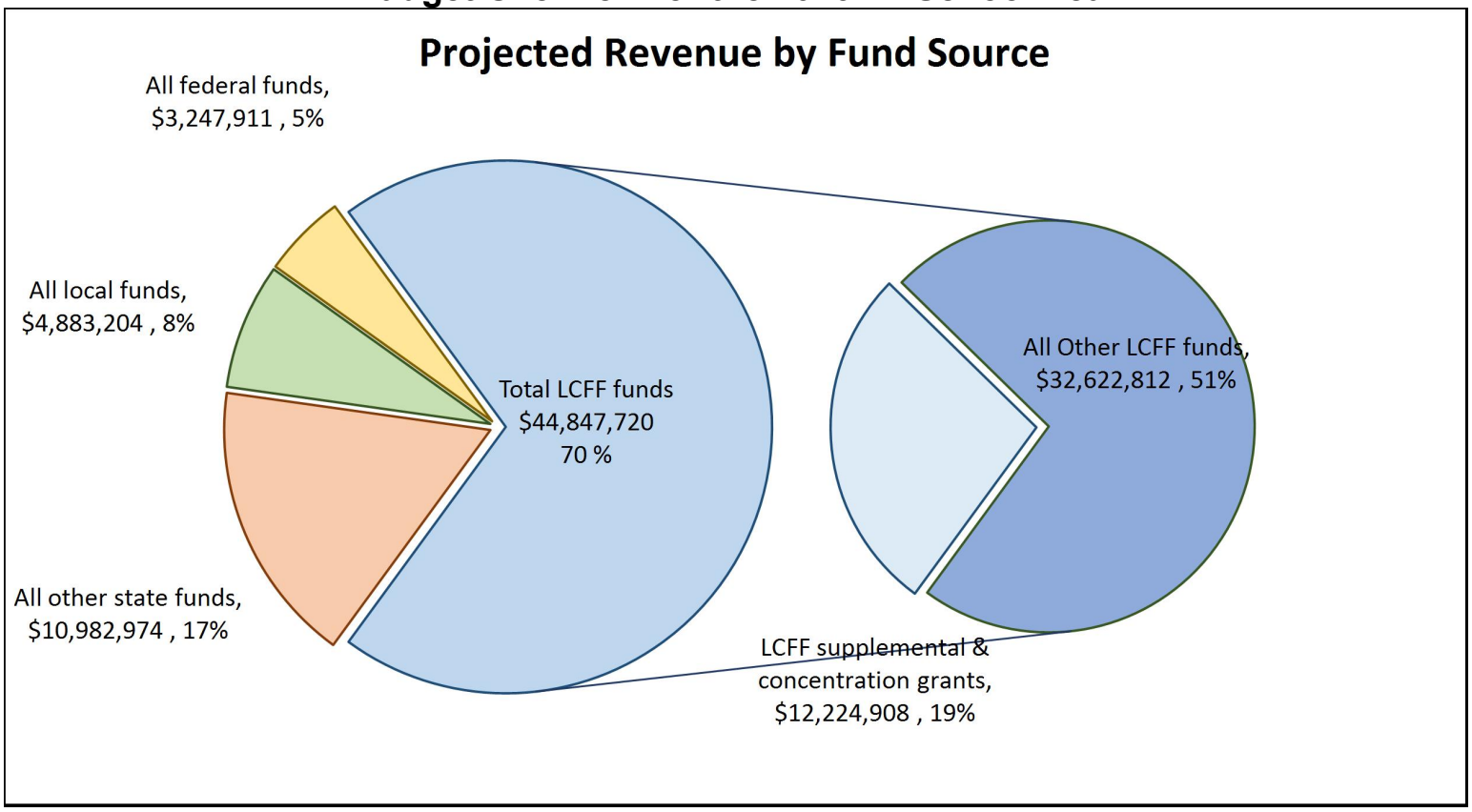
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Eastside Union School District
CDS Code: 19-64477
School Year: 2026-27
LEA contact information:
Dr. Tinisha Hamberlin
Superintendent
thamberlin@eastsideusd.org
(661) 952-1200

