and the district office meeting to delve into Valley High School (VHS) data, focusing particularly on graduation rates. During the session, discussions revolved around various key aspects, including academic achievement, credit recovery, attendance, and student engagement. The gathering provided a platform for collaborative analysis and dialogue on these crucial factors influencing student success at Valley High School. Meeting dates: -Staff Forum 1/26/2026 -LCAP Forum 1/26/2026 -Parent Forum 2/6/2026

Educational Partner(s)	Process for Engagement
	-Student Forum 2/11/2026

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

The Escondido Union High School District (EUHSD) utilizes a comprehensive, inclusive, and data-informed engagement process to ensure that the Local Control and Accountability Plan (LCAP) reflects the priorities and needs of its educational partners. Input was gathered from students, families, staff, administrators, and community members through the LCAP Educational Partners Advisory Committee, districtwide surveys, and student forums conducted at each school site.

For the 2026–27 LCAP development cycle, over 4,300 stakeholders participated in the LCAP survey and engagement process. Educational partners reviewed student performance data, including California School Dashboard indicators, and engaged in structured protocols to analyze trends, identify needs, and prioritize actions and services.

Student forum feedback across all sites consistently emphasized the importance of engaging instruction, strong relationships with teachers, access to real-world learning opportunities, expanded academic support (including tutoring and intervention), increased access to rigorous coursework (AP, Dual Enrollment, and CTE), and comprehensive counseling services to support college and career planning.

Survey results and advisory input reinforced these themes, identifying key priorities across stakeholder groups:

- Access to counseling and academic guidance
- Academic support for struggling students
- Attendance and engagement supports
- Strong instructional practices and teacher-student relationships
- Effective communication and increased parent engagement
- Safe, inclusive, and respectful school environments

Educational partners engaged in collaborative activities—including data analysis protocols, small group discussions, and a gallery walk process—to review and prioritize existing LCAP actions and services. Through this process, stakeholders consistently affirmed that the district's current goals and actions are aligned to the most critical areas of need.

As a result, no new goals or actions were added to the 2026–27 LCAP. Instead, feedback was used to refine and strengthen the implementation of existing actions, with a greater emphasis on coherence, consistency across sites, and targeted support for student groups identified through data analysis.

In alignment with Differentiated Assistance (DA) identification for Homeless student performance in ELA, Math, and Suspensions, educational partner feedback further reinforced the need to strengthen integrated supports related to attendance, academic intervention, and student engagement. These priorities are embedded within existing Goal 3 actions and will be addressed through more intentional coordination and monitoring rather than the addition of new services.

Key areas of emphasis aligned to stakeholder feedback include:

- Goal 1: Academic Achievement

Continued focus on rigorous curriculum, high expectations, and access to academic supports.-

- Goal 2: Effective Instruction and Leadership

Strengthening instructional practices, professional learning, and staff collaboration to support student engagement and achievement.

- Goal 3: Support to Students

Expanded access to counseling, academic and social-emotional supports, credit recovery, and college and career opportunities.

- Goal 4: Engaged Parents

Increased communication, translation services, and opportunities for meaningful parent involvement.

- Goal 5: Safe and Respectful Environments

Continued emphasis on student belonging, safety, and positive school climate.

- Goal 6: Equity Multiplier – Valley High School

Targeted supports focused on attendance, credit recovery, social-emotional services, and relevant, engaging instruction.

Educational partner feedback specific to Valley High School played a significant role in shaping the use of Equity Multiplier funds. During dedicated staff, parent, student, and LCAP forums, stakeholders reviewed VHS data with a particular focus on graduation outcomes, attendance, credit completion, student engagement, and barriers impacting school connection and persistence. Educational partners consistently emphasized the need for targeted interventions that provide students with individualized academic support, meaningful relationships with staff, expanded credit recovery opportunities, mental health and wellness supports, and engaging learning environments that increase student connectedness to school. As a result, Equity Multiplier resources were intentionally aligned to strengthen existing systems of support focused on improving graduation outcomes, re-engaging students, and addressing the unique needs of VHS students through coordinated academic, behavioral, and social-emotional interventions.

Overall, educational partner feedback validated the direction of the district’s current LCAP and confirmed that existing goals, actions, and services address the priorities identified by the community. The district will continue to refine implementation, strengthen alignment across systems, and respond to ongoing input to ensure equitable outcomes for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready.	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.

Escondido Union High School District (EUHSD) established Goal 1: Academic Achievement to ensure that all students have equitable access to high-quality instruction, rigorous coursework, and the supports necessary to graduate college and career ready. This goal reflects the district's core mission and is grounded in a review of current California School Dashboard (2025) and local data, which indicate both areas of progress and persistent disparities among student groups.

Overall, district performance reflects stability and improvement across several indicators, including maintaining Yellow performance in English Language Arts (6.7 points above standard) and improving to Yellow in Mathematics (102.2 points below standard, with growth from the prior year). Additionally, the district improved to Green in College and Career Readiness (55.9%) and maintained a graduation rate of 86.8% (Yellow).

Despite these gains, data indicate that significant achievement gaps persist, particularly for English Learners (EL), Long-Term English Learners (LTEL), students experiencing homelessness, Students with Disabilities, and socioeconomically disadvantaged students. The English Learner Progress Indicator declined to Red (29.8%), highlighting the need for strengthened language development systems and targeted instructional supports.

Additionally, local and Dashboard data indicate that students experiencing homelessness are disproportionately represented in suspension outcomes, resulting in increased loss of instructional time and further contributing to disparities in academic achievement. This is further reflected in the district's identification for Differentiated Assistance (DA) based on the performance of students experiencing homelessness in ELA, Mathematics, and Suspension Rate, reinforcing the need for coordinated academic, behavioral, and engagement supports.

Rationale for the Goal

Student Success and College/Career Readiness
Academic achievement remains the foundation of student success. This goal ensures that all students develop the knowledge, skills, and competencies necessary to graduate prepared for postsecondary education, career pathways, and lifelong learning.

Equity and Access
This goal directly addresses disparities in student outcomes by prioritizing targeted supports and access to rigorous instruction, ensuring that all students—particularly unduplicated student groups—have the opportunity to meet high academic standards and reach their full potential.

Accountability and Continuous Improvement
Academic achievement provides a clear framework for measuring district effectiveness. Through the use of state and local indicators, the district is able to monitor progress, identify areas of need, and make data-driven decisions to improve instruction and student outcomes.

Preparation for the Future
Ensuring strong academic outcomes prepares students to navigate an increasingly complex and competitive global economy. This includes access to A-G coursework, CTE pathways, and college and career readiness opportunities.

Alignment with Educational Partner Priorities
Feedback from students, families, staff, and community members consistently identifies academic achievement as the highest priority for the district. Educational partners emphasized the importance of strong instruction, access to academic support, and preparation for postsecondary success.

Conclusion
Goal 1 reflects EUHSD's commitment to ensuring that all students achieve at high levels while addressing persistent inequities in academic outcomes. By focusing on high-quality instruction, targeted supports, and equitable access to opportunities, the district will continue to build on current progress while addressing areas of need identified through Dashboard and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Increase the English Learner Progress Indicator by 2% annually as reported on the California School Dashboard Priority 4: Pupil Achievement	Baseline Data: 2022-2023: California School Dashboard 43% making progress towards English Proficiency	2023-2024: California School Dashboard 33.5% making progress towards English Proficiency	2024-2025 California School Dashboard 29.8% making progress toward English Proficiency	Increase by at least 2% each year 2025-26 49% of student making progress toward English Proficiency	Distance from baseline: -13.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Maintain 100% of English Learners access to CCSS and ELD standards as measured through master schedule audits annually Internal Data Priority 1: Basic Services Priority 2: Implementation of State Standards Priority 7: Course Access	Baseline Data: 100% of English Learners have access to Common Core State Standards (CCSS) and ELD Standards as determined by local master schedule audit.	100% of English Learners have access to Common Core State Standards (CCSS) and ELD Standards as determined by local master schedule audit	100% of English Learners have access to Common Core State Standards (CCSS) and ELD Standards as determined by local master schedule audit	Maintain the level of standards implementation.	Distance from baseline: 0: Maintaining level of standard
1.3	Increase the EL/LTEL reclassification rate by 2% annually CALPADS Reports Priority 4: Pupil Achievement	Baseline Data: 2022-23: 19.0% reclassification Rate	2023-2024: 20.1% reclassification Rate	2024-2025: 10.4% Reclassification Rate	at least 2% increase each year from 2022-23 2025-26 25% reclassification Rate	Distance from baseline: -8.6
1.4	Increase the percent of 9th grade students earning a "C" or better in College/Career Ready ELA and Math Classes by 1% annually; 2% to close the achievement gap. Synergy SIS course completion	Baseline Data: 2022-23: Internal Data ELA All- 80.6% Asian- 97.1% Black/African American- 87.2% Filipino- 93.8% Latino/Hispanic- 77.1% White- 93.9% ELL- 63.3% RFEP- 85.5% Spec Ed- 63.9%	2023-2024: ELA All- 83.7% Asian- 97.1% Black/African American- 81.0% Filipino- 97.1% Latino/Hispanic81.3% White- 91.8% ELL- 63.5% RFEP- 88.4% Spec Ed- 72.5%	2024-2025: ELA All- 82.6% Asian- 96.3% Black/African American- 80.4% Filipino- 96.4% Latino/Hispanic- 79.9% White- 94.4% ELL- 64.1% RFEP- 86.7%	At least 3% increase each year from 2022-23 2025-26 ELA Overall: 83.6% Math Overall: 75.3%	Distance from baseline: ELA: +2.0 Math:+1.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4: Pupil Achievement	SED- 77.9% Foster Youth- 0.0% Homeless- 75.6% Math All- 72.3% Asian- 95.7% Black/African American- 75.0% Filipino- 97.9% Latino/Hispanic- 67.7% White- 90.4% ELL- 48.2% RFEP- 79.4% Spec Ed- 56.9% SED- 68.7% Foster Youth- 66.7% Homeless- 56.3%	SED- 80.7% Foster Youth- 40.0% Homeless- 80.3% MATH All- 73.8% Asian- 97.1% Black/African American- 52.4% Filipino- 96.9% Latino/Hispanic70.0% White- 89.3% ELL- 48.2% RFEP- 81.8% Spec Ed- 58.0% SED- 69.4% Foster Youth- 30.0% Homeless- 71.8%	Spec Ed- 75.4% SED- 80.3% Foster Youth- 72.7% Homeless- 64.4% MATH All- 73.3% Asian- 96.3% Black/African American- 68.8% Filipino- 96.2% Latino/Hispanic- 69.1% White- 92.1% ELL- 52.6% RFEP- 78.2% Spec Ed- 61.9% SED- 69.6% Foster Youth- 55.6% Homeless- 50.0%		
1.5	Increase the percent of 11th grade students that meet or exceed standards as established for CAASPP by 3% annually; 4% to close the achievement gap. Ca School Dashboard Priority 4: Pupil Achievement	Baseline Data: 2022-23 ELA All: 53.7% Asian: 85.71% Black: 51.72% Filipino: 74.29% Latino/a: 47.75% White: 74.54% ELL: 7.71% RFEP: 61.72% SWD: 15.98% SED: 50.15% FY: N/A	2023-2024: ELA: All- 54.8% Asian- 90.2% Black/African American- 60.0% Filipino- 87.5% Latino/Hispanic49.0% White- 78.1% ELL- 10.3% RFEP- 61.7% Spec Ed- 19.8% SED- 50.9% Foster Youth- N/A	2024-2025: ELA: All- 55.4% Asian- 84.8% Black/African American- 44.8% Filipino- 76.9% Latino/Hispanic- 49.5% White- 80.7% ELL- 8.3% RFEP- 66.9% Spec Ed- 17.4% SED- 51.5% Foster Youth- N/A	At least 2% increase each year from 2022-23 2025-26 ELA Overall: 62.7% Math Overall: 24.75%	Distance from baseline: ELA: +1.7 Math: +4.95

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 26.32% Math: All: 15.75% Asian: 51.02% Black: 6.90% Filipino: 33.33% Latino/a: 10.66% White: 35.48% ELL: 0.62% RFEP: 15.70% SWD: 2.82% SED: 12.43% FY: N/A Homeless: 12.82%	Homeless- 34.3% MATH All- 18.7% Asian- 64.7% Black/African American- 16.7% Filipino- 33.3% Latino/Hispanic12.2% White- 46.7% ELL- 0.7% RFEP- 16.5% Spec Ed- 2.4% SED- 13.8% Foster Youth- N/A Homeless- 12.1%	Homeless- 31.9% MATH All- 20.7% Asian- 63.6% Black/African American- 17.2% Filipino- 38.5% Latino/Hispanic-14.9% White- 42.2% ELL- 2.0% RFEP- 21.5% Spec Ed- 2.9% SED- 16.3% Foster Youth- N/A Homeless- 8.7%		
1.6	Increase the percent of 11th grade students that meet the EAP requirement of 'Ready" as determined by CAASPP results by 1% annually and by 2% to close the achievement gaps. CAASPP-ELPAC Public Reporting Site Priority 4: Pupil Achievement	2022-23 Data EAP ELA CAASPP All: 22.90% Asian: 55.10% Black/African American: 20.69% Filipino: 42.86% Latino: 18.01% White: 41.36% ELL: 0.69% RFEP: 25.00% SWD: 3.65% SED: 19.67% FY: N/A Homeless: 10.53% EAP Math CAASPP Math All: 4.48%	2023-2024: EAP ELA CAASPP All- 24.3% Asian- 70.6% Black/African American- 26.7% Filipino- 29.2% Latino/Hispanic19.1% White- 44.4% ELL- 0.7% RFEP- 26.0% Spec Ed- 4.2% SED- 20.7% Foster Youth- N/A Homeless- 14.9% EAP Math CAASPP	2024-2025: EAP ELA CAASPP All- 25.6% Asian- 57.6% Black/African American- 27.6% Filipino- 42.3% Latino/Hispanic-19.6% White- 50.7% ELL- 0.3% RFEP- 27.9% Spec Ed- 6.4% SED- 21.3% Foster Youth- N/A Homeless- 6.4% EAP Math CAASPP	At least 2% increase each year from 2022-23 2025-26 ELA Overall: 28.9% Math Overall: 10.48	ELA Distance from baseline: +1.7 Math Distance from baseline: +2.52

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 20.41% Black/African American: 3.45% Filipino: 8.33% Latino: 2.70% White: 11.52 ELL: 0.0% RFEP: 4.71% SWD: 0.0% SED: 3.20% FY: N/A Homeless: 0.0%	All- 6.8% Asian- 41.2% Black/African American- 3.3% Filipino- 8.3% Latino/Hispanic- 3.3% White- 20.3% ELL- 0.0% RFEP- 4.5% Spec Ed- 1.4% SED- 4.1% Foster Youth- N/A Homeless- 3.0%	All- 7.0% Asian- 30.3% Black/African American- 3.4% Filipino- 23.1% Latino/Hispanic- 4.3% White- 17.2% ELL- 1.0% RFEP- 5.5% Spec Ed- 0.0% SED- 4.9% Foster Youth- N/A Homeless- 2.2%		
1.7	Increase the percent of students scoring a 3 or higher on an Advanced Placement (AP) Exam by 1% annually; 2%to close the achievement gap. College Board Reporting Site Equity and Excellence Report Priority 4: Pupil Achievement	EUHSD Internal 2022-23 All- 36.6% Asian- 46.7% Black/African American- 42.2% Filipino- 25.4% Latino/Hispanic- 32.0% White- 47.6% ELL- 40.0% RFEP- 31.9% Spec Ed- 18.7% SED- 32.3% Foster Youth- 42.9% Homeless- 12.0%	2023-2024: All- 41.3% Asian- 57.3% Black/African American- 37.7% Filipino- 38.4% Latino/Hispanic35. 6% White- 51.7% ELL- 31.1% RFEP- 38.3% Spec Ed- 20.4% SED- 37.0% Foster Youth- 0% Homeless- 26.9%	2024-2025: All- 47.4% Asian- 57.9% Black/African American- 50.0% Filipino- 35.9% Latino/Hispanic- 42.4% White- 59.2% ELL- 35.7% RFEP- 42.9% Spec Ed- 20.3% SED- 43.0% Foster Youth- 0% Homeless- 49.0%	At least 1% increase each year from 2022-23 2025-26 Overall: 39.60%	Distance from baseline: +11.1
1.8	Increase the percent of students participating in an Advanced Placement course and/or College	EUHSD Internal Data 2022-23 All- 11.1% Asian- 21.6%	2023-2024 All- 10.7 Asian- 22.3%	2024-2025 All- 10.7 Asian- 21.7%	At least 1% increase each year from 2022-23	Distance from baseline: -0.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Course (Dual Enrollment, Middle College, Concurrent Enrollment) by 1% annually; 2% to close the achievement gap. Synergy SIS course completion Priority 4: Pupil Achievement Priority 7: Course Access	Black/African American- 11.1% Filipino- 17.8% Hispanic/Latino- 9.4% White- 17.5% ELL- 2.1% RFEP- 12.9% Spec Ed- 2.4% SED- 9.7% Foster Youth- 11.8% Homeless- 5.9%	Black/African American- 9.2% Filipino- 15.2 Latino/Hispanic- 9.1% White- 16.9% ELL- 2.1% RFEP- 12.8% Spec Ed- 2.4% SED- 9.7% Foster Youth- 0% Homeless- 6.3%	Black/African American- 8.5% Filipino- 16.4 Latino/Hispanic- 9.2% White- 15.7% ELL- 2.4% RFEP- 13.3% Spec Ed- 2.2% SED- 9.5% Foster Youth- 3.4% Homeless- 5.2%	2025-26 Overall: 14.10%	
1.9	Increase the percent of students meeting the UC a-g requirements by 1% annually; 2% to close the achievement gap. CALPADS Accountability & Monitoring Reports 15.1 – Counts and Rates. Priority 4: Pupil Achievement Priority 7: Course Access	EUHSD Internal Data 2022-23 Data All- 45.2% Asian- 80.0% Black/African American- 48.3% Filipino- 70.0% Latino/Hispanic- 39.9% White- 60.8% ELL- 11.8% RFEP- 46.8% Spec Ed- 16.4% SED- 41.2% Foster Youth- 25.0% Homeless- 14.0%	2023-2024 All- 49.8% Asian- 78.0% Black/African American- 60.7% Filipino- 75.0% Latino/Hispanic44.4% White- 68.1% ELL- 10.5% RFEP- 52.8% Spec Ed- 18.0% SED- 45.6% Foster Youth- 0% Homeless- 33.3%	2024-2025 All- 52.4% Asian- 84.3% Black/African American- 39.3% Filipino- 72.0% Latino/Hispanic- 47.9% White- 69.3% ELL- 17.9% RFEP- 57.2% Spec Ed- 17.4% SED- 48.7% Foster Youth- 75.0% Homeless- 71.2%	At least 2% increase each year from 2022-23 2025-26 Overall: 51.20%	Distance from baseline: +7.2
1.10	Increase the percent of students qualifying for the Seal of Biliteracy by 2% annually	EUHSD Internal Data 2022-23 Data All- 10.9% Asian- 2.3% Black/African American- 0.0%	2023-2024 All- 15.5% Asian- 0% Black/African American- 0% Filipino- 0%	2024-2025 All- 19.2% Asian- 5.9% Black/African American- 0% Filipino- 4.0%	At least 2% increase each year from 2022-23 2025-26 Overall: 16.9%	Distance from baseline: +8.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Synergy SIS, AP Exams SAT, ELPAC Priority 4: Pupil Achievement Priority 7: Course Access	Filipino- 3.4% Latino/Hispanic- 13.6% White- 3.6% ELL- 0.0% RFEP- 17.6% Spec Ed- 1.5% SED- 12.2% Foster Youth- 0.0% Homeless- 5.0%	Latino/Hispanic17.8% White- 1.4% ELL- 6.7% RFEP- 23.2% Spec Ed- 2.6% SED- 16.0% Foster Youth- 0% Homeless- 9.3%	Latino/Hispanic-23.3% White- 3.6% ELL- 9.7% RFEP- 31.8% Spec Ed- 1.7% SED- 21.5% Foster Youth-50.0% Homeless- 12.1%		
1.11	Increase the percent of students qualifying as CTE completers by 2% annually In the 2022-23 school year 14.8% of of all students in the combined Graduation rate met UC/CSU requirements and completed at least One CTE Pathway. CALPADS Priority 4: Pupil Achievement Priority 7: Course Access Priority 8: Other Pupil Outcomes	EUHSD Internal Data 2022-23 Data All- 27.6% Asian- 44.4% Black/African American-27.3% Filipino- 25.8% Latino/Hispanic- 26.7% White- 30.6% ELL- 20.1% RFEP- 31.0% Spec Ed- 27.1% SED- 27.1% Foster Youth- 28.6% Homeless- 18.9%	2023-2024 All- 29.0% Asian- 34.0% Black/African American- 30.0% Filipino- 27.0% Latino/Hispanic28.4% White- 31.9% ELL- 24.3% RFEP- 30.9% Spec Ed- 30.4% SED- 28.3% Foster Youth-11.1% Homeless- 20.3%	2024-2025 All- 31.8% Asian- 38.5% Black/African American- 31.3% Filipino- 50.0% Latino/Hispanic-31.4% White- 32.7% ELL- 27.8% RFEP- 32.3% Spec Ed- 32.4% SED- 31.1% Foster Youth-20.0% Homeless- 19.4%	At least 2% increase each year from 2022-23 2025-26 Overall: 33.60%	Distance from baseline: +4.20
1.12	Increase the percent of CTE enrollment by 1% annually Synergy SIS course completion	2022-23 EUHSD Internal Data All: 37.1% Asian- 34.3% Black/African American-35.3%	2023-2024 All- 40.5% Asian- 34.1% Black/African American- 41.1% Filipino- 28.8%	2024-2025 All- 42.4% Asian- 37.6% Black/African American- 39.1% Filipino- 39.8%	At least 1% increase each year from 2022-23 2025-26 Overall: 40.1%	Distance from baseline: +4.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4: Pupil Achievement Priority 7: Course Access	Filipino- 31.4% Latino/Hispanic- 38.2% White- 33.2% ELL- 36.3% RFEP- 38.4% Spec Ed- 40.7% SED- 38.1% Foster Youth -0.0% Homeless- 36.7%	Latino/Hispanic42.1% White- 35.2% ELL- 38.9% RFEP- 43.4% Spec Ed- 44.1% SED- 42.5% Foster Youth- 0% Homeless- 43.1%	Latino/Hispanic-42.4% White- 43.9% ELL- 41.2% RFEP- 41.9% Spec Ed- 50.7% SED- 42.8% Foster Youth- 0% Homeless- 46.2%		
1.13	Maintain the level of standards implementation annually as reported on the California School Dashboard local indicator. Priority 2: Implementation of State Standards	2023 California School Dashboard Local Indicator lists this standard as full implementation, based on the self reflection tool provided by the CDE 100% of ELA courses are aligned to state standards. 100% of Math courses are aligned to state standards. 100% Next Generation Science Standards 100% of History/Social Science courses are aligned to state standards.	2024 California School Dashboard Local Indicator lists this standard as full implementation, based on the self reflection tool provided by the CDE 100% of ELA courses are aligned to state standards. 100% of Math courses are aligned to state standards. 100% Next Generation Science Standards 100% of	2025 California School Dashboard Local Indicator lists this standard as full implementation, based on the self reflection tool provided by the CDE 100% of ELA courses are aligned to state standards. 100% of Math courses are aligned to state standards. 100% Next Generation Science Standards 100% of	Maintain the level of standards implementation	Distance from baseline: 0: level maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			History/Social Science courses are aligned to state standards.	History/Social Science courses are aligned to state standards.		
1.14	Maintain 100% sufficiency of standards-aligned instructional materials annually Fall 2024 Facilities Inspection Tool Priority 1: Basic Services	California School Dashboard Local Indicator lists this standard as full implementation, based on the self reflection tool provided by the CDE	California School Dashboard Local Indicator lists this standard as full implementation, based on the self reflection tool provided by the CDE	California School Dashboard Local Indicator lists this standard as full implementation, based on the self reflection tool provided by the CDE	Maintain 100% sufficiency of standards-aligned instructional materials annually	Distance from baseline: 0: level Maintained
1.15	Increase the percent of students completing a broad course of study by the end of their Senior year. Increase the percent of unduplicated students and students with exceptional needs completing 3 years of Social Science by the end of their Senior year by 1% annually; 2% to close the achievement gap.	2022-23 EUHSD Internal Data All- 87.7% Asian- 100.0% Black/African American- 96.8% Filipino- 96.8% Latino/Hispanic- 90.1% White- 94.5% ELL- 74.1% RFEP- 94.1% Spec Ed- 80.1% SED- 90.5% Foster Youth- 66.7% Homeless- 68.3%	2023-2024 EUHSD Internal Data All- 87.0% Asian- 96.1% Black/African American- 93.3% Filipino- 89.2% Latino/Hispanic 90.5% White- 94.5% ELL- 75.1% RFEP- 94.3% Spec Ed- 79.8% SED- 90.4% Foster Youth- 100%	2024-2025 EUHSD Internal Data All- 88.4% Asian- 94.0% Black/African American- 93.5% Filipino- 95.8% Latino/Hispanic- 90.3% White- 97.5% ELL- 58.8% RFEP- 88.8% Spec Ed- 71.4% SED- 81.5%	At least 1% increase each year, 2% to close the achievement gap from 2022-23 2025-26 Overall: 93.7%	Distance from baseline: +0.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Unduplicated students and students with exceptional needs have a lower A-G completion rate, ELL 11.8%, SED 41.2%%, Foster Youth 25.0%, Special Education 16.4%, and Homeless 14.0%, when compared to other students, Asian 80.0%, Black/African American 48.3%, Filipino 70.0%, Latino/Hispanic 39.9%, White 60.8% Synergy SIS course completion Priority 7: Course Access		Homeless- 84.3%	Foster Youth- 80.0% Homeless- 63.8%		
1.16	Increase the percent of 10th grade students that meet or exceed standards as established for CAST by 1% annually; 2% to close the achievement gap. CA School Dashboard Priority 4: Pupil Achievement	2022-23 Baseline All: 21.8% Asian- 40.9% Black/African American- 11.5% Filipino- 50.0% Latino/Hispanic- 16.7% White- 41.1% ELL- 0.5% RFEP- 22.1% Spec Ed- 5.6% SED- 18.5% Foster Youth- 50% Homeless- 8.0%	2023-24 All: 19.8% Asian- 46.2% Black/African American- 14.3% Filipino- 61.1% Latino/Hispanic- 14.5% White- 41.1% ELL- 0.3% RFEP- 21.4% Spec Ed- 7.1% SED- 16.1% Foster Youth- N/A Homeless- 14.3%	2024-25 All: 23.2% Asian- 69.6% Black/African American- 13.3% Filipino- 52.4% Latino/Hispanic- 18.4% White- 38.2% ELL- 1.0% RFEP- 26.1% Spec Ed- 8.7% SED- 19.6% Foster Youth- N/A Homeless- 18.2%	At least 1% increase each year, 2% to close the achievement gap from 2022-23 2025-26 Overall: 24.8%	Distance from baseline: +1.4

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.

- Goal 1: Academic Achievement

Prompt 1 – Overall Implementation

During the 2025–26 school year, all Goal 1 actions were implemented with fidelity as described in the adopted LCAP. The district sustained core instructional systems, including technology access, instructional staffing, professional learning, and expanded course offerings. Local indicators reflect full implementation of academic standards, instructional materials, and professional learning systems.

While implementation fidelity was strong, student outcome data indicate uneven results across student groups. The district maintained Yellow status in English Language Arts and Mathematics, improved to Green in the College/Career Indicator (55.9% Prepared), and remained Red in English Learner Progress. These results demonstrate that while systems and supports are in place, implementation has been more effective in improving access and engagement than in accelerating academic outcomes for unduplicated student groups.

There were no substantive deviations between planned actions and actual implementation. Adjustments throughout the year focused on strengthening progress monitoring systems and aligning mid-year data to instructional planning.

Consistent with findings across multiple LCAP goals, the district recognizes that infrastructure is established, and the next phase of work requires greater instructional precision, subgroup-focused monitoring, and alignment between supports and measurable outcomes. Overall, implementation was strong; however, early outcome data suggest that actions were only partially effective in accelerating academic performance for unduplicated student groups.

Action-Level Analysis

Action 1.1 – Technology Integration (1:1 Devices & Network Support)

Implementation:

The district sustained its 1:1 Laptop Initiative, providing devices to over 6,000 students, including incoming freshmen. Network technicians ensured operational reliability and instructional continuity.

Data Impact:

Technology supported digital curriculum, formative assessment, and Renaissance diagnostics. Math proficiency increased from 11.5% to 13.5%, while ELA performance remained stable (Yellow).

Reflection:

While access and systems are fully implemented, refinement is needed to ensure that data from digital platforms is consistently used within PLC cycles to drive targeted instructional adjustments.

Action 1.6 & 1.8 – Professional Learning and Standards Implementation

Implementation:

The district maintained full implementation of standards-aligned curriculum and professional learning across all content areas, supported through PLC structures at each site.
Data Impact:
ELA and Math both remained Yellow, with persistent subgroup gaps, particularly for English Learners and Students with Disabilities.
Reflection:
Professional learning systems are established; however, outcome data indicate a need to shift toward:

- Language integration across content areas
- Mathematical reasoning and task design
- Structured subgroup monitoring within PLC cycles

Action 1.7 – English Learner Supports (BIAs, Lab Assistants, Reduced Class Sizes)
Implementation:
The district expanded BIA hours, maintained Lab Assistants, and continued reduced class sizes in targeted courses.
Data Impact:
Despite these supports:
English Learner Progress remains Red

- 29.8% of EL students made annual progress
- 30.3% decreased at least one ELPI level

Long-Term English Learners remain Red
EL students continue to perform below standard in both ELA and Mathematics
Reflection:
These results align with a Federal Program Monitoring (FPM) finding identifying the need for more consistent and intentional designated and integrated ELD, particularly for Long-Term English Learners (LTELs).

While staffing and structural supports were implemented as planned, effectiveness is limited without:

- Strong alignment between designated and integrated ELD and core instruction
- Consistent use of ELPAC data to inform instruction
- Structured monitoring of EL academic outcomes and reclassification progress

Action 1.9 – CTE Expansion and College/Career Readiness
Implementation:
Nine new or revised CTE pathways were developed, expanding access and aligning courses to A–G requirements.
Data Impact:
The College/Career Indicator improved to Green (55.9% Prepared), reflecting increased pathway participation and completion.
Reflection:
This action demonstrates strong effectiveness and should be sustained, with continued focus on equitable subgroup participation and completion.

Action 1.16 – LREBG: Expanded BIA Hours
Implementation:

LREBG funds increased BIA and Lab Assistant hours to provide full-day language support.
Data Impact:
While access improved, English Learner Progress has not yet improved at the Dashboard level.
Reflection:
Staffing expansion alone is insufficient. Future refinement will include:

- EL progress monitoring systems
- Reclassification pipeline tracking
- Targeted LTEL supports
- Course pass rate monitoring

Key Successes
College/Career Indicator improved to Green
A-G completion and CTE participation increased
Technology and instructional systems fully implemented
Professional learning structures sustained districtwide
Expanded language supports increased access to instruction for English Learners

Challenges and Considerations
English Learner Progress remains Red, particularly among Long-Term English Learners
Mathematics distance from standard remains significant, especially for EL and Students with Disabilities
Graduation gaps persist for EL and Students with Disabilities
Additionally, local and Dashboard data indicate that students experiencing homelessness are disproportionately represented in suspension outcomes, leading to increased loss of instructional time and compounding existing disparities in academic performance.

These findings indicate that while implementation was strong, actions were more effective in improving access than in accelerating academic outcomes for unduplicated student groups.

Strategic Reflection
Consistent with the district’s identification for Differentiated Assistance (DA) related to Homeless student performance in English Language Arts, Mathematics, and Suspension Rate, the district recognizes the need to strengthen alignment between academic supports, student engagement, and subgroup outcomes.

Moving forward, the focus shifts from implementing systems to ensuring those systems produce measurable results for unduplicated student groups.

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.

Explanation of Material Differences Between Budgeted and Estimated Actual Expenditures

Material differences between Budgeted Expenditures and Estimated Actual Expenditures, as well as Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, are defined as a variance of 10% or greater above or below the budgeted amount.

For the 2025–26 school year, all identified material differences exceeding 10% are primarily attributed to:

- the inclusion of carryover funds not reflected in initial budget allocations (resulting in expenditures above budget),
- the timing of expenditures, and
- adjustments in personnel costs based on finalized staffing assignments, student enrollment, and program needs (resulting in expenditures below budget).

These variances occur across both LCAP-funded and Title I-funded actions supporting English Learners (EL), Long-Term English Learners (LTEL), and at-risk student groups.

Operating Unit 122 (LCAP-funded – Action 1.2.2)
Estimated actual expenditures were approximately $522,486 below the budgeted amount ($2,320,682 vs. $2,843,168). This action funds Bilingual Instructional Aides (BIAs), LC Lab Assistants, and reduced class sizes to support EL/LTEL students.
The variance is primarily due to personnel cost efficiencies, staffing adjustments, and alignment to finalized master schedules and course offerings. Budget estimates are developed prior to final staffing assignments; therefore, the budgeted amount reflected an anticipated higher level of need for positions, sections, and instructional supports. Actual expenditures aligned to implemented staffing and program needs while still ensuring full delivery of services.

Operating Unit 131 (Title I – Action 1.3.1)
Estimated actual expenditures were approximately $134,378 below the budgeted amount ($45,676 vs. $180,054). This action supports instructional aides in ELD classes.
The variance is primarily due to lower-than-anticipated staffing needs, including vacancies and adjustments based on student enrollment. Budget projections reflected anticipated staffing levels that were not fully realized. Timing of hires and expenditures also contributed to the difference.

Operating Unit 132 (Title I – Action 1.3.2)
Estimated actual expenditures were approximately $661,127 above the budgeted amount ($1,014,713 vs. $353,586). This action funds ELD support sections and supplemental instructional materials.
The increase reflects the allocation and use of carryover funds not included in the original budget, resulting in expanded expenditures to support ELD programming and instructional materials.

Operating Unit 133 (Title I – Action 1.3.3)
Estimated actual expenditures were approximately $17,538 below the budgeted amount ($38,004 vs. $55,542). This action supports at-risk 9th grade students through academic and social-emotional interventions.

The variance is primarily due to the timing of expenditures and lower-than-anticipated utilization of funds based on actual student participation and program implementation needs.

Operating Unit 134 (Title I – Action 1.3.4)
Estimated actual expenditures were approximately $36,352 above the budgeted amount ($36,352 vs. $0). No funds were originally budgeted. Expenditures occurred due to the allocation of carryover funds during the year, allowing for expansion of 9th grade intervention services based on identified student needs.

Summary Statement
These material differences do not reflect a reduction or change in services. All LCAP- and Title I-funded actions were implemented as planned. Variances are the result of standard fiscal practices, including:

- Allocation of carryover funds
- Timing of expenditures
- Staffing adjustments based on actual need
- Alignment of resources to finalized program implementation

All expenditures remained aligned to LCAP goals and priorities and continued to support increased or improved services for unduplicated student groups.

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

Overall Effectiveness

During the 2025–26 school year, all planned actions and services under Goal 1 were implemented with fidelity across both base-funded and supplemental programs. This included continued investment in curriculum development, instructional technology, professional learning, expanded English Learner supports, reduced class sizes, and Career Technical Education (CTE) pathway expansion.

Educational partner feedback, including LCAP survey results, student forums, and advisory committee input, affirmed the importance of rigorous and engaging instruction, access to academic support, strong teacher-student relationships, and expanded college and career opportunities. These priorities are reflected within the existing Goal 1 actions and validate the district's overall approach.

Outcome data, however, indicate that actions were only partially effective in making progress toward the goal. The district maintained Yellow status in English Language Arts and Mathematics, improved to Green in College/Career readiness, and remained Red in English Learner Progress on the California School Dashboard. These results demonstrate that while actions have been effective in sustaining instructional systems and improving postsecondary readiness, they have been more effective in improving access and engagement than in accelerating academic achievement for unduplicated student groups—particularly English Learners and students struggling in Mathematics.

There were no significant deviations from planned implementation. Moving forward, the district's focus will shift from maintaining infrastructure to refining instructional practices, strengthening alignment across systems, and implementing more intentional subgroup monitoring.

Effectiveness of Base-Funded Actions (Actions 1.1 – 1.5)

Action 1.1 – Curriculum Development & Course Alignment
Effectiveness:
This action contributed to improved instructional coherence and increased College/Career readiness, with 55.9% of graduates classified as Prepared. However, modest gains in CAASPP ELA and Mathematics indicate that curriculum alignment alone is insufficient without targeted differentiation and intervention.

Action 1.2 – Inclusive Curriculum Design with Special Education Integration
Effectiveness:
Inclusive practices are in place; however, Students with Disabilities continue to perform below standard in ELA and Mathematics and experience lower graduation outcomes, indicating a need for more targeted intervention and progress monitoring.

Action 1.3 – Instructional Technology Integration
Effectiveness:
Technology has supported access and formative assessment practices; however, student performance data show only modest gains (Math proficiency increased from 11.5% to 13.5%). This indicates that technology must be more intentionally leveraged within PLC cycles to drive instructional adjustments.

Action 1.4 – Standards-Aligned Materials Distribution
Effectiveness:
This action supported instructional consistency; however, outcome data indicate that improved execution and timely intervention are needed to translate access to materials into accelerated academic growth.

Action 1.5 – Operational and Co-Curricular Supports
Effectiveness:
These supports strengthened learning environments and contributed to improved College/Career outcomes, but did not independently accelerate ELA or Mathematics performance.

Effectiveness of Supplemental and Concentration Actions (Actions 1.6 – 1.11)

Action 1.6 – Technology Access & Integration
Effectiveness:
Highly effective in providing equitable access; however, technology functions as an enabling condition rather than a direct driver of academic acceleration.

Action 1.7 – Support for English Learners
Effectiveness:
Despite expanded BIA support, reduced class sizes, and additional ELD sections:

- English Learner Progress remains Red

- Fewer than one-third of EL students made annual progress
- A significant percentage of students regressed at least one ELPI level
- Reclassification rates remained flat

These findings align with a Federal Program Monitoring (FPM) finding identifying the need for more consistent and intentional designated and integrated ELD, particularly for Long-Term English Learners (LTELs).

While structural supports are in place, they have not yet translated into improved outcomes. This indicates a need to strengthen:

- Alignment between ELD and core instruction
- Use of ELPAC data to inform instructional decisions
- Monitoring of LTEL progress beyond the traditional ELD sequence

Action 1.8 – Academic Performance & Data Analysis
Effectiveness:
Assessment systems are functioning effectively, as reflected in stable ELA performance and modest Math growth. However, stronger alignment between data analysis and instructional response is needed to accelerate outcomes.

Action 1.9 – CTE Expansion

Effectiveness:
Highly effective, contributing to improved College/Career readiness and increased student engagement in postsecondary pathways.

Action 1.10 – Site Initiative Funds
Effectiveness:
Improved site responsiveness and supported credit recovery and student engagement; however, subgroup performance gaps persist, indicating a need for more targeted use of funds.

Action 1.11 – Reduced Class Size
Effectiveness:
Improved student engagement and teacher capacity to monitor progress; however, this strategy did not independently result in measurable gains in English Learner Progress or Mathematics achievement.

Effectiveness of Title I Actions (Actions 1.12 – 1.15)
Actions 1.12 & 1.13 – ELD Instruction & Support
Effectiveness:
Supported course completion and access to language development; however, English Learner Progress remains Red, indicating the need for stronger integration of language development within core instruction.

Action 1.14 – Ninth Grade Support Initiatives
Effectiveness:
Demonstrated early success in stabilizing GPA and reducing course failures, supporting long-term graduation outcomes.

Action 1.15 – PLC Leadership & Data Use
Effectiveness:
Strengthened collaboration and data use; however, PLC cycles require greater focus on subgroup-specific strategies to drive measurable academic improvement.

- Challenges and Areas for Improvement
- English Learner Progress remains Red and requires strengthened instructional coherence and monitoring
- Mathematics performance remains below desired levels, particularly for unduplicated student groups
- Graduation gaps persist for English Learners and Students with Disabilities
- Suspension and attendance patterns continue to impact instructional time and student outcomes

These challenges are consistent with the district's identification for Differentiated Assistance (DA) related to Homeless student performance in English Language Arts, Mathematics, and Suspension Rate, and reinforce the need for more integrated academic, behavioral, and engagement supports.

Conclusion
Overall, Goal 1 actions have been effective in sustaining instructional infrastructure, expanding college and career pathways, and maintaining stability in ELA performance. Educational partner feedback confirms that these actions reflect community priorities and should be maintained. However, actions have been only partially effective in accelerating English Learner language acquisition and Mathematics achievement for unduplicated student groups.
In 2026–27, the district will refine implementation by strengthening instructional precision, improving data-driven decision-making, and ensuring that supports are aligned to produce measurable outcomes for identified student groups.

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 analysis of 2025–26 outcome data, mid-year progress monitoring, educational partner feedback, and the district's identification for Differentiated Assistance (DA) due to Homeless student performance in English Language Arts, Mathematics, and Suspension Rate, the district has refined the implementation of Goal 1 for 2026–27.

Educational partner input gathered through surveys, student forums, and advisory committee meetings reinforced the importance of rigorous and relevant instruction, strong teacher-student relationships, access to academic support (including tutoring and intervention), and expanded college and career opportunities. Stakeholders consistently prioritized college and career readiness and engaging learning experiences as key drivers of student success.

This feedback validated the district's current Goal 1 structure while also emphasizing the need to strengthen instructional effectiveness and ensure that supports are more intentionally targeted to student groups demonstrating the greatest need.

The district has been identified for Differentiated Assistance based on:

- Homeless student performance in English Language Arts
- Homeless student performance in Mathematics

- Homeless student Suspension Rate

This identification prompted deeper analysis of instructional access, attendance stability, credit attainment, and school climate factors impacting this student group. Findings indicate that while systems and supports are in place, increased precision in implementation, coordination, and monitoring is necessary to accelerate outcomes.

Changes to Actions for 2026–27
The overall goal, metrics, and actions under Goal 1 remain unchanged. However, the district will refine implementation to strengthen coherence, accountability, and impact, ensuring that services move from access to measurable outcomes.

Refinement of Action 1.7 – English Learner and Targeted Student Support
While staffing and structural supports were fully implemented, English Learner Progress remains Red and reclassification rates remained stable. Additionally, Homeless students continue to experience lower academic outcomes.
Consistent with both outcome data and Federal Program Monitoring (FPM) findings, the district will strengthen designated and integrated ELD practices and monitoring of Long-Term English Learners (LTELs).

For 2026–27, this action will include:
- Explicit monitoring of Homeless student ELA and Math course pass rates
- Scheduled academic check-ins for Homeless and English Learner students each semester
- Increased coordination between instructional teams and McKinney-Vento liaisons
- Structured monitoring of English Learner progress and reclassification indicators, including LTEL students

These refinements ensure that expanded staffing and supports are paired with clear subgroup accountability and instructional alignment.

Refinement within Action 1.4 – Mathematics Intervention
In response to DA identification in Mathematics, particularly for Homeless students, the district will implement:
- Structured in-school math intervention cycles
- Quarterly monitoring of 9th grade Math pass rates for identified student groups
- Targeted tutoring and credit recovery aligned to student performance data
- More intentional use of formative and state assessment data to guide intervention placement

This represents a shift from general access to math support toward clearly defined, data-driven acceleration strategies.

Integration with Suspension Reduction and Engagement Efforts
Because Homeless student Suspension Rate contributed to DA identification, academic supports under Goal 1 will be more intentionally aligned with school climate and engagement strategies.

For 2026–27:
- Instructional teams will monitor instructional time lost due to suspension
- Academic impact of suspension will be reviewed within MTSS processes
- Restorative practices will be paired with academic recovery planning

This ensures that academic, behavioral, and engagement systems are integrated to support improved student outcomes.

Refinement of Professional Learning (Actions 1.6 & 1.8)
Educational partner feedback emphasized the importance of engaging instruction and strong classroom relationships. In response, professional learning will be refined to include:

- Designated and integrated ELD instructional practices
- Strategies to support students experiencing mobility and interrupted learning
- Stronger use of data within PLC cycles to monitor subgroup progress
- Instructional strategies that promote engagement and rigorous, relevant learning experiences

PLC processes and instructional walkthrough tools will require evidence of subgroup analysis, including monitoring of Homeless and English Learner performance.

Changes to Metrics and Monitoring
While state indicators and long-term Dashboard targets remain unchanged, the district will strengthen internal monitoring systems to allow for earlier identification of student needs.

Additional measures for 2026–27 include:

- Homeless student ELA and Math course pass rates (semester-based)
- 9th grade credit attainment for targeted student groups
- Suspension rates by subgroup (quarterly review)
- Attendance stability and course completion patterns
- English Learner and LTEL progress monitoring
- Quarterly subgroup data reviews with site leadership teams

These adjustments shift monitoring from an annual review process to ongoing, data-driven progress tracking aligned to MTSS practices.

Target Outcome Adjustments
In addition to maintaining long-term Dashboard goals, the district will implement interim benchmarks to monitor progress throughout the year, including:

- Increased ELA and Math course success rates for Homeless students
- Reduction in suspension rates for identified student groups
- Improved English Learner Progress and reclassification pipeline indicators

These interim targets support timely instructional adjustments and more responsive intervention.

Strategic Shift for 2026–27
Reflection on prior implementation and stakeholder feedback confirms that the district's systems, staffing, and program structures are in place. However, increased precision in implementation is needed to ensure that these supports translate into measurable academic gains.

For 2026–27, the district's focus will shift toward:

- Targeted subgroup acceleration, particularly for Homeless students and English Learners
- Structured mathematics intervention and progress monitoring
- Integration of academic, attendance, and behavioral supports
- Strengthened instructional practices aligned to student engagement and rigor

- Ongoing, data-driven monitoring of student progress

Summary
Educational partner feedback validated the district's current direction, particularly the emphasis on rigorous instruction and college and career readiness. No new actions or goals were added. Instead, the district will refine implementation to ensure stronger alignment between services, stakeholder priorities, and improved outcomes for student groups identified through data.

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	1.1 Base Services	1.1 Provide all students rigorous, standards-aligned courses designed to prepare students to graduate college and career ready by revising and developing curriculum, instructional units, instructional tasks, lessons, CTE pathways, as well as formative and summative assessments aligned with state adopted content standards, and assessments.	$875,638.00	No
1.2	1.1.1 (Operating Unit: Internal uses) Special Education Curriculum revision	1.1.1 (Operating Unit: Internal uses) Include special education teachers in the curriculum revision and unit development process.	$0.00	No
1.3	1.1.2 (Operating Unit: Internal uses) Use of appropriate technology	1.1.2 (Operating Unit: Internal uses) Incorporate the use of appropriate technology so that students have the necessary skills to graduate college and career ready.	$0.00	No
1.4	1.1.4 (Operating Unit: Internal uses)	1.1.4 (Operating Unit: Internal uses) Provide core and supplementary standards-aligned instructional materials to support implementation of course revisions.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Standards-aligned instructional materials			
1.5	1.1.5 (Operating Unit: Internal uses) Support of curricular and co-curricular programs	1.1.5 (Operating Unit: Internal uses) Provide materials, supplies, other resources and operational services to support all curricular and co-curricular programs.	$0.00	No
1.6	1.2 .1 (Operating Unit: Internal uses) Technology Support	1.2.1 (Operating Unit: Internal uses) Appropriate use of technology: Provide resources and support for the appropriate use of technology so that students have the necessary skills to graduate college and career ready. -Network Technicians' • 1:1 Laptop Initiative The district will provide individual devices to socioeconomically disadvantaged (SED) students, identified by CA Dashboard and local data as needing access to online resources and significant online support, to improve their academic performance and college and career readiness.	$1,477,743.00	Yes
1.7	1.2.2 (Operating Unit: Internal uses) EL Program	1.2.2 (Operating Unit: Internal uses) Provide additional support to Language Learners Provide English Learners additional support in order to be successful in rigorous academic content in core classes. -LC Lab Classroom Assistants -BIA: Increase hours -Cluster Classes: reduced class size Escondido High School and Orange Glen High School will intensify monitoring and support for EL/LTEL students, focusing on progress, grades, and reclassification rates, based on California Dashboard data indicating graduation rates. Additionally, extra assistance will be provided	$2,473,197.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to English learners at EHS, SPHS, OGHS, and DLA, including instructional assistants and reduced class sizes tailored for ELD student groups, aiming to improve reclassification rates, EL and LTEL progress, graduation rates, and A-G rates.		
1.8	1.2.3 (Operating Unit: Internal uses) Data analysis	1.2.3 (Operating Unit: Internal uses) Data analysis, resources, and research Inform best practices by analyzing data from metrics, assessments and other sources, including research. Data Techs Diagnostics and Assessments Diagnostic assessments in Math and English Language Arts for 9th to 11th-grade students will occur three times a year at several schools to track progress, address learning gaps, and inform Professional Learning Communities (PLCs) ahead of the spring CAASPP testing. Special focus will be given to supporting English Learners, Homeless students, and Students with Disabilities, with extra support provided to Hispanic and Socioeconomically Disadvantaged students at Valley High School, and performance data reviewed quarterly to monitor progress.	$372,822.00	Yes
1.9	1.2.4 (Operating Unit: Internal uses) Career and Technical Education	1.2.4 (Operating Unit: Internal uses) Career and Technical Education CTE Pathways CTE Curriculum Alignment Providing access to college and career opportunities, including Career and Technical Education (CTE) programs, equips unduplicated students with essential skills and pathways to success in both the workforce and higher education. Implemented LEA-wide, this initiative ensures equitable access to resources and support, helping students transition smoothly to higher education, pursue certifications, and receive the academic and social-emotional support needed to excel.	$101,757.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	1.2.5 (Operating Unit: Internal uses) Site Initiatives	1.2.5 (Operating Unit: Internal uses) Site Discretionary fund : The district uses Site Discretionary Funds to enhance academic achievement for unduplicated students through targeted supports, resulting in improved performance in ELA and Math, increased EL & LTEL reclassification rates, and better A-G requirement completion. All initial site initiative funds are directed towards Goal 1, action 1.2.5. Schools can reallocate these funds to other goals as necessary to meet their specific needs.	$243,450.00	Yes
1.11	1.2.6 (Operating Unit: Internal uses) Decrease class size	1.2.6 (Operating Unit: Internal uses) Decrease class size in targeted areas: Data analysis of the CA Dashboard data, the district identified a need to support and monitor unduplicated students, particularly English Language Learners (ELL) and long-term English learners (LTELS), by reducing class sizes to provide individualized academic support and interventions, addressing significant needs highlighted by both state and local metrics for various student demographics.	$3,090,703.00	Yes
1.12	1.3.1 (Operating Unit: Internal uses) Bilingual Instructional Aides	1.3.1 (Operating Unit: Internal uses) Supplying additional instructional aides in English Language Development (ELD) classes offers invaluable adult support to students learning English as a second language, aiding them in surmounting any academic obstacles they may confront.	$178,240.00	No
1.13	1.3.2 (Operating Unit: Internal uses) ELD Support classes	1.3.2 (Operating Unit: Internal uses) ELD Support classes offer specialized instruction and assistance to students learning English as a second language, aiming to enhance their language proficiency and academic success. ELD Support Sections Supplemental Support Materials	$401,156.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	1.3.3 (Operating Unit: Internal uses) Evidence-based instructional support to 9th grade 1.3.3 (Operating Unit: Internal uses) CSI: Valley High School	1.3.3 (Operating Unit: Internal uses) Provide evidence-based instructional and social-emotional support to at-risk 9th grade students, facilitated through initiatives like teacher release periods and close collaboration with school staff to identify and assist students in need.	$0.00	No
1.15	1.3.4 (Operating Unit: Internal uses) Data analysis support	1.3.4 (Operating Unit: Internal uses) Inform best practices by analyzing data from metrics, assessments and other sources, including research. PLC Lead timesheets	$122,493.00	No
1.16	1.4.1 (Operating Unit: Internal uses) LREBG: Increase hours for BIA's and Lab Assistants	1.4.1: (Operating Unit: Internal uses) LREBG: Increase hours for BIAs & Lab Assistants To provide English Learners with the additional support they need to succeed in rigorous academic content across core classes, Escondido High School (EHS) and Orange Glen High School (OGHS) will intensify their monitoring and intervention efforts for English Learners (EL) and Long-Term English Learners (LTEL). This includes close tracking of student progress, academic performance, and reclassification rates, guided by California Dashboard data on graduation rates. Increase BIA Hours to 7.5/8 Hours Daily: (LREBG Funds) *ACTION 1.16 (1.4.1 Operating Unit: Internal uses) To ensure English learners receive consistent language support throughout the entire school day, LREBG funds will be used to extend the daily hours of Bilingual Instructional Assistants (BIAs). This added support increases students' access to academic content, enhances course flexibility, and improves both engagement and performance in core subjects. **Research-Based Rationale: Bilingual Instructional Assistants (BIAs) and Lab Assistants	$755,135.00	No

Action #	Title	Description	Total Funds	Contributing
		Bilingual Instructional Assistants (BIAs) and Lab Assistants play a key role in helping students recover from learning loss and supporting their social-emotional well-being. These staff members are especially effective for English Learners (ELs) and students needing extra support. Multiple studies and education agencies support the effectiveness of these roles. +. Academic Support and Learning Recovery BIAs and Lab Assistants help provide small-group instruction, tutoring, and academic support, which accelerates student learning— especially in reading and math. --Evidence: High-dosage tutoring by paraprofessionals has shown significant gains in learning, particularly for students from underserved communities (Robinson, Kraft, Loeb, & Schueler, 2021, Annenberg Institute at Brown University). --Support: The U.S. Department of Education (2021) recommends small-group interventions and support staff as key strategies for post pandemic learning recovery. +. Language Development and Equity BIAs support students in both English and their home language, helping them better understand lessons and fully participate in learning. This dual-language support leads to higher academic achievement and engagement. --Research: August, D., & Shanahan, T. (2006) found that bilingual instruction improves outcomes in reading and content learning for English Learners (Developing Literacy in Second-Language Learners, National Literacy Panel). --Practice: Thomas & Collier (2012) showed that students in programs with bilingual support staff outperformed peers in English-only programs in the long term. +. Social-Emotional Wellness and Belonging BIAs help build strong relationships with students and families, especially those who speak languages other than English. This creates a more inclusive and supportive school environment. --Evidence: Culturally responsive relationships increase students' sense of belonging and emotional safety, which supports academic success		

Action #	Title	Description	Total Funds	Contributing
		(CASEL, 2020 – Collaborative for Academic, Social, and Emotional Learning). --Support: The Dual Capacity-Building Framework for Family-School Partnerships (Mapp & Kuttner, 2013) emphasizes the importance of bilingual staff in strengthening family-school communication and trust. Research clearly supports the use of Bilingual Instructional Assistants and Lab Assistants to improve both academic outcomes and student well-being. These roles are essential for learning recovery and creating equitable, supportive learning environments for all students. **Metric(s) for Monitoring The above mentioned action will be monitored using the following existing metrics: 1.1 ELL progress Indicator, 1.3 reclassification rate, 1.4 9th grade ELA/Math pass rate, 1.5 CAASPP Meets/Exceeds, 1.9 A-G requirement, 3.1 graduation rate and internal progress monitoring data.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Effective Instruction and Leadership Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Escondido Union High School District (EUHSD) developed Goal 2: Effective Instruction and Leadership based on extensive input from educational partners, including LCAP survey results, student forums, the LCAP Educational Partner Advisory Committee, professional learning feedback, PLC collaboration, and the district's Learning Design Collective. Across these sources, there is a consistent emphasis on the importance of strong instruction, high-quality staff, and effective leadership as key drivers of student success.

Educational partners identified several priority areas, including:
Recruitment and retention of high-quality teachers and staff
Ongoing professional learning for certificated and classified staff
Teacher collaboration and PLC structures to support instructional planning
Instructional coaching, leadership development, and support for teachers
Meaningful and engaging learning experiences, including project-based and experiential learning
These priorities reflect a shared understanding that the quality of instruction and leadership is the most significant in-school factor impacting student outcomes.

Connection to Current Data and Identified Needs
A review of the 2025 California School Dashboard (2024–25 performance) and local data indicates areas of both progress and continued need, reinforcing the importance of this goal.
The district maintained Yellow performance in English Language Arts (6.7 points above standard) and improved to Yellow in Mathematics (102.2 points below standard), demonstrating overall stability and growth. Additionally, the district improved to Green in College and Career Readiness (55.9%) and maintained a graduation rate of 86.8% (Yellow).

Despite these improvements, persistent disparities remain across student groups, particularly for English Learners, Long-Term English Learners, students experiencing homelessness, and Students with Disabilities. The English Learner Progress Indicator declined to Red (29.8%), highlighting the need for strengthened instructional practices and consistent implementation of designated and integrated ELD.

These data points underscore the need to continue building educator capacity, strengthening instructional systems, and ensuring consistent, high-quality teaching across all classrooms.

Rationale for the Goal
High-Quality Instruction as the Foundation for Student Success
Effective instruction is essential to improving student outcomes. This goal ensures that all students have access to rigorous, standards-aligned instruction that promotes critical thinking, engagement, and meaningful learning.

Building Educator Capacity Through Professional Learning
Ongoing professional learning supports teachers, administrators, and staff in refining instructional practices, implementing state standards, and meeting the diverse needs of students. Through the district's Arc of Learning framework, EUHSD promotes continuous improvement and systemwide coherence.

Collaboration and Instructional Leadership
Structured collaboration through Professional Learning Communities (PLCs) and site-based leadership teams supports data-driven instruction, shared responsibility for student outcomes, and continuous refinement of teaching practices.

Equity and Consistency Across Classrooms
This goal addresses the need for consistent, high-quality instruction across all schools and classrooms, ensuring that all students—particularly unduplicated student groups—have equitable access to effective teaching and learning experiences.

Alignment with Educational Partner Priorities
Feedback from educational partners consistently highlights the importance of strong teaching, effective leadership, and meaningful learning experiences. This goal reflects those priorities and ensures alignment between stakeholder input and district actions.

Conclusion
Goal 2 reflects EUHSD's commitment to strengthening instruction and leadership as key drivers of student success. By investing in educator capacity, promoting collaboration, and ensuring consistent implementation of high-quality instructional practices, the district will continue to improve student outcomes and address persistent achievement gaps identified through Dashboard and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain at 100% the percent of teachers that are appropriately credentialed and assigned.	2022-23 All- 100%	2023-24 All 100% of teachers are appropriately	2024-25 All 100% of teachers are appropriately	Maintain 100%	Distance from Baseline: 0: Level Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CalSAAS Priority 1: Basic Services		credentialed and assigned.	credentialed and assigned		
2.2	Maintain at 0% the misalignments and vacancies Priority 1: Basic Services	2022-23 0% misassignment and 0 vacant positions.	2023-24 0% misassignment and 0 vacant positions.	2024-25 0% misassignment and 0 vacant positions	Maintain 0%	Distance from Baseline: 0: Level Maintained
2.3	Maintain or increase the level of professional learning implementation as reported on the California School Dashboard local indicator. Priority 2: Implementation of State Standards	2023 School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection tool provided by the CDE ELA= 5 Full Implementation and Sustainability Math= 5 Full Implementation and Sustainability History/Social Science= 5 Full Implementation and Sustainability ELD= 5 Full Implementation and Sustainability NGSS= 5 Full Implementation and Sustainability	2024 School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection tool provided by the CDE ELA= 5 Full Implementation and Sustainability Math= 5 Full Implementation and Sustainability History/Social Science= 5 Full Implementation and	2025 School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection tool provided by the CDE ELA= 5 Full Implementation and Sustainability Math= 5 Full Implementation and Sustainability History/Social Science= 5 Full Implementation and	Maintain at Full Implementation	Distance from Baseline: 0: Level Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Sustainability ELD= 5 Full Implementation and Sustainability NGSS= 5 Full Implementation and Sustainability	Sustainability ELD= 5 Full Implementation and Sustainability NGSS= 5 Full Implementation and Sustainability		
2.4	Maintain at 100% the number of teachers completing Year 1 and Year 2 of the RISE Induction Priority 2: Implementation of State Standards	2022-23 • 91% of Year 1 teachers completed Year 1 RISE induction • 91% of Year 2 teachers completed Year 2 RISE induction	2023-24 • 100% Year 1 teachers completed Year 1 RISE induction • 100% of Year 2 teachers completed Year 2 RISE induction	2024-25 • 86% Year 1 teachers completed Year 1 RISE induction • 100% Year 2 teachers completed Year 2 RISE induction	100% completion rates	Distance from Baseline: -5 Year 1 +9 Year 2

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.

Overall Implementation
During the 2025–26 school year, EUHSD implemented all planned actions under Goal 2: Effective Instruction and Leadership with fidelity. There were no substantive deviations between planned actions and actual implementation, and all services were delivered as described in the LCAP.

The district sustained strong systems of recruitment, retention, professional learning, instructional coaching, and leadership development aligned to State Priorities 1 (Basic Services) and 2 (Implementation of State Standards). Metrics indicate that foundational conditions for high-quality instruction remained stable and fully implemented across all school sites.

Key Successes
1. Fully Credentialed and Appropriately Assigned Teachers (Metrics 2.1 & 2.2)

For the 2024–25 school year, the district maintained:

- 100% appropriately credentialed and assigned teachers
- 0% teacher misassignments
- 0% teacher vacancies

This sustained stability reflects the effectiveness of EUHSD's recruitment and retention systems and ensures that all students have access to qualified educators across all sites.

EL Authorization Monitoring and FPM Finding
During the 2025–26 Federal Program Monitoring (FPM) review, the district received a finding related to English Learner (EL) authorization documentation. While teachers were appropriately credentialed, documentation of EL authorizations required clarification and alignment with state reporting expectations.
The district worked directly with the California Department of Education to verify assignments, confirm teacher authorizations, and ensure compliance. Corrective actions were implemented promptly, and internal monitoring systems were strengthened to prevent recurrence.
At the conclusion of corrective action, all teachers serving English Learners were confirmed to hold the appropriate EL authorizations.
This process reinforced the district's commitment to compliance, accurate reporting, and continuous improvement.

2. Full Implementation of Professional Learning (Metric 2.3)

The 2025 California School Dashboard reflects Full Implementation and Sustainability (Level 5) across all subject areas:

- English Language Arts
- Mathematics
- History/Social Science
- English Language Development
- Next Generation Science Standards

Maintaining Level 5 across all content areas indicates strong systemwide coherence in instructional practices and alignment to state standards. Professional Learning Communities (PLCs), instructional coaching, and Learning Studios supported consistent implementation across sites.

3. RISE Induction Completion (Metric 2.4)
The district maintained strong implementation of its RISE Induction program, supporting new teacher development and long-term retention. This sustained focus on induction contributes to instructional stability and strengthens overall teaching quality across the district.

Alignment of Actions to Implementation

All major actions under Goal 2 were implemented as planned:

- Action 2.1 & 2.3 – Recruitment and retention systems maintained workforce stability
- Action 2.4 – PLC time supported structured collaboration, data analysis, and instructional planning
- Action 2.5 – Content specialists and TOSAs provided coaching across ELA/ELD, Math, Science, Educational Technology, and Dual Language
- Action 2.6 – Professional learning aligned to the Arc of Learning (Design Thinking, Deeper Learning, Improvement Science, and SEL) and Equitable Grading Practices
- Title I Actions (2.8–2.11) – Strengthened site leadership capacity, instructional coherence, and targeted support for unduplicated students

Although there was a temporary vacancy in a content specialist role and a reduction in certain TOSA sections, service delivery remained consistent and professional learning systems continued without disruption.

Challenges and Considerations

While implementation fidelity remains strong, outcome data across other LCAP goals indicate persistent performance gaps for specific student groups, including:

- English Learners
- Homeless students
- Students with Disabilities
- Socioeconomically Disadvantaged students

Additionally, the district's identification for Differentiated Assistance (DA) based on Homeless student performance in English Language Arts, Mathematics, and Suspension highlights the need for stronger alignment between instructional leadership systems and subgroup acceleration strategies.

The EL authorization FPM finding further underscored the importance of maintaining robust internal monitoring systems to ensure ongoing compliance with credentialing and assignment requirements.

Conclusion

Goal 2 was implemented with high fidelity during the 2025–26 school year. Foundational systems—including credentialing, staffing stability, professional learning implementation, and instructional leadership structures—remain strong and fully operational.

The district responded effectively to the EL authorization FPM finding, strengthening internal systems and reinforcing its commitment to compliance and continuous improvement.

Moving forward, the district will shift from maintaining strong systems to increasing the precision and impact of those systems on student outcomes, particularly through improved alignment with Differentiated Assistance priorities and targeted support for identified student groups.

EUHSD remains well-positioned to leverage its stable instructional infrastructure to drive deeper academic gains and close persistent achievement gaps.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures, as well as Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, are defined as a variance of 10% or greater above or below the budgeted amount.

For the 2025–26 school year, material differences exceeding 10% under Goal 2 are primarily attributed to:

- the inclusion of carryover funds not reflected in initial budget allocations (resulting in expenditures above budget),
- adjustments in staffing and participation based on actual program needs (resulting in expenditures below budget),
- reallocation of site discretionary funds, and
- the timing of expenditures during the fiscal year.

These actions support professional learning, instructional leadership, and staff capacity building aligned to districtwide initiatives under Goals 1–5.

Operating Unit 225 (LCAP – Action 2.2.5: Professional Learning)
Estimated actual expenditures were approximately $18,455 above the budgeted amount ($106,073 vs. $87,618).
This action supports districtwide professional learning, including the Arc of Learning (Design Thinking, Deeper Learning, Improvement Science, and Social-Emotional Learning) and Equitable Grading Practices.
The variance is due to adjustments in the delivery of professional learning and reallocation of resources to meet site and district needs, including shifts in how professional learning was delivered during the year. Final expenditures reflect implementation decisions made to ensure effective delivery of services. All planned services were implemented.

Operating Unit 226 (LCAP – Action 2.2.6: Site Discretionary Funds)
Estimated actual expenditures were approximately $6,854 above the budgeted amount ($6,855 vs. $1).
Site Discretionary Funds are initially budgeted under Goal 1 and later reallocated to Goal 2 based on site-identified needs. These funds support site-based professional learning, collaboration, and instructional initiatives.
The variance reflects a minimal placeholder budget in this operating unit and the subsequent transfer and use of funds during the year to support site initiatives, including professional learning and travel. Expenditures align with site needs and planned services.

Operating Unit 232 (Title I – Action 2.3.2: PLC Leadership)
Estimated actual expenditures were approximately $69,341 below the budgeted amount ($198,969 vs. $268,310).
This action supports PLC Leads and builds teacher and site leadership capacity for effective collaboration.
The variance is primarily due to adjustments in staffing, participation levels, and stipends based on actual implementation, as well as the timing of expenditures. Budget projections reflected anticipated participation levels that were not fully realized. Services were implemented as planned.

Operating Unit 233 (Title I – Action 2.3.3: Instructional Coaching)
Estimated actual expenditures were approximately $298,933 below the budgeted amount ($325,618 vs. $624,551).
This action funds instructional coaching, including EL, Literacy, and Intervention Teachers on Special Assignment (TOSAs), as well as CSI-funded supports at Valley High School.

The variance reflects staffing adjustments, vacancies, and timing of expenditures based on actual program implementation. Budget estimates were developed prior to final staffing assignments, and actual expenditures aligned to implemented positions while maintaining coaching and instructional support across sites.

Operating Unit 234 (Title I – Action 2.3.4: Professional Learning Systems)
Estimated actual expenditures were approximately $313,680 above the budgeted amount ($339,449 vs. $25,769).
This action supports districtwide professional learning systems to ensure consistent implementation of LCAP actions and services.
The variance is due to the allocation and use of carryover funds not included in the original budget, resulting in expanded professional learning and capacity-building efforts aligned to district priorities.

Summary Statement
These material differences do not reflect a reduction or change in services. All Goal 2 actions—focused on professional learning, instructional leadership, and capacity building—were implemented as planned.
Variances are primarily the result of:

- Allocation of carryover funds (for overages)
- Adjustments in staffing and participation based on actual need (for underages)
- Reallocation of site discretionary funds
- Timing of expenditures during the fiscal year

All expenditures remained aligned to LCAP goals and priorities and supported the district's efforts to build educator capacity and improve outcomes for unduplicated student groups.

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

Overall Effectiveness
During the 2024–25 school year, actions under Goal 2 were implemented with fidelity and were effective in maintaining strong foundational systems that support high-quality instruction. Metrics related to credentialing, staffing stability, professional learning implementation, and induction reflect sustained strength and coherence in adult systems across the district.

Educational partner feedback continues to emphasize the importance of strong instruction, meaningful relationships, and consistent teaching practices. These priorities align directly to Goal 2 actions and validate the district's continued investment in professional learning, coaching, and instructional leadership.
However, while adult systems are strong and fully implemented, outcome data indicate that actions have been only partially effective in accelerating student outcomes for specific student groups. The district's identification for Differentiated Assistance (DA) due to Homeless student performance in English Language Arts, Mathematics, and Suspension Rate highlights the need for increased precision in how instructional systems are implemented and monitored.

Effective Actions
Actions 2.1 & 2.2 – Workforce Stability and Credentialing
Effectiveness:
The district maintained:

- 100% appropriately credentialed and assigned teachers
- 0% misassignments
- 0% vacancies

This sustained stability ensures that all students—including unduplicated student groups—have consistent access to qualified educators and instructional continuity across sites.

During the 2024–25 Federal Program Monitoring (FPM) review, the district received a finding related to English Learner authorization documentation. The district worked directly with the California Department of Education to verify credentials, ensure proper authorization, and strengthen internal monitoring systems.
Corrective actions were completed, and all teachers serving English Learners were confirmed to hold appropriate authorizations. This reflects strong organizational responsiveness and reinforces compliance systems moving forward.

Action 2.3 – Recruitment & Retention
Effectiveness:
Teacher retention systems remain effective and continue to support stability across school sites. Sustained staffing allows for continuity in instructional programs, PLC cycles, and coaching structures.
This stability is particularly important for students experiencing mobility, including Homeless students, as consistent relationships support engagement and academic continuity.

Action 2.4 – PLC Time and Data Cycles
Effectiveness:
Structured PLC time was implemented with fidelity, supporting:

- Ongoing student data analysis
- Plan-Do-Study-Act (PDSA) cycles
- Collaborative instructional planning

These systems strengthened instructional alignment and reinforced a culture of data-driven decision-making.

However, DA identification indicates that PLC processes have not yet consistently resulted in accelerated outcomes for Homeless students. While systems are operational, refinement is needed to ensure consistent monitoring and response to subgroup-specific performance.

Action 2.5 – Instructional Coaching & Content Specialists
Effectiveness:
Content specialists and TOSAs provided job-embedded coaching in ELA/ELD, Mathematics, and Science. Coaching has been effective in strengthening instructional strategies, curriculum alignment, and formative assessment practices.
However, given the district's DA status in Homeless student ELA and Mathematics performance, coaching cycles must become more explicitly aligned to:

- Subgroup-specific academic data
- Structured intervention supports
- Instructional strategies that address interrupted learning and attendance instability

While coaching systems are strong, their impact on accelerating outcomes for Homeless students has been less effective than desired.

Action 2.6 – Capacity-Building Professional Learning
Effectiveness:
Professional learning aligned to the Arc of Learning and Equitable Grading Practices has been fully implemented and widely attended. These efforts have built shared instructional language and systemwide coherence.
However, persistent achievement gaps—particularly for Homeless students in ELA and Mathematics—indicate that professional learning must shift from general capacity building to more targeted, subgroup-responsive strategies, including:

- Trauma-informed instructional practices
- Attendance-responsive grading and intervention strategies
- Academic stabilization supports for mobile students
- Early identification and monitoring of at-risk students

Action 2.7 – Site Discretionary Funds
Effectiveness:
Site Discretionary Funds allowed schools to respond to localized needs using achievement, attendance, and engagement data. This flexibility supported targeted interventions and site-specific strategies.
However, DA identification indicates the need for stronger districtwide calibration to ensure that supports for Homeless students are consistently implemented and monitored across sites.

Actions 2.8–2.11 – Title I Capacity Building

Effectiveness:
Title I-funded actions strengthened educator capacity, leadership development, and instructional support systems, particularly at Title I and CSI sites.
These actions contributed to improved instructional coherence and collaboration. However, despite strong adult systems, Homeless student outcomes in ELA, Mathematics, and Suspension demonstrate that further alignment between instructional leadership and subgroup acceleration strategies is needed.