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

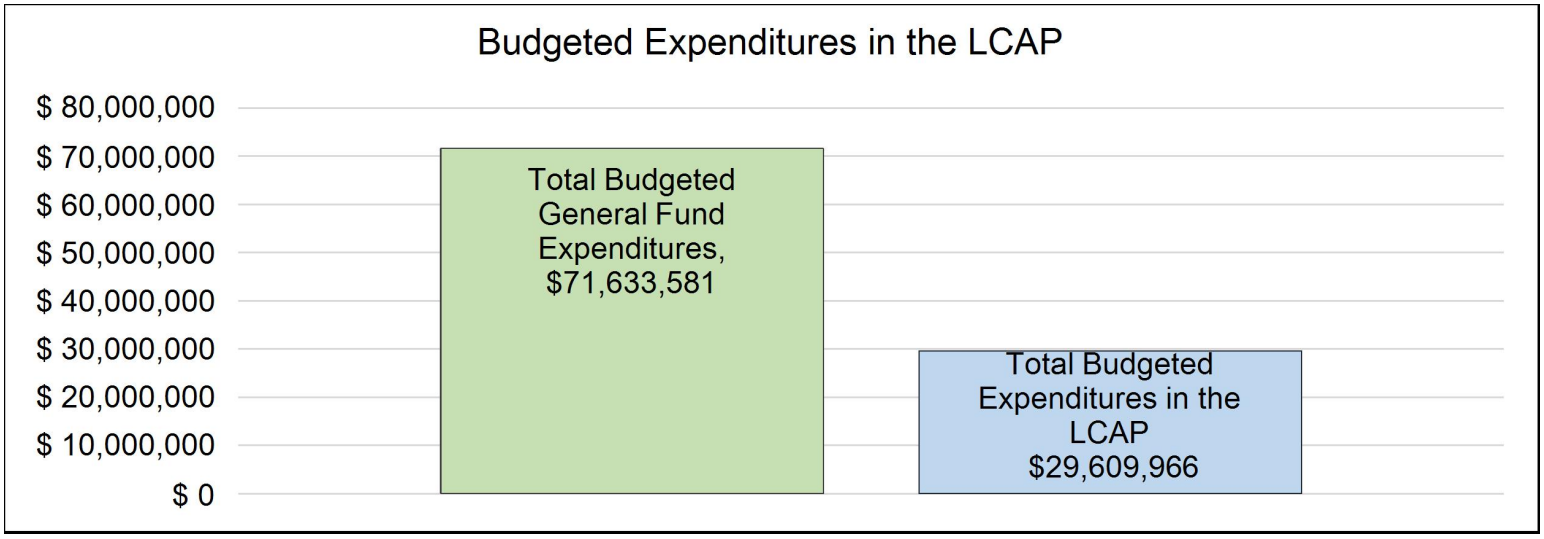


This chart shows the total general purpose revenue Eastside Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Eastside Union School District is $63,961,809, of which $44,847,720 is Local Control Funding Formula (LCFF), $10,982,974 is other state funds, $4,883,204 is local funds, and $3,247,911 is federal funds. Of the $44,847,720 in LCFF Funds, $12,224,908 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 Eastside Union 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: Eastside Union School District plans to spend $71,633,581 for the 2026-27 school year. Of that amount, $29,609,966 is tied to actions/services in the LCAP and $42,023,615 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