Less Effective Areas and Needed Refinement
1. Impact on Homeless Student Outcomes (Differentiated Assistance)
The district's identification for Differentiated Assistance confirms that existing instructional systems, while fully implemented, have not yet produced sufficient gains for Homeless students in:

- English Language Arts
- Mathematics
- Suspension Rates

This reflects a need for stronger integration between instructional leadership systems and subgroup-specific monitoring, rather than a lack of implementation.

2. Mathematics Performance

Mathematics remains an area requiring intensified focus. While PLC and coaching systems are in place, student outcome trends indicate that instructional refinement and intervention precision must be strengthened, particularly for Homeless students and other unduplicated groups.

Conclusion
Goal 2 actions have been effective in maintaining strong instructional systems, stable staffing, and consistent professional learning implementation. The district also demonstrated responsiveness in addressing the EL authorization FPM finding and strengthening internal compliance systems.
However, actions have been only partially effective in translating these strong adult systems into accelerated outcomes for identified student groups.
Moving forward, the district will shift from maintaining strong systems to increasing the precision and impact of those systems—ensuring that professional learning, coaching, and instructional leadership are explicitly aligned to subgroup performance and result in measurable academic gains.

EUHSD remains well-positioned to leverage its stable instructional infrastructure to improve outcomes and close persistent achievement gaps.

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 analysis of 2025–26 implementation, student outcome trends, Federal Program Monitoring (FPM) feedback, educational partner input, and the district's identification for Differentiated Assistance (DA) due to Homeless student performance in English Language Arts, Mathematics, and Suspension Rate, EUHSD has refined the implementation of Goal 2 for 2026–27.

The overall goal structure, actions, and metrics remain unchanged, as foundational systems related to credentialing, recruitment, retention, professional learning, and instructional leadership remain strong and fully implemented. However, refinements have been made to increase the precision, alignment, and impact of these systems—particularly for historically underserved student groups.

Educational partner feedback, including LCAP survey input and advisory engagement, emphasized the importance of:
- Recruiting and retaining high-quality teachers
- Strengthening collaborative planning structures
- Developing leadership capacity
- Ensuring engaging and relevant instruction

These priorities remain embedded in Goal 2 and have informed the refinements described below.
Refinements for 2026–27
1. Increased Alignment to Differentiated Assistance (Homeless Students)

In response to the district's DA identification, Goal 2 implementation will include:
- Explicit monitoring of Homeless student ELA and Math performance within PLC cycles
- Structured review of Homeless student suspension data in leadership and coaching discussions

- Alignment of instructional coaching cycles to subgroup-specific academic data
- Increased collaboration between instructional leaders and McKinney-Vento site liaisons

While PLC and coaching systems were previously implemented districtwide, these refinements ensure that subgroup analysis and targeted instructional responses are consistently integrated into practice.

2. Refinement of Professional Learning Focus

Professional learning will continue within the Arc of Learning framework; however, for 2026–27, the focus will shift from general capacity-building to more targeted, student-centered strategies, including:

- Trauma-informed instructional practices
- Academic stabilization strategies for students experiencing mobility
- Attendance-responsive instructional planning
- Subgroup progress monitoring within PLC and PDSA cycles
- Strengthening Tier 1 mathematics instruction and intervention alignment

This refinement ensures that professional learning directly supports improved outcomes for Homeless students, English Learners, and other unduplicated groups.

3. Strengthened Mathematics Instructional Leadership

In response to ongoing Mathematics performance trends and DA identification, instructional leadership efforts will prioritize:

- Structured mathematics intervention cycles
- Use of formative assessment to guide targeted re-teaching
- Monitoring of 9th grade Math pass rates
- Increased calibration of instructional practices across sites

While coaching structures remain in place, their focus will be sharpened to support measurable academic growth.

4. Strengthened Credential Monitoring Systems (FPM Alignment)

Following the 2024–25 FPM finding related to English Learner authorization documentation, the district has strengthened internal monitoring systems to ensure ongoing compliance, including:

- Annual review of teacher credential authorizations prior to course assignments
- Cross-departmental verification between Human Resources and Educational Services
- Proactive monitoring of teachers serving English Learners

These refinements ensure sustained compliance while maintaining a fully credentialed workforce.

5. Strategic Alignment of Coaching Resources (TOSA Allocation)

While some Teacher on Special Assignment (TOSA) sections were reduced, coaching resources will be more strategically aligned to priority areas, including:

- English Language Arts and Mathematics acceleration
- English Learner instructional support
- Monitoring of Homeless student performance

This ensures that staffing adjustments increase focus and impact rather than reduce services.

6. Metrics and Monitoring Refinement
While existing Goal 2 metrics (2.1–2.4) remain unchanged, the district will strengthen internal monitoring systems to support more timely and responsive decision-making, including:

- Subgroup-specific PLC documentation and analysis
- Homeless student academic progress monitoring cycles
- Coaching logs aligned to identified subgroup needs
- Cross-goal alignment with Goal 1 academic performance metrics

Additionally, interim benchmarks will be used to monitor progress throughout the year rather than relying solely on annual Dashboard outcomes.

Summary of Changes
The district has not added or removed actions under Goal 2. Instead, refinements for 2026–27 focus on:

- Increasing subgroup-specific instructional leadership and accountability
- Aligning professional learning to Differentiated Assistance priorities
- Strengthening Mathematics instructional practices and intervention systems
- Enhancing compliance monitoring systems in response to FPM findings
- Increasing precision in coaching and PLC inquiry cycles

These adjustments reflect a shift from maintaining strong systems to ensuring those systems produce measurable academic outcomes for Homeless students and other historically underserved groups.

Conclusion
Educational partner feedback validated the district's current approach to instruction and leadership, particularly the emphasis on collaboration, strong teaching, and leadership development. The refinements outlined above strengthen the district's ability to deliver on these priorities while addressing areas identified through data analysis and state accountability systems.

EUHSD will continue to build on its strong instructional foundation by increasing the precision, alignment, and impact of its professional learning and instructional leadership systems to support improved outcomes for all students.

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	2.1.1 (Operating Unit: Internal uses Base Services)	2.1.1 (Operating Unit: Internal uses Base Services) Support students graduating college and career ready by hiring high quality teachers and support staff to implement Goals 1-5 (classified staff, certificated teachers, counselors, administrators, and non represented managers)	$71,394,079.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	2.1.2 (Operating Unit: Internal uses Base Services) Professional Learning	2.1.2 (Operating Unit: Internal uses Base Services) Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5. RISE District-led Workshops Conferences Content specific Professional Learning for Special Education teachers	$0.00	No
2.3	2.2.1 (Operating Unit: Internal uses) Recruit and Retain	2.2.1 (Operating Unit: Internal uses) Recruit and retain high quality teachers: Implementation of LEA-wide teacher support, including site-level teacher leaders and district-level specialists, is justified by the need for equitable compensation to attract and retain highly qualified educators, resulting in improved academic outcomes for unduplicated students within the EUHSD.	$3,506,897.00	Yes
2.4	2.2.2 (Operating Unit: Internal uses) PLC Time	2.2.2 (Operating Unit: Internal uses) Professional Learning: Provide additional time to increase effective engagement in professional collaboration such as Professional Learning Communities (PLC) and professional learning days. PLC Time (5min) 2 PL Days Certificated 2 PL Days Classified Professional Learning PLCs and PL foster collaborative learning, continuous improvement, data-driven decision making, and personalized professional development, which enhance student achievement, especially for ELL, FY, homeless, and SED students who continue to underperform in graduation rates, English	$949,097.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Language Arts, and college and career readiness according to the California Dashboard.		
2.5	2.2.3 (Operating Unit: Internal uses) Improve Teaching and Learning	2.2.3 (Operating Unit: Internal uses) Increase teacher support in teaching and learning: Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning. Content Specialists • ELA/ELD • Math Teacher on Special Assignment (TOSA) • Math • Science/Flex • Dual Language Immersion • Ed Tech TOSA • Curriculum TOSA • Extra Days for content specialists This support is crucial to address the needs of all students, especially English Language Learners, Long Term English Learners, Homeless, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities, as local data and the California Dashboard indicate these groups continue to require academic assistance, reflected in graduation rates, and social-emotional support, evidenced by suspension rates.	$1,429,088.00	Yes
2.6	2.2.5 (Operating Unit: Internal uses) Capacity building Professional Learning	2.2.5 (Operating Unit: Internal uses) Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and districtwide initiatives described in Goals 1-5. Professional Learning -Arc of Learning (Design Thinking, Deeper Learning, Improvement Science, and SEL). -Equitable Grading Practices	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Prioritizing professional growth among all educational partners allows the district to foster an environment conducive to continuous improvement, aiding the success of all students, particularly those requiring additional support, such as English Language Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged students, and students with disabilities, while also addressing academic and social challenges faced by unduplicated students, as indicated by lower graduation rates and higher suspension rates in the California Dashboard.		
2.7	2.2.6 (Operating Unit: Internal uses) Site Discretionary Funds	2.2.6 (Operating Unit: Internal uses) Site Discretionary Funds The district uses Site Discretionary Funds to enhance academic achievement for unduplicated students through targeted supports, resulting in improved performance in ELA and Math, increased EL & LTEL redesignation rates, and better A-G requirement completion. All initial site initiative funds are directed towards Goal 1, action 1.2.5. Schools can reallocate these funds to other goals as necessary to meet their specific needs.	$1.00	Yes
2.8	2.3.1 (Operating Unit: Internal uses) Credential Clearing and authorization	2.3.1 (Operating Unit: Internal uses) Support teachers needing to add credential authorizations, or clear credentials in order to be Highly Qualified. Support teachers to participate in industry certifications, and externships	$0.00	No
2.9	2.3.2 (Operating Unit: Internal uses) Build teacher and site leadership capacity in PLC	2.3.2 (Operating Unit: Internal uses) Build teacher and site leadership capacity for effective engagement in professional collaborations PLC Leads	$167,319.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	2.3.3 (Operating Unit: Internal uses) Content Specialist and instructional coaches to improve teaching and learning	2.3.3 (Operating Unit: Internal uses) Instructional Coaches- • EL TOSAs • Literacy TOSAs • Intervention TOSAs • CSI funds used by VHS – Personnel, see CSI report	$396,357.00	No
2.11	2.3.4 (Operating Unit: Internal use) Professional Learning	2.3.4 (Operating Unit: Internal uses) Build capacity and ensure systemic implementation of actions and services By prioritizing professional growth for EUHSD educators, the district aims to ensure the effective implementation of districtwide initiatives, fostering continuous improvement and creating supportive learning environments for all students, particularly those requiring additional support and interventions, including English Language Learners, Long Term English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged students, and students with disabilities.	$166,314.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Support to Students Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all student's graduate college and career ready	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Escondido Union High School District (EUHSD) developed Goal 3: Support to Students to ensure that all students—particularly those who are most at risk—have equitable access to the academic, behavioral, and social-emotional supports necessary to succeed in school and beyond. This goal reflects the district's commitment to addressing barriers to learning and providing a coordinated system of support that promotes student engagement, well-being, and academic success.
Input from educational partners, including LCAP survey results, student forums, site teams, and advisory committees, consistently emphasized the importance of access to counseling, academic interventions, social-emotional support, and college and career guidance. These priorities reinforce the need for a comprehensive and systemic approach to supporting the whole child.

Connection to Current Data and Identified Needs
A review of the 2025 California School Dashboard (2024–25 performance) and local data indicates both progress and ongoing areas of need that directly inform this goal.
The district demonstrated improvement in College and Career Readiness (Green, 55.9%) and maintained a graduation rate of 86.8% (Yellow). However, significant disparities persist across student groups, particularly for English Learners, Long-Term English Learners, students experiencing homelessness, Students with Disabilities, and socioeconomically disadvantaged students.

The English Learner Progress Indicator declined to Red (29.8%), and Mathematics performance remains below standard, indicating a continued need for targeted academic interventions. In addition, local and Dashboard data show that students experiencing homelessness experience significantly higher rates of chronic absenteeism and are disproportionately represented in suspension outcomes, contributing to lost instructional time and lower academic performance.
These outcomes are reflected in the district's identification for Differentiated Assistance (DA) based on the performance of students experiencing homelessness in ELA, Mathematics, and Suspension Rate, reinforcing the need for coordinated and targeted support systems.

Rationale for the Goal
Equity and Access to Supports

This goal prioritizes equitable access to academic, behavioral, and social-emotional supports to address disparities in student outcomes. By focusing on unduplicated student groups, the district ensures that resources are directed where they are most needed.

College and Career Readiness
Providing comprehensive support services—including counseling, academic interventions, and career guidance—ensures that students are prepared for postsecondary success and have access to meaningful pathways beyond high school.

Social-Emotional and Mental Health Support
EUHSD recognizes that students' success is closely tied to their social-emotional well-being. This goal supports the expansion of services such as counseling, wellness centers, and mental health interventions to help students navigate challenges and remain engaged in school.

Systemic and Coordinated Approach
A coordinated system of support, grounded in Multi-Tiered System of Supports (MTSS), ensures that interventions are implemented consistently, resources are used effectively, and student needs are addressed in a timely manner.

Improving Engagement and Graduation Outcomes
By addressing barriers such as attendance, behavior, and access to academic support, this goal supports increased attendance, credit attainment, and on-track graduation, ultimately improving graduation rates and reducing dropout rates.

Conclusion
Goal 3 reflects EUHSD's commitment to supporting the whole child through a comprehensive, equitable, and data-driven system of support. By aligning academic, behavioral, and social-emotional services, the district will continue to address barriers to student success, improve engagement, and close persistent achievement gaps identified through Dashboard and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the cohort graduation rate by 1% annually as reported on the California School Dashboard Priority 4: Pupil Achievement Priority 5: Pupil Engagement	2022-23 Baseline Data All: 86.0% Asian- 100.0% Black/African American- 87.9% Filipino- 96.8% Latino/Hispanic- 84.4% White- 90.0% ELL- 71.1%	2023-2024 All- 85.9% Asian- 94.3% Black/African American- 93.3% Filipino- 89.2% Latino/Hispanic84.6% White- 90.1%	2024-2025 All- 86.7% Asian- 94.2% Black/African American- 87.5% Filipino- 96.2% Latino/Hispanic- 85.1% White- 95.0%	1% annually as reported on the California School Dashboard by 2025-26 All: 89.0%	Difference from Baseline 0.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RFEP- N/A Spec Ed- 72.9% SED- 85.1% Foster Youth- N/A Homeless- 71.3%	ELL- 73.0% RFEP- N/A Spec Ed- 72.9% SED- 85.1% Foster Youth- N/A Homeless- 75.2%	ELL- 73.1% RFEP- N/A Spec Ed- 71.1% SED- 86.0% Foster Youth- N/A Homeless- 82.8%		
3.2	Decrease cohort dropout rate from previous year by 0.5% annually CALPADS Priority 5: Pupil Engagement	2022-23 Baseline Data All- 8.4% Asian: 0.0% Black/African American: 6.1% Filipino: 0.0% Latino/Hispanic: 9.3% White: 5.7% ELL: 17.5% SpEd: 10.9% SED: 8.8% FY: N/A Homeless: 18.0%	2023-2024 All- 10.1% Asian- 1.9% Black/African American- 3.3% Filipino- 2.7% Latino/Hispanic11.2% White- 7.8% ELL- 20.5% RFEP- N/A Spec Ed- 11.0% SED- 10.6% Foster Youth- N/A Homeless- 15.8%	2024-2025 All- 7.5% Asian- 3.8% Black/African American- 6.3% Filipino- 0.0% Latino/Hispanic-8.6% White- 1.5% ELL- 15.8% RFEP- N/A Spec Ed- 7.4% SED- 7.9% Foster Youth- N/A Homeless- 10.4%	Decrease 0.5% annually by 2025-26 6.9%	Difference from Baseline -0.9
3.3	Increase or maintain the ADA rate Synergy SIS attendance data Priority 5: Pupil Engagement	2022-23 Data All: 90.0%	2023-24 Data All: 90.72%	2024-25 All: 91.07%	increase or maintain 2025-26 All 90.0% or higher	Difference from Baseline 1.07
3.4	Decrease the chronic absenteeism by 0.25% CALPADS	2022-23 Data All- 32.1% Asian- 9.8% Black/African American-32.8%	2023-2024 All- 27.0% Asian- 11.5% Black/African American- 33.9%	2024-2025 All- 23.5% Asian- 8.7% Black/African American- 25.9%	Decrease by 0.25% annually by 2025-26 All: 31.35%	Difference from Baseline -8.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5: Pupil Engagement	Filipino- 17.5% Latino/Hispanic- 34.6% White- 23.8% ELL- 41.1% RFEP- 28.7% Spec Ed- 42.9% SED- 34.7% Foster Youth- 67.6% Homeless- 48.0%	Filipino- 16.7% Latino/Hispanic28.7% White- 21.0% ELL- 34.7% RFEP- 22.9% Spec Ed- 36.7% SED- 29.3% Foster Youth- 47.1% Homeless- 43.1%	Filipino- 9.6% Latino/Hispanic- 25.4% White- 16.8% ELL- 32.8% RFEP- 19.8% Spec Ed- 34.6% SED- 25.7% Foster Youth- 42.9% Homeless- 46.5%		

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.

Overall Implementation

During the 2024–25 school year, the district implemented all planned actions under Goal 3: Student Engagement, Attendance, and Persistence with fidelity. There were no substantive deviations between planned actions and actual implementation, and all services were delivered as described in the LCAP.

Districtwide systems supporting attendance monitoring, social-emotional services, credit recovery, and case management were operational across all sites. These systems contributed to improved overall student engagement and persistence outcomes.
However, while implementation fidelity remained strong, California School Dashboard data and local metrics indicate that outcomes were mixed, with continued performance gaps for specific student groups—particularly students experiencing homelessness, English Learners, and Students with Disabilities.

Key Successes and Dashboard-Aligned Outcomes

1. Average Daily Attendance (Local Metric 3.3)
Average Daily Attendance (ADA) increased to 91.07%, reflecting continued improvement in student engagement and daily participation. Districtwide attendance systems—including site attendance teams, MTSS processes, and coordinated outreach—contributed to this positive trend.

2. Chronic Absenteeism (Dashboard Indicator)
The district's chronic absenteeism rate improved to 23.5%, reflecting continued progress from prior years (32.1% in 2022–23). This represents positive movement on the Dashboard indicator.

However, subgroup data indicates persistent disproportionality:

- Homeless students: 46.5% (increase of 3.4%)
- Foster Youth: 42.9% (decrease of 4.2%)
- Students with Disabilities: 34.6% (decrease of 2.1%)
- English Learners: 32.8% (decrease of 1.9%)

While overall improvement is evident, students experiencing homelessness continue to face the most significant attendance barriers.

3. Graduation Rate (Dashboard Indicator)
The overall graduation rate increased to 86.7%, with the district maintaining Green status on the Dashboard.

Subgroup data indicates continued gaps:

- Homeless students: 82.8% (Yellow; improvement from prior year)
- English Learners: 73.8% (Orange)
- Long-Term English Learners: 82.8% (Yellow)
- Students with Disabilities: 71.1% (Orange)

Although overall performance remains strong, subgroup disparities persist, particularly for English Learners and Students with Disabilities.

4. Dropout Rate (Dashboard Indicator)
The cohort dropout rate decreased to 7.5%, reflecting a 2.5% improvement from the prior year (10.1%).

Subgroup data reflects continued need for targeted intervention:

- English Learners: 15.8% (decrease from 20.5%)
- Homeless students: 10.4% (decrease from 15.8%)
- Students with Disabilities: 7.4% (decrease from 11.0%)

The overall decline demonstrates the effectiveness of credit recovery and intervention systems; however, subgroup disproportionality remains.

Implementation of LREBG-Funded Actions

Learning Recovery Emergency Block Grant (LREBG) actions were fully implemented and aligned to district metrics and Dashboard indicators:
Action 3.16 (3.4.1) – Additional Social Workers
Supported attendance improvement, crisis response, case management, and family engagement

Action 3.17 (3.4.2) – Licensed Mental Health Clinician
Provided Tier 2 and Tier 3 supports to address barriers to engagement

Action 3.18 (3.4.3) – Credit Recovery Expansion
Increased access to campus-based credit recovery, supporting graduation and dropout reduction

These actions directly contributed to improvements in attendance, graduation rates, and dropout outcomes.

Challenges and Considerations
1. Chronic Absenteeism for Students Experiencing Homelessness (DA Alignment)
District data indicates that students experiencing homelessness continue to have the highest rates of chronic absenteeism. Barriers such as housing instability, transportation, and mobility significantly impact consistent school attendance.
This aligns with the district's identification for Differentiated Assistance (DA) related to Homeless student performance. While systems are in place, more intensive, coordinated supports are required to address these barriers.

2. Graduation Gaps for English Learners and Students with Disabilities
Despite overall Green performance, subgroup Dashboard data reflects Orange-level performance for English Learners and Students with Disabilities. These trends highlight the need for:

- Earlier identification of credit deficiencies
- Expanded academic intervention
- Stronger transition and support systems

3. Sustaining Dropout Rate Improvements
Although dropout rates improved districtwide, English Learners and Homeless students continue to be disproportionately represented. Sustained focus on credit recovery, case management, and engagement strategies will be necessary to maintain and accelerate progress.

Conclusion

Goal 3 actions were implemented with fidelity during the 2024–25 school year and resulted in:

- Increased Average Daily Attendance (91.07%)
- Continued reduction in chronic absenteeism
- Improved graduation rate (Green status)
- Reduced dropout rate

These outcomes demonstrate the effectiveness of districtwide systems supporting student engagement and persistence.
However, California School Dashboard and local data indicate that outcomes remain uneven across student groups, particularly for students experiencing homelessness, English Learners, and Students with Disabilities.

The district's continued investment in social workers, mental health services, and credit recovery remains aligned to identified needs. Moving forward, efforts will focus on intensifying subgroup-specific supports and improving coordination across systems to ensure more equitable outcomes.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures, as well as Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, are defined as a variance of 10% or greater above or below the budgeted amount.
For the 2025–26 school year, material differences exceeding 10% under Goal 3 are primarily attributed to:

- the inclusion of carryover funds not reflected in initial budget allocations (resulting in expenditures above budget),
- increased or intensified implementation of services based on student need,
- staffing adjustments, and
- the timing of expenditures during the fiscal year.

These actions support academic interventions, attendance improvement efforts, and targeted services for English Learners, Homeless students, and Foster Youth.

Operating Unit 321 (LCAP – Action 3.2.1: Academic Programs & 9th Grade Academies)
Estimated actual expenditures were approximately $90,657 above the budgeted amount ($450,707 vs. $360,050).
This action supports academic interventions, including tutoring and 9th grade academies at EHS, OGHS, and SPHS, prioritizing students with the lowest performance, including Homeless students, Students with Disabilities, LTELs, and English Learners.
The variance reflects increased implementation of academic supports and staffing aligned to student needs, particularly within Freshman Academy structures. Additional resources were utilized to strengthen monitoring, intervention, and student support systems. All services were implemented as planned and aligned to identified student needs.

Operating Unit 327 (LCAP – Action 3.2.7: Attendance & MTSS Supports)
Estimated actual expenditures were approximately $25,571 above the budgeted amount ($73,571 vs. $48,000).
This action supports attendance improvement efforts, including MTSS interventions, transportation supports, and districtwide coordination.
The variance is due to expanded implementation of attendance supports and staffing adjustments, including Attendance TOSA support and intensified efforts to address chronic absenteeism and truancy. Expenditures reflect the district's increased focus on improving attendance and engagement, particularly for Homeless students and other at-risk groups.

Operating Unit 332 (Title I – Action 3.3.2: EL & LTEL Support Programs)
Estimated actual expenditures were approximately $91,104 below the budgeted amount ($148,775 vs. $239,879).
This action provides supplemental instructional materials and professional learning to support English Learners and LTEL students.
The variance is primarily due to timing of expenditures, procurement schedules, and adjustments based on actual program implementation and needs. Budget estimates were developed in anticipation of full-year utilization of materials and services; however, actual expenditures aligned to implementation timelines. All planned services and supports for EL and LTEL students were implemented.

Operating Unit 335 (Title I – Action 3.3.5: Additional Academic Support)
Estimated actual expenditures were $0 compared to the budgeted amount of $140,115, resulting in a variance of $140,115.
This action was intended to provide supplemental tutoring and academic intervention support for students. During implementation, the district was able to fund these services through the A-G Grant. As a result, the Title I funds originally budgeted for this action were not expended.
Although Title I funds were not used, the planned tutoring and academic intervention services were provided through the alternative funding

source. Therefore, students continued to receive the intended academic supports, and there was no reduction in services.

Operating Unit 336 (Title I – Action 3.3.6: Homeless & Foster Youth Services)
Estimated actual expenditures were approximately $50,000 above the budgeted amount ($80,000 vs. $30,000).
This action provides targeted services and supports for Homeless and Foster Youth, including coordination of services, access to resources, and interventions to address attendance and engagement.
The variance reflects the allocation and use of carryover funds not included in the original budget, as well as increased need for services to support these student groups. Expenditures were aligned to the district's focus on improving outcomes for students experiencing homelessness and foster youth.

Operating Unit 343 (LREBG – Action 3.4.3: Campus Online Sections)
Estimated actual expenditures were approximately $699,038 higher than the budgeted amount ($1,204,584 vs. $505,546).
This action supports campus online sections and intervention programs designed to improve student engagement, attendance, behavior, credit attainment, and overall student success. The increase in expenditures was primarily due to the addition of RESET staffing that was not included in the original budget allocation. While the initial budget reflected 3.0 FTE for campus online sections (1.0 FTE each at Escondido High School, Orange Glen High School, and San Pasqual High School), actual expenditures also included 3.6 FTE dedicated to the RESET program (1.2 FTE each at Escondido High School, Orange Glen High School, and San Pasqual High School).
The additional staffing was implemented to expand intervention and support services for students requiring targeted behavioral, attendance, and academic supports. As a result, actual expenditures exceeded the original budget; however, the increased spending directly supported the expansion of planned services and aligned with the goals of the Learning Recovery Emergency Block Grant.

Summary Statement
These material differences do not reflect a reduction or change in services. All Goal 3 actions—focused on academic intervention, attendance improvement, and targeted student support—were implemented as planned.

Variances are primarily the result of:

- Allocation of carryover funds (for overages)
- Increased implementation of services based on student need
- Staffing adjustments and expanded supports
- Timing of expenditures during the fiscal year

All expenditures remained aligned to LCAP goals and priorities and supported the district's efforts to improve outcomes for unduplicated student groups, particularly English Learners, Homeless students, Foster Youth, and other at-risk populations.

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

Overall Effectiveness

The actions under Goal 3 have been effective in improving key student engagement and persistence outcomes, as demonstrated by positive movement in California School Dashboard indicators, including graduation rate, dropout rate, and chronic absenteeism.

However, while overall trends are positive, subgroup performance data and the district's identification for Differentiated Assistance (DA) due to Homeless student performance in English Language Arts, Mathematics, and Suspension Rate indicate that actions have been only partially effective in addressing persistent inequities.

Dashboard Performance Movement and Metric Alignment

3.1 Graduation Rate (Dashboard Indicator – Green)
The district graduation rate increased to 86.7% (2024–25), up from 85.9% the prior year, demonstrating continued stabilization and progress toward annual targets.
Subgroup gains were most notable among:

- Homeless students (82.8%)
- Socioeconomically Disadvantaged students (86.0%)

This improvement correlates strongly with the implementation of:

- Action 3.3 & 3.18 – Expanded credit recovery and Campus Online access
- Action 3.14 – 9th Grade Academy
- Action 3.15 – Homeless & Foster Youth case management
- Actions 3.16 & 3.17 – Social worker and mental health supports (LREBG)

These actions increased access to credit recovery, strengthened transcript monitoring, and provided wraparound supports, reducing the number of students entering senior year credit deficient.
However, English Learners (73.1%) and Students with Disabilities (71.1%) remain below district averages, indicating that equity gaps in graduation outcomes persist.

3.2 Dropout Rate (Dashboard Indicator)
The cohort dropout rate decreased significantly from 10.1% to 7.5%, demonstrating strong progress.

Subgroup improvements include:

- English Learners: 20.5% ? 15.8%
- Homeless students: 15.8% ? 10.4%
- Students with Disabilities: 11.0% ? 7.4%

This reduction reflects the effectiveness of:

- Expanded credit recovery and acceleration programs (Actions 3.3, 3.12, 3.13)
- Attendance and truancy interventions (Action 3.7)
- Social-emotional and mental health supports (Actions 3.16, 3.17)
- Targeted Homeless and Foster Youth services (Action 3.15)

These systems have been effective in interrupting disengagement patterns and re-engaging students prior to dropout.

3.3 ADA and 3.4 Chronic Absenteeism
(Dashboard Indicator – Improved, with Persistent Gaps)

Chronic absenteeism decreased from 32.1% to 23.5%, exceeding annual reduction targets, while Average Daily Attendance remained above 90% (91.07%), indicating stabilized engagement.

However, subgroup rates remain significantly elevated:

- Homeless students: 46.5%
- Foster Youth: 42.9%
- Students with Disabilities: 34.6%
- English Learners: 32.8%

These trends directly align with the district's DA identification and confirm that, while attendance systems are effective at a systems level, they have not yet produced equitable outcomes for all student groups.

Alignment to Differentiated Assistance (DA) Root Cause Analysis
Through the DA process, the district identified key root causes impacting Homeless student performance, including:

- Housing instability and mobility affecting instructional continuity
- Chronic absenteeism contributing to credit deficiency
- Inconsistent access to Tier 2 and Tier 3 academic supports
- Behavioral escalation linked to unmet social-emotional needs
- Delayed identification of students entering homelessness mid-year

The effectiveness of Goal 3 actions is directly aligned to addressing these root causes:

- Addressing Attendance Instability
- Action 3.7 – MTSS attendance monitoring and interventions
- Action 3.15 – Homeless liaison coordination
- Actions 3.16 & 3.17 – Embedded mental health supports

These efforts contributed to the 8.6% reduction in chronic absenteeism districtwide.

Addressing Credit Deficiency

- Actions 3.3 & 3.18 – Expanded Campus Online and credit recovery
- Actions 3.12 & 3.13 – Targeted acceleration for high-need student groups

These actions directly contributed to reduced dropout rates and improved graduation outcomes.

Addressing Academic Gaps (ELA/Math – DA Area)
While engagement and persistence metrics improved, academic outcomes in ELA and Mathematics for Homeless students and English Learners have not improved at the same rate.

This indicates that current actions are effective in keeping students connected to school, but must now be strengthened to ensure accelerated learning and academic achievement, particularly through:

- Stronger Tier 1 instructional alignment
- Earlier academic intervention
- More consistent subgroup monitoring

- Overall Determination of Effectiveness

Goal 3 actions have been effective in:
- Reducing dropout rates
- Increasing graduation rates
- Reducing overall chronic absenteeism
- Stabilizing Average Daily Attendance
- Expanding access to credit recovery
- Strengthening mental health and attendance systems

However, actions have been only partially effective in addressing persistent subgroup disparities.
California School Dashboard data and DA identification confirm that, while engagement systems are strong, academic acceleration and targeted subgroup supports must be strengthened to close remaining achievement gaps.

Conclusion
EUHSD's Goal 3 actions have successfully strengthened systems that support student engagement, persistence, and re-engagement. Moving forward, the district will build on these strengths by increasing the precision and integration of academic, attendance, and social-emotional supports, ensuring that improvements in engagement translate into measurable academic gains—particularly for students experiencing homelessness, English Learners, and other unduplicated student groups.

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.

Following review of the 2024–25 California School Dashboard results, 2025–26 mid-year implementation data, educational partner feedback, the district's identification for Differentiated Assistance (DA) due to Homeless student performance in English Language Arts, Mathematics, and Suspension Rate, and Federal Program Monitoring (FPM) findings related to English Learner authorization and monitoring practices, the district engaged in a comprehensive cross-departmental reflection process.

Consistent with Goals 1 and 2, this review confirmed that the core actions under Goal 3 remain appropriate and effective. Improvements in graduation rates, reductions in dropout rates, increased Average Daily Attendance (91.07%), and decreased chronic absenteeism demonstrate that credit recovery systems, attendance interventions, and social-emotional supports are functioning as intended.

However, Dashboard subgroup performance, DA identification, and FPM findings indicate the need for stronger integration across academic, attendance, and English Learner support systems to accelerate equitable outcomes.

The overall goal, metrics (3.1–3.4), and actions remain unchanged. Refinements for 2026–27 focus on strengthening implementation, monitoring, and system coherence as outlined below.

Refinements for 2026–27

1. Strengthening Early Academic Monitoring and Credit Protection

- Reflection on graduation and dropout trends confirms that expanded credit recovery has been effective; however, many students—particularly Homeless students, English Learners, and Students with Disabilities—continue to enter intervention systems after significant credit loss.

For 2026–27:

- Transcript reviews will begin in 9th grade and continue through structured grading-period monitoring
- 9th Grade Academy systems (Action 3.14) will expand to include ongoing progress monitoring across grade levels
- MTSS placement will be aligned to early course performance indicators rather than end-of-semester outcomes

These refinements address DA-identified root causes related to delayed academic intervention and inconsistent access to Tier 2 and Tier 3 supports.

2. Alignment to FPM Findings – English Learner and LTEL Monitoring

The 2025 FPM review identified the need to strengthen monitoring of English Learners, including Long-Term English Learners (LTELs), and ensure consistent implementation of language development supports.

In response:

- LTEL monitoring protocols will be formally integrated into MTSS cycles
- Ongoing ELD support will be provided to LTEL students beyond completion of designated ELD coursework
- Collaboration between site administrators, EL coordinators, and counselors will be strengthened to align language development and academic progress monitoring
- Master schedule audits will continue to ensure access to standards-aligned ELD and core instruction

These refinements ensure that language development remains an ongoing support and contributes to improved academic outcomes.

3. Increased Precision in Attendance and Engagement Systems

- While chronic absenteeism decreased overall, subgroup rates remain elevated, particularly for Homeless students.

For 2026–27:

- Attendance interventions under Action 3.7 will include earlier identification triggers
- Homeless student case management (Action 3.15) will integrate attendance, academic performance, and suspension data into unified support plans
- LREBG-funded staff (Actions 3.16 and 3.17) will prioritize students identified through MTSS data cycles

These refinements directly address DA findings linking attendance patterns to academic performance.

4. Integration of Academic, Social-Emotional, and Discipline Systems

- Reflection on implementation indicates that while services are available, stronger coordination is needed across systems.

For the coming year:

- Wellness and mental health data will be reviewed within academic MTSS meetings
- Social workers will participate in academic intervention planning for high-risk students
- Suspension reviews will include analysis of credit status and attendance trends

This integrated approach strengthens the district's ability to prevent disengagement and improve outcomes in DA-identified areas.

5. Strengthened Subgroup Monitoring and Data Alignment
- While Goal 3 metrics remain unchanged, internal monitoring systems will be enhanced to support continuous improvement.

For 2026–27:
- Sites will conduct quarterly subgroup performance reviews
- Cross-department data cycles will align attendance, academic, EL progress, and discipline data
- Homeless student performance will be monitored through structured progress protocols

This reflects a shift from annual review to continuous, Dashboard-aligned monitoring.

6. Budget Alignment and Program Sustainability
- Analysis of 2025–26 expenditures identified higher-than-anticipated participation in credit recovery and summer programming. While these programs remain critical to improving graduation and dropout outcomes, the district will refine forecasting and staffing alignment to ensure sustainability while maintaining access for students most in need.

Integration of Educational Partner Feedback
Educational partner feedback, including LCAP survey results and stakeholder engagement, emphasized the importance of:
- Access to counseling for academic planning and postsecondary guidance
- Timely academic intervention and tutoring support
- Clear communication and coordination of available services

In response, the district will continue to:
- Prioritize counseling services that support academic planning and college and career readiness
- Maintain and strengthen tutoring and intervention systems
- Improve coordination and communication of social-emotional and attendance supports

Summary
Goal 3 remains structurally sound and aligned to student needs. Improvements in graduation, dropout, attendance, and engagement demonstrate that core systems are effective.