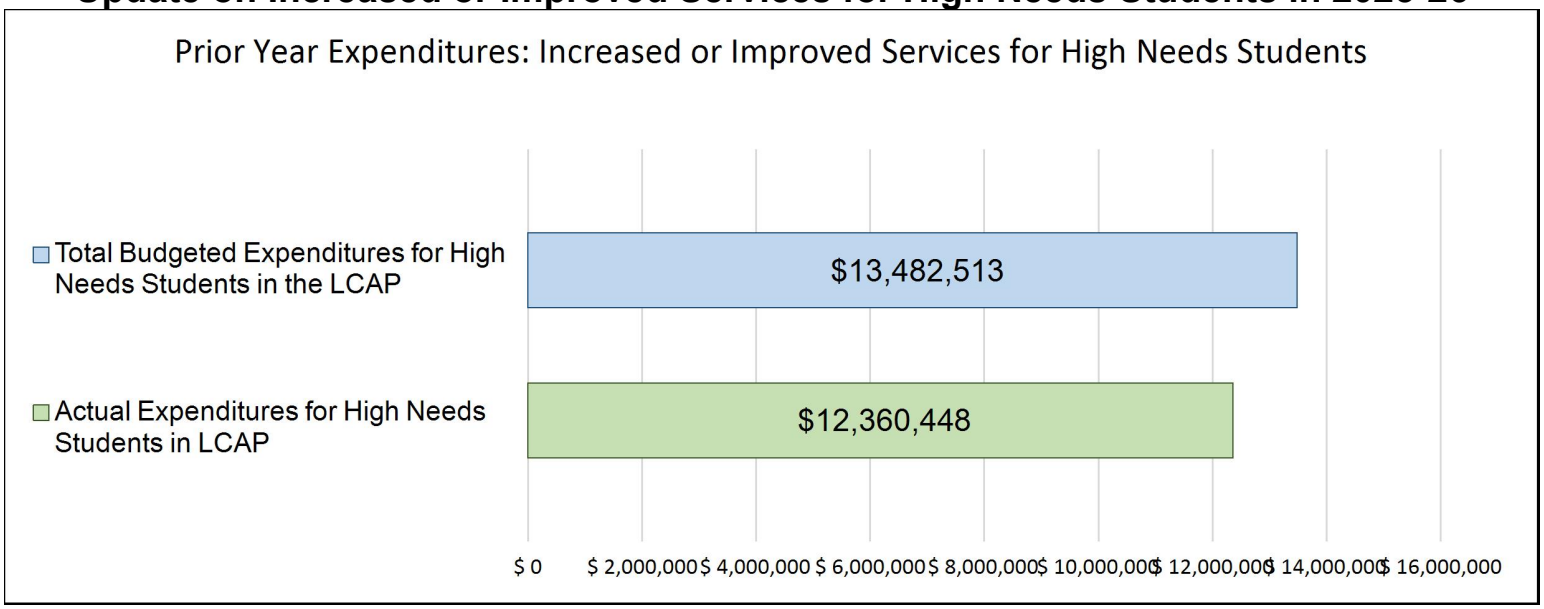
General Fund expenditures not included in the LCAP include those costs of operations and general business expenses of the District, as well as certain federal programs. These expenditures include utilities, insurance, postage, fuel, purchase of capital equipment and site and district support personnel.

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

In 2026-27, Eastside Union School District is projecting it will receive $12,224,908 based on the enrollment of Foster Youth, English learner, and low-income students. Eastside Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Eastside Union School District plans to spend $13,439,853 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 Eastside Union 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 Eastside Union 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, Eastside Union School District's LCAP budgeted $13,482,513 for planned actions to increase or improve services for high needs students. Eastside Union School District actually spent $12,360,448 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,122,065 had the following impact on Eastside Union School District's ability to increase or improve services for high needs students:

Planned actions for Foster Youth, Low-Income, and English Learners were implemented as identified in the 25-26 LCAP, however, due to available one-timed funding and timelines, the services were provided under other funding sources. There was no impact on these targeted students as the planned services were still provided and funded through the remaining one-time funding.

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
Eastside Union School District	Dr. Tinisha Hamberlin Superintendent	thamberlin@eastsideusd.org (661) 952-1200

Plan Summary [2026-27]

General Information

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

The Eastside Union School District (EUSD) is a public Pre-K–8 district located in Lancaster, California, serving a diverse and vibrant community in the eastern portion of the Antelope Valley. EUSD includes four elementary schools—Columbia Elementary, Eastside Elementary, Tierra Bonita Elementary, and Enterprise Elementary—and one middle school, Gifford C. Cole Middle School. Additionally, the district operates Eastside Transitional Academy, an alternative program supporting students with unique needs.

EUSD is proud to serve approximately 3,200 students from Pre-kindergarten through 8th grade. Our student body reflects the rich diversity of the community: 67% of students identify as Hispanic, 24% as African American/Black, 3.5% as White, and 5% as other ethnicities. Over 83% of students qualify as low-socioeconomic, with 23% designated as English learners, 18.5% receiving special education services, 6.4% identified as foster youth, and 10.8% experiencing housing insecurity.

We are guided by the core values of collaboration and teamwork; respect and trust; and equity. These principles are embedded in every aspect of our strategic work and community engagement. EUSD prioritizes community collaboration with our classified and certificated associations, parent advisory committees, school site teams, and community-based partners to ensure that every student receives a high-quality, equitable education tailored to their academic, social-emotional, and cultural needs.