Refinements for 2026–27 focus on:
- Earlier academic intervention and credit monitoring
- Strengthened EL and LTEL monitoring aligned to FPM findings
- Increased precision in attendance and case management systems
- Integration of academic, behavioral, and social-emotional supports
- Strengthened subgroup monitoring aligned to Dashboard indicators

- Improved forecasting to sustain effective programs

These adjustments reflect a shift from maintaining strong systems to ensuring those systems produce equitable outcomes for all students, particularly those identified through Differentiated Assistance

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	3.1 (Operating Unit: Internal uses)	3.1 (Operating Unit: Internal uses) Continue to provide base services as described in Action 1.1.5	$0.00	No
3.2	3.2.1 (Operating Unit: Internal uses)	3.2.1 (Operating Unit: Internal uses) academic programs which provide additional support Tutors 9th grade Academies Teachers from the academies at EHS, OGHS, and SPHS will regularly meet with and oversee students who showed the lowest passing rates on the district metric 1.4, prioritizing Homeless, SpEd, LTEL and ELL students, using continuous improvement techniques to support and monitor progress.	$166,784.00	Yes
3.3	3.2.2 (Operating Unit: Internal uses) Opportunities to Recover & Accelerate	3.2.2 (Operating Unit: Internal uses) Credit Recovery/Acceleration -Campus online -Summer school -Middle College Action 3.2.2 (Operating Unit: Internal uses) – Credit Recovery and Acceleration for Unduplicated Students To support the academic progress of unduplicated students—including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged (SED) students—the district will expand access to credit recovery and acceleration opportunities. These services include campus-based online courses, summer school programs, and Middle College enrollment. These	$4,871,946.00	Yes

Action #	Title	Description	Total Funds	Contributing
		options are designed to provide flexible, accessible pathways for students who need to recover credits, accelerate learning, or overcome academic disruptions. Student progress will be monitored through transcript reviews and counselor input to ensure targeted support and improved graduation outcomes. 3.2.2.5 To support Long-Term English Learners (LTELs) in overcoming academic challenges, the district will intentionally place LTEL students in credit recovery and acceleration programs such as campus online courses, summer school, and Middle College. These programs will include tailored instructional supports that integrate academic language development with content recovery. Progress will be closely monitored throughout the 2025-26 school year using transcript reviews, course completion rates in ELA and Math, graduation progress, A-G requirement completion, and reclassification data to evaluate the effectiveness of these supports and make any necessary adjustments to better meet LTEL students' academic and language needs.		
3.4	3.2.3 (Operating Unit: Internal uses) Social Emotional Needs & CalSafe	3.2.3 (Operating Unit: Internal uses) Social Emotional support to students. -Social Workers -Social Work Interns -Wellness Centers -Cal Safe Action 3.2.3 addresses diverse student needs, particularly focusing on supporting homeless, foster youth, English Learners, and lower socioeconomic students through social-emotional assistance, resource access, and a stable learning environment, facilitated by social workers, wellness centers, and programs like Cal-SAFE, implemented LEA-wide in response to ongoing student demand and recognized value, with top priorities including counselor accessibility, academic aid, and availability of trained adults for social-emotional issues.	$1,910,629.00	Yes
3.5	3.2.4 (Operating Unit: Internal uses)	3.2.4 (Operating Unit: Internal uses) College and career counseling, guidance, access, and resources.	$1,712,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Counseling & Guidance Services	Additional counselors College Career Technician Goods/Services AP Testing PSAT Project Next Each site receives an additional counselor to provide comprehensive college and career guidance, focusing on unduplicated student populations to ensure access and resources for post-high school success. This district-wide initiative addresses the needs of EUHSD's 83% unduplicated student population, with a focus on supporting college applications, scholarships, internships, and career prospects through student forums and district initiatives.		
3.6	3.2.5 (Operating Unit: Internal uses) AVID Support	3.2.5 (Operating Unit: Internal uses) AVID -Coordinator -Tutor -Goods/Services This support includes providing release time for AVID coordinators, assistance from the District director, AVID class tutors, essential classroom resources, enriching field trips, and professional development opportunities. Additionally, extra support and monitoring will be focused on English Learners, LTEL, Students with Disabilities, Homeless, and Socioeconomically Disadvantaged students at EHS, OG, SPHS, and VHS, due to lower graduation rates and College and Career indicators.	$428,080.00	Yes
3.7	3.2.7 (Operating Unit: Internal uses) Chronically Absent & Truant	3.2.7 (Operating Unit: Internal uses) Additional time and resources to counsel/support chronically absent and truant students MTSS Transportation	$67,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Attendance tracking and family communication will be overseen through Attention 2 Attendance, while Tier 2 and 3 attendance services, such as home visits and tailored support, will be coordinated by site and district MTSS teams, alongside additional transportation provisions for targeted students; this district-wide initiative aims to address ongoing attendance and MTSS concerns, targeting homeless students, ELLs, socioeconomically disadvantaged students, and those in special education, with the goal of improving overall attendance, engagement, and academic performance.		
3.8	3.2.8 (Operating Unit: Internal uses) EL Monitoring and Support	3.2.8 (Operating Unit: Internal uses) College and Career monitoring and support for EL, LTEL and RFEP students Bilingual Assessment Technicians This action, implemented district-wide, offers services and support for English Learners (EL), Long Term English Learners (LTEL), and Reclassified Fluent English Proficient (RFEP) students, including quarterly progress monitoring by Bilingual Assessment Technicians to track academic growth and language proficiency, facilitating timely interventions and targeted support.	$196,389.00	Yes
3.9	3.2.9 (Operating Unit: Internal uses) Site Initiatives	3.2.9 (Operating Unit: Internal uses) Site-based allocations are in line with the priorities of Goal 3's actions and services, with initial funds directed to Goal 1, action 1.2.5, but schools have the flexibility to reallocate these funds to other goals as needed, particularly for their unduplicated pupils. The district manages Site Discretionary Funds to enhance academic achievement for unduplicated students, with each school conducting a needs assessment supported by Educational Services and tailoring academic supports based on achievement, attendance, and social-emotional data. This LEA-wide action addresses unique school needs and focuses, with funds used effectively to support Language Learners,	$1.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resulting in significant increases in redesignation rates, passing rates for ELA and Math, meeting A-G requirements, graduation rates, positive attendance, and overall student performance on CAASPP assessments.		
3.10	3.3.1 (Operating Unit: Internal uses) College & Career Exploration	3.3.1 (Operating Unit: Internal uses) Increased access to opportunities for in-depth college and career exploration Students will gain increased access to college and career exploration and skill development opportunities, with a focus on prioritizing unduplicated pupils, providing them with more opportunities to interact with professionals from various fields and broaden their understanding of diverse career paths.	$214,077.00	No
3.11	3.3.2 (Operating Unit: Internal uses) Support for EL programs	3.3.2 (Operating Unit: Internal uses) Provide support for EL & LTEL programs so that students graduate college and career ready. Supplementary Instructional Materials Professional Learning With a significant English Learner population, including LTEL's, the district recognizes the need for tailored assistance and continuous support to facilitate language acquisition, aiming to address lower performance levels across various areas indicated by the California Dashboard. Collaborating with individual school sites, the district will provide ongoing opportunities and support mechanisms, such as supplementary instructional materials and professional learning, to ensure English Learners graduate college and career ready.	$352,776.00	No
3.12	3.3.3 (Operating Unit: Internal uses) Opportunities to accelerate or recover credits	3.3.3 (Operating Unit: Internal uses) Provide additional opportunities to accelerate or recover credits Identified schools with low graduation rates among English Learners, notably EHS, OGHS, and VHS, will receive extra focus to ensure these	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		students have essential opportunities for progress acceleration or credit recovery. English Learners will have added chances, including summer school and before/after-school programs, tailored based on transcript review and counselor input, to support their path towards graduation.		
3.13	3.3.4 (Operating Unit: Internal uses) Peer tutoring and Saturday Scholar	3.3.4 (Operating Unit: Internal uses) Provide peer tutor and Saturday Scholar support for EL, LTEL and SED students English Learners continue to face challenges meeting graduation requirements, particularly at EHS, OGHS, and VHS, while Socioeconomically Disadvantaged students have shown academic improvements overall but still struggle to meet graduation requirements, notably at VHS. Tutors will be readily available to offer additional academic support to all students, with a specific emphasis on English Learners and Socioeconomically Disadvantaged students across all school sites, focusing on core subject areas.	$0.00	No
3.14	3.3.5 (Operating Unit: Internal uses) Additional Support	3.3.5 (Operating Unit: Internal uses) Provide additional support to 9th grade academies Additional support is being directed towards primarily unduplicated students in the 9th grade academies at EHS, OGHS, and SPHS, focusing on those identified as academically or socio-emotionally at risk, which may affect their academic performance and attendance. This initiative is given priority because data indicates that students who pass 9th grade, particularly in ELA and Math, are more likely to graduate with their class, prompting the district to closely monitor freshman progress for early intervention and support.	$0.00	No
3.15	3.3.6 (Operating Unit: Internal uses)	3.3.6 (Operating Unit: Internal uses) Provide additional services for homeless and foster youth	$81,898.00	No

Action #	Title	Description	Total Funds	Contributing
	Services for homeless and foster youth	Ensure that homeless and foster youth across the district receive the necessary additional support, as despite improved academic performance among homeless students, they still face overrepresentation in school suspension rates, and both homeless and foster youth exhibit the highest rates of chronic absenteeism district-wide.		
3.16	3.4.1 (Operating Unit: Internal uses) LREBG: Additional Social Workers 2025-28	3.4.1: (Operating Unit: Internal uses) LREBG Social workers 2025-2028 one extra at each site (VHS and DLA split) Action 3.4.1 addresses diverse student needs, particularly focusing on supporting all students through social-emotional assistance, resource access, and a stable learning environment often facilitated by social workers. This action is implemented LEA-wide in response to ongoing student demand and recognized value, with top priorities including availability of trained adults for social-emotional issues. LREBG: 1. Additional Social Workers at Each Site: (LREBG Funds) *ACTION 3.16 (3.4.1 Operating Unit: Internal uses) Social Workers; To address rising social-emotional needs, especially among unduplicated students, LREBG funds will maintain additional social workers at every school site. These professionals are essential in improving attendance, fostering engagement, supporting mental health, and connecting families to vital community services. **Research-Based Rationale --Academic Support and Learning School social workers play a vital role in reducing barriers to learning that impact academic achievement, particularly for students affected by trauma, poverty, housing instability, or chronic absenteeism. According to the Learning Policy Institute (2021), integrated student support systems—including the addition of mental health professionals—are essential components of effective learning recovery strategies. By addressing underlying social or emotional issues, social workers create the conditions necessary for students to engage more fully in academics. Research also shows that when students' basic needs are met through coordinated	$1,517,156.00	No

Action #	Title	Description	Total Funds	Contributing
		services, schools see improvements in academic performance, classroom behavior, and attendance. --Social-Emotional Learning (SEL) Social workers are key facilitators of schoolwide SEL practices. The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies school social workers as critical staff in delivering evidence-based SEL interventions that help students build emotional regulation, relationship-building skills, and responsible decision-making. Studies have shown that effective SEL implementation is associated with increased academic performance, reduced behavioral issues, and improved well-being. Social workers also play a central role in supporting students through trauma-informed practices and crisis intervention—services that have become increasingly important in the aftermath of the COVID-19 pandemic. --Multi-Tiered Systems of Support (MTSS) and Family Engagement Social workers support the implementation of MTSS by identifying students in need of Tier 2 or Tier 3 interventions and coordinating targeted supports across school teams. They also improve communication between schools and families, particularly those who may face language or socioeconomic barriers, thereby increasing overall engagement. According to the National Association of Social Workers (NASW), this wraparound approach ensures that all students, especially those from underserved groups, have equitable access to the resources they need to succeed. **Metric(s) for Monitoring The above mentioned action will be monitored using the following existing metrics: 3.1 Graduation Rates 3.2 Decrease dropout rate 3.4 Decrease the chronic absenteeism rate.		
3.17	3.4.2 (Operating Unit: Internal uses)	3.4.2: (Operating Unit: Internal uses) LREBG Licensed Mental Health Clinician	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	LREBG: Licensed Mental Health Clinician	To support the academic and emotional well-being of unduplicated students—English learners, foster youth, and low-income students—the district will fund a full-time, school-based Mental Health Clinician. This position will offer direct therapeutic services, crisis intervention, and preventative care to address the unique challenges these students face, including trauma, family instability, and socio-economic stressors. The clinician will also collaborate with staff to identify students in need, reduce mental health stigma, and connect families with appropriate community resources. This action aims to improve student engagement, attendance, and academic performance by fostering a supportive and inclusive school environment. Licensed Mental Health Clinician: (LREBG Funds) *ACTION 3.17 (3.4.2 Operating Unit: Internal uses) A full-time, school-based Mental Health Clinician will be funded to support the academic and emotional well-being of English learners, foster youth, and low-income students. This clinician will provide direct therapy, crisis response, and preventative care while also partnering with staff to identify needs, reduce stigma, and link families to support services. This initiative aims to enhance student attendance, engagement, and academic success by fostering a safe and supportive school environment. **Research-Based Rationale --Academic Support and Learning Licensed Mental Health Clinicians (LMHCs) support learning recovery by addressing the mental health challenges that directly affect a student's ability to attend, focus, and succeed in school. The Learning Policy Institute (2021) identifies mental health support as a key element of post-pandemic academic recovery, especially for students disproportionately impacted by school closures and family stressors. LMHCs provide evidence-based interventions such as Cognitive Behavioral Therapy (CBT), which has been shown to reduce anxiety and depression—two of the most common barriers to academic engagement and performance in adolescents. By stabilizing students' emotional well-being, LMHCs enable greater participation in academic instruction and reduce time lost to behavior incidents or mental health-related absences. --Social-Emotional Learning (SEL)		

Action #	Title	Description	Total Funds	Contributing
		LMHCs enhance social-emotional wellness through the delivery of individualized and group counseling services that help students develop self-awareness, manage stress, and build resilience. According to the American School Counselor Association (ASCA) and CASEL, mental health professionals are vital to SEL implementation and contribute to safer, more inclusive school environments. LMHCs are uniquely qualified to assess mental health needs, develop behavior intervention plans, and support students navigating trauma, grief, or emotional dysregulation—needs that have significantly increased since the pandemic. These services align with research-based strategies that promote long-term emotional development and student success. --Crisis Intervention and Tiered Supports (MTSS/PBIS) Licensed clinicians are essential in providing Tier 2 and Tier 3 mental health supports within a Multi-Tiered System of Support (MTSS) or Positive Behavioral Interventions and Supports (PBIS) framework. They conduct risk assessments, respond to mental health crises, and coordinate with external agencies when higher levels of care are needed. Their expertise ensures that the most vulnerable students receive timely and appropriate care. As highlighted by the Substance Abuse and Mental Health Services Administration (SAMHSA), embedding licensed clinicians in schools is one of the most effective strategies for early identification and intervention of behavioral health concerns. --Family and Community Engagement LMHCs also play a key role in supporting families through referrals to outside services, mental health education, and participation in Student Study Teams or IEP meetings. Their ability to collaborate with families increases trust and engagement, particularly for students in crisis or those with complex needs. This holistic approach aligns with best practices in trauma-informed care and contributes to a more connected, supportive school environment. **Metric(s) for Monitoring The above mentioned action will be monitored using the following existing metrics: 3.1 Graduation Rates 3.2 Cohort dropout rate		

Action #	Title	Description	Total Funds	Contributing
		3.4 Decrease Chronic absenteeism		
3.18	3.4.3 (Operating Unit: Internal uses) LREBG: Campus Online sections	3.4.3 (Operating Unit: Internal uses) LREBG Campus online sections for sites (3.0) 3 comprehensive sites The allocation of additional campus-based online courses for credit recovery provides unduplicated students, particularly those from low-income, foster, and English learner backgrounds, with flexible and accessible opportunities to recover credits. This ensures they stay on track for graduation and post-secondary success, overcoming barriers that might otherwise prevent them from meeting academic requirements. By offering these resources across the district's comprehensive high schools, the district ensures equitable access and support for all unduplicated pupils. Additional Campus Online Credit Recovery Sections at Comprehensive Sites: (LREBG Funds) *ACTION 3.18 (3.4.3 Operating Unit: Internal uses) Three new online credit recovery sections will be established at the district's comprehensive high schools to expand support for students needing to make up credits. These flexible, campus-based options are designed to help unduplicated students meet graduation requirements in a structured and supportive environment. **Research-Based Rationale --Academic Support and Learning Expanding credit recovery options is a research-based strategy to address learning loss and support on-time graduation, particularly for students who fell behind during pandemic-related disruptions. According to the U.S. Department of Education (2021), flexible, campus-based credit recovery programs—especially those using online platforms—are effective in helping students re-engage with learning and complete required coursework at their own pace. By offering these courses during the school day and supported by credentialed staff, students can earn credits in a structured, supportive environment, improving overall academic outcomes and reducing dropout risk.	$592,207.00	No

Action #	Title	Description	Total Funds	Contributing
		California School Dashboard data and local LCAP metrics reveal that students in several subgroups—including English learners, foster youth, and socioeconomically disadvantaged students—continue to show lower graduation rates and increased course failure rates. Additional credit recovery sections directly target these gaps, allowing students to stay on track to graduate while receiving the academic intervention and monitoring needed to succeed. --Social-Emotional Learning and Student Engagement On-campus credit recovery supports student wellness and confidence by providing a pathway to success for those who may feel discouraged or disengaged due to course failures. Research from the American Institutes for Research (AIR) shows that credit recovery programs are most effective when paired with a supportive learning environment, ongoing feedback, and social-emotional support—all of which are enhanced when delivered in-person by familiar staff. These programs increase motivation, foster a sense of accomplishment, and reduce chronic absenteeism, which is often linked to academic failure. --Equity and Access through Tiered Supports Providing additional online credit recovery sections ensures equitable access to academic recovery opportunities across all comprehensive sites. It also supports Tier 2 and Tier 3 interventions under a Multi-Tiered System of Support (MTSS) framework by offering a flexible, individualized option for students in need of academic remediation. This approach is aligned with best practices identified by the National Dropout Prevention Center, which emphasizes that successful credit recovery requires access to immediate, responsive academic options and staff who build relationships and monitor student progress closely. --Family and Community Engagement By offering credit recovery during the school day on campus, schools minimize the burden on families to find or arrange outside academic support, reducing barriers such as transportation, scheduling conflicts, or access to technology. These programs also allow for closer communication between staff and families about students' progress, creating a shared commitment to academic success and graduation.		

Action #	Title	Description	Total Funds	Contributing
		**Metric(s) for Monitoring 3.1 Graduation Rates		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Engaged Parents Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Escondido Union High School District (EUHSD) developed Goal 4: Engaged Parents to strengthen partnerships between schools and families and ensure that all parents have meaningful opportunities to participate in and support their child's education. The district recognizes that family engagement is a critical component of student success, contributing to improved academic outcomes, attendance, behavior, and overall student well-being.

Input from educational partners—including LCAP survey results, the LCAP Educational Partner Advisory Committee, site-level engagement meetings, and student forums—consistently highlights the importance of strong communication, access to resources, and opportunities for meaningful parent involvement. Educational partners report that the district has made significant progress in creating welcoming environments, maintaining open communication, and ensuring that parents feel informed about their child's academic progress.
Connection to Current Data and Identified Needs

Local data and stakeholder feedback indicate that parents generally feel:
Welcomed and valued at school sites
Informed about their child's academic progress
Able to access teachers and staff when needed
These findings reflect the district's continued implementation of systems that support family engagement and communication.

At the same time, feedback from educational partners identifies opportunities to further strengthen engagement, particularly in:
Increasing participation in site and district decision-making groups (e.g., ELAC, SSC, DELAC, LCAP Advisory Committee)
Expanding access to parent education and support resources
Ensuring that all families—particularly those from unduplicated student groups—have equitable access to information, services, and opportunities for involvement
Rationale for the Goal
Student Success and Outcomes

Family engagement is strongly associated with improved student outcomes, including higher academic achievement, better attendance, and increased student motivation. Strengthening partnerships with families supports both academic and social-emotional development.

Partnership in Education
Parents and families are essential partners in the educational process. This goal supports ongoing collaboration between home and school, ensuring that families are equipped to support learning and reinforce academic expectations.

Communication and Access
Clear, consistent, and accessible communication between schools and families is critical to meeting student needs. This goal prioritizes strengthening communication systems and ensuring that information is available in multiple formats and languages.

Equity and Inclusion
This goal ensures that all families—particularly those representing English Learners, socioeconomically disadvantaged students, students experiencing homelessness, and other historically underserved groups—have equitable opportunities to engage in their child's education and participate in school decision-making processes.

Building a Positive School Community
Strong family engagement contributes to a positive school culture where students, families, and staff feel connected and supported. This sense of belonging supports improved engagement and overall student success.

Conclusion
Goal 4 reflects EUHSD's commitment to building strong, inclusive partnerships with families and ensuring that all parents are actively engaged in their child's education. By strengthening communication, expanding access to resources, and increasing opportunities for meaningful participation, the district will continue to enhance family engagement and support improved outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site Increase or maintain the number of opportunities for parents, specifically parents of unduplicated	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2021-22 LCAP Stakeholder Advisory Meeting 4 meetings DELAC	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2023-24 LCAP Stakeholder	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2023-24 LCAP Stakeholder	Increase or maintain the number of events parent are invited to participate in	Difference from Baseline 0: Level Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students and individuals with exceptional needs, and families to provide input in making decisions for the school district and each individual school site. LCAP Survey/LCAP Educational Partners Advisory Committee Feedback/DELAC/ELAC /SSC Priority 3: Parent Involvement	4 meetings SSC 4 Meetings	Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings	Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings		
4.2	Increase or maintain the parent and family engagement level as reported on the California School Dashboard local indicators. LCAP Survey/LCAP Educational Partners Advisory Committee Feedback/DELAC/ELAC /SSC Priority 3: Parent Involvement	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2021-22 LCAP Stakeholder Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2023-24 LCAP Stakeholder Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2024-25 LCAP Stakeholder Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings	Increase or maintain the number of events parent are invited to participate in	Difference from Baseline 0: Level Maintained
4.3	Increase or maintain the parent and family engagement level as reported on the	The 2022-23 California School Dashboard, lists this standard as full implementation in all 12	The 2023-24 California School Dashboard,	The 2024-25 California School Dashboard,	Maintain or increase standard as full implementation	Difference from Baseline 0: Level Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard local indicators. LCAP Survey/LCAP Educational Partners Advisory Committee Feedback Priority 3: Parent Involvement	elements, based on the self-reflection tool provided by the CDE.	lists this standard as full implementation in all 12 elements, based on the self-reflection tool provided by the CDE.	lists this standard as full implementation in all 12 elements, based on the self-reflection tool provided by the CDE.		

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.

During the 2024–25 school year, the district implemented all planned actions under Goal 4: Family and Community Engagement with fidelity. There were no substantive differences between planned actions and actual implementation, and all services were delivered as described in the LCAP.

The district maintained a comprehensive system of family engagement opportunities designed to ensure that parents and guardians have meaningful access to participate in school decision-making processes. This included intentional outreach to families of English Learners, socioeconomically disadvantaged students, students with disabilities, and other unduplicated student groups.

Performance on local indicators reflects Standard Met across all applicable areas, demonstrating strong implementation of family engagement practices aligned to state priorities.

Implementation Successes

1. Consistent and Structured Opportunities for Parent Engagement

The district successfully provided multiple, structured opportunities for parent input and participation, including:

- LCAP Educational Partner Advisory Meetings: 4 meetings
- District English Learner Advisory Committee (DELAC): 4 meetings
- School Site Council (SSC) meetings at each site: minimum of 4 meetings
- English Learner Advisory Committee (ELAC) meetings at each comprehensive site

These forums ensured that parents and guardians had ongoing opportunities to engage in discussions related to district priorities, student outcomes, and school-level decision-making.

2. Strong Participation in Advisory Committees
Parents and guardians actively participated in key advisory groups, including:

- ELAC
- SSC
- DELAC
- LCAP Advisory Committee

These structures supported shared decision-making and provided opportunities for families to review data, provide input on LCAP development, and contribute to the evaluation of district programs and services.

3. Full Implementation of Local Indicators
The district met all criteria within the California School Dashboard local indicators for parent and family engagement. Self-reflection tool data indicates that all required elements were fully implemented, demonstrating:

- Strong systems for parent input
- Opportunities for participation in decision-making
- Ongoing communication between schools and families

This reflects a consistent and systematic approach to family engagement across all sites.

Challenges and Areas for Growth
While implementation was strong, the district identified ongoing opportunities to strengthen engagement by increasing participation among families who may face barriers to involvement.

These barriers include:

- Scheduling conflicts
- Language access
- Transportation and access to resources
- Awareness of engagement opportunities

Although systems are in place, participation levels vary across sites and student groups, indicating the need for more targeted outreach and differentiated engagement strategies.

Conclusion
Goal 4 actions were implemented with fidelity during the 2024–25 school year, with no substantive differences between planned and actual implementation. The district successfully maintained systems that promote meaningful parent and family engagement, as evidenced by Standard Met performance across all local indicators.

Moving forward, the district will continue to build on this strong foundation by refining outreach and engagement strategies to ensure broader participation, particularly among families of unduplicated student groups.

EUHSD remains committed to sustaining and strengthening family engagement systems so that all parents and guardians have a meaningful voice in shaping their children’s educational 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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures, as well as Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, are defined as a variance of 10% or greater above or below the budgeted amount.

For the 2025–26 school year, material differences exceeding 10% under Goal 4 are primarily attributed to:

- increased implementation of family engagement activities based on site need,
- efforts to reduce barriers to participation,
- the allocation of carryover funds not reflected in initial budget allocations (resulting in expenditures above budget), and
- the timing of expenditures during the fiscal year.

These actions support parent engagement, family education, and school-community partnerships, particularly for unduplicated student groups.

Operating Unit 421 (LCAP – Action 4.2.1: Family Engagement Activities)

- Estimated actual expenditures were approximately $13,435 above the budgeted amount ($36,251 vs. $22,816).

This action supports site-based family engagement efforts, including parent meetings, workshops, and events designed to increase participation and provide resources related to academic support, college readiness, and student well-being.
The variance is primarily due to expanded implementation of family engagement activities across sites, including costs associated with hosting meetings and events (e.g., food, materials, translation services, and outreach supports). These expenditures reflect intentional efforts to reduce barriers to participation and increase engagement among unduplicated families. All planned services were implemented and expanded based on site needs.

Operating Unit 431 (Title I – Action 4.3.1: Parent Involvement & Education)

- Estimated actual expenditures were approximately $14,137 below the budgeted amount ($64,178 vs. $78,315).

This action supports resources and professional learning to enhance parent involvement and education.
The variance is primarily due to timing of expenditures, scheduling of parent engagement activities, and adjustments based on actual participation levels and program implementation. Budget projections reflected anticipated full-year utilization of resources and services; however, actual expenditures aligned to implementation timelines. All planned services and parent engagement supports were implemented.

Summary Statement
These material differences do not reflect a reduction or change in services. All Goal 4 actions—focused on strengthening family engagement and supporting parent education—were implemented as planned.

Variances are primarily the result of:

- Increased participation and expanded implementation of family engagement activities
- Efforts to reduce barriers to parent participation
- Allocation of carryover funds (for overages)
- Timing of expenditures during the fiscal year

All expenditures remained aligned to LCAP goals and priorities and supported increased or improved services for unduplicated student groups by strengthening school-family partnerships and engagement.

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

The district's coordinated efforts to increase family engagement through targeted actions have been effective in strengthening partnerships between schools and families, particularly for unduplicated student groups (English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness).

Local indicator data reflect Standard Met across all areas, confirming that systems for parent engagement, participation, and communication are fully implemented. Additionally, LCAP survey feedback and educational partner input validate that families have increased access to information, resources, and opportunities to engage in their child's education.

While overall implementation has been effective, the district recognizes the need to continue refining outreach strategies to ensure more consistent participation across all family groups.

Effectiveness of Specific Actions
Action 4.1 (4.1.1 – Base Funding)

Effectiveness:
The district effectively communicated LCAP metrics, progress updates, and planning processes to stakeholders through structured engagement opportunities. Stakeholders were actively involved in reviewing and providing input on LCAP goals, actions, and services prior to the Public Hearing.
This action was effective in promoting transparency and ensuring that educational partner feedback meaningfully informed the development of the LCAP.

Action 4.2 (4.2.1 – Family Engagement Events)
Effectiveness:
Each school site successfully implemented at least four family engagement events focused on academic support, college readiness, and mental health awareness.

These events were effective in:
- Increasing parent participation
- Strengthening school-family relationships
- Providing targeted support aligned to the needs of unduplicated students

Given that approximately 83% of students are classified as unduplicated, these efforts were critical in ensuring equitable access to engagement opportunities.

Action 4.3 (4.2.2 – Parent Education and Support)

Effectiveness:
The district provided workshops, consultations, and resources to support parents in navigating the educational system and supporting their child's academic progress.

LCAP survey data and stakeholder feedback confirm that these efforts were effective, particularly in:

- Improving communication between families and schools
- Increasing awareness of college and career pathways
- Supporting parents in academic planning conversations

Action 4.4 (4.2.3 – Bilingual Parent Liaison Program)
Effectiveness:
The Bilingual Parent Liaison (BPL) program continues to be a highly effective strategy for increasing two-way communication with families.

BPLs:

- Facilitated workshops aligned to family needs
- Increased participation among multilingual families
- Strengthened trust and relationships between schools and communities

LCAP survey results identified the BPL program as a high-priority and high-impact service, reinforcing its effectiveness in engaging diverse families.

Action 4.5 (4.2.4 – Translation and Interpretation Services)

Effectiveness:
The district effectively implemented bilingual communication systems, ensuring that Spanish-speaking families had access to translated materials and interpreter services.

These efforts were effective in:

- Increasing accessibility of information
- Supporting parent understanding of school systems
- Improving participation in meetings and events

Stakeholder feedback confirmed that translation services are essential and well-implemented across the district.

Action 4.6 (4.2.5 – Support for Immigrant Families)
Effectiveness:
School sites created safe and supportive environments for immigrant families through targeted workshops and culturally responsive outreach.

These efforts were effective in:

- Building trust with families
- Increasing participation among historically underserved groups

- Supporting family engagement despite language and cultural barriers

Action 4.7 (4.2.6 – Site Discretionary Funds for Engagement)
Effectiveness:
Site discretionary funds were used effectively to enhance family engagement efforts based on site-specific needs.

This flexibility allowed schools to:
- Tailor engagement strategies
- Increase responsiveness to community needs
- Strengthen connections between academic supports and family engagement

Action 4.8 (4.3.1 – Title I Parent Involvement & Education)
Effectiveness:
Title I-funded parent engagement efforts provided targeted resources and professional learning opportunities to support parent involvement.

These actions were effective in:
- Increasing parent capacity to support student learning
- Strengthening school-family partnerships
- Expanding access to educational resources for unduplicated families

Areas for Continued Growth
While actions under Goal 4 have been effective, the district has identified opportunities to strengthen impact by:
- Increasing participation among families who face barriers to engagement
- Expanding outreach to ensure consistent participation across all sites and student groups
- Enhancing communication regarding available resources and engagement opportunities

These refinements will support more equitable access to engagement opportunities and ensure that all families are able to participate meaningfully.

Conclusion

Goal 4 actions have been effective in establishing strong, fully implemented systems of family engagement, as reflected by Standard Met performance on all local indicators and positive stakeholder feedback.

The district will continue to build on this strong foundation by refining outreach strategies, strengthening communication, and expanding access to ensure that all families—particularly those of unduplicated students—are actively engaged in their child's education.

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 reflection of 2024–25 implementation and analysis of educational partner feedback collected through the LCAP survey, the district determined that the overall structure of Goal 4 remains effective. As a result, no changes were made to the goal, metrics, target outcomes, or actions for the 2026–27 school year.

Local indicator results of Standard Met across all areas, combined with positive stakeholder feedback, confirm that systems supporting family engagement, communication, and parent participation are functioning as intended.

Integration of Educational Partner Feedback

LCAP survey results indicate that parents generally feel:

- Welcomed at school sites
- Informed about their child's academic progress and behavior
- Able to access teachers, counselors, and school staff when needed

These findings affirm that the district's existing communication systems are effective and will be maintained.

However, stakeholder feedback also identified opportunities to strengthen family engagement beyond communication. While parents report feeling encouraged to participate, responses related to comfort in engaging in school activities and access to parent learning opportunities indicate a need to further support meaningful participation.

Additionally, parents identified the following as top priorities:

- Strengthening school-family communication
- Student wellness and support systems
- Access to community resources, including translators, interpreters, and parent liaisons

Refinements for 2026–27
Although no new actions were added, the district will refine implementation of existing actions to strengthen impact and accessibility.

1. Enhanced Outreach and Participation Strategies
The district will expand targeted outreach efforts to increase participation among families who may face barriers to engagement, including:

- Multilingual families
- Families of unduplicated student groups
- Families with limited access to school-based events

2. Expanded Access to Parent Learning Opportunities
Sites will strengthen opportunities for parent education by:

- Increasing workshops aligned to academic support, college and career readiness, and social-emotional learning
- Providing flexible meeting formats (in-person and virtual)
- Ensuring accessibility through translation and interpretation services

3. Strengthened Communication and Resource Alignment
The district will continue to refine communication systems by:

- Improving consistency and clarity of messaging across sites
- Expanding access to parent liaisons and bilingual support
- Increasing awareness of available school and community resources

Summary
Goal 4 remains structurally sound, with no changes to actions, metrics, or target outcomes for 2026–27.
Refinements focus on:

- Increasing equitable access to engagement opportunities
- Expanding parent education and support systems
- Strengthening communication and outreach efforts

These adjustments ensure that family engagement efforts continue to evolve based on stakeholder input while maintaining strong, fully implemented systems that support meaningful parent participation.

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	4.1.1 (Operating Unit: Internal Uses) LCAP Education Partners Advisory Committee	4.1.1. (Operating Unit: Internal Uses) Share information regarding interim metrics and the progress on LCAP actions and services. Gather feedback and input regarding goals, actions and services and review final LCAP working document prior to Public Hearing.	$5,000.00	No
4.2	4.2.1 (Operating Unit: Internal Uses) Parent and Family Involvement Plans	4.2.1 (Operating Unit: Internal Uses) Coordinate work of counseling staff, social workers and parent liaison to implement site-specific family engagement plans. At each EUHSD school site, at least four events will be organized to engage and support unduplicated families, focusing on a variety of topics including academic support, college readiness, and mental health awareness, complementing existing workshops for the whole community. With 83% of EUHSD students classified as unduplicated, including ELL,	$13,956.00	Yes

Action #	Title	Description	Total Funds	Contributing
		socioeconomically disadvantaged, foster youth, and homeless students, these events aim to tailor support to address their unique needs, fostering stronger school-family connections and empowering parental engagement in their children's education. Through these targeted efforts, the district seeks to provide valuable resources and foster active participation from all members of the school community in supporting students' academic journeys.		
4.3	4.2.2 (Operating Unit: Internal Uses) Opportunities for parent to support student success	4.2.2 (Operating Unit: Internal Uses) Include establishing opportunities for parents/guardians to navigate school and support student success in high school and beyond. • Community/Parent-based events and offerings The district is committed to providing comprehensive support to empower parents of unduplicated pupils, offering resources, workshops, and consultations to aid in navigating their children's educational journey. Feedback from the LCAP survey and educational partners underscores the district's focus on involving parents as partners in preparing students for college and career pathways, emphasizing improved school-family communication as a priority.	$9,816.00	Yes
4.4	4.2.3 (Operating Unit: Internal Uses) Increase parent communication	4.2.3 (Operating Unit: Internal Uses) Include options for increasing communication and use of social media. • District Bilingual Parent Liaison • Bilingual Parent Liaison Increase two-way communication with parents Bilingual Parent Liaisons (BPLs) are crucial in bridging the gap between families and schools by providing support, guidance, and effective communication, especially for families facing language or cultural barriers, including the parents of the district's Language Learners. Recognized as a district strength, BPLs collaborate with school leadership to tailor parent workshops that empower parents to engage in their children's education, and they are identified as a top priority in the district's LCAP survey.	$446,628.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	4.2.4 (Operating Unit: Internal Uses) Translation services	4.2.4 (Operating Unit: Internal Uses) Translate more materials and resources for Spanish speaking families. • District Translator/ Interpreter Ensuring effective bilingual communication for Spanish-speaking families is a district priority, bolstered by dedicated translation services to foster trust and engagement. The LCAP survey underscores the importance of translators and interpreters, affirming the district's commitment to equity and accessibility in education for Language Learner's families, with these services implemented LEA-wide to assist schools and support district-level meetings.	$102,484.00	Yes
4.6	4.2.5 (Operating Unit: Internal Uses) Support for immigrant families	4.2.5 (Operating Unit: Internal Uses) Include establishing opportunities for immigrant parents/guardians to navigate school and support student success in high school and beyond. School sites in EUHSD are dedicated to addressing systemic barriers that impede open communication within immigrant families, such as language and cultural differences. By providing tailored presentations and workshops, as well as establishing safe spaces for questions, they aim to create an environment where these families feel valued, engaged, and empowered to actively participate in their children's education.	$1,000.00	Yes
4.7	4.2.6 (Operating Unit: Internal Uses) Site Initiatives	4.2.6 (Operating Unit: Internal Uses) Site-based allocations are aligned with the priorities of Goal 4's actions and services. All initial site initiative funds are directed towards Goal 1, action 1.2.5. Schools can reallocate these funds to other goals as necessary to meet their specific needs. Schools within the district use site discretionary funds to enhance parental engagement and support student success through various initiatives. These initiatives, informed by data and parental feedback, result in stronger partnerships between parents and schools, with a focus on the needs of unduplicated pupils.	$1.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.8	4.3.1 (Operating Unit: Internal Uses) Resources and Support for parent involvement	4.3.1. (Operating Unit: Internal Uses) Provide resources and professional learning to support parent involvement and education	$50,849.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Safe and Respectful Environments Foster respectful, collaborative, safe and secure environments that support teaching and learning	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Escondido Union High School District (EUHSD) developed Goal 5: Safe and Respectful Environments to ensure that all students learn in school settings that are physically safe, emotionally supportive, and conducive to engagement and academic success. The district recognizes that school climate is directly connected to student outcomes, including attendance, behavior, and academic achievement.