The district’s mission is to provide a safe, supportive, and inclusive learning environment that prepares all students for academic success and lifelong learning. Our vision is to ensure that each child achieves their highest potential through rigorous instruction, culturally responsive teaching, and access to meaningful educational opportunities.

Eastside Elementary School and Eastside Transitional Academy have been designated as Equity Multiplier Schools for the 2026–2027 school year, which reflects our targeted efforts to dismantle barriers to student success and close opportunity gaps through systemic, equity-centered practices.

Through strategic planning, professional development, and innovative programming, EUSD continues to invest in the whole child—ensuring every student feels a sense of belonging and is empowered to thrive academically and socially.

Reflections: Annual Performance

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

Eastside Union School District (EUSD) is committed to equity-driven, data-informed continuous improvement. A review of the 2025 California School Dashboard underscores urgent areas of need and emerging strengths, reinforcing the district's strategic priorities and its alignment with state and federal performance expectations.

Priority Area 1: Academic Achievement – English Language Arts (ELA)
EUSD students scored an average of 74.7 points below standard in ELA, representing a 5.2-point increase from the previous year and placing the district in the Orange performance level. An equity analysis reveals that four student groups are performing at the red level. These results signify a critical need for intensified support in early literacy development, universal design for learning (UDL), and culturally responsive pedagogy. The district is investing in structured literacy implementation and evidence-based reading interventions aligned to California's ELA/ELD Framework.
English Language Arts (ELA):
The district's overall ELA performance is 74.7 points below standard, with the following subgroup breakdowns:

African American/Black students: 114.6 points below standard (Red)

Hispanic/Latino students: 64.2 points below standard (Yellow)

White students: 69.3 points below standard (Orange)

English Learners: 77.3points below standard (Orange)

Students with Disabilities: 150.4 points below standard (Red)

Socioeconomically Disadvantaged Students: 76.8 points below standard (Orange)

Foster Youth: 109.6 points below standard (Red)

Students Experiencing Homelessness: 87.6 points below standard (Red)

Priority Area 2: Academic Achievement – Mathematics
While EUSD students scored 104.2 points below standard in mathematics, the district maintained at 2.2 points, moving into the Red performance level. Despite this progress, significant achievement gaps persist, with nine student groups in red, one in orange, and one in yellow. To address these disparities, EUSD is deploying differentiated mathematics instruction, job-embedded professional development, and ongoing instructional coaching, particularly in conceptual learning and mathematical reasoning aligned to state content standards.

Mathematics:
The district's overall math performance is 104.2 points below standard, with the following subgroup breakdowns:

African American/Black students: 146.8 points below standard (Red)

Hispanic/Latino students: 91.9 points below standard (Yellow)

White students: 105.1 points below standard (Red

English Learners: 106.8 points below standard (Orange)

Students with Disabilities: 180 points below standard (Red)

Socioeconomically Disadvantaged Students: 106.3 points below standard (Red)

Foster Youth: 154.5 points below standard (Red)

Students Experiencing Homelessness: 117.2 points below standard (Red)

Priority Area 3: English Learner Progress
Within this student group 51.2% of English Learners are making expected progress toward language proficiency—an increase of 13%—placing the district in the Green performance level. This data highlights a need to maintain this growth trend for multilingual learners through expanded designated ELD, increased teacher capacity in integrated ELD, and enhanced use of formative language data. These supports are aligned to the goals outlined in Title III, the CA EL Roadmap, and the district's EL Master Plan.

Based on 2023 CA Dashboard: All school sites within Eastside Union School District, with the exception of Eastside Academy, have scored in the lowest performance level
in one or more state indicator:

Columbia Elementary School
All Students - Red in ELA; Red in Math; Red in Suspension
English Learners - Red in ELA; Red in Math; Red in Chronic Absenteeism
Foster Youth - no data in ELA & Math; Red in Suspension; no data in Chronic Absenteeism
Homeless Youth - no data in ELA & Math; Red in Suspension; Red in Chronic Absenteeism
Socioeconomically Disadvantaged - Red in ELA; Red in Math; Red in Suspension;
SWD - Red in ELA; Red in Suspension
African American - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
Hispanic - Red in ELA; Red in Suspension; Red in Chronic Absenteeism
White - Red in Suspension