Input from educational partners—including LCAP survey results, student forums, site teams, and advisory committees—consistently emphasizes the importance of safe, supportive school environments where students feel respected, connected, and supported by staff. These conditions are essential to fostering student engagement and promoting a positive school experience.

Connection to Current Data and Identified Needs
A review of the 2025 California School Dashboard (2024–25 performance) and local data indicates continued progress in school climate, along with areas requiring ongoing attention.
The district reported a suspension rate of 4.6% (Orange), reflecting improvement from prior years when the district was in a higher performance level. While overall suspension rates have decreased, disparities persist across student groups, including students experiencing homelessness, Students with Disabilities, and Foster Youth, indicating the need for continued focus on equitable discipline practices and student support systems.
Additionally, the district continues to meet the standard for the Local Climate Survey (California Healthy Kids Survey), reflecting positive perceptions of school connectedness and safety among students. However, maintaining and strengthening these conditions remains a priority to ensure that all students experience a supportive and inclusive school environment.

Rationale for the Goal
Student Engagement and Academic Success
Safe and respectful school environments are essential for student engagement and learning. When students feel safe and supported, they are more likely to attend school regularly, participate in learning, and achieve academically.

Equity in School Climate and Discipline

This goal addresses disparities in discipline outcomes by ensuring that all student groups—particularly unduplicated students—have access to consistent, fair, and supportive behavioral systems. Reducing disproportionality in suspension rates remains a key priority.

Social-Emotional and Behavioral Supports
Students require support beyond academics to be successful. This goal prioritizes the implementation of Multi-Tiered System of Supports (MTSS), PBIS, and restorative practices to address behavioral needs, promote positive relationships, and reduce exclusionary discipline.

Positive School Culture and Belonging
A strong school climate fosters a sense of belonging and connection for students, staff, and families. This goal supports efforts to build inclusive school communities where students feel valued, respected, and connected to their school.

Alignment with Educational Partner Priorities
Educational partners consistently identify school safety, respectful environments, and student support systems as key priorities. This goal reflects that input and ensures alignment between stakeholder feedback and district actions.

Conclusion
Goal 5 reflects EUHSD's commitment to maintaining safe, supportive, and inclusive school environments that promote student engagement and success. By strengthening behavioral systems, reducing disparities in discipline, and fostering positive school climate, the district will continue to improve conditions that support both student well-being and academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Maintain or decrease the expulsion rate. CALPADS Priority 6: School Climate	2022-23 Data All- 0.1% Asian- 0.0% Black/African American- 0.0% Filipino- 0.0% Latino/Hispanic- 0.0% White- 0.1% ELL- 0.0% Spec Ed- 0.1% SED- 0.1% Foster Youth- 2.3% Homeless- 0.0%	2023-2024 Data All- 0.03% Asian- 0.00% Black/African American- 0.00% Filipino- 0.00% Latino/Hispanic0.04% White- 0.00% ELL- 0.00% Spec Ed- 0.00% SED- 0.00% Foster Youth- 0.00% Homeless- 0.00%	2024-2025 Data All- 0.15% Asian- 0.00% Black/African American- 0.90% Filipino- 0.00% Latino/Hispanic- 0.20% White- 0.10% ELL- 0.20% Spec Ed- 0.20% SED- 0.20% Foster Youth- 0.00% Homeless- 0.00%	2025-26 Maintain at 0.1% or decrease	Difference from Baseline +0.05

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Maintain or decrease the suspension rate as reported on the California School Dashboard Priority 6: School Climate	2022-23 Data All- 6.1% Asian- 0.0% Black/African American- 9.6% Filipino- 1.6% Latino/Hispanic- 6.6% White- 4.2% ELL- 9.6% Spec Ed- 12.9% SED- 6.8% Foster Youth- 31.8% Homeless- 10.6%	2023-2024 Data All- 4.2% Asian- 0.5% Black/African American- 6.3% Filipino- 1.7% Latino/Hispanic- 4.6% White- 2.5% ELL- 6.6% Spec Ed- 9.5% SED- 4.7% Foster Youth- 38.1% Homeless- 6.1%	2024-2025 Data All- 4.7% Asian- 2.9% Black/African American- 6.9% Filipino- 0.0% Latino/Hispanic- 5.2% White- 2.5% ELL- 7.8% Spec Ed- 8.5% SED- 5.3% Foster Youth- 5.3% Homeless- 9.9%	2025-26 Maintain at 6.1% or decrease	Difference from Baseline -1.4
5.3	Maintain or decrease the percent of suspension incidences (duplicated) Synergy SIS discipline data Priority 6: School Climate	2022-2023 Data All- 24.9% Asian- 0.0% Black/African American- 15.4% Filipino- 0.0% Latino/Hispanic- 25.9% White- 20.9% ELL- 30.5% Spec Ed- 32.5% SED- 26.3% Foster Youth- 28.6% Homeless- 22.7%	2023-2024 Data All- 27.1% Asian- 0.0% Black/African American- 25.0% Filipino- 0.0% Latino/Hispanic28.3% White- 21.7% ELL- 29.1% Spec Ed- 36.4% SED- 29.1% Foster Youth- 62.5% Homeless- 17.6%	2024-2025 Data All - 19.8% Asian - 20.0% Black/African American - 50.0% Filipino - 0.0% Latino/Hispanic - 18.6% White - 27.3% ELL - 21.3% Spec Ed - 28.7% SED - 19.4% Foster Youth - 0.0% Homeless - 14.3%	Maintain at 24.9% or decrease	Difference from Baseline -5.1
5.4	Maintain Local Climate Survey as "standards met" annually, based on the results of the	2022-23 California School Dashboard Local Climate Survey lists this indicator as	2023-24 California School Dashboard Local Climate Survey	The 2024–25 California School Dashboard Local Climate Survey	2025-26 Maintain “Standards Met”	Difference from Baseline 0: Level Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Healthy Kids Survey. California Healthy Kids Survey/LCAP/LCAP Student forum Priority 6: School Climate	"standard met" based on the results of the California Healthy Kids Survey. The results of the LCAP survey for the 2023-24 school year include: Support to students: (School Connectedness) Top 3 responses (based on ranking of top 2 priorities) 61% of pupils, parents, teachers, and community members felt students were able to meet with a counselor to discuss academic topics, guidance topics, or post secondary options when needed, 54% of pupils, parents, teachers, and community members felt that students were provided with extra academic help when struggling in school (tutoring, interventions, etc) 53% of pupils, parents,teachers, and community members felt that students are	lists this indicator as "standard met" based on the results of the California Healthy Kids Survey. The LCAP survey 2024-25 results highlight key priorities related to student support and school connectedness. Educational partners identified the following top three areas of support for students: Support to Student: (School Connectedness) Top 3 responses (based on ranking the top 2 priorities) 75% of respondents felt that students were able to meet with a counselor to discuss academic topics, guidance topics, or post-	lists this indicator as "standard met" based on the results of the California Healthy Kids Survey. The results of the LCAP survey for the 2024–25 school year include the following: Support to Students: (School Connectedness) Top 3 responses (based on ranking of top 2 priorities) 75% of pupils, parents, teachers, and community members indicated that students are able to meet with a counselor to discuss academic topics, guidance, or postsecondary options when needed 52% indicated that students receive additional academic support when they are struggling in	on Local Climate Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		able to talk to a trained adult about social or emotional issues Parent Engagement (School Connectedness) top 3 responses (based on ranking agree through disagree) 59% of pupils, parents, teachers, and community members felt that parents are welcomed and encouraged to be involved in school. 57% of pupils, parents,teachers, and community members felt that teachers and staff are available to parents when needed 54% of pupils, parents,teachers, and community members felt that teachers and staff communicate effectively with parents. Safe and Respectful Environments (Sense of Safety) Top 3 reponses (based on ranking agree through	secondary options when needed. 52% of respondents indicated that students received extra academic help when struggling in school. 50% of respondents felt that students had access to a trained adult for social or emotional issues. Parent Engagement (School Connectedness) top 3 responses (based on ranking agree through disagree) 85% of pupils, parents,teachers, and community members felt comfortable participating in school activities. 84% of pupils, parents,teachers, and community members felt that the school provides parents	school (e.g., tutoring, interventions) 50% indicated that students have access to a trained adult for social or emotional support Parent Engagement (School Connectedness) Top 3 responses (based on ranking agree through disagree) 85% of pupils, parents, teachers, and community members indicated feeling comfortable participating in school activities 84% indicated that schools provide parents with information about the importance of participating in school and district-level meetings 83% indicated that teachers and staff communicate effectively with parents		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		disagree) 63% of pupils, parents,teachers, and community members felt that at EUHSD schools, students respect teachers and staff, 56% of pupils, parents,teachers, and community members felt that EUHSD students have a sense of belonging at school 53% of pupils, parents,teachers, and community members felt that at EUHSD schools, teachers and staff respect students. Overall satisfaction with EUHSD schools: (sense of safety) Top 3 responses (based on ranking to top 2 statements) 72% of pupils, parents,teachers, and community members were satisfied with the academic support provided for students (e.g. tutoring, Saturday school/scholars) 59% of pupils, parents, teachers, and community members	with information on the importance and significance of participating in school and district level meetings. 83% of pupils, parents,teachers, and community members felt that teachers and staff communicate effectively with parents. Safe and Respectful Environments (Sense of Safety) Top 3 reponses (based on ranking agree through disagree)88% of pupils, parents,teachers, and community members felt that at EUHSD schools, teachers and staff respect students. 87% of pupils, parents,teachers, and community members felt that at EUHSD schools, students	Safe and Respectful Environments (Sense of Safety) Top 3 responses (based on ranking agree through disagree) 88% of pupils, parents, teachers, and community members indicated that teachers and staff treat students with respect 87% indicated that students experience a sense of belonging at school 80% indicated that school campuses are clean and well maintained Overall Satisfaction with EUHSD Schools (Sense of Safety) Top 3 responses (based on ranking top statements) 92% of pupils, parents, teachers, and community members indicated		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		were were satisfied with school safety 58% of pupils, parents,teachers, and community members were satisfied with the quality of instructions (e.g students have opportunities to give, receive and use feedback to revise essential pieces of work).	have a sense of belonging at school, 80% of pupils, parents,teachers, and community members felt that at EUHSD schools are clean and well maintained. Overall satisfaction with EUHSD schools:(sense of safety) Top 3 responses (based on ranking to top 2 statements) 92% of pupils, parents,teachers, and community members were satisfied with the academic support provided for students. 87% of pupils, parents,teachers, and community members were satisfied with the quality of instruction (students have opportunities to give,receive, and	satisfaction with the academic support provided to students 87% indicated satisfaction with the quality of instruction, including opportunities for feedback and revision 85% indicated satisfaction with opportunities for parent involvement, including workshops and opportunities to provide input on student achievement		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			use feedback to revise essential pieces of work). 85% of pupils, parents,teachers, and community members were satisfied with the opportunities for parent involvement (workshops, opportunities to share your thinking/concerns regarding student achievement).			
5.5	Maintain school facilities in "good repair", based on the self-reflection tool provided by CDE Fall 2024 Facilities Inspection Tool Priority 1: Basic Services	0% of instances where facilities do not meet the "Good repair" standard.	0% of instances where facilities do not meet the "Good repair" standard.	0% of instances where facilities do not meet the "Good repair" standard.	2025-26 Maintain “Good repair”	Difference from Baseline 0: Level Maintained

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.

During the 2024–25 school year, the district implemented all planned actions under Goal 5: Safe and Respectful School Environments with fidelity. There were no substantive differences between planned actions and actual implementation, and all services were delivered as described in the LCAP.

The district focused on strengthening and refining existing systems, including Multi-Tiered System of Supports (MTSS), Positive Behavioral

Interventions and Supports (PBIS), restorative practices, and campus safety structures. These efforts contributed to improvements in student engagement, behavior, and overall school climate.

California School Dashboard results reflect Green performance, indicating that the district's actions and services are effectively supporting safe and supportive learning environments. However, subgroup data and local metrics indicate that additional targeted supports are needed for specific student groups, particularly foster youth and students experiencing homelessness.

Key Successes
1. Strengthening Attendance and Engagement Systems
The district continued implementation of the Attention 2 Attendance (A2A) system, focusing on students with the highest rates of absenteeism, including English Learners, Students with Disabilities, foster youth, and students experiencing homelessness.

These efforts contributed to:
- Improved overall attendance
- Reduction in chronic absenteeism
- Increased student engagement

Despite these gains, approximately:
- 12% of students remain chronically absent
- 9% are severely chronically absent

These data indicate that while systems are effective overall, a subset of students continues to require more intensive and individualized support.

2. Expanded Credit Recovery and Re-engagement Supports
Programs such as LEAP (Learning, Engagement, and Academic Progress) provided targeted support for students who were credit deficient.
29 students earned a total of 265 credits across three sites
These efforts supported student persistence and contributed to improved graduation outcomes by providing alternative pathways to remain on track.

3. Implementation of Alternatives to Suspension
The district continued to expand restorative and intervention-based approaches to discipline through programs such as:
Prevention & Diversion (PAD):
- 65 students referred
- 57 students successfully completed
- Safety Outreach for Students (SOS):
- 109 students referred
- 85 students successfully completed

These programs demonstrate effectiveness in:
- Reducing reliance on exclusionary discipline

- Supporting behavioral growth
- Increasing student accountability and engagement

4. Strengthening School Climate and Safety Systems
The district continued to enhance school climate and safety through:
- Expansion of PBIS and restorative practices
- Increased campus supervision
- Implementation of Raptor check-in systems
- Installation of additional security cameras

Site-specific implementation further supported student outcomes:

Escondido High School:
- 57 students received targeted check-ins
- 500+ face-to-face interventions
- Nearly 2,000 Raptor check-ins

Orange Glen High School:
- 300 students received direct support
- Restorative justice conferences implemented

San Pasqual High School:
- 200+ students supported
- 12 restorative conferences conducted

These efforts contributed to improved student safety, increased monitoring, and stronger behavioral supports.

5. Positive School Climate and Educational Partner Feedback
LCAP survey results indicate strong perceptions of school climate:
- 87% of respondents report students feel a sense of belonging
- 70% report students respect teachers and staff
- 53% report students feel respected by staff

Additionally:
- 92% report satisfaction with academic support
- 91% report satisfaction with social-emotional supports
- 87% report satisfaction with quality of instruction

These data indicate that district systems are effective in fostering connection, safety, and support for the majority of students.

Challenges and Considerations

1. Persistent Chronic Absenteeism
Despite overall improvement, a significant proportion of students remain chronically absent, particularly among:

- Students experiencing homelessness
- Foster youth
- English Learners
- Students with Disabilities

This aligns with broader district findings and indicates the need for more targeted and coordinated supports.

2. Foster Youth Performance (Dashboard – Red)
Foster youth were the only subgroup identified in the Red performance level on the California School Dashboard for this goal.
This indicates that current systems, while effective at a district level, are not yet producing equitable outcomes for all student groups, and additional targeted supports are required.

3. Completion Rates for Behavioral Intervention Programs
While PAD and SOS programs demonstrate strong effectiveness overall, not all students who are referred successfully complete the programs.

This highlights the need to:

- Strengthen follow-through systems
- Increase supports for students with the highest needs
- Ensure consistent access and engagement

4. School Climate – Mutual Respect
While a strong sense of belonging is evident, survey data indicate a gap in perceptions of mutual respect, with only 53% of respondents indicating that students feel respected by staff.

This suggests a need to:

- Strengthen relationship-building practices
- Continue expanding restorative approaches
- Increase student voice and engagement in school climate efforts
- Integration of LREBG-Funded Actions

The district began implementation of Learning Recovery Emergency Block Grant (LREBG) actions to strengthen behavioral and climate systems, including:

Action 5.6 (5.4.1): Restorative Practices APOSA
Supporting districtwide training and implementation of restorative practices

Action 5.7 (5.4.2): RESET Program

Providing Tier 2 behavioral and academic support as an alternative to suspension

These actions are designed to:
- Reduce suspension rates
- Increase instructional time
- Improve student engagement and behavioral outcomes

Early implementation indicates strong alignment to district needs and priorities.

Conclusion
Goal 5 actions were implemented with fidelity during the 2024–25 school year and resulted in:
- Improved attendance and engagement systems
- Expanded alternatives to suspension
- Strengthened school safety and climate structures
- Positive educational partner perceptions of belonging and support

However, data indicate that outcomes remain uneven across student groups, particularly for foster youth and students experiencing homelessness.

Moving forward, the district will continue to refine and strengthen these systems to ensure that improvements in school climate and safety result in equitable outcomes for all students.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures, as well as Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, are defined as a variance of 10% or greater above or below the budgeted amount.

For the 2025–26 school year, material differences exceeding 10% under Goal 5 are primarily attributed to:

adjustments in contracted services and implementation costs,
expanded implementation of safety and climate supports based on student need,
site-level allocation decisions,
the allocation of carryover funds not reflected in initial budget allocations (for overages), and
the timing of expenditures during the fiscal year.

These actions support safe and inclusive school environments through MTSS, PBIS, restorative practices, and targeted behavioral interventions.

Operating Unit 522 (LCAP – Action 5.2.2: School Climate, Safety, and MTSS Supports)
Estimated actual expenditures were approximately $154,645 below the budgeted amount ($81,554 vs. $236,199).
This action includes MTSS supports, PBIS and restorative practices, increased supervision, safety systems, and the NCRC contract.
The variance is primarily due to lower-than-anticipated contract costs associated with the NCRC agreement and adjustments in implementation pacing of planned services. Budget estimates were developed based on projected service levels that exceeded actual costs. All core services—including MTSS coordination, PBIS implementation, and safety supports—were implemented as planned.

Operating Unit 523 (LCAP – Action 5.2.3: Safety Systems – Centegix)
Estimated actual expenditures were approximately $74,899 above the budgeted amount ($74,900 vs. $1).
This variance is due to the implementation of the Centegix safety system, which was not fully reflected in the initial budget allocation. This investment supported enhanced campus safety and emergency response systems aligned with district priorities for maintaining safe and secure school environments.

Operating Unit 531 (Title I – Action 5.3.1: PBIS and Restorative Practices)
Estimated actual expenditures were approximately $197,678 below the budgeted amount ($65,000 vs. $262,678).
This action supports the implementation of PBIS and restorative practices as part of the district's MTSS framework.
The variance is primarily due to timing of expenditures, phased implementation of services, and adjustments in staffing and professional learning schedules based on site needs. Budget projections reflected anticipated full-year utilization of services; however, actual expenditures aligned to implementation timelines. All planned services were implemented, with continued focus on reducing suspension rates and improving school climate.

Operating Unit 523 (LCAP – Action 5.2.3: Site-Based Allocations)
Estimated actual expenditures were approximately $352,020 above the budgeted amount ($502,020 vs. $150,000).
This action reflects site discretionary funds aligned to Goal 5 priorities, including MTSS, attendance supports, and school climate initiatives.
The variance is primarily due to the allocation and use of carryover funds not included in the initial budget, as well as site-level decisions to prioritize additional resources toward safety, behavioral supports, and student engagement based on identified needs. All expenditures aligned with LCAP priorities and supported unduplicated students.

Operating Unit 542 (LREBG – Action 5.4.2: RESET Program)
Estimated actual expenditures were approximately $544,265 above the budgeted amount ($1,123,902 vs. $579,637).
This action funds the RESET program at EHS, OGHS, and SPHS, providing Tier 2 behavioral and academic supports aligned with MTSS and restorative practices.
The variance is primarily due to the allocation of carryover LREBG funds and expanded implementation of the RESET program across sites. Increased staffing and program capacity were necessary to address behavioral needs and reduce suspension rates, particularly for unduplicated student groups. Services were implemented and expanded to meet student demand.

Summary Statement

These material differences do not reflect a reduction in services. All Goal 5 actions—focused on improving school climate, safety, and student engagement—were implemented as planned or expanded based on site and student needs.

Variances are primarily the result of:

- Adjustments in contracted services and implementation costs
- Expansion of safety systems and behavioral supports
- Site-level prioritization of MTSS and climate strategies
- Allocation of carryover funds (for overages)
- Timing and pacing of expenditures during the fiscal year

All expenditures remained aligned to LCAP priorities and supported increased or improved services for unduplicated student groups, particularly in addressing suspension rates, strengthening school climate, and improving student engagement.

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

The actions under Goal 5 have been effective in strengthening school climate, improving behavioral supports, and increasing student engagement, as demonstrated through positive trends in attendance, participation in intervention programs, and educational partner feedback.

However, while systems are fully implemented and functioning as intended, outcome data indicate that actions have been only partially effective in addressing persistent disparities in suspension rates, chronic absenteeism, and school climate perceptions for specific student groups, including foster youth, students experiencing homelessness, and students with disabilities.

Effectiveness of Specific Actions
Action 5.1 (5.1.1 – Base Funding)
Effectiveness:
The provision of base services has been effective in maintaining foundational systems that support student learning, safety, and engagement. Continued investment in staffing, instructional programs, and student supports has ensured stability across sites and contributed to overall positive trends in student outcomes.

Action 5.2 (5.2.1 – Targeted Student Support Systems)
Effectiveness:
The district's coordinated systems of support—including Attention 2 Attendance (A2A), 9th Grade Interventions, Prevention & Diversion (PAD), Safety Outreach for Students (SOS), and LEAP—have been effective in supporting at-risk students.

Key outcomes include:

- Attendance: 64% of students maintained excellent or satisfactory attendance
- Chronic absenteeism: remains at 12%, with 9% severely chronically absent
- Credit recovery (LEAP): 265 credits earned across sites

Behavioral intervention programs also demonstrated strong outcomes:

- PAD: 57 of 65 students successfully completed

- SOS: 85 of 109 students successfully completed

These results indicate that intervention systems are effective in supporting re-engagement and reducing escalation of academic and behavioral concerns. However, incomplete participation among some students indicates a need for more individualized follow-up and support.

Action 5.3 (5.2.2 – MTSS, PBIS, and Safety Systems)
Effectiveness:
MTSS, PBIS, and restorative practices have been effective in strengthening school climate and providing structured behavioral supports.

Implementation of:
- Restorative practices
- Increased supervision
- Raptor check-in systems
- Site-based MTSS interventions

has resulted in:
- Improved monitoring of student behavior
- Increased opportunities for conflict resolution
- Strengthened school safety systems

These systems are functioning effectively at a district level; however, outcome data indicate that suspension disparities persist among unduplicated student groups, particularly African American/Black students, students with disabilities, foster youth, and students experiencing homelessness.

Action 5.4 (5.2.3 – Site-Based Allocations)
Effectiveness:
Site discretionary funds were effectively utilized to support MTSS, attendance, and school climate initiatives based on site-specific needs.

Use of data from the California Healthy Kids Survey, local metrics, and Dashboard indicators allowed sites to:
- Target supports to high-need student groups
- Strengthen attendance interventions
- Enhance campus safety

This flexibility increased responsiveness and alignment of services to student needs.

Action 5.5 (5.3.1 – PBIS and Restorative Practices, Title I)
Effectiveness:

The continued implementation of PBIS and restorative practices has been effective in:
- Reducing reliance on exclusionary discipline
- Increasing use of proactive and supportive interventions

- Strengthening relationships between students and staff

These practices have contributed to improved behavior management and increased awareness of equitable discipline practices.

However, suspension rates and disproportionality remain areas of concern, indicating that continued refinement and consistent implementation across sites are necessary.

School Climate and Educational Partner Feedback

Educational partner feedback reflects overall positive perceptions of school climate and support systems:

- 87% of respondents report a sense of belonging
- 70% report students respect staff
- 53% report students feel respected by staff

Additionally:

- 92% report satisfaction with academic support
- 91% report satisfaction with social-emotional supports

These data indicate that while students generally feel connected and supported, perceptions of mutual respect remain an area for growth, particularly in strengthening relationships between students and staff.

Alignment to Differentiated Assistance (DA)

The district's identification for Differentiated Assistance due to Homeless student performance, including Suspension Rate, highlights the need for more targeted and coordinated supports.

While Goal 5 actions have been effective in establishing strong systems, data indicate that:

- Students experiencing homelessness continue to face higher rates of absenteeism and discipline
- Behavioral supports are not yet producing equitable outcomes across all subgroups

This confirms that current actions must be strengthened to ensure consistent implementation and increased impact for students with the greatest needs.

Overall Determination of Effectiveness

Goal 5 actions have been effective in:

- Strengthening school safety and climate systems
- Expanding behavioral and attendance supports
- Increasing student engagement and re-engagement
- Providing alternatives to suspension
- Improving overall perceptions of belonging

However, actions have been only partially effective in:

- Reducing suspension disparities
- Addressing chronic absenteeism for high-need student groups
- Improving perceptions of respect and school climate for all students

Conclusion
EUHSD's Goal 5 actions have successfully strengthened systems that support safe, inclusive, and supportive learning environments.

Moving forward, the district will focus on increasing the consistency, coordination, and targeted implementation of these systems, ensuring that improvements in school climate and behavior result in equitable outcomes for all students—particularly those identified through Differentiated Assistance.

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 reflection of 2024–25 implementation, analysis of school climate data, and educational partner feedback collected through student forums and the LCAP survey, the district determined that the overall structure of Goal 5 remains effective. As a result, no changes were made to the goal, metrics, target outcomes, or core actions for the 2026–27 school year.

District data, including California School Dashboard performance and local climate indicators, reflect that systems supporting school safety, behavior, and student engagement are functioning as intended. However, stakeholder feedback and subgroup data indicate the need for continued refinement to ensure equitable outcomes for all students.

Integration of Educational Partner and Student Feedback

Student forum input emphasized the importance of:
- Strong, positive relationships with teachers
- Classrooms where students feel heard, respected, and supported
- Inclusive environments that promote participation and belonging

LCAP survey results further reinforce these findings:
- 87% of respondents report a strong sense of belonging
- 70% report that students respect teachers and staff
- 53% report that students feel respected

Additional feedback highlights strong satisfaction with:
- Academic support (92%)
- Social-emotional support (91%)
- Quality of instruction (87%)

While these data reflect overall positive perceptions, they also identify a need to strengthen mutual respect and student voice, particularly in student-staff relationships.

Refinements for 2026–27
Although no new actions were added, the district will refine implementation of existing actions to strengthen impact and alignment.

1. Strengthening School Climate and Student Relationships
The district will continue to refine PBIS and restorative practices to:

- Strengthen student-staff relationships
- Increase opportunities for student voice
- Improve perceptions of respect and belonging

Additional focus will be placed on consistent implementation across sites to ensure equitable student experiences.

2. Increased Focus on Targeted Behavioral Supports (DA Alignment)
In alignment with Differentiated Assistance (DA) identification related to Homeless student suspension rates, the district will:

- Strengthen coordination between MTSS teams and site leadership
- Increase monitoring of suspension data by subgroup
- Align behavioral supports with attendance and academic intervention systems

These refinements ensure that discipline and engagement systems are more responsive to the needs of high-risk student groups.

3. Continued Implementation and Monitoring of LREBG-Funded Actions
The district will continue implementation and evaluation of LREBG-funded actions introduced in 2024–25, including:
-Action 5.6 (5.4.1): Restorative Practices APOSA

- Providing districtwide leadership, training, and coaching to strengthen restorative practices

-Action 5.7 (5.4.2): RESET Program

- Expanding Tier 2 behavioral and academic supports as an alternative to suspension

These actions will be closely monitored using suspension data, attendance trends, and student engagement metrics to assess effectiveness and guide ongoing refinement.

4. Strengthening Integration of Climate, Attendance, and Academic Systems
Reflection on prior practice indicates a need for stronger alignment across systems. For 2026–27, the district will:

- Integrate behavioral data into MTSS academic and attendance reviews
- Strengthen collaboration between administrators, counselors, and support staff
- Ensure students receiving behavioral interventions are also monitored for academic progress and attendance

This integrated approach supports earlier intervention and improved outcomes.

5. Continued Focus on Family Engagement and Communication
The district will continue to strengthen communication with families regarding:

- Behavioral expectations
- Available supports and resources
- Opportunities for involvement in school climate efforts

These efforts support a shared responsibility between schools and families in maintaining safe and respectful environments.

Summary
Goal 5 remains structurally sound, with no changes to actions, metrics, or target outcomes for 2026–27.

Refinements focus on:
- Strengthening student relationships and school climate
- Increasing targeted behavioral supports aligned to DA priorities
- Monitoring and refining LREBG-funded initiatives
- Improving integration of behavioral, academic, and attendance systems
- Enhancing communication and engagement with families

These adjustments reflect a shift from maintaining strong systems to ensuring that those systems produce consistent and equitable outcomes for all students, particularly those most impacted by suspension, absenteeism, and disengagement.

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	5.1.1 (Operating Unit: Internal uses) Base Services	5.1.1 (Operating Unit: Internal uses) Continue to provide the base services as described in 1.1.5 and 2.1.1	$1,922,437.00	No
5.2	5.2.1 (Operating Unit: Internal uses) High Risk Programs	5.2.1 (Operating Unit: Internal uses) With an intentional focus on high risk students, implement evidence based programs to foster respectful, safe and secure learning environments. Examples include: 5.2.1: Operating Unit: Internal uses • Attention 2 Attendance • 9th grade interventions program • Alternative to suspension (PAD) prevention and diversion • Safety Outreach for Students (SOS) • RESET • Youth Advisory Council • Diversion Program	$2,163,252.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• School Resource Officer Persistent absenteeism prompts the implementation of the Attention 2 Attendance program, focusing on students with the lowest attendance rates including ELL, LTEL, SpEd, Foster youth, and homeless students, alongside intervention programs such as LEAP, PAD, SOS, and the Diversion Program, aiming to address attendance and suspension challenges district-wide, with special emphasis on unduplicated students.		
5.3	5.2.2 (Operating Unit: Internal uses) MTSS	5.2.2 (Operating Unit: Internal uses) Provide equipment, resources, programs and services that support a learning culture and climate which is collaborative, respectful, safe and secure. MTSS Team NCRC Contract Professional Learning Increased campus supervision PBIS and Restorative Practices Additional Security Cameras School check-in service: Raptor The MTSS team will work with site teams to establish tiered supports for student groups with high rates of absenteeism and suspension, such as English Learners, Foster Youth, Homeless, students with disabilities, and Socioeconomically Disadvantaged students, while addressing student desires for belonging, positive interactions, and community-building as identified in student forums.	$99,670.00	Yes
5.4	5.2.3 (Operating Unit: Internal uses) Site Initiatives	5.2.3 (Operating Unit: Internal uses) Site-based allocations aligned to Goal 5 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds. Site-based allocations in EUHSD are aligned with Goal 5's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to	$1.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reallocate them to meet the specific needs of their unduplicated population. Managed internally, Site Discretionary Funds aim to enhance academic achievement for unduplicated students, with schools conducting needs assessments using data from the Healthy Kids Survey to tailor support. This LEA-wide practice, informed by data from the CA Dashboard, has seen funds used to bolster MTSS efforts, improve attendance, and address safety concerns, with ongoing efforts needed to support unduplicated, African American/Black, and students with disabilities in behavior mitigation and suspension reduction.		
5.5	5.3.1 (Operating Unit: Internal uses) PBIS and Restorative Practices	5.3.1 (Operating Unit: Internal uses) Carry out the plan for implementing PBIS and Restorative Practices implementation. PBIS and Restorative Practices are integral to the district's Multi-Tiered System of Supports (MTSS), yet student suspensions, particularly among demographic groups such as African American/Black, English Learners, Foster Youth, Homeless, Two or More Races, and Students with Disabilities, remain a concern, with Suspension Rates being a notable challenge. To address this, there will be heightened focus on evaluating suspension practices and integrating Restorative Practices and PBIS to promote positive student behavior district-wide, prioritizing Unduplicated pupils, aiming to create a more inclusive and supportive environment for students amidst concerns over high suspension and dropout rates among this demographic.	$131,506.00	No
5.6	5.4.1 (Operating Unit: Internal uses) LREBG: Restorative Practices (APOSA)	5.4.1 (Operating Unit: Internal uses) LREBG Restorative Practices (APOSA) 50% for 2025-26 A dedicated staff member, such as an Assistant Principal On Special Assignment (APOSA), is essential for supporting the district-wide implementation of Restorative Practices. This role ensures consistent training, guidance, and support for all teachers and staff, helping them effectively integrate restorative approaches into their interactions with students. By providing focused leadership, the APOSA can promote a unified, school-wide commitment to building a positive school culture, fostering accountability, and addressing student behavior in a constructive,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		empathetic way. This support is crucial for ensuring that restorative practices are consistently applied across the district, benefiting all students. Restorative Practices AP (2025–26): (LREBG Funds) *ACTION 5.6 (5.4.1 Operating Unit: Internal uses) LREBG funds will cover 50% of the salary for an Assistant Principal on Special Assignment (APOSA) who will lead districtwide restorative practices training and implementation. This position builds staff capacity to foster inclusive school climates, address behavior through restorative approaches, and reduce suspensions—particularly among students historically impacted by disciplinary disparities. **Research-Based Rationale --Academic Support and Learning Restorative Practices (RP) are strongly linked to improved academic outcomes by fostering a positive school climate, reducing exclusionary discipline, and increasing instructional time. Research from the RAND Corporation (2019) and the WestEd Justice & Prevention Research Center demonstrates that schools implementing RP with fidelity experience significant decreases in suspensions and disciplinary referrals, especially for students of color and students with disabilities. Fewer suspensions mean more time in class, better attendance, and higher academic achievement. By dedicating a district-level administrator—funded in part by LREBG—to coordinate, coach, and monitor site implementation, the district ensures consistency and quality across schools. This leadership role directly supports the learning recovery of students who may have been disproportionately affected by punitive discipline or disengagement during the pandemic. --Social-Emotional Learning (SEL) and School Climate Restorative Practices are grounded in core SEL competencies, including self-awareness, empathy, communication, and relationship-building. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), RP contributes to the development of supportive, inclusive school environments that build student agency and emotional		

Action #	Title	Description	Total Funds	Contributing
		well-being. An Assistant Principal focused on districtwide RP ensures that practices such as restorative circles, peer mediation, and conflict resolution are embedded into daily routines and staff practices. This improves student behavior, fosters belonging, and supports healing from trauma—especially important in the wake of the pandemic. --Equity and Tiered Behavioral Supports (MTSS/PBIS) A dedicated leader for RP ensures alignment with Tier 1 and Tier 2 behavioral supports within a Multi-Tiered System of Support (MTSS). This position will guide staff in using data to identify disproportionality in discipline and design preventative, restorative alternatives. Restorative approaches reduce reliance on exclusionary practices that disproportionately impact Black, Latino, Native, foster, and special education students. This strategic leadership also supports professional development and coaching for site leaders, counselors, and teachers—ensuring systemic impact and sustainability. --Family and Community Engagement Restorative Practices emphasize communication and partnership with families, especially in response to conflict or harm. An Assistant Principal leading RP implementation ensures that parents and guardians are included in restorative conferences and understand the goals of the approach. This helps build trust between schools and families and shifts the school culture toward shared accountability and mutual respect. Research from the National Education Policy Center shows that schools with strong RP frameworks report higher levels of parent satisfaction and student connectedness. **Metric(s) for Monitoring 5.2 Decrease suspension rates, 5.3 Decrease the percent of suspension incidences (duplicated)		
5.7	5.4.2 (Operating Unit: Internal uses)	5.4.2 (Operating Unit: Internal uses) LREBG: Reset at EHS, OGHS, & SPHS (1.2 FTE) 25-26 school year The RESET program provides targeted behavioral and academic support for unduplicated students, including those from low-income, foster, and English learner backgrounds. Through online modules and restorative	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		group sessions, students learn to reflect on their choices, develop accountability, and build strategies for success. Offered schoolwide at Orange Glen, Escondido High, and San Pascual Schools, RESET ensures equitable access to interventions that help students improve attendance, stay on track for graduation, and strengthen their connection to the school community. RESET Program at EHS, OGHS, and SPHS (2025–26): (LREBG Funds) *ACTION 5.7 (5.4.2 Operating Unit: Internal uses) The RESET program will continue at Escondido, Orange Glen, and San Pasqual High Schools as a Tier 2 behavioral and academic support. Students in the program participate in restorative circles, self-paced academic work, and reflective practices that encourage personal accountability and growth, preparing them for successful reintegration into the classroom. **Research-Based Rationale --Academic Support and Learning The RESET program provides students with targeted Tier 2 academic support through a structured, self-paced environment that allows them to stay current with coursework while temporarily removed from the traditional classroom setting. Research from the National Dropout Prevention Center and WestEd confirms that students who receive academic support in non-punitive settings are more likely to recover credits, increase engagement, and transition successfully back to class. By focusing on reflection and reintegration rather than exclusion, RESET helps prevent further academic decline due to suspension or disengagement. RESET aligns with learning recovery goals by reducing lost instructional time and supporting students in accessing academic content in a way that meets them where they are—particularly students experiencing behavioral challenges that interfere with learning. --Social-Emotional Learning (SEL) and Behavioral Growth Students in the RESET program engage in restorative circles, mindfulness, and reflective practices that promote emotional regulation, self-awareness, and personal accountability—key social-emotional competencies identified by the Collaborative for Academic, Social, and Emotional Learning		

Action #	Title	Description	Total Funds	Contributing
		(CASEL). These practices are known to improve behavior, reduce disciplinary incidents, and increase student resilience. By integrating SEL into the RESET model, students receive intentional support in understanding the impact of their choices, developing conflict-resolution skills, and building positive relationships—all essential for reintegration and long-term behavioral success. --Tiered Supports and Restorative Practices (MTSS/PBIS Alignment) RESET functions as a Tier 2 intervention within the district's Multi-Tiered System of Support (MTSS), offering a structured alternative to suspension. This model aligns with Positive Behavioral Interventions and Supports (PBIS) by emphasizing proactive and restorative strategies rather than exclusionary discipline. According to the UCLA Civil Rights Project, such alternatives are especially critical for reducing disproportionate discipline of historically underserved student groups, including students of color, English learners, and students with disabilities. The program's focus on reintegration further ensures that students return to class with a clearer sense of accountability and readiness to learn—supporting a healthier school climate and improved long-term outcomes. --Equity and Re-engagement By continuing the RESET program at comprehensive high school sites, the district ensures equitable access to behavioral and academic interventions that center student growth rather than punishment. This approach reflects best practices in equity-driven discipline reform and aligns with district priorities to reduce suspension rates and improve student engagement. The structure of RESET allows students to reflect, repair, and return—providing a pathway forward rather than a barrier to success. **Metric(s) for Monitoring 5.2 decrease the suspension rate, 5.3 decrease the percent of suspension incidences.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Equity Multiplier: Improve Graduation Rates at Valley High School	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Valley High School (VHS), as a continuation high school, serves students who are often significantly behind in credits and at risk of not graduating. Supporting students in reaching the milestone of high school graduation is not only essential for their academic trajectory but also has profound impacts on their confidence, long-term success, and ability to access future opportunities. For many students at VHS, graduating breaks a cycle of academic struggles and disconnection, while preparing them for adulthood and allowing them to contribute positively to their communities.