;Enterprise Elementary School
All Students - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
English Learners - Red in ELA; Red in Math; Red in Chronic Absenteeism
Foster Youth - Red in Suspension;
Socioeconomically Disadvantaged - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
SWD -Red in Math; Red in Suspension
African American - Red in ELA; Red in Math; Red in Suspension;
Hispanic - Red in ELA; Red in Math; Red in Chronic Absenteeism

;Eastside Elementary School
All students - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
English Learners - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
Homeless Youth - Red in Suspension; Red in Chronic Absenteeism
;Socioeconomically Disadvantaged - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
SWD - Red in Suspension; Red in Chronic Absenteeism
African American - Red in Suspension; Red in Chronic Absenteeism
Hispanic - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
White - Red in Suspension

;Tierra Bonita Elementary School
All students - No Red
English Learner - Red in ELA; Red in Math
Foster Youth- Red in Chronic Absenteeism
SWD - Red in ELA; Red in Math
African American - Red in ELA; Red in Suspension

;Cole Middle School
All students - Red in Suspension; Red in Chronic Absenteeism
English Learners: Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism

Homeless Youth - Red in Suspension; Red in Chronic Absenteeism
Socioeconomically Disadvantaged - Red in Suspension; Red in Chronic Absenteeism
SWD - Red in Math; Red in Suspension; Red in Chronic Absenteeism
African American - Red in ELA; Red in Suspension; Red in Chronic Absenteeism
Hispanic - Red in Math; Red in Suspension; Red in Chronic Absenteeism
White - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism

;District Wide Chronic Absenteeism:
Students in Red: English Learner; Homeless; Socioeconomically Disadvantaged; African American; Filipino; Hispanic; White, all students
District Wide Suspension Rate:
Students in Red: English Learner; Foster Youth; Homeless Youth; Socioeconomically Disadvantaged; Students with Disabilities; African American; Hispanic; White; Two or More Races, all students
;ELA – All students (76.5 points below standard)
Students in Red for ELA: African American; English Learners; Foster; Homeless; Two or more races; Socio-economically disadvantaged; Students with disabilities; White
;Students in Orange for ELA: Hispanic
Math – All students (111.9 points below standard)
Students in Red for Math: English Learners; Foster; Hispanic; Homeless; Two or More Races; Socio-economically disadvantaged; Students with disabilities; White
Students in Orange for Math: African American

The following goals and actions will address the disparities among all of the Red Groups in our LEA:
Goal 1 (Actions 1.1 - 1.11) ELA and Math
Goal 2 (Actions 2.1-2.6): chronic absenteeism and suspension

EUSD has unexpended LREBG funds.The majority of LREBG funds will be used in Action 1.11 to increase the learning day 20 minutes across all school sites. This additional instructional time has been integrated into the daily schedule to enhance student engagement, provide targeted academic support, and strengthen core instruction without disrupting existing programming. The remainder of the funds will be used in Action 1.10 to increase instructional technology and classroom learning tools. These actions aligned to the allowable use of LREBG funds in pursuant to EC Section 32526(c)(2)(A-F): instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs; and Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. Based on our needs assessment, the community identified that our students would benefit from additional time recover instructional minutes and mediate grade level skill and knowledge.

Reflections: Technical Assistance

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

As a result of multiple student groups qualifying for Differentiated Assistance (DA) under the 2025 California School Dashboard, Eastside Union School District (EUSD) has engaged in sustained technical assistance in collaboration with the Los Angeles County Office of Education (LACOE). The district has conducted several data sessions and equity-focused planning meetings with LACOE partners to identify root causes, align resources, and develop a multi-tiered response to address underperformance and improve outcomes for the most vulnerable student groups.

The 2025 student groups identified for DA include:

African American: CAASPP (ELA=Red, math=Red), Suspension Rate
Foster Youth: CAASPP (ELA=Red, math=Red), Chronic Abs., Suspension Rate
Homeless Youth: CAASPP (ELA=Red, math=Red), Suspension Rate
Socioeconomically Disadvantaged: CAASPP (ELA=Orange, math=Red), Suspension Rate
Students w/ Disabilities: CAASPP (ELA=Red, math=Red), Suspension Rate
Two or more races: CAASPP (ELA=Orange, math=Red), Chronic Abs, Suspension Rate
White: CAASPP (ELA=Orange, math=Red), Suspension Rate

These indicators provide great opportunity for the district to improve practice.