This goal was developed in direct response to persistent equity gaps and performance data that emphasize the need to prioritize graduation and postsecondary preparation—particularly for historically underserved student groups. According to the 2023 California School Dashboard, VHS was the only school in the district that did not show improvement in overall suspension rates, with Homeless, Socioeconomically Disadvantaged (SED), and Special Education students disproportionately impacted. Graduation rates for English Learners, Hispanic/Latino, Homeless, and SED students were also areas of concern, as was English Language Arts performance for SED students.

In 2024, the school showed meaningful growth in several areas: no student groups were in the red performance level for suspensions, English Language Arts, or graduation rates. These gains reflect the school's focused efforts and early success in improving outcomes. However, significant challenges remain:

- Mathematics: Students identified as Socioeconomically Disadvantaged and Hispanic performed in the red performance level.
- College and Career Readiness: Students identified as English Learners, Long-Term English Learners, and Hispanic also performed in the red.

These areas underscore the continued need for targeted supports to ensure all students—particularly those most at risk—are equipped with the academic and college/career readiness skills necessary for success after high school.

The district developed this goal to build upon areas of progress and address remaining gaps in student outcomes, with a clear focus on graduation and equitable access to postsecondary pathways. Input from educational partners played a vital role in shaping this goal. Stakeholder engagement took place through parent meetings, site-based LCAP educational partner sessions, staff discussions, ELAC and SSC meetings, student forums, and district-level LCAP Educational Partner Advisory meetings. These forums ensured the goal reflects the shared priorities and concerns of students, families, educators, and community members.

Goal 6: Equity Multiplier directly addresses key areas of the California State Priorities:
Priority 4: Pupil Achievement – by addressing academic performance and college/career readiness for underserved groups.
Priority 5: Pupil Engagement – by promoting student connection and reducing barriers to on-time graduation.
Priority 8: Other Pupil Outcomes – by focusing on whole-student development beyond test scores.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Increase Attendance Rates at VHS by 1% annually. Priority 5: Pupil Engagement	2022-23 84.8%	2023-24 89.21%	2024-25 92.21%	Increase Attendance Rates by 1% annually 2025-26 expected outcome 87.8%	Difference from Baseline +7.41
6.2	Decrease Chronic Absenteeism Rate at VHS by 1% annually. Priority 5: Pupil Engagement	2022-23 All: 70.5% Asian: 0.0% Black/African American: 0.0% Filipino: 0.0% Latino/Hispanic: 71.4% White: 59.3% ELL: 67.1% RFEP: 73.2% SpEd: 81.8% FY: 0.0% Homeless: 82.8%	2023-24 All: 66.5% Asian: N/A Black/African American: N/A Filipino: N/A Latino/Hispanic:66.5% White: 62.5% ELL: 63.8% RFEP: 65.6% SpEd: 63.6% SED: 67.5% FY: N/A Homeless: 76.6%	2024-25 All: 63.3% Asian: 0.0% Black: 50.0% Filipino: 0.0% Latino/Hispanic: 65.9% White: 58.3% ELL: 60.9% RFEP: 67.5% SpEd: 61.4% SED: 67.0% FY: 0.0% Homeless: 78.0%	Decrease Chronic Absenteeism Rate at VHS by 1% annually 2025-26 expected outcome 67.50%	Difference from Baseline -7.2
6.3	Decrease the Dropout Rate at VHS from the previous year by 0.5% annually	2022-23 All: 20.3% Asian: N/A Black/African American: N/A	2023-24 All: 27.6 Asian: N/A Black/African American: N/A	2024-25 All: 21.7% Asian: 0.0% Black: 50.0% Filipino: 0.0%	Decrease the Dropout Rate at VHS from the previous year by 0.5% annually	Difference from Baseline +1.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5: Pupil Engagement	Filipino: N/A Hispanic: 21.7% White: N/A ELL: 19.7% SpEd: 10% SED: 20.9% FY: N/A Homeless: 27.6%	Filipino: N/A Latino/Hispanic: 27.7% White: 0.2% ELL: 27.5% SpEd: 13.3% SED: 27.4% FY: N/A Homeless: 20.7%	Hispanic: 21.6% White: 14.3% ELL: 27.3% SpEd: 20.8% SED: 22.0% FY: -- Homeless: 13.9%	2025-26 expected outcome 18.80%	
6.4	Increase Graduation Rate at VHS by 1% annually as reported on California Dashboard Priority 5: Pupil Engagement	2022-23 All: 62.7% Asian: N/A Black/African American: N/A Filipino: NA Latino/Hispanic: 62.2% White: N/A ELL: 59.2% SpEd: 55.0% SED: 61.4% FY: N /A Homeless: 44.8%	2023-24 All: 65.5% Asian: N/A Black/African American: N/A Filipino: N/A Latino/Hispanic: 65.8% White: 66.7% ELL: 66.3% SpEd: 73.3% SED: 66.1% FY: N/A Homeless: 69.0%	2024-25 All: 68.9% Asian: 0.0% Black: 50.0% Filipino: 100.0% Hispanic: 70.3% White: 57.1% ELL: 63.6% SpEd: 58.3% SSED: 69.2% FY: -- Homeless: 77.8%	Increase Graduation Rate at VHS by 1% annually as reported on California Dashboard 2025-26 expected outcome 65.7%	Difference from Baseline +6.2
6.5	Increase the percent of CTE enrollment at VHS by 1% annually Priority 4: Pupil Achievement	2022-23 All: 44.9% Asian: 100% Black/African American: 28.6% Filipino: 50% Latino/Hispanic: 59.9% White: 38.5% ELL: 45.2% SpEd: 43.6% SED: 44.7% FY: N /A Homeless: 33.3%	2023-24 All: 50.9% Asian: N/A Black/African American: 60.0% Filipino: 66.7% Latino/Hispanic: 50.4% White: 57.7% ELL: 39.3% RFEP: 58.4% SpEd: 34.2% SED: 50.7%	2024-25 All: 58.7% Asian: 0.0% Black: 37.5% Filipino: 100.0% Hispanic: 59.9% White: 43.8% ELL: 60.0% RFEP: 63.6% SpEd: 60.5% SED: 59.8% FY: 0.0% Homeless: 50.9%	Increase the percent of CTE enrollment at VHS by 1% annually 2025-26 expected outcome 47.9%	Difference from Baseline +13.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FY: N/A Homeless: 42.1%			
6.6	Increase the percentage of CTE completion rate at VHS by 2% Priority 8: Other Pupil Outcomes	2022-23 All: 0.6% Asian: 0.0% Black/African American: 0.0% Filipino: 0.0% Latino/Hispanic: 0.7% White: 0.0% ELL: 0.0% RFEP: 2.3% SpEd: 0.0% SED: 0.0% FY: 0.0% Homeless: 0.0%	2023-24 All: 8.6% Asian: N/A Black/African American: N/A Filipino: N/A Latino/Hispanic: 8.4% White: 13.3% ELL: 6.3% RFEP: 11.3% SpEd: 6.7% SED: 8.9% FY: 100% Homeless: 17.2%	2024-25 All: 3.7% Asian: 0.0% Black: 0.0% Filipino: 0.0% Hispanic: 4.1% White: 0.0% ELL: 6.1% RFEP: 2.0% SpEd: 3.8% SED: 3.8% FY: 0.0% Homeless: 2.8%	Increase the percentage of CTE completion rate at VHS by 2% 2025-26 expected outcome 6.6%	Difference from Baseline +3.1

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.

Overall Implementation

Equity Multiplier actions for Valley High School (VHS) were implemented largely as planned, with services focused on increasing student engagement, accelerating credit attainment, and addressing academic and behavioral barriers for a highly at-risk student population. Throughout the year, implementation was refined to expand targeted supports—particularly in credit recovery, intervention, and student engagement—leveraging carryover funds to increase access to personnel, programs, and services aligned to Goal 6 priorities.

These actions were critical given VHS's student population, with 93.7% socioeconomically disadvantaged and 32.0% English Learners, requiring intensified and differentiated supports beyond the comprehensive high school model.

Implementation of Key Actions

Credit Recovery, Intervention, and Academic Support
Expanded credit recovery opportunities, intervention classes, and individualized academic supports were implemented to address significant

credit deficiencies and learning gaps. These efforts contributed to an increase in the graduation rate to 70.4% (+2.0%) and modest improvement in Mathematics performance (+3.2 points).
These outcomes reflect progress in re-engaging students and supporting credit attainment; however, continued focus is needed to ensure that credit recovery is paired with grade-level skill development in English Language Arts and Mathematics.

Student Engagement and School Climate Supports
Actions focused on improving engagement through relationship-building, alternative learning strategies, and expanded extracurricular and incentive-based systems. These supports strengthened student connection and re-engagement.
However, suspension rates increased to 13.0% (Red), indicating that while engagement systems are in place, behavioral supports require stronger Tier 1 implementation, consistency in PBIS practices, and closer alignment between behavioral interventions and academic supports.

English Learner and LTEL Supports (FPM-Aligned Area)
Targeted supports for English Learners, including intervention and language development strategies, were implemented; however, outcome data indicate that these supports have not yet resulted in improved language acquisition at the expected rate.
English Learner Progress declined by 15.6% (Red)
Long-Term English Learners demonstrated limited progress
These trends align with a Federal Program Monitoring (FPM) finding identifying the need for more consistent and intentional implementation of designated and integrated ELD, particularly for students who have completed the traditional ELD sequence but continue to require support (LTELs).

Implementation revealed the need for:
- More clearly defined LTEL service models within the continuation setting
- Stronger alignment between ELD instruction and core academic content
- Consistent use of ELPAC and local data to guide instruction and monitor progress
- College and Career Readiness Opportunities

Efforts to expand CTE access, career exposure, and postsecondary planning were implemented; however, outcomes remain limited, with only 2.5% of students meeting Prepared status on the College/Career Indicator.
This reflects the ongoing challenge of balancing immediate credit recovery needs with long-term readiness pathways for students who enter VHS significantly behind in credits.

Key Successes

Implementation of Goal 6 actions resulted in measurable progress in student completion and re-engagement.
- Graduation rates increased
- Mathematics performance showed modest improvement
- Expanded intervention access and flexible learning options supported re-engagement

Local Indicators were reported as Standard Met, indicating that foundational systems related to implementation of state standards, school

climate, and parent engagement are in place.

Student forum feedback further supports these outcomes, with students identifying:

- Strong relationships with teachers
- Access to support when needed
- Opportunities for hands-on and creative learning

as key strengths of the program.

Challenges and Considerations

Despite these successes, Dashboard data reflect persistent and significant challenges:

- English Language Arts performance remains in the Red
- Mathematics performance remains well below standard
- English Learner Progress declined, particularly among LTEL students
- Suspension rates increased, indicating ongoing climate and behavior challenges
- College and Career readiness remains low

These outcomes indicate that while systems are in place, they are not yet producing consistent or equitable outcomes for all students.

The FPM finding related to English Learner services further underscores the need to refine instructional delivery to ensure that LTEL students receive consistent, standards-aligned ELD support beyond the initial language acquisition phase.
Additionally, these trends align with the district's identification for Differentiated Assistance (DA) related to the performance of Homeless students in English Language Arts, Mathematics, and Suspension Rate. Given the high concentration of students experiencing housing instability at VHS, these findings reinforce the need for more integrated academic and behavioral supports.

Student feedback also highlighted the need for:

- Increased academic support
- Expanded elective opportunities
- Clearer college and career guidance
- Improved access to instructional technology

Summary
Overall, Goal 6 Equity Multiplier actions were implemented effectively and adapted to meet the complex needs of VHS students. Implementation resulted in improvements in graduation rates and targeted academic areas; however, persistent challenges in English Learner and LTEL progress, school climate, and college and career readiness highlight the need for continued refinement of supports.

In alignment with Dashboard data, Differentiated Assistance identification, and FPM findings, the district will focus on:

- Strengthening LTEL service models
- Embedding consistent designated and integrated ELD practices
- Enhancing Tier 1 instruction
- Improving alignment between academic and behavioral supports

These refinements are essential to ensuring that Equity Multiplier resources result in measurable improvements for the highest-need student population.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures, as well as Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, are defined as a variance of 10% or greater above or below the budgeted amount.

For the 2025–26 school year, material differences exceeding 10% under Goal 6 are primarily attributed to:

the allocation of carryover funds not reflected in initial budget allocations (for overages),
adjustments in staffing and service levels based on student need,
expansion of targeted interventions aligned to Equity Multiplier priorities,
reallocation of funds across actions to maximize impact, and
the timing of expenditures during the fiscal year.

These actions support targeted academic, behavioral, and engagement interventions for students at Valley High School (VHS).

Operating Unit 621 (Equity Multiplier – Personnel Supports)

Estimated actual expenditures were approximately $47,467 above the budgeted amount ($144,981 vs. $97,514).

The variance is primarily due to the allocation of carryover funds and adjustments to staffing levels to better support targeted student needs. Additional personnel were utilized to strengthen academic and behavioral interventions aligned to Equity Multiplier priorities. All services were implemented as planned.

Operating Unit 622 (Equity Multiplier – Supplemental Services and Supports)
Estimated actual expenditures were approximately $218,606 above the budgeted amount ($295,606 vs. $77,000).
This action includes both personnel and non-personnel supports aligned with Equity Multiplier services.
The variance is primarily due to the allocation of carryover funds and expanded implementation of targeted supports, including instructional services, intervention programs, and student engagement strategies. Expenditures reflect increased investment to accelerate outcomes for a high-need student population.

Operating Unit 623 (Equity Multiplier – Planned Services Not Fully Expended)
Estimated actual expenditures were approximately $53,997 below the budgeted amount ($3 vs. $54,000).
The variance is due to adjustments in implementation priorities and the timing of planned services, resulting in lower expenditures within this specific operating unit. Resources were strategically reallocated to other Equity Multiplier actions (e.g., Units 622 and 625) to better align with

identified student needs and maximize program impact.

Operating Unit 625 (Equity Multiplier – Expanded Student Supports)
Estimated actual expenditures were approximately $403,701 above the budgeted amount ($418,701 vs. $15,000).
The variance is primarily due to the allocation of carryover funds and significant expansion of non-personnel supports, including interventions aligned to academic recovery, student engagement, and school climate.
Expenditures reflect responsive site-level decision-making to scale high-impact supports for students with the greatest needs.

Operating Unit 626 (Equity Multiplier – Additional Program Costs)
Estimated actual expenditures were approximately $4,999 above the budgeted amount ($5,000 vs. $1).
The variance reflects program costs not fully captured in the initial budget allocation, as well as adjustments necessary to support implementation of Equity Multiplier services. These expenditures aligned to program needs and priorities.

Operating Unit 629 (Equity Multiplier – Supplemental Supports)
Estimated actual expenditures were approximately $2,195 above the budgeted amount ($12,635 vs. $10,440).
The variance is due to minor adjustments in expenditures and the allocation of carryover funds. Services were implemented as planned to support targeted student groups.

Summary
These material differences do not reflect a reduction in services. All Goal 6 Equity Multiplier actions were implemented and, in several cases, expanded to better meet the needs of students at Valley High School.

Variances are primarily the result of:
- Allocation of carryover funds (for overages)
- Expansion of targeted academic and behavioral supports
- Strategic reallocation of funds to higher-impact actions
- Site-level adjustments based on student need
- Timing of expenditures during the fiscal year

All expenditures remained aligned to Equity Multiplier requirements and LCAP priorities, supporting increased or improved services for unduplicated students through targeted interventions designed to improve academic outcomes, engagement, and school climate.

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

Overall Effectiveness

During the 2025–26 school year, Equity Multiplier actions at Valley High School (VHS) were implemented as planned and, in several cases, expanded to better meet student needs. These actions were effective in improving student engagement and increasing graduation rates; however, outcome data indicate mixed effectiveness in accelerating academic achievement, English Learner progress, and behavioral outcomes.

Based on the California School Dashboard:

- Graduation rate increased to 70.4% (+2.0%)
- Mathematics performance showed modest improvement (+3.2 points)
- English Learner Progress declined (-15.6%, Red)
- English Language Arts remained in the Red
- Suspension rate increased to 13.0% (Red)
- College and Career readiness remains low (2.5% Prepared)

These results indicate that while actions have been effective in re-engaging students and supporting credit attainment, they have been less effective in accelerating grade-level academic achievement, language acquisition, and reducing behavioral incidents.

Effectiveness of Specific Actions
Action 6.1 – Targeted Academic and Behavioral Support for High-Need Students
Effectiveness:
This action was effective in improving student engagement and supporting persistence toward graduation, particularly for students with disabilities, English Learners, and students experiencing instability.
However, academic outcomes for these groups remain significantly below standard, indicating that while access to support increased, instructional acceleration strategies require strengthening.

Action 6.2 – Credit Recovery and Credit Attainment Systems
Effectiveness:
This action was highly effective in improving graduation rates and re-engaging students. Credit recovery remains a critical lever within the continuation model.
However, data indicate that credit attainment is not consistently translating into grade-level proficiency in English Language Arts and Mathematics, highlighting the need to strengthen alignment between credit recovery and standards-based instruction.

Action 6.3 – English Learner and LTEL Support (BIA and Instructional Supports)
Effectiveness:
This action was partially effective. While supports increased access to instruction, English Learner Progress declined (-15.6%) and remains in the Red, with Long-Term English Learners demonstrating limited progress.
This aligns with a Federal Program Monitoring (FPM) finding identifying the need for more consistent and intentional implementation of designated and integrated ELD, particularly for LTEL students.

Current implementation indicates that:

- Language supports are not yet fully aligned to core academic instruction
- ELPAC data is not consistently driving instructional adjustments
- Action 6.4 – AVID Tutors and Academic Support

Effectiveness:
This action was effective in supporting course completion and student engagement, contributing to graduation rate improvements.

However, its impact on improving academic proficiency in English Language Arts and Mathematics has been limited, indicating the need for stronger alignment between tutoring supports and targeted skill development.

Action 6.5 – CTE and Career Pathway Support
Effectiveness:
This action improved student engagement and exposure to career pathways; however, overall College and Career readiness outcomes remain low (2.5% Prepared).
This indicates that while participation opportunities increased, additional supports are needed to ensure students meet readiness benchmarks.

Action 6.6 – Experiential Learning and Engagement Opportunities
Effectiveness:
This action was effective in improving student engagement and school connection, contributing to increased attendance stability and persistence.
Student feedback further supports this outcome, with students identifying hands-on learning opportunities and interactive instruction as key factors in maintaining engagement.

Action 6.7 – Student Engagement Systems (5-Star)
Effectiveness:
This action improved monitoring of student engagement and provided a structured approach to increasing participation.
While effective in strengthening school connection, it did not directly result in measurable improvements in academic performance or behavioral outcomes.

Action 6.8 – Student Voice (Youth Advisory Council)
Effectiveness:
This action was effective in improving school climate and student perception of belonging. Students reported increased feelings of connection and support.
However, broader academic and behavioral outcomes were not significantly impacted.

Action 6.9 – Professional Learning and Instructional Support
Effectiveness:
This action was partially effective. While staff capacity increased and Local Indicators were reported as Standard Met, outcome data indicate that instructional practices are not yet consistently resulting in improved academic achievement, English Learner progress, or reduced suspension rates.
This highlights the need for more targeted, data-driven professional learning aligned to subgroup performance.

Challenges and Areas for Improvement

Despite effective implementation in several areas, key challenges remain:

- English Learner Progress declined, particularly among LTEL students

- English Language Arts and Mathematics performance remain in the Red
- Suspension rates increased, impacting instructional time
- College and Career readiness remains low

These challenges are consistent with the district's Differentiated Assistance (DA) identification for Homeless student performance in English Language Arts, Mathematics, and Suspension Rate. Given the high concentration of vulnerable student populations at VHS, these data indicate the need for stronger alignment between academic supports, behavioral interventions, and attendance stabilization strategies.

Student feedback further highlighted the need for:

- Increased academic support
- Expanded elective opportunities
- Clearer college and career guidance
- Improved access to instructional technology

Conclusion
Overall, Goal 6 actions were effective in improving student engagement and increasing graduation rates through expanded credit recovery and targeted supports.
However, actions were only partially effective in accelerating academic achievement, English Learner progress, and behavioral outcomes.
Moving forward, the district will focus on:

- Strengthening alignment between credit recovery and grade-level standards
- Implementing consistent and targeted ELD supports for LTEL students (aligned to FPM findings)
- Integrating academic and behavioral interventions
- Increasing subgroup-specific monitoring, particularly for Homeless and English Learner students

These refinements are necessary to ensure that Equity Multiplier resources result in measurable improvements in both engagement and academic outcomes.

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

Based on reflection of 2025–26 implementation, analysis of California School Dashboard and local data, and alignment with district priorities identified through Differentiated Assistance (DA) and Federal Program Monitoring (FPM), the district determined that the overall structure of Goal 6 remains appropriate. As a result, no changes were made to the goal, metrics, target outcomes, or core actions for the 2026–27 school year.

However, outcome data and student feedback indicate that refinements to implementation are necessary to ensure that services result in measurable improvements in academic achievement, English Learner progress, and behavioral outcomes for students at Valley High School (VHS).

Student feedback collected through the VHS student forum further informed these refinements by providing direct insight into student experiences related to engagement, instructional support, and college and career readiness.

Refinements for 2026–27

1. Strengthening Alignment Between Credit Recovery and Academic Achievement
While credit recovery systems have been effective in improving graduation rates, analysis indicates that course completion is not consistently aligned with grade-level proficiency in English Language Arts and Mathematics.
Student feedback reinforces this need, as students identified tutorial support as helpful for completing coursework but expressed the need for additional academic support and time to meet course expectations.

For 2026–27, the district will:
- Strengthen alignment between credit recovery and standards-based instruction
- Increase focus on essential skill development in ELA and Mathematics
- Ensure intervention supports address both credit attainment and academic proficiency

2. Refinement of English Learner and LTEL Supports (FPM-Aligned)
In response to outcome data and FPM findings, Goal 6 actions will include more clearly defined and consistent supports for English Learners, particularly Long-Term English Learners (LTELs).
While students reported positive relationships with teachers and access to support, outcome data indicate that language development supports are not yet producing consistent gains.

Refinements will include:
- Strengthened designated and integrated ELD implementation
- Increased use of ELPAC and local data to guide instruction
- Clearer LTEL service models within the continuation setting

3. Integration of Academic and Behavioral Supports (DA Alignment)
Given increased suspension rates and the district's DA identification related to Homeless student outcomes, actions will be refined to strengthen alignment between academic supports and behavioral interventions.
Student feedback highlighted the importance of strong relationships with staff and consistent support as key factors contributing to engagement and belonging.

For 2026–27, the district will:
- Strengthen integration of restorative practices with academic recovery
- Monitor instructional time lost due to suspension
- Increase coordination between academic teams and student support services

4. Targeted Support for Homeless Students (DA Alignment)
In alignment with Differentiated Assistance identification, Goal 6 actions will incorporate more explicit monitoring and support for students experiencing homelessness, particularly in English Language Arts, Mathematics, and suspension outcomes.

Refinements will include:

- Strengthened progress monitoring systems
- Improved coordination of academic and behavioral supports
- Timely intervention based on attendance, course performance, and discipline data

5. Expansion of College and Career Readiness Opportunities

Student forum data highlighted a need for expanded college and career supports, including:

- More elective opportunities (e.g., woodshop, auto, culinary)
- Clearer guidance on college and career pathways
- Increased access to postsecondary planning resources

Students also identified AVID and tutorials as valuable supports but expressed the need for more structured and accessible planning opportunities.

In response, the district will:

- Expand access to CTE and elective opportunities
- Strengthen college and career counseling supports
- Improve access to instructional technology
- Provide clearer and more structured postsecondary planning guidance

6. Strengthened Metrics and Monitoring Systems

To improve the ability to monitor progress and intervene earlier, the district will enhance internal monitoring systems for 2026–27.

In addition to state indicators, the district will incorporate:

- Semester-based monitoring of ELA and Mathematics course performance
- Progress monitoring for English Learners and LTEL students
- Tracking of credit attainment and on-track graduation status
- Monitoring of suspension rates and instructional time loss
- Targeted review of Homeless student outcomes

7. Target Outcome Refinements

While long-term outcomes remain aligned to state indicators, the district will incorporate interim benchmarks to better monitor progress in:

- English Learner progress and reclassification pathways
- Academic performance in ELA and Mathematics
- Reduction in suspension rates
- Credit attainment and graduation progress

Summary

Reflection on prior practice indicates that while current actions are effective in improving student engagement and graduation rates, they require refinement to more effectively accelerate academic achievement, language development, and behavioral outcomes.

Student feedback further confirms that while students feel supported and value strong relationships with staff, they need:

- Increased academic support and time
- Expanded elective and career pathway opportunities
- Clearer college and career guidance
- Improved access to instructional resources

For 2026–27, the district will maintain the core structure of Goal 6 while strengthening implementation through more targeted, data-driven, and student-informed supports. These refinements ensure that Equity Multiplier resources are aligned to both outcome data and student voice, resulting in more responsive and effective services for VHS students.

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
6.1	6.2.1 (Operating Unit: Internal uses) Support to students in Special Education	6.2.1 (Operating Unit: Internal uses)v Support to students in Special Education	$128,322.00	No
6.2	6.2.2 (Operating Unit: Internal uses) Credit recovery support	6.2.2 (Operating Unit: Internal uses) Credit recovery support	$307,731.00	No
6.3	6.2.3 (Operating Unit: Internal uses) Support to Language Learners BIA	6.2.3 (Operating Unit: Internal uses) Support to Language Learners BIA	$35,178.00	No
6.4	6.2.4 (Operating Unit: Internal uses) Support to students	6.2.4 (Operating Unit: Internal uses) Support to students AVID Tutors	$54,851.00	No

Action #	Title	Description	Total Funds	Contributing
6.5	6.2.5 (Operating Unit: Internal uses) CTE Support	6.2.5 (Operating Unit: Internal uses) CTE Support	$0.00	No
6.6	6.2.6 (Operating Unit: Internal uses) Outside Learning Opportunities	6.2.6 (Operating Unit: Internal uses) Outside learning opportunities: Offer students practical exposure to the workforce, apprenticeships, and vocational training.	$0.00	No
6.7	6.2.7 (Operating Unit: Internal uses) Connecting students to school	6.2.7 (Operating Unit: Internal uses) Connecting students to school 5-star System System Check in devices		No
6.8	6.2.8 (Operating Unit: Internal uses) Student Voice	6.2.8 (Operating Unit: Internal uses) Student Voice: Youth Advisory Council	$0.00	No
6.9	6.2.9 (Operating Unit: Internal uses) Professional Learning and in class support/resources	6.2.9 (Operating Unit: Internal uses) Professional Learning and in class support/resources Hands on learning Building relationships Technology		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
$25,865,350	$3,072,106

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
33.644%	0.000%	$0.00	33.644%

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
1.6	**Action:** 1.2 .1 (Operating Unit: Internal uses) Technology Support **Need:** The percentage of socioeconomically disadvantaged (SED) students passing 9th-grade ELA is 77.9%, while 68.7% pass Math. In the CAASPP, 50% of SED students meet or	All students have access to a school issued laptop. The district's priority is to ensure equity and access to educational resources, supporting digital literacy, personalized learning, collaborative learning, preparation for standardized testing by familiarizing students with digital testing environments and preparing students for college and career.	Action 1.6 (121 Operating Unit: Internal Uses) will be monitored with the following Metrics: 3.1 (graduation rate) 1.4 (9th grade ELA/Math Pass rate) 1.5 (CAASPP Meets/Exceeds),

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
	exceed standards in ELA, and 12.43% meet or exceed standards in Math. According to the district's local A-G completion metric, 41.2% of SED students meet the requirements, and 27.1% meet the minimum requirement for CTE completion. In response, the district will provide individual devices to students. This decision is based on findings from California's Dashboard data and local data, which highlight a significant need for additional support among various student demographics. This includes the district's SED population, students with disabilities, homeless students, English learners, and Hispanic/Latino students, especially at EHS, OGHS, SPHS, and VHS, with a focus on improving college and career readiness and graduation rates. **Scope:** LEA-wide	Providing unduplicated students with 1:1 computer access ensures they have the same educational resources, instructional materials, and additional supports available online as all other students. To maximize the impact, this initiative is implemented LEA-wide, benefiting all students. Given that 81% of EUHSD's population is low socioeconomic, this approach is particularly advantageous for students from these backgrounds, ensuring equitable access to technology.	1.11(CTE Completion), and 1.15 (Broad course of study completion) and local data based on implementation of educational technology resources.
1.7	**Action:** 1.2.2 (Operating Unit: Internal uses) EL Program **Need:** Based on Ca. Dashboard data, specifically graduation rates, there will be an intentional focus on active monitoring of implementation and support of EL/LTEL students at Escondido High school and Orange Glen High School through progress monitoring, grades, and reclassification rates.	Offer additional support to English learners at EHS, SPHS, OGHS, and DLA by assigning instructional assistants and reducing class sizes within cluster classes tailored for groups of ELD students in the General Education setting. In an effort to increase reclassification rates and English Learner Progress, graduation rates, and A-G rates for English Language Learners.	Action 1.7 (1.2.2 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.1 (ELL progress Indicator), 1.3 (reclassification rate), 1.4 (9th grade ELA/Math pass rate), 1.5 (CAASPP Meets/Exceeds), 1.6 (meet EAP), 1.9 (A-G requirement),

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		3.1 (graduation rate) and internal progress monitoring data.
1.8	**Action:** 1.2.3 (Operating Unit: Internal uses) Data analysis **Need:** Diagnostic assessments will occur three times per year at DLA, EHS, OGHS, SPHS, and VHS, for all 9th to 11th-grade students in Math and English Language Arts. The focus is to track progress, address learning gaps, inform Professional Learning Communities (PLCs), and serve as a leading indicator for the spring CAASPP testing. Particular emphasis will be placed on supporting English Learners, Homeless students, and Students with Disabilities, given their lower performance (Orange) noted on the Ca. Dashboard. The District Assessment team will offer extra support to Hispanic and Socioeconomically Disadvantaged students at Valley High School. Performance data will be reviewed quarterly to assist in monitoring progress. **Scope:** LEA-wide	Diagnostics and assessments are essential for gauging student advancement toward learning objectives, guiding instructional approaches, pinpointing areas of learning deficiency, tracking levels of accomplishment, ensuring accountability, and fostering equity. Data technicians aid in monitoring and analyzing data to guide subsequent actions and measure progress. In the 2022-23 school year EUHSD saw a 10.4% increase in CAASPP Met or Exceeded test scores in ELA and nearly 1% increase in math	Action 1.8 (1.2.3 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.4 (9th grade ELA/Math pass rate), 1.5 (CAASPP meets/exceeds), 1.6 (EAP rate) and regular progress monitoring data for student A-C rates.
1.9	**Action:** 1.2.4 (Operating Unit: Internal uses) Career and Technical Education **Need:**	Offering access to college and career opportunities, including Career and Technical Education (CTE) programs, addresses the needs of unduplicated students by providing valuable skills, career exploration, and pathways to success	Action 1.9 (1.2.4 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.11 (CTE Completers),

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
	Unduplicated students are enrolling in CTE courses at slightly lower rates than their non unduplicated counterparts. However, internal data analysis show what unduplicated students are completing the pathway at much lower rates than their counterparts. The district is committed to provide additional support at the district level to develop and execute CTE pathways and align curriculum to meet industry standards and the expectations of higher education programs to facilitate access to all students, specifically unduplicated students. District staff will convene with all CTE educators at least twice annually and account for student demographic enrollment. Further assistance and oversight will be extended to DLA, EHS, SPHS, and VHS, particularly for students identified as Students with Disabilities, English Learners, Homeless, and Hispanic/Latino students. **Scope:** LEA-wide	in both the workforce and higher education. CTE programs play a vital role in preparing students for the demands of the 21st-century economy, empowering them to achieve their college and career goals and providing additional routes to success for students who may face barriers to traditional academic pathways. This action is implemented LEA-wide with the goal of improving outcomes for unduplicated students by ensuring equitable access to resources and opportunities. It aims to provide tailored guidance and support to help these students transition smoothly to higher education and pursue appropriate certifications or advanced content courses. By organizing targeted events and workshops, the initiative addresses both academic and social-emotional needs, ensuring that unduplicated students receive the necessary support to excel in their educational journeys. This comprehensive approach helps to bridge gaps in access and opportunity, fostering a more inclusive and supportive environment for all students.	1.12 (CTE Enrollment), CCI performance on the California Dashboard, and through internal progress monitoring of Master Schedule offering and scheduling of students.
1.10	**Action:** 1.2.5 (Operating Unit: Internal uses) Site Initiatives **Need:** Educational Services staff will assist schools in utilizing discretionary funds to improve metrics related to academic achievement including, ELA/Math pass rates and A-G completion for unduplicated students and students with	The district manages Site Discretionary Funds internally to ensure they are used effectively to enhance academic achievement, directly benefiting instruction, learning, and services for unduplicated students. Each school, supported by Educational Services, conducts a needs assessment to identify specific student needs. Schools use achievement, attendance, and social-emotional data (from the Healthy Kids Survey) to tailor academic supports for unduplicated students.	Action 1.10 (1.2.5 Operating Unit: Internal Uses) will be monitored with the following Metrics: All metrics identified in Goal 1 and 3.1 (graduation rate).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disabilities. These student groups typically have lower rates in the mentioned areas. 9th Grade ELA/Math Pass Rates 2022-23: Internal Data ELA All- 80.6% Asian- 97.1% Black/African American- 87.2% Filipino- 93.8% Latino/Hispanic- 77.1% White- 93.9% ELL- 63.3% RFEP- 85.5% Spec Ed- 63.9% SED- 77.9% Foster Youth- 0.0% Homeless- 75.6% Math All- 72.3% Asian- 95.7% Black/African American- 75.0% Filipino- 97.9% Latino/Hispanic- 67.7% White- 90.4% ELL- 48.2% RFEP- 79.4% Spec Ed- 56.9% SED- 68.7% Foster Youth- 66.7% Homeless- 56.3% **Scope:** LEA-wide	This action continues to be implemented on an LEA-wide basis because each school has unique needs and focuses for their unduplicated students. Based on data from the CA Dashboard and local metrics, schools have used site discretionary funds to support Language Learners by providing additional support in core content areas. These efforts have led to a significant increase in EL students being reclassification, from 0.8% in 2020-21 to 19.0% in 2022-23, an improvement in passing rates for ELA and Math in 9th grade from 50.1% in 2020-21 to 63.3% in 2022-23, and an increase in meeting A-G requirements from 10.2% in 2020-21 to 11.8% in 2022-23. Additionally, funds have been used to enhance technology and access to diagnostics and assessments, contributing to improved overall student scores in both Math and ELA compared to the previous year, 2021-22. The district has seen gains in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.11	**Action:** 1.2.6 (Operating Unit: Internal uses) Decrease class size **Need:** When analyzing data from the CA Dashboard, particularly in the areas of CCI, graduation rates, and dropout rates, the district identified a need to continue supporting and monitoring the progress of unduplicated students, specifically English Language Learners (ELL), including long-term English learners (LTELS). Reducing class sizes in targeted areas can provide individualized academic support and increase interventions. This decision is informed by California's Dashboard data and local data, which highlight a significant need for additional support among various student demographics. These include the district's socioeconomically disadvantaged population, students with disabilities, homeless students, English learners, and Hispanic/Latino students, particularly at EHS, OGHS, SPHS, and VHS, focusing on enhancing college and career readiness and graduation rates. **Scope:** LEA-wide	Providing smaller class sizes in targeted areas for English Language Learners, Foster Youth, Homeless students, and socioeconomically disadvantaged students at all EUHSD school sites will enhance individualized attention, foster a positive classroom environment, enable differentiated instruction, and strengthen teacher-student relationships, leading to better student engagement and academic performance. This initiative is implemented on an LEA-wide basis to offer additional support, resources, and access to challenging core classes. Based on the needs and percentage of unduplicated students at each site, additional FTEs were allocated: 0.4 FTE for DLA, 5.0 FTE for EHS, 6.6 FTE for OGHS, and 4.2 FTE for SPHS.	Action 1.11 (1.2.6 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.4 (9th grade ELA/Math passing grades), 1.9 (A-G requirement), 3.1 (graduation rate), 3.3 (dropout rate), 3.4 (chronic absenteeism), and local progress monitoring for Attendance, and academics.
2.3	**Action:** 2.2.1 (Operating Unit: Internal uses) Recruit and Retain	Teachers at every site receive support from designated teacher leaders like content TOSA and MTSS support staff, ensuring consistent assistance across the LEA. Furthermore, at the	Action 2.3 (2.2.1 Operating Unit: Internal Uses) will be monitored with the following Metrics:

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: Investing in recruiting and retaining quality teachers is fundamental for promoting academic excellence and fostering equitable and inclusive learning environments specifically for students identified as English Learners, Homeless, Foster Youth, and Socioeconomically Disadvantaged. **Scope:** LEA-wide	district level, RISE and District-Level Content Specialists provide additional support, including personalized coaching for teachers, especially when working with students classified as English Learners, Foster Youth, Homeless, and Socioeconomically Disadvantaged. The decision to implement this action on an LEA-wide basis is rooted in the principle of equitable compensation for teachers based on their qualifications and experience. Competitive pay is essential for attracting and retaining highly skilled educators capable of meeting the diverse needs of unduplicated students within the district. By offering competitive salaries, the district can ensure a steady influx of qualified teachers, which is crucial for maintaining instructional quality and supporting the academic success of unduplicated students. Evidence from the CA Dashboard and local metrics demonstrates the positive impact of this approach. Schools within the EUHSD have successfully recruited and retained qualified teachers, leading to notable improvements in various academic indicators. For instance, there has been a significant increase in the number of EL students being redesignated, rising from 0.8% in 2020-21 to 19.0% in 2022-23. Additionally, passing rates for ELA and Math in 9th grade have improved from 50.1% to 63.3% during the same period, along with an increase in meeting A-G requirements from 10.2% to 11.8%. Moreover, investments in supporting teachers with technology and access to diagnostics and	2.1 (Appropriate credential/assignment), 2.2 (misalignment/vacancies), 2.4 (RISE completion),

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
		assessments have further contributed to overall student improvement in Math and ELA compared to the previous year, 2021-22. Specifically, there has been a notable increase in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math. These positive outcomes underscore the effectiveness of providing LEA-wide support to teachers, which in turn enhances educational opportunities and outcomes for unduplicated students across the district.	
2.4	**Action:** 2.2.2 (Operating Unit: Internal uses) PLC Time **Need:** Professional Learning Communities (PLCs) and Professional Learning (PL) foster collaborative learning, continuous improvement, data-driven decision making, personalized professional development, support for innovation, enhanced well-being, and ultimately, improved student achievement. This is particularly crucial for students needing additional support, including English Language Learners (ELL), Long Term English Learners (LTEL), foster youth (FY), homeless students, and socioeconomically disadvantaged (SED) students. Data from the California Dashboard indicates that these groups continue to underperform in graduation rates, English Language Arts, and meeting the criteria for being college and career ready. **Scope:**	Teacher teams will prioritize analyzing data collected during studio cycles and utilize improvement science methods to actively engage in data analysis and Plan-Do-Study-Act (PDSA) cycles. Professional learning opportunities will encompass all domains within the arc of learning, including Deeper Learning, Improvement Science, SEL, and Design Thinking. These actions are implemented on an LEA-wide basis because nearly 83% of students enrolled in the district are unduplicated, making it essential for all teachers to participate in Professional Learning and PLC to best serve the students socially and academically. Every teacher, across all disciplines, will engage in Professional Learning Communities (PLC) to ensure they are reviewing student data, collaborating on best practices, and continuously improving their teaching strategies to meet the ongoing needs of the district's English Learners, Long Term English Learners, socioeconomically disadvantaged students, foster youth, and homeless students.	Action 2.4 (2.2.2 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.1 (EL progress indicator), 1.4 (9th grade ELA/Math pass rate), 1.9 (A-G rates), 1.15 (Broad course of study completion) 3.1 (Graduation Rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.5	**Action:** 2.2.3 (Operating Unit: Internal uses) Improve Teaching and Learning **Need:** This support is essential to address the needs of all students, particularly those identified as English Language Learners, Long Term English Learners, Homeless, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities. Local data and the California Dashboard highlight that these groups continue to require academic assistance, as shown by graduation rates, and social-emotional support, as evidenced by suspension rates. Graduation rates: 2022-23 All: 86.0% Asian- 100.0% Black/African American- 87.9% Filipino- 96.8% Latino/Hispanic- 84.4% White- 90.0% ELL- 71.1% RFEP- N/A Spec Ed- 72.9% SED- 85.1% Foster Youth- N/A Homeless- 71.3% Suspension Rate: 2022-23 Data	The increased support from content specialists and instructional coaches at all school sites is essential for improving teaching and learning by providing professional development, differentiated support, collaborative learning communities, data-informed decision making, modeling effective practices, facilitating teacher reflection and feedback, and ultimately, enhancing student achievement. This action is being provided on an LEA-wide basis because all sites and all teachers serve unduplicated students, given the high percentage of unduplicated students enrolled at EUHSD. Ongoing professional learning will support teachers in creating and executing meaningful lessons that engage, motivate, and effectively serve all students, with a particular focus on the district's unduplicated students.	Action 2.5 (2.2.3 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.1 (EL progress indicator), 1.4 (9th grade ELA/Math pass rate), 1.9 (A-G rates), 1.15 (Broad course of study completion) 3.1 (Graduation Rate), local progress monitoring data on DOK 3+, ADA, and Academic progress

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
	All- 6.1% Asian- 0.0% Black/African American- 9.6% Filipino- 1.6% Latino/Hispanic- 6.6% White- 4.2% ELL- 9.6% Spec Ed- 12.9% SED- 6.8% Foster Youth- 31.8% Homeless- 10.6% **Scope:** LEA-wide		
2.6	**Action:** 2.2.5 (Operating Unit: Internal uses) Capacity building Professional Learning **Need:** By prioritizing the professional growth of all educational partners, the district can cultivate a culture of ongoing improvement and establish learning environments that facilitate the success of all students, particularly those who require additional supports and interventions, including English Language Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged students, and students with disabilities. Unduplicated students continue to receive lower performance rates in the California Dashboard specifically in the areas of Graduation rates and higher suspension rates.	By prioritizing the professional growth of all educational partners, the district can cultivate a culture of continuous improvement and create learning environments that support the success of all students, especially those needing additional support, such as English Language Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and students with disabilities. This action is implemented district-wide because EUHSD has 83% unduplicated students. Each school site has over 55% unduplicated students, and every teacher works directly with these students. At EUHSD unduplicated students have consistently shown lower performance in areas such as graduation rates and have higher suspension rates, as indicated by the California Dashboard. The district aims to address the aspects of learning that impact academics as well as peer-to-peer relationships and interactions.	Action 2.6 (2.2.5 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.4 (9th grade ELA/Math Pass Rate), 1.9 (A-G completion rates), 1.15 (Broad course of study), 3.1 (Graduation Rates)

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
	The district plans on addressing aspects of learning that impact academics as well as peer to peer relationships and interactions. **Scope:** LEA-wide		
2.7	**Action:** 2.2.6 (Operating Unit: Internal uses) Site Discretionary Funds **Need:** Each school has access to achievement data, attendance data, and social emotional data (healthy kids survey) to target specific professional learning which addresses the needs of unduplicated students. Ed services staff will support school sites to utilization of discretionary funds to improve the grad rate, attendance rate, pass rate, and A-G completion of unduplicated students. Unduplicated students have lower rates in areas mentioned below: • 2022-23 A-G Completion Data All- 45.2 Asian- 80.0% Black/African American- 48.3% Filipino- 70.0% Latino/Hispanic- 39.9% White- 60.8% ELL- 11.8% RFEP- 46.8% Spec Ed- 16.4%	Site-based allocations in EUHSD are aligned with Goal 2's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to reallocate them to meet the specific needs of their unduplicated population. The district manages Site Discretionary Funds internally to ensure they are used effectively to enhance academic achievement, directly benefiting instruction, learning, and services for unduplicated students. Each school, supported by Educational Services, conducts a needs assessment to identify specific student needs. Schools use achievement, attendance, and social-emotional data (from the Healthy Kids Survey) to tailor academic supports for unduplicated students. This action is implemented on an LEA-wide basis because each school has unique needs and focuses for their unduplicated students. Based on data from the CA Dashboard and local metrics, schools have used site discretionary funds to support Language Learners by providing additional support in core content areas. These efforts have led to a significant increase in EL students being redesignated, from 0.8% in 2020-21 to 19.0% in 2022-23, an improvement in passing rates for ELA and Math in 9th grade from 50.1% in 2020-21 to 63.3% in 2022-23, and an increase in meeting A-G	Action 2.7 (2.2.3 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.1 (EL progress indicator), 1.4 (9th grade ELA/Math pass rate), 1.9 (A-G rates), 1.15 (Broad course of study completion) 3.1 (Graduation Rate), local progress monitoring data on DOK 3+, ADA, and Academic progress

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED- 41.2% Foster Youth- 25.0% **Scope:** LEA-wide	requirements from 10.2% in 2020-21 to 11.8% in 2022-23. Additionally, funds have been used to enhance technology and access to diagnostics and assessments, contributing to improved overall student scores in both Math and ELA compared to the previous year, 2021-22. The district has seen gains in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math.	
3.2	**Action:** 3.2.1 (Operating Unit: Internal uses) **Need:** Teachers from the academies at EHS, OGHS, and SPHS will regularly meet with and oversee identified students, specifically those who showed the lowest passing rates on the district metric 1.4 (9th grade ELA/Math pass rates) including Homeless, SpEd, and ELL, utilizing continuous improvement techniques to support and monitor progress. ELL, SED, Homeless, Foster, and Special Education students continue to have the lowest pass rates in ELA and Math. Baseline Data: 2022-23: Internal Data ELA All- 80.6% Asian- 97.1% Black/African American- 87.2% Filipino- 93.8% Latino/Hispanic- 77.1% White- 93.9% ELL- 63.3% RFEP- 85.5%	Support in 9th grade academies at EHS, OGHS, and SPHS will be focused on students identified as academically or socio-emotionally at risk, potentially facing lower academic performance and attendance. Additionally, tutors will be available to provide extra academic assistance to students at all comprehensive sites, including DLA and VHS, in core subject areas. This initiative is being implemented district-wide, as 9th-grade students, especially unduplicated ones, are a priority. Statistically, students who pass ELA and Math in their freshman year have a higher likelihood of graduating from high school with their four-year cohort. Therefore, it is the districts priority to closely monitor freshman students' progress to ensure early intervention and support.	Action 3.2 (3.2.1 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.4 (9th grade pass rate ELA/Math), 3.3 (ADA rate), 3.4 (chronic absenteeism), 5.1 (expulsion rate), 5.2 (suspension rate), California Healthy Kids Survey

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
	Spec Ed- 63.9% SED- 77.9% Foster Youth- 0.0% Homeless- 75.6% Math All- 72.3% Asian- 95.7% Black/African American- 75.0% Filipino- 97.9% Latino/Hispanic- 67.7% White- 90.4% ELL- 48.2% RFEP- 79.4% Spec Ed- 56.9% SED- 68.7% Foster Youth- 66.7% Homeless- 56.3% **Scope:** LEA-wide		
3.3	**Action:** 3.2.2 (Operating Unit: Internal uses) Opportunities to Recover & Accelerate **Need:** In EUHSD, particularly at VHS, EHS, and OGHS, students belonging to ELL, Latino/Hispanic, Homeless, SpEd, and SED demographics exhibit lower graduation rates. To tackle this issue, their academic progress will undergo close monitoring through progress tracking initiatives, ensuring timely	Students will have access to various avenues for credit recovery and acceleration towards graduation, such as summer school and before/after-school programs, based on transcript reviews and counselor input. Additionally, OGHS will offer students the chance to earn high school and college credits through Palomar College's Middle College Program. This initiative is being rolled out district-wide as students, particularly unduplicated ones, consistently require credit recovery options to	Action 3.3 (3.2.2 Operating Unit: Internal Uses) will be monitored with the following Metrics: 3.1 (graduation rates), 3.2 (drop out rate), 1.9 (A-G completion rates), In depth transcript review

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	interventions are provided. In the academic year 2022-23, the overall graduation rate for all students stands at 86.0%, with varying rates across different demographic groups: Asian (100.0%), Black/African American (87.9%), Filipino (96.8%), Latino/Hispanic (84.4%), White (90.0%), ELL (71.1%), RFEP (Not Available), Spec Ed (72.9%), SED (85.1%), Foster Youth (Not Available), and Homeless (71.3%). **Scope:** LEA-wide	graduate on schedule. We anticipate these efforts will further aid students who may lag behind academically, offering them additional avenues to regain credits at an accelerated pace. The district has made notable progress in boosting A-G rates, graduation rates, and supporting 9th-grade students in passing ELA and Math.	
3.4	**Action:** 3.2.3 (Operating Unit: Internal uses) Social Emotional Needs & CalSafe **Need:** To support the social and emotional well-being of all students, especially those contending with heightened anxiety and trauma, social workers and Social Work interns are available at the wellness centers located within EHS, OGHS, and SPHS. According to data on school connectedness, the top three priorities identified by respondents include 61% feeling students can meet with a counselor for academic and guidance topics as needed, 54% acknowledging the provision of additional academic support for struggling students, and 53% noting that students can confide in a trained adult about social or emotional issues.	The initiatives outlined in action 3.2.3 address the diverse needs of all students, with particular emphasis on supporting homeless, foster youth, English Learners, and lower socioeconomic students through targeted social-emotional assistance, access to vital resources, and a stable learning environment conducive to both academic and personal development. The provision of social workers, social work interns, wellness centers, and programs like Cal-SAFE ensures a comprehensive support system, enabling students to overcome obstacles and attain success. This action is implemented LEA-wide as students district-wide continue to require social-emotional support. Data from LCAP and CHKS indicates that educational partners in the district recognize and value the availability of social-emotional support. According to student responses, there is ongoing utilization and demand for access to qualified adults on campus for support. Notably, the top	Action 3.4 (3.2.4 Operating Unit: Internal Uses) will be monitored with the following Metrics: 3.1 (Graduation Rate), 3.2 (Drop out rate), 3.4 (Chronic absenteeism)

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	To address the needs of the district's teen parents, Cal Safe provides child care services and parenting classes at no cost to students. The center is at OGHS, which is a central site to the district. **Scope:** LEA-wide	three priorities identified by respondents include 61% feeling students are able to meet with a counselor for academic and guidance topics, 54% acknowledging the provision of extra academic help when students struggle, and 53% noting that students can talk to a trained adult about social or emotional issues. 1. Social Workers: They offer counseling, connect families with resources, and create intervention plans to address educational barriers and provide emotional stability. 2. Social Work Interns: Under supervision, interns assist with counseling and interventions, increasing the capacity to support more students effectively. 3. Wellness Centers: These centers provide a safe space for mental and physical health services, fostering a sense of security and well-being among students. 4. Cal-SAFE Program: This program offers free child care and parenting classes for teen parents, enabling them to continue their education while ensuring their children are cared for.	
3.5	**Action:** 3.2.4 (Operating Unit: Internal uses) Counseling & Guidance Services **Need:** These services will be customized to meet the needs of English Learner (EL), homeless, students with disabilities (SWD), and Latino/Hispanic students, with regular	Each site receives an additional counselor to offer comprehensive, ongoing college and career guidance services. This initiative aims to facilitate access to information and resources related to college and career readiness, with a particular focus on unduplicated student populations. Extra care and attention will be given to ensure these students have the necessary access and	Metric 3.5 (3.2.4 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.8 (AP and Dual Enrollment participation), 1.9 (A-G Completion Rates), 1.10 (Seal of Biliteracy), and

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	quarterly monitoring focusing particularly on SPHS, OGHS, EHS, and VHS, as these schools demonstrated the lowest performance on the California Dashboard regarding graduation rates and/or College and Career indicators. This initiative is being implemented district-wide; with 83% of EUHSD students being Unduplicated, data from student forums indicate requests for support with college applications, scholarships, guest speakers, internships, and career opportunities, as well as experiences beyond the classroom. EUHSD has covered the costs of all students' AP exams, eliminating financial barriers, leading to a nearly 3% increase in AP course enrollment, with anticipated ongoing growth in AP access and exam participation. **Scope:** LEA-wide	resources to succeed in their post-high school endeavors. This district-wide initiative addresses the needs of EUHSD's 83% unduplicated student population. Student forums have revealed a demand for support with college applications, scholarship opportunities, guest speakers, internships, and career prospects. Additionally, district forums, primarily comprising unduplicated students, highlight a desire for more college and career experiences outside the traditional classroom, enabling students to enhance their academic knowledge and interact with college students and industry professionals. The additional counselor at each site can assist in facilitating these experiences. EUHSD has also removed the cost of AP Exams for all students LEA-Wide. Nearly 81% of EUHSD students are identified as SED by eliminating the financial barrier to AP exams, EUHSD has seen a nearly 3% increase in AP course enrollment among unduplicated students, and the district nearly doubled the amount of AP exams taken in 2022-23 in comparison to the previous year when students had a financial obligation to participate. The district anticipated continued growth in AP access and exam participation specifically amongst unduplicated students.	1.11 (CTE Completion)
3.6	**Action:** 3.2.5 (Operating Unit: Internal uses) AVID Support **Need:**	The district is committed to offering continuous support for the Advancement Via Individual Determination (AVID) program, which serves students at EHS, SPHS, OGHS, and VHS by addressing a range of program needs.	Action 3.6 (3.2.5 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.8 (AP and Dual Enrollment participation),

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	This support includes providing release time for AVID coordinators to effectively plan and coordinate events for program participants, as well as offering assistance from the District director. Ensuring the availability of AVID class tutors, supplying essential classroom resources, coordinating enriching field trips, and facilitating professional development opportunities are also integral aspects of the district's support for the program.In addition, extra support and monitoring will be extended to English Learners, Long Term English Learners (LTEL), Students with Disabilities, Homeless, and Socioeconomically Disadvantaged students. This targeted assistance will be particularly focused at EHS, OG, SPHS and VHS, as students identified from these schools have exhibited lower graduation rates and/or College and Career indicators on the California Dashboard. **Scope:** Schoolwide		1.9 (A-G Completion), 3.1 (Graduation Rates), local master schedule audits
3.7	**Action:** 3.2.7 (Operating Unit: Internal uses) Chronically Absent & Truant **Need:** Persistent absenteeism continues to be a prominent issue for EUHSD, with all sites encountering difficulties in reaching pre-pandemic attendance levels, especially among ELL, SpEd, Foster Youth, SED, and homeless student populations. Internal data highlights that homeless students, ELLs,	Attendance tracking and family communication will be managed through Attention 2 Attendance, while Tier 2 and 3 attendance services, like home visits and personalized support, will be coordinated by site and district MTSS teams. Additional transportation services, including bus passes and an extra bus route to VHS, will be provided to targeted students. This initiative is being implemented district-wide due to ongoing concerns about attendance and MTSS. Internal data indicate that homeless	Action 3.7 (3.2.7 Operating Unit: Internal Uses) will be monitored with the following Metrics: 3.3 (Average Daily Attendance rate), 3.4 (Chronic Absenteeism)

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	socioeconomically disadvantaged students, and those in special education demonstrate the highest rates of absenteeism. **Scope:** LEA-wide	students, ELLs, socioeconomically disadvantaged students, and those in special education exhibit the highest rates of absenteeism. By maintaining a focus on attendance and MTSS, particularly for unduplicated students, we expect to significantly enhance overall attendance, engagement, and academic achievement.	
3.8	**Action:** 3.2.8 (Operating Unit: Internal uses) EL Monitoring and Support **Need:** Across the district, Reclassified students are maintaining positive academic performance. However, the California Dashboard indicates that English Language Learners (ELLs) district-wide continue to experience high suspension rates. At EHS, ELLs exhibited low performance in Graduation Rates and Math. Similarly, at OGHS, ELLs showed low performance in Graduation Rates. At SPHS, ELLs demonstrated low performance in the College and Career indicator, while at VHS, Language Learners scored low in both the College and Career indicator and Graduation Rates. Consequently, the district is prioritizing careful attention to English Language Learners at these respective school sites to address these challenges effectively. Unduplicated students have lower rates in the areas mentioned below: • Grad Rate: ELL 71.1%, SED 85.1%, Foster N/A%, and Homeless 71.3% when compared to other students,	This action is implemented across the entire LEA, providing services and support for English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students. These services include quarterly progress monitoring conducted by Bilingual Assessment Technicians. This monitoring enables educators to track the academic growth and language proficiency of EL, LTEL and RFEP students over time, facilitating timely interventions and targeted support to address their changing needs.	Action 3.8 (3.2.8 Operating Unit: Internal Uses) will be monitored with the following Metrics: 1.1 (ELL Progress Indicator), 1.3 (reclassification rate), 1.4 (Math/ELA pass rate), 3.1 (Graduation Rate), 5.2 (Suspension Rate)

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	Hispanic/Latino 84.4%, White 90%, Black/African American 87.9%, Asian 100%, Filipino 91.7%. • A-G Rate: ELL 11.8%, Foster 25.0%, Homeless 14.0%, and SED 41.2% when compared to other students, Asian 80.0%, Black/African American 48.3%, Filipino 70.0%, Hispanic/Latino 39.9%, White 60.8%, and RFEP 46.8%. • Attendance Rate: All 90.0% **Scope:** LEA-wide		
3.9	**Action:** 3.2.9 (Operating Unit: Internal uses) Site Initiatives **Need:** Each school conducts a needs assessment to determine the specific needs of the student population. Each school has access to achievement data, attendance data, and social emotional data (healthy kids survey) to assist in the decision making process. Ed services staff will facilitate/guide school sites to utilize discretionary funds to improve the grad rate, attendance rate, pass rate, and A-G completion of unduplicated students. Unduplicated students have lower rates in the areas mentioned below: • Grad Rate: ELL 71.1%, SED 85.1%, Foster N/A%, and Homeless 71.3% when compared to other students,	Site-based allocations in EUHSD are aligned with Goal 3's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to reallocate them to meet the specific needs of their unduplicated population. The district manages Site Discretionary Funds internally to ensure they are used effectively to enhance academic achievement, directly benefiting instruction, learning, and services for unduplicated students. Each school, supported by Educational Services, conducts a needs assessment to identify specific student needs. Schools use achievement, attendance, and social-emotional data (from the Healthy Kids Survey) to tailor academic supports for unduplicated students. This action continues to be implemented on an LEA-wide basis because each school has unique needs and focuses for their unduplicated students. Based on data from the CA Dashboard and local metrics, schools have used site discretionary	Action 3.9 (3.2.9 Operating Unit: Internal Uses) will be monitored with the following Metrics: 3.1 (Graduation Rate), 1.9 (A-G Completion), 3.3 (ADA), 3.4 (Chronic Absenteeism), 1.4 (ELA and Math Rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hispanic/Latino 84.4%, White 90%, Black/African American 87.9%, Asian 100%, Filipino 91.7%. • A-G Rate: ELL 11.8%, Foster 25.0%, Homeless 14.0%, and SED 41.2% when compared to other students, Asian 80.0%, Black/African American 48.3%, Filipino 70.0%, Hispanic/Latino 39.9%, White 60.8%, and RFEP 46.8%. • Attendance Rate: All 90.0% **Scope:** LEA-wide	funds to support Language Learners by providing additional support in core content areas. These efforts have led to a significant increase in EL students being redesignated, from 0.8% in 2020-21 to 19.0% in 2022-23, an improvement in passing rates for ELA and Math in 9th grade from 50.1% in 2020-21 to 63.3% in 2022-23, and an increase in meeting A-G requirements from 10.2% in 2020-21 to 11.8% in 2022-23. Additionally, funds have been used to enhance technology and access to diagnostics and assessments, contributing to improved overall student scores in both Math and ELA compared to the previous year, 2021-22. The district has seen gains in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math.	
4.2	**Action:** 4.2.1 (Operating Unit: Internal Uses) Parent and Family Involvement Plans **Need:** Site counselors, social workers, and parent liaisons will collaborate to create targeted workshops and events aimed at facilitating parental engagement specifically for unduplicated families with the school community, these workshops provide insights into available services for both parents and their children, and offering guidance on enhancing their child's educational experience. Feedback from the LCAP survey and educational partners underscores the district's commitment to preparing students for college and career pathways, with a focus on involving	At each EUHSD school site, at least four events will be organized in collaboration with counselors and social workers to engage and support unduplicated families within the district. This initiative enhances services for unduplicated students compared to all students by addressing a wide range of topics pertinent to unduplicated families, including academic and social-emotional well-being, college and career readiness, mental health awareness, community resources, and parent involvement strategies. These events will complement existing workshops and events designed for the entire school community. This district-wide initiative is driven by the recognition that 83% of students within EUHSD are classified as unduplicated, comprising populations such as English Language Learners, socioeconomically disadvantaged students, foster	Action 4.2.1 will be monitored by internal measures including the LCAP survey and parent feedback sessions/surveys.

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	parents as partners in this endeavor. Additionally, parents have identified school-family communication as a key priority. The district expects this initiative to effectively address parental needs in supporting their children's academic journey. **Scope:** LEA-wide	youth, and homeless students. While the events are designed to benefit all families, special attention will be given to tailoring them to address the unique needs and challenges faced by unduplicated students and their families. By hosting these additional events specifically addressing the needs of unduplicated families, the district aims to foster stronger connections between schools and families, enhance parental engagement in their children's education, and provide valuable support and resources to all members of the school community. Through targeted and intentional planning, the events will serve as platforms for sharing information, building relationships, and empowering families to actively participate in and support their children's academic journey.	
4.3	**Action:** 4.2.2 (Operating Unit: Internal Uses) Opportunities for parent to support student success **Need:** The district is committed to providing a wide array of services, guidance, and support aimed at empowering parents, particularly those of unduplicated pupils, to effectively navigate and support their children's educational journey. This comprehensive approach includes the provision of resources, workshops, and personalized consultations to equip parents with the necessary tools and knowledge to address various aspects of their child's education. Whether it involves understanding curriculum requirements,	Implemented across the LEA, this initiative ensures that each school site provides various additional opportunities, with a focus on engaging parents of unduplicated pupils, to foster deeper connections within the school community. These opportunities encompass workshops, seminars, and events covering topics such as academic expectations, curriculum overviews, and strategies for supporting student learning at home. Additionally, parent-teacher conferences offer a direct avenue for discussions about a child's progress and specific needs with teachers, while open houses and school tours provide firsthand insights into learning environments and available resources. Furthermore, family engagement nights are designed to promote collaboration through	Action 4.2 will be monitored by internal measures on parent attendance, and 4.2 (parent and family engagement)

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	accessing academic support programs, or creating a conducive learning environment at home, the district aims to serve as a trusted partner in facilitating parents' roles as advocates and valuable resources in their children's educational success. Feedback gathered from the LCAP survey and educational partners underscores the district's dedication to preparing students for college and career pathways, with a specific emphasis on involving parents as active partners in this shared goal. Furthermore, parents have consistently highlighted school-family communication as a top priority. By implementing this initiative, the district anticipates effectively addressing parental needs in supporting their children's academic journey, fostering stronger collaboration between parents, schools, and the broader educational community. **Scope:** LEA-wide	interactive activities, fostering both learning and community building. Parents are encouraged to volunteer in school activities, participate in parent support groups, and stay informed through newsletters, school websites, and social media channels. They are also invited to join advisory councils and committees, providing them with a platform to contribute to school decision-making processes. Through these diverse opportunities, each school site aims to strengthen connections between parents and the school community, ultimately enhancing parental involvement and support for student success.	
4.4	**Action:** 4.2.3 (Operating Unit: Internal Uses) Increase parent communication **Need:** Bilingual Parent Liaisons (BPLs) play a pivotal role in serving the diverse needs of families within the district. Serving as a vital link between families and schools, BPLs serve as trusted resources, offering support and guidance to families, particularly those who	This action is implemented LEA-wide, as each school has a Bilingual Parent liaison who works closely with school leadership to identify the unique needs and objectives of each site. Through collaboration, they develop and facilitate parent workshops that are tailored to address these specific needs. These workshops cover a wide range of topics, including but not limited to navigating the education system, understanding academic standards, promoting family engagement, and fostering a supportive home	Action 4.2.3 will be monitored by internal measures on attendance and survey data.

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	may face language or cultural barriers. Their fluency in both languages (English and Spanish) enables them to effectively communicate with parents, ensuring that they are informed and involved in their children's education. In the LCAP survey, Bilingual Parent Liaisons' were identified as one of the districts strengths in encouraging and supporting parent involvement. **Scope:** LEA-wide	learning environment. By customizing workshops to align with the site's goals, BPLs help empower parents with the knowledge and skills necessary to actively participate in their child's educational journey and contribute positively to the school community. According to the LCAP Survey data, Bilingual Parent Liaisons remain a key priority for the district's Educational Partners. They were highlighted as one of the top three priorities within Goal 4.	
4.5	**Action:** 4.2.4 (Operating Unit: Internal Uses) Translation services **Need:** Ensuring effective bilingual communication for Spanish-speaking families is a priority for the district. With dedicated translation services, they strive for clear and inclusive communication, fostering trust and engagement. LCAP survey feedback underscores ongoing communication efforts with educational partners, affirming our commitment to ensuring families feel valued, welcomed, and heard, as we continue to prioritize equity and accessibility in education. **Scope:** LEA-wide	This action is implemented LEA-wide. The district translator offers translation and interpretation services to families district-wide, assisting schools in ensuring accurate translation of important school communications. Additionally, he provides real-time interpretation support at district-level meetings. LCAP Survey data shows that School Community Support including Translators and interpreters continues to be a top priority under Goal 4.	Action 4.5 (4.2.4 Operating Unit: Internal Uses) will be monitored with the following Metrics: LCAP data analysis, and internal feedback.
4.6	**Action:** 4.2.5 (Operating Unit: Internal Uses)	This action addresses the need of EUHSD's immigrant population. Each comprehensive school	Action 4.6 (4.2.5 Operating Unit: Internal Uses) will be

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	Support for immigrant families **Need:** School sites are committed to overcoming systemic barriers that hinder immigrant families from establishing open and reciprocal communication. This involves identifying and addressing obstacles such as language barriers, cultural disparities, and logistical challenges. By actively addressing these barriers, EUHSD schools strive to create an environment where families feel valued, engaged, and empowered to fully participate in their children's education. By providing opportunities specifically tailored for immigrant families to gain a better understanding of the school system via site presentations and workshops and by establishing a safe space where parents can feel comfortable asking questions. School sites are committed to overcoming systemic barriers that hinder immigrant families from establishing open and reciprocal communication. This involves identifying and addressing obstacles such as language barriers, cultural disparities, and logistical challenges. By actively addressing these barriers, EUHSD schools strive to create an environment where families feel valued, engaged, and empowered to fully participate in their children's education. By providing opportunities specifically tailored for immigrant families to gain a better understanding of the school system via site presentations and workshops and by establishing a safe space	site caters to immigrant students, whose families have distinct needs demanding tailored services. Each school site will provide families with aid, resources, and workshops, or facilitate their access to such workshops, concentrating on the immigrant journey and tactics for supporting their child academically and social emotionally. School staff will develop workshops and events specifically for their immigrant families, addressing issues and concerns unique to the immigrant experience. This initiative aims to ensure immigrant families feel safe and welcomed on school campuses, using the school as a resource to overcome any barriers they or their children may face in accessing education. These workshops will be in addition to the existing workshops available to all families and to the workshops available to families of EL , LTEL and SWD.	monitored with the following Metrics: 4.2 (parent and family engagement) LCAP data analysis and internal feedback.

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	where parents can feel comfortable asking questions **Scope:** LEA-wide		
4.7	**Action:** 4.2.6 (Operating Unit: Internal Uses) Site Initiatives **Need:** There's a need for each school site to provide avenues for parents to engage with and understand the school community better. This entails offering services, guidance, and support to empower parents in effectively assisting their students, particularly those who are Language Learners, Socioeconomically Disadvantaged, and Students with Disabilities, throughout their academic journey. **Scope:** LEA-wide	Site-based allocations in EUHSD are aligned with Goal 4's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to reallocate them to meet the specific needs of their unduplicated population. Site discretionary funds are allocated by each school to facilitate deeper parental engagement within the school community. This encompasses providing services, guidance, and support aimed at empowering parents to effectively aid their children throughout their educational journey. This initiative operates across the entire Local Education Agency (LEA) because individual schools have distinct requirements and priorities for their unique student populations and their families. Drawing on insights from the CA Dashboard and local metrics, schools utilize these discretionary funds to bolster parental involvement, as evidenced by the district's performance on local measures of parent and family engagement, consistently meeting established standards. Parents, as indicated by LCAP surveys, climate surveys, and Educational Partner feedback, have recognized the district's efforts in facilitating opportunities for their participation in decision-making processes, both at the school and district levels.	Action 4.7 (4.2.6 Operating Unit: Internal Uses) will be monitored with the following Metrics: 4.2 (parent and family engagement), and LCAP survey data analysis

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
		By utilizing site discretionary funds, schools are able to create a diverse range of opportunities for parents, specifically parents of unduplicated pupils, to actively support student academic achievement. These opportunities go beyond the existing avenues for parental involvement, focusing on specific needs unique to each school site and its community. This targeted approach ensures that the initiatives are relevant and beneficial, addressing particular challenges and requirements of the students and their families. As a result, parents can engage more effectively as partners in their children's education, contributing to a supportive and inclusive school environment tailored to the needs of the entire school community.	
5.2	**Action:** 5.2.1 (Operating Unit: Internal uses) High Risk Programs **Need:** The district remains focused on addressing dropout rates, ADA compliance, chronic absenteeism, suspension, and expulsion rates. According to the California Dashboard, disparities persist in the suspension of African American/Black, English Learners, Foster Youth, Homeless, Two or More Races, and Students with Disabilities. Additionally, English Language Learners and Students with Disabilities face challenges in meeting graduation requirements at EHS and OGHS. At Valley, English Learners, Hispanic/Latino, Homeless, and Socioeconomically Disadvantaged students have notably lower graduation rates.	Persistent absenteeism remains a pressing issue for EUHSD, prompting the implementation of the Attention 2 Attendance program to closely monitor student attendance, with a specific focus on those exhibiting the highest rates of chronic absenteeism: ELL at 41.1%, SpEd at 42.9%, Foster youth at 67.6%, and homeless students at 48.0%. To address this concern, intervention initiatives like LEAP provide personalized educational assistance to at-risk 9th graders, featuring small class sizes and a suite of services tailored to meet the individual needs of participating students, including restorative practices and one-on-one academic remediation and support. Additionally, programs such as PAD and SOS offer alternative pathways to suspension,	Action 5.2 (5.2.1 Operating Unit: Internal Uses) will be monitored with the following Metrics: 5.1 (expulsion rate), 5.2 (Suspension Rate), 5.3 (duplicated suspensions), and internal progress monitoring for academics and attendance for LEAP

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	empowering students to participate in decision-making processes and engage in restorative programs to potentially avoid suspension at home. Furthermore, the Diversion Program presents an alternative to arrest for students found with illegal substances, allowing them to complete their curriculum alongside community service, thus waiving the ticket price and/or avoiding juvenile hall time. These district-wide actions are implemented to address attendance and suspension challenges across all sites, with a particular emphasis on supporting unduplicated students, who experience disproportionately high suspension rates, including ELL at 6.9%, SED at 5.0%, FY at 25.0%, and homeless students at 7.4%. While these actions aim to support all students, special attention is directed towards unduplicated pupils, who are most impacted by these issues.	
5.3	**Action:** 5.2.2 (Operating Unit: Internal uses) MTSS **Need:** The MTSS team will work with site teams to track progress and implement needed tiered supports. They will concentrate on student groups that are most affected by chronic absenteeism and suspension rates in the district and specifically at EHS, OGHS, SPHS, and VHS. These groups include African American/Black students, English Learners, Foster Youth, Homeless students, those with	EUHSD remains dedicated to strengthening its Multi-Tiered System of Support (MTSS), incorporating Restorative Practices (through the NCRC contract), enhanced campus supervision and security to address the ongoing needs of students. This sustained focus is crucial for supporting students facing chronic attendance issues and behavioral challenges that hinder their educational opportunities. MTSS Team NCRC Contract Professional Learning Increased campus supervision	Action 5.3 (5.2.2 Operating Unit: Internal Uses) will be monitored with the following Metrics: 5.1 (expulsion rate), 5.2 (Suspension Rate), 5.3 (duplicated suspensions), 3.4 (Chronic absenteeism), 3.3 (ADA rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	two or more races, students with disabilities, and Socioeconomically Disadvantaged students. Data from student forums reveal that students seek a sense of belonging both in and out of the classroom, desiring one-on-one check-ins, opportunities for student voice, positive interactions with staff and peers, and time to build community through teacher-student and peer relationships. The district believes that the services outlined in action 5.2.2 will address these needs and create the supportive environment students are looking for at school. **Scope:** LEA-wide	PBIS and Restorative Practices Additional Security Cameras School check-in service: Raptor The services outlined in action 5.2.2 will be implemented district-wide, as 83% of EUHSD students are unduplicated. Each site has over 50% unduplicated students, who represent the most suspended, have the highest dropout rates, and some of the lowest graduation rates. The district expects that these services will provide additional social-emotional support, creating a more welcoming and supportive environment for students.	
5.4	**Action:** 5.2.3 (Operating Unit: Internal uses) Site Initiatives **Need:** Each school conducts a needs assessment to identify the specific requirements of its student population, utilizing achievement, attendance, and social-emotional data (such as the Healthy Kids Survey) in the decision-making process. Educational services staff will guide school sites in utilizing discretionary funds to enhance graduation rates, attendance rates, pass rates, and reduce suspension and expulsion rates.	Site-based allocations in EUHSD are aligned with Goal 5's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to reallocate them to meet the specific needs of their unduplicated population. The district internally manages Site Discretionary Funds to ensure their effective utilization in boosting academic achievement, directly benefiting instruction, learning, and services for unduplicated students. Each school, with support from Educational Services, conducts a needs assessment to pinpoint specific student needs, utilizing achievement, attendance, and social-emotional data from the Healthy Kids Survey to customize academic support for unduplicated students.	Action 5.4 (5.2.3 Operating Unit: Internal Uses) will be monitored with the following Metrics: 5.1 (expulsion rate), 5.2 (Suspension Rate), 5.3 (duplicated suspensions), 3.4 (Chronic absenteeism), 3.3 (ADA rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Special attention and monitoring will be directed towards Black/African American, English Learners, Foster Youth, Homeless, Two or More Races, Students with Disabilities, Latino/Hispanic, and Socioeconomically Disadvantaged students, as they are prominently represented in suspension rates according to the California Dashboard. Internal data highlight English Language Learners, students in Special Education, Foster Youth, and Homeless students as having the highest rates of chronic absenteeism in the district. **Scope:** LEA-wide	This practice remains LEA-wide as each school has distinct needs and priorities for their unduplicated students. Informed by data from the CA Dashboard and local metrics, schools have utilized site discretionary funds to bolster MTSS efforts and enhance attendance and overall safety. Further efforts are necessary, based on data from the California Dashboard, to support unduplicated students, along with African American/Black students and students with disabilities, in mitigating behaviors leading to suspension.	

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.

N/A

Additional Concentration Grant Funding

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

With an 83% unduplicated population across EUHSD, each high school has over 55% of its students falling into this category, as outlined in Goal 1 Action 1.2.6, detailing the utilization of additional grant funds to expand direct student services. To ensure efficient resource allocation, the district determined Full-Time Equivalent (FTE) positions for each school based on their unduplicated student enrollment, with OGHS receiving 8.4 FTE, EHS 6.6 FTE, SPHS 8.4 FTE, DLA 0.64 FTE and VHS 0.4 FTE.

In response to the unique needs of unduplicated students, particularly English Language Learners (ELL) and long-term English learners (LTELs), the district plans to implement targeted class size reductions, fostering individualized academic support and interventions to address the challenges identified by state and local metrics. The allocation includes 24.2 certificated FTE positions across VHS, EHS, OGHS, and SPHS, along with 0.24 FTE for a Library Media Tech position at DLA, strategically aimed at enhancing support and improving academic outcomes for unduplicated students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A - All schools have a student concentration above 55 percent.	EHS - 21.93 : 1 OGHS - 29.64 : 1 SPHS - 34.70 : 1 DLA - 37.36 : 1 VHS - 22.72 : 1 ALL - 28.89 : 1
Staff-to-student ratio of certificated staff providing direct services to students	N/A - All schools have a student concentration above 55 percent.	EHS - 14.39 : 1 OGHS - 15.25 : 1 SPHS - 16.04 : 1 DLA - 16.46 : 1 VHS - 10.99 : 1 ALL - 15.15 : 1

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	76,879,534	25,865,350	33.644%	0.000%	33.644%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$100,062,508.00	$2,043,238.00	$0.00	$3,610,327.00	$105,716,073.00	$39,630,041.00	$66,086,032.00

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	1.1 Base Services	All	No			All Schools	Ongoing	$124,947.00	$750,691.00	$875,638.00				$875,638.00	
1	1.2	1.1.1 (Operating Unit: Internal uses) Special Education Curriculum revision	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.3	1.1.2 (Operating Unit: Internal uses) Use of appropriate technology	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.4	1.1.4 (Operating Unit: Internal uses) Standards-aligned instructional materials	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.5	1.1.5 (Operating Unit: Internal uses) Support of curricular and co-curricular programs	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.6	1.2 .1 (Operating Unit: Internal uses) Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$454,769.00	$1,022,974.00	$1,477,743.00				$1,477,743.00	
1	1.7	1.2.2 (Operating Unit: Internal uses) EL Program	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$2,473,197.00	$0.00	$2,473,197.00				$2,473,197.00	
1	1.8	1.2.3 (Operating Unit: Internal uses) Data analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$242,622.00	$130,200.00	$372,822.00				$372,822.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	1.2.4 (Operating Unit: Internal uses) Career and Technical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$101,757.00	$0.00	$101,757.00				$101,757.00	
1	1.10	1.2.5 (Operating Unit: Internal uses) Site Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$243,450.00	$243,450.00				$243,450.00	
1	1.11	1.2.6 (Operating Unit: Internal uses) Decrease class size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,090,703.00	$0.00	$3,090,703.00				$3,090,703.00	
1	1.12	1.3.1 (Operating Unit: Internal uses) Bilingual Instructional Aides	English Learners	No			Specific Schools: EHS; SPHS; OGHS	Ongoing	$139,202.00	$39,038.00				$178,240.00	$178,240.00	
1	1.13	1.3.2 (Operating Unit: Internal uses) ELD Support classes	English Language Learners	No			Specific Schools: EHS, OGHS, SPHS	Ongoing	$391,156.00	$10,000.00				$401,156.00	$401,156.00	
1	1.14	1.3.3 (Operating Unit: Internal uses) Evidence-based instructional support to 9th grade 1.3.3 (Operating Unit: Internal uses) CSI: Valley High School	All	No			Specific Schools: EHS, OGHS, SPHS, VHS	Ongoing	$0.00	$0.00				$0.00	$0.00	
1	1.15	1.3.4 (Operating Unit: Internal uses) Data analysis support	ELL, FY, SED	No			All Schools	Ongoing	$0.00	$122,493.00				$122,493.00	$122,493.00	
1	1.16	1.4.1 (Operating Unit: Internal uses) LREBG: Increase hours for BIA's and Lab Assistants	English Learners English Language Learners	No		English Learners	All Schools	Ongoing	$755,135.00	$0.00				$755,135.00	$755,135.00	
2	2.1	2.1.1 (Operating Unit: Internal uses Base Services)	All	No			All Schools	Ongoing	$10,187,376.00	$61,206,703.00	$71,394,079.00				$71,394,079.00	
2	2.2	2.1.2 (Operating Unit: Internal uses Base Services) Professional Learning	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	2.2.1 (Operating Unit: Internal uses) Recruit and Retain	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,506,897.00	$0.00	$3,506,897.00				$3,506,897.00	
2	2.4	2.2.2 (Operating Unit: Internal uses) PLC Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$949,097.00	$0.00	$949,097.00				$949,097.00	
2	2.5	2.2.3 (Operating Unit: Internal uses) Improve Teaching and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,409,088.00	$20,000.00	$1,429,088.00				$1,429,088.00	
2	2.6	2.2.5 (Operating Unit: Internal uses) Capacity building Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	2.7	2.2.6 (Operating Unit: Internal uses) Site Discretionary Funds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1.00	$1.00				$1.00	
2	2.8	2.3.1 (Operating Unit: Internal uses) Credential Clearing and authorization	All	No			All Schools	Ongoing	$0.00	$0.00				$0.00	$0.00	
2	2.9	2.3.2 (Operating Unit: Internal uses) Build teacher and site leadership capacity in PLC	All	No			All Schools	Ongoing	$156,640.00	$10,679.00				$167,319.00	$167,319.00	
2	2.10	2.3.3 (Operating Unit: Internal uses) Content Specialist and instructional coaches to improve teaching and learning	All	No			All Schools	Ongoing	$396,357.00	$0.00				$396,357.00	$396,357.00	
2	2.11	2.3.4 (Operating Unit: Internal use) Professional Learning	All	No			All Schools	Ongoing	$0.00	$166,314.00				$166,314.00	$166,314.00	
3	3.1	3.1 (Operating Unit: Internal uses)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	3.2.1 (Operating Unit: Internal uses)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$75,892.00	$90,892.00	$166,784.00				$166,784.00	
3	3.3	3.2.2 (Operating Unit: Internal uses)	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$4,494,876.00	$377,070.00	$4,871,946.00				$4,871,946.00	

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
		Opportunities to Recover & Accelerate	Low Income			Low Income										
3	**3.4**	3.2.3 (Operating Unit: Internal uses) Social Emotional Needs & CalSafe	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,844,553.00	$66,076.00	$1,910,629.00				$1,910,629.00	
3	**3.5**	3.2.4 (Operating Unit: Internal uses) Counseling & Guidance Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,186,573.00	$526,389.00	$1,712,962.00				$1,712,962.00	
3	**3.6**	3.2.5 (Operating Unit: Internal uses) AVID Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EHS, OGHS, SPHS, VHS	Ongoing	$375,782.00	$52,298.00	$428,080.00				$428,080.00	
3	**3.7**	3.2.7 (Operating Unit: Internal uses) Chronically Absent & Truant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$67,000.00	$67,000.00				$67,000.00	
3	**3.8**	3.2.8 (Operating Unit: Internal uses) EL Monitoring and Support	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$196,389.00	$0.00	$196,389.00				$196,389.00	
3	**3.9**	3.2.9 (Operating Unit: Internal uses) Site Initiatives	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$1.00	$1.00				$1.00	
3	**3.10**	3.3.1 (Operating Unit: Internal uses) College & Career Exploration	All	No			All Schools	Ongoing	$0.00	$214,077.00				$214,077.00	$214,077.00	
3	**3.11**	3.3.2 (Operating Unit: Internal uses) Support for EL programs	English Learners	No			All Schools	Ongoing	$0.00	$352,776.00				$352,776.00	$352,776.00	
3	**3.12**	3.3.3 (Operating Unit: Internal uses) Opportunities to accelerate or recover credits	All	No			All Schools	Ongoing	$0.00	$0.00				$0.00	$0.00	
3	**3.13**	3.3.4 (Operating Unit: Internal uses) Peer tutoring and Saturday Scholar	EL, LTEL and SED	No			All Schools	Ongoing	$0.00	$0.00				$0.00	$0.00	
3	**3.14**	3.3.5 (Operating Unit: Internal uses) Additional Support	9th grade	No			Specific Schools: EHS, OGHS, SPHS 9th grade	Ongoing	$0.00	$0.00				$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.15	3.3.6 (Operating Unit: Internal uses) Services for homeless and foster youth	FY, SED	No			All Schools	Ongoing	$0.00	$81,898.00				$81,898.00	$81,898.00	
3	3.16	3.4.1 (Operating Unit: Internal uses) LREBG: Additional Social Workers 2025-28	All	No			All Schools	Ongoing	$1,517,156.00	$0.00		$1,517,156.00			$1,517,156.00	
3	3.17	3.4.2 (Operating Unit: Internal uses) LREBG: Licensed Mental Health Clinician	All	No			All Schools	Ongoing	$0.00	$0.00		$0.00			$0.00	
3	3.18	3.4.3 (Operating Unit: Internal uses) LREBG: Campus Online sections	All	No			Specific Schools: EHS, OGHS, SPHS	Ongoing	$592,207.00	$0.00				$592,207.00	$592,207.00	
4	4.1	4.1.1 (Operating Unit: Internal Uses) LCAP Education Partners Advisory Committee	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.2	4.2.1 (Operating Unit: Internal Uses) Parent and Family Involvement Plans	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$13,956.00	$13,956.00				$13,956.00	
4	4.3	4.2.2 (Operating Unit: Internal Uses) Opportunities for parent to support student success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$9,816.00	$9,816.00				$9,816.00	
4	4.4	4.2.3 (Operating Unit: Internal Uses) Increase parent communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$446,628.00	$0.00	$446,628.00				$446,628.00	
4	4.5	4.2.4 (Operating Unit: Internal Uses) Translation services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$101,984.00	$500.00	$102,484.00				$102,484.00	
4	4.6	4.2.5 (Operating Unit: Internal Uses) Support for immigrant families	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
4	4.7	4.2.6 (Operating Unit: Internal Uses) Site Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1.00	$1.00				$1.00	
4	4.8	4.3.1 (Operating Unit: Internal Uses)	All	No			All Schools	Ongoing	$0.00	$50,849.00				$50,849.00	$50,849.00	

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
		Resources and Support for parent involvement														
5	**5.1**	5.1.1 (Operating Unit: Internal uses) Base Services	All	No			All Schools	Ongoing	$1,922,437.00	$0.00	$1,922,437.00				$1,922,437.00	
5	**5.2**	5.2.1 (Operating Unit: Internal uses) High Risk Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,940,642.00	$222,610.00	$2,163,252.00				$2,163,252.00	
5	**5.3**	5.2.2 (Operating Unit: Internal uses) MTSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$99,670.00	$99,670.00				$99,670.00	
5	**5.4**	5.2.3 (Operating Unit: Internal uses) Site Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1.00	$1.00				$1.00	
5	**5.5**	5.3.1 (Operating Unit: Internal uses) PBIS and Restorative Practices	All	No			All Schools	Ongoing	$29,897.00	$101,609.00				$131,506.00	$131,506.00	
5	**5.6**	5.4.1 (Operating Unit: Internal uses) LREBG: Restorative Practices (APOSA)	All	No			All Schools	Ongoing	$0.00	$0.00		$0.00			$0.00	
5	**5.7**	5.4.2 (Operating Unit: Internal uses)	All	No			Specific Schools: EHS, OGHS, SPHS	Ongoing	$0.00	$0.00		$0.00			$0.00	
6	**6.1**	6.2.1 (Operating Unit: Internal uses) Support to students in Special Education	Students with Disabilities	No			Specific Schools: VHS	Ongoing	$128,322.00	$0.00		$128,322.00			$128,322.00	
6	**6.2**	6.2.2 (Operating Unit: Internal uses) Credit recovery support	All	No			Specific Schools: VHS	Ongoing	$307,731.00	$0.00		$307,731.00			$307,731.00	
6	**6.3**	6.2.3 (Operating Unit: Internal uses) Support to Language Learners BIA	English Learners	No			Specific Schools: VHS	Ongoing	$35,178.00	$0.00		$35,178.00			$35,178.00	
6	**6.4**	6.2.4 (Operating Unit: Internal uses) Support to students	All	No			Specific Schools: VHS	Ongoing	$54,851.00	$0.00		$54,851.00			$54,851.00	

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
6	**6.5**	6.2.5 (Operating Unit: Internal uses) CTE Support	All	No			Specific Schools: VHS	Ongoing	$0.00	$0.00		$0.00			$0.00	
6	**6.6**	6.2.6 (Operating Unit: Internal uses) Outside Learning Opportunities	All	No			Specific Schools: VHS	Ongoing	$0.00	$0.00		$0.00			$0.00	
6	**6.7**	6.2.7 (Operating Unit: Internal uses) Connecting students to school	All	No			Specific Schools: VHS	Ongoing								
6	**6.8**	6.2.8 (Operating Unit: Internal uses) Student Voice	All	No			Specific Schools: VHS	Ongoing	$0.00	$0.00		$0.00			$0.00	
6	**6.9**	6.2.9 (Operating Unit: Internal uses) Professional Learning and in class support/resources	All	No			Specific Schools: VHS	Ongoing								

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
76,879,534	25,865,350	33.644%	0.000%	33.644%	$25,865,354.00	0.000%	33.644 %	**Total:**	$25,865,354.00
								LEA-wide Total:	$25,437,274.00
								Limited Total:	$0.00
								Schoolwide Total:	$428,080.00

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**	1.1 Base Services				All Schools	$875,638.00	
1	**1.2**	1.1.1 (Operating Unit: Internal uses) Special Education Curriculum revision				All Schools	$0.00	
1	**1.3**	1.1.2 (Operating Unit: Internal uses) Use of appropriate technology				All Schools	$0.00	
1	**1.4**	1.1.4 (Operating Unit: Internal uses) Standards-aligned instructional materials				All Schools	$0.00	
1	**1.5**	1.1.5 (Operating Unit: Internal uses) Support of curricular and co-curricular programs				All Schools	$0.00	

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	1.6	1.2 .1 (Operating Unit: Internal uses) Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,477,743.00	
1	1.7	1.2.2 (Operating Unit: Internal uses) EL Program	Yes	LEA-wide	English Learners	All Schools	$2,473,197.00	
1	1.8	1.2.3 (Operating Unit: Internal uses) Data analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$372,822.00	
1	1.9	1.2.4 (Operating Unit: Internal uses) Career and Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,757.00	
1	1.10	1.2.5 (Operating Unit: Internal uses) Site Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$243,450.00	
1	1.11	1.2.6 (Operating Unit: Internal uses) Decrease class size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,090,703.00	
1	1.16	1.4.1 (Operating Unit: Internal uses) LREBG: Increase hours for BIA's and Lab Assistants			English Learners			
2	2.3	2.2.1 (Operating Unit: Internal uses) Recruit and Retain	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,506,897.00	
2	2.4	2.2.2 (Operating Unit: Internal uses) PLC Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$949,097.00	
2	2.5	2.2.3 (Operating Unit: Internal uses) Improve Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,429,088.00	
2	2.6	2.2.5 (Operating Unit: Internal uses) Capacity building Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.7	2.2.6 (Operating Unit: Internal uses) Site Discretionary Funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	3.2.1 (Operating Unit: Internal uses)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$166,784.00	
3	3.3	3.2.2 (Operating Unit: Internal uses) Opportunities to Recover & Accelerate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,871,946.00	
3	3.4	3.2.3 (Operating Unit: Internal uses) Social Emotional Needs & CalSafe	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,910,629.00	
3	3.5	3.2.4 (Operating Unit: Internal uses) Counseling & Guidance Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,712,962.00	
3	3.6	3.2.5 (Operating Unit: Internal uses) AVID Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EHS, OGHS, SPHS, VHS	$428,080.00	
3	3.7	3.2.7 (Operating Unit: Internal uses) Chronically Absent & Truant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,000.00	
3	3.8	3.2.8 (Operating Unit: Internal uses) EL Monitoring and Support	Yes	LEA-wide	English Learners	All Schools	$196,389.00	
3	3.9	3.2.9 (Operating Unit: Internal uses) Site Initiatives	Yes	LEA-wide	English Learners	All Schools	$1.00	
4	4.2	4.2.1 (Operating Unit: Internal Uses) Parent and Family Involvement Plans	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,956.00	
4	4.3	4.2.2 (Operating Unit: Internal Uses) Opportunities for parent to support student success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,816.00	
4	4.4	4.2.3 (Operating Unit: Internal Uses) Increase parent communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$446,628.00	

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	**4.5**	4.2.4 (Operating Unit: Internal Uses) Translation services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,484.00	
4	**4.6**	4.2.5 (Operating Unit: Internal Uses) Support for immigrant families	Yes	LEA-wide	English Learners	All Schools	$1,000.00	
4	**4.7**	4.2.6 (Operating Unit: Internal Uses) Site Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.00	
5	**5.2**	5.2.1 (Operating Unit: Internal uses) High Risk Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,163,252.00	
5	**5.3**	5.2.2 (Operating Unit: Internal uses) MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,670.00	
5	**5.4**	5.2.3 (Operating Unit: Internal uses) Site Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$106,038,899.00	$108,034,917.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	1.1 Base Services	No	$875,638.00	$875,638.00
1	**1.2**	1.1.1 (Operating Unit: Internal uses) Special Education Curriculum revision	No	$0.00	$0.00
1	**1.3**	1.1.2 (Operating Unit: Internal uses) Use of appropriate technology	No	$0.00	$0.00
1	**1.4**	1.1.4 (Operating Unit: Internal uses) Standards-aligned instructional materials	No	$0.00	$0.00
1	**1.5**	1.1.5 (Operating Unit: Internal uses) Support of curricular and co-curricular programs	No	$0.00	$0.00
1	**1.6**	1.2 .1 (Operating Unit: Internal uses) Technology Support	Yes	$1,248,051.00	$1,245,823.00
1	**1.7**	1.2.2 (Operating Unit: Internal uses) EL Program	Yes	$2,511,442.00	$2,320,682.00
1	**1.8**	1.2.3 (Operating Unit: Internal uses) Data analysis	Yes	$375,420.00	$380,111.00
1	**1.9**	1.2.4 (Operating Unit: Internal uses) Career and Technical Education	Yes	$103,955.00	$101,190.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	1.2.5 (Operating Unit: Internal uses) Site Initiatives	Yes	$281,050.00	$273,551.00
1	1.11	1.2.6 (Operating Unit: Internal uses) Decrease class size	Yes	$3,602,888.00	$3,810,964.00
1	1.12	1.3.1 (Operating Unit: Internal uses) Bilingual Instructional Aides	No	$180,054.00	$45,676.00
1	1.13	1.3.2 (Operating Unit: Internal uses) ELD Support classes	No	$353,586.00	$1,014,713.00
1	1.14	1.3.3 (Operating Unit: Internal uses) Evidence-based instructional support to 9th grade 1.3.3 (Operating Unit: Internal uses) CSI: Valley High School	No	$55,542.00	$38,004.00
1	1.15	1.3.4 (Operating Unit: Internal uses) Data analysis support	No	$0.00	$36,352.00
1	1.16	1.4.1 (Operating Unit: Internal uses) LREBG: Increase hours for BIA's and Lab Assistants	No	$770,115.00	$707,778.00
2	2.1	2.1.1 (Operating Unit: Internal uses Base Services)	No	$71,394,079.00	$71,394,079.00
2	2.2	2.1.2 (Operating Unit: Internal uses Base Services) Professional Learning	No	$0.00	$0.00
2	2.3	2.2.1 (Operating Unit: Internal uses) Recruit and Retain	Yes	$3,199,657.00	$3,199,657.00
2	2.4	2.2.2 (Operating Unit: Internal uses) PLC Time	Yes	$865,947.00	$865,947.00
2	2.5	2.2.3 (Operating Unit: Internal uses) Improve Teaching and Learning	Yes	$1,025,853.00	$1,015,550.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	2.2.5 (Operating Unit: Internal uses) Capacity building Professional Learning	Yes	$90,158.00	$106,073.00
2	2.7	2.2.6 (Operating Unit: Internal uses) Site Discretionary Funds	Yes	$1.00	$6,855.00
2	2.8	2.3.1 (Operating Unit: Internal uses) Credential Clearing and authorization	No	$0.00	$0.00
2	2.9	2.3.2 (Operating Unit: Internal uses) Build teacher and site leadership capacity in PLC	No	$268,310.00	$198,969.00
2	2.10	2.3.3 (Operating Unit: Internal uses) Content Specialist and instructional coaches to improve teaching and learning	No	$624,551.00	$325,618.00
2	2.11	2.3.4 (Operating Unit: Internal use) Professional Learning	No	$25,769.00	$339,449.00
3	3.1	3.1 (Operating Unit: Internal uses)	No	$0.00	$0.00
3	3.2	3.2.1 (Operating Unit: Internal uses)	Yes	$362,795.00	$450,707.00
3	3.3	3.2.2 (Operating Unit: Internal uses) Opportunities to Recover & Accelerate	Yes	$5,010,651.00	$5,083,448.00
3	3.4	3.2.3 (Operating Unit: Internal uses) Social Emotional Needs & CalSafe	Yes	$1,847,859.00	$1,887,127.00
3	3.5	3.2.4 (Operating Unit: Internal uses) Counseling & Guidance Services	Yes	$1,799,142.00	$1,720,828.00
3	3.6	3.2.5 (Operating Unit: Internal uses) AVID Support	Yes	$352,794.00	$352,998.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	3.2.7 (Operating Unit: Internal uses) Chronically Absent & Truant	Yes	$42,847.00	$73,571.00
3	3.8	3.2.8 (Operating Unit: Internal uses) EL Monitoring and Support	Yes	$191,384.00	$199,988.00
3	3.9	3.2.9 (Operating Unit: Internal uses) Site Initiatives	Yes	$1.00	$0.00
3	3.10	3.3.1 (Operating Unit: Internal uses) College & Career Exploration	No	$293,367.00	$309,560.00
3	3.11	3.3.2 (Operating Unit: Internal uses) Support for EL programs	No	$239,879.00	$148,775.00
3	3.12	3.3.3 (Operating Unit: Internal uses) Opportunities to accelerate or recover credits	No	$53,000.00	$0.00
3	3.13	3.3.4 (Operating Unit: Internal uses) Peer tutoring and Saturday Scholar	No	$0.00	$0.00
3	3.14	3.3.5 (Operating Unit: Internal uses) Additional Support	No	$140,115.00	$0.00
3	3.15	3.3.6 (Operating Unit: Internal uses) Services for homeless and foster youth	No	$30,000.00	$80,000.00
3	3.16	3.4.1 (Operating Unit: Internal uses) LREBG: Additional Social Workers 2025-28	No	$788,786.00	$742,499.00
3	3.17	3.4.2 (Operating Unit: Internal uses) LREBG: Licensed Mental Health Clinician	No	$336,348.00	$326,222.00
3	3.18	3.4.3 (Operating Unit: Internal uses) LREBG: Campus Online sections	No	$505,546.00	$1,204,584.00
4	4.1	4.1.1 (Operating Unit: Internal Uses) LCAP Education Partners Advisory Committee	No	$5,000.00	$5,000.00
4	4.2	4.2.1 (Operating Unit: Internal Uses)	Yes	$32,985.00	$36,251.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Parent and Family Involvement Plans			
4	**4.3**	4.2.2 (Operating Unit: Internal Uses) Opportunities for parent to support student success	Yes	$12,000.00	$12,197.00
4	**4.4**	4.2.3 (Operating Unit: Internal Uses) Increase parent communication	Yes	$415,688.00	$428,829.00
4	**4.5**	4.2.4 (Operating Unit: Internal Uses) Translation services	Yes	$101,039.00	$109,386.00
4	**4.6**	4.2.5 (Operating Unit: Internal Uses) Support for immigrant families	Yes	$1,000.00	$1,000.00
4	**4.7**	4.2.6 (Operating Unit: Internal Uses) Site Initiatives	Yes	$1.00	$0.00
4	**4.8**	4.3.1 (Operating Unit: Internal Uses) Resources and Support for parent involvement	No	$78,315.00	$64,178.00
5	**5.1**	5.1.1 (Operating Unit: Internal uses) Base Services	No	$1,922,437.00	$1,922,437.00
5	**5.2**	5.2.1 (Operating Unit: Internal uses) High Risk Programs	Yes	$2,201,956.00	$2,238,009.00
5	**5.3**	5.2.2 (Operating Unit: Internal uses) MTSS	Yes	$44,297.00	$81,554.00
5	**5.4**	5.2.3 (Operating Unit: Internal uses) Site Initiatives	Yes	$1.00	$74,900.00
5	**5.5**	5.3.1 (Operating Unit: Internal uses) PBIS and Restorative Practices	No	$262,678.00	$65,000.00
5	**5.6**	5.4.1 (Operating Unit: Internal uses) LREBG: Restorative Practices (APOSA)	No	$116,331.00	$112,365.00
5	**5.7**	5.4.2 (Operating Unit: Internal uses)	No	$579,637.00	$1,123,902.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.1**	6.2.1 (Operating Unit: Internal uses) Support to students in Special Education	No	$150,000.00	$144,981.00
6	**6.2**	6.2.2 (Operating Unit: Internal uses) Credit recovery support	No	$97,514.00	$295,606.00
6	**6.3**	6.2.3 (Operating Unit: Internal uses) Support to Language Learners BIA	No	$77,000.00	$0.00
6	**6.4**	6.2.4 (Operating Unit: Internal uses) Support to students	No	$54,000.00	$0.00
6	**6.5**	6.2.5 (Operating Unit: Internal uses) CTE Support	No	$15,000.00	$418,701.00
6	**6.6**	6.2.6 (Operating Unit: Internal uses) Outside Learning Opportunities	No	$0.00	$5,000
6	**6.7**	6.2.7 (Operating Unit: Internal uses) Connecting students to school	No	$5,000.00	$0.00
6	**6.8**	6.2.8 (Operating Unit: Internal uses) Student Voice	No	$10,000.00	$0.00
6	**6.9**	6.2.9 (Operating Unit: Internal uses) Professional Learning and in class support/resources	No	$10,440.00	$12,635.00

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)
$25,902,765.00	$25,720,862.00	$26,077,196.00	($356,334.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	1.2 .1 (Operating Unit: Internal uses) Technology Support	Yes	$1,248,051.00	$1,245,823.00		
1	1.7	1.2.2 (Operating Unit: Internal uses) EL Program	Yes	$2,511,442.00	$2,320,682.00		
1	1.8	1.2.3 (Operating Unit: Internal uses) Data analysis	Yes	$375,420.00	$380,111.00		
1	1.9	1.2.4 (Operating Unit: Internal uses) Career and Technical Education	Yes	$103,955.00	$101,190.00		
1	1.10	1.2.5 (Operating Unit: Internal uses) Site Initiatives	Yes	$281,050.00	$273,551.00		
1	1.11	1.2.6 (Operating Unit: Internal uses) Decrease class size	Yes	$3,602,888.00	$3,810,964.00		
2	2.3	2.2.1 (Operating Unit: Internal uses) Recruit and Retain	Yes	$3,199,657.00	$3,199,657.00		
2	2.4	2.2.2 (Operating Unit: Internal uses) PLC Time	Yes	$865,947.00	$865,947.00		
2	2.5	2.2.3 (Operating Unit: Internal uses)	Yes	$1,025,853.00	$1,015,550.00		

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)
		Improve Teaching and Learning					
2	**2.6**	2.2.5 (Operating Unit: Internal uses) Capacity building Professional Learning	Yes	$90,158.00	$106,073.00		
2	**2.7**	2.2.6 (Operating Unit: Internal uses) Site Discretionary Funds	Yes	$1.00	$6,855.00		
3	**3.2**	3.2.1 (Operating Unit: Internal uses)	Yes	$362,795.00	$450,707.00		
3	**3.3**	3.2.2 (Operating Unit: Internal uses) Opportunities to Recover & Accelerate	Yes	$5,010,651.00	$5,083,448.00		
3	**3.4**	3.2.3 (Operating Unit: Internal uses) Social Emotional Needs & CalSafe	Yes	$1,847,859.00	1,887,127.00		
3	**3.5**	3.2.4 (Operating Unit: Internal uses) Counseling & Guidance Services	Yes	$1,799,142.00	$1,720,828.00		
3	**3.6**	3.2.5 (Operating Unit: Internal uses) AVID Support	Yes	$352,794.00	$352,998.00		
3	**3.7**	3.2.7 (Operating Unit: Internal uses) Chronically Absent & Truant	Yes	$42,847.00	$73,571.00		
3	**3.8**	3.2.8 (Operating Unit: Internal uses) EL Monitoring and Support	Yes	$191,384.00	$199,988.00		
3	**3.9**	3.2.9 (Operating Unit: Internal uses) Site Initiatives	Yes	$1.00	$0.00		
4	**4.2**	4.2.1 (Operating Unit: Internal Uses) Parent and Family Involvement Plans	Yes	$32,985.00	$36,251.00		

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)
4	**4.3**	4.2.2 (Operating Unit: Internal Uses) Opportunities for parent to support student success	Yes	$12,000.00	$12,197.00		
4	**4.4**	4.2.3 (Operating Unit: Internal Uses) Increase parent communication	Yes	$415,688.00	$428,829.00		
4	**4.5**	4.2.4 (Operating Unit: Internal Uses) Translation services	Yes	$101,039.00	$109,386.00		
4	**4.6**	4.2.5 (Operating Unit: Internal Uses) Support for immigrant families	Yes	$1,000.00	$1,000.00		
4	**4.7**	4.2.6 (Operating Unit: Internal Uses) Site Initiatives	Yes	$1.00	$0.00		
5	**5.2**	5.2.1 (Operating Unit: Internal uses) High Risk Programs	Yes	$2,201,956.00	$2,238,009		
5	**5.3**	5.2.2 (Operating Unit: Internal uses) MTSS	Yes	$44,297.00	$81,554.00		
5	**5.4**	5.2.3 (Operating Unit: Internal uses) Site Initiatives	Yes	$1.00	$74,900.00		

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)
$76,315,910.00	$25,902,765.00	0.000%	33.942%	$26,077,196.00	0.000%	34.170%	$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 32627(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 32627(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 32627(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 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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