The 2024 student groups identified for DA include:

African American students: CAASPP performance in both ELA and Math in the Red performance level, coupled with high chronic absenteeism and suspension rates.

Students experiencing homelessness: Red performance in both ELA and Math, along with elevated chronic absenteeism.

Socioeconomically disadvantaged students: Red in ELA and Orange in Math, with concerning suspension rates.

Students with disabilities: Red in ELA and Orange in Math, and high chronic absenteeism.

Students identifying as two or more races: Elevated rates of chronic absenteeism and suspension.
Priority 5, 6)

The district has committed to three strategic priorities—or "Big Rocks"—that are central to all improvement efforts:

Improving Attendance and Student Engagement:
EUSD has elevated attendance as a key performance driver, recognizing its link to student achievement and overall well-being. Chronic absenteeism rates remain a central indicator for systemwide improvement. The district has expanded data systems to allow real-time

attendance monitoring and early intervention. Family liaisons and outreach workers are being leveraged to support re-engagement, particularly among students experiencing homelessness and those with disabilities.

Internal Systems Driving Culture, Climate, and Safety:
Efforts are underway to strengthen physical and psychological safety through alignment of culture and climate initiatives. This includes enhanced implementation of restorative practices, expansion of wellness spaces (e.g., restorative practice rooms), and more robust social-emotional learning (SEL) programming. Suspension data is being used not only to reduce exclusionary discipline but to examine root causes and increase coordination across counseling, behavioral support, and family engagement teams.

Accelerating Academic Achievement and Tier 1 Instruction:
The district is focusing heavily on the quality of first-best instruction. Through technical assistance, EUSD is emphasizing Tier 1 instruction across all schools—particularly for DA-identified student groups. Structured literacy implementation, math discourse routines, and data-informed lesson planning are prioritized districtwide. Academic interventions are now more tightly connected to the Multi-Tiered System of Supports (MTSS) framework, ensuring equitable access to core and supplemental services.

Systems Coherence and Cross-Departmental Alignment
One of the most transformative shifts underway is the movement from siloed departmental work to aligned, integrated systems of support. For example, practices originally designed to support English Learner (EL) progress are now being expanded and applied to other student groups (e.g., using formative language practices and ELD monitoring tools to support students with disabilities and African American learners). This shift is enabling a more consistent and impactful approach across sites and departments.

The Coordination of Services Team (COST) structure has also been refined to improve site-level responsiveness and coherence. COST teams are now aligned with schoolwide MTSS systems, using unified protocols for identifying student needs, assigning interventions, and monitoring progress. Additionally, the integration of PBIS with MTSS ensures that behavioral and academic supports are delivered in tandem, contributing to safer, more supportive learning environments.

Family and Community Engagement
In tandem with internal systems work, EUSD is investing in robust family and community engagement strategies. Parent advisory committees, site-based family centers, and community partnerships play a pivotal role in shaping responsive supports and re-engagement strategies. Recent technical assistance has helped the district increase family participation in decision-making, build culturally affirming communication practices, and center parent voice in the development of site improvement plans.

Through this multi-layered technical assistance process, EUSD is moving toward a unified, equity-focused system that bridges academic, behavioral, and engagement practices. The district’s partnership with LACOE is focused not only on addressing current performance challenges, but on establishing long-term capacity for continuous improvement that reflects the lived experiences and aspirations of its students, families, and educators.

The following goals and actions address Differentiated Assistance status for the district:
ELA and Math
Goal 1/Actions

1.1, 1.2,1.4, 1.5, 1.10, and 1.11 - Increased academics in ELA and Math for all students and student groups including homeless, Foster Youth, and Socioeconomically Disadvantaged
1.3 - English Learner support
;Suspension Rates and Chronic Absenteeism
Goal 2 /Action
2.1, 2.2, and 2.4 - 2.12 - Decrease in suspension rates and chronic absenteeism for all students

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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, Principals, Administrators, Other School Personnel, & Parents:	Eastside Union School District is deeply committed to working closely with parents, guardians, community members, and staff. The Board of Trustees and Superintendent recognize that meaningful, sustained improvement—particularly for student groups identified through Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI)—requires authentic engagement, shared responsibility, and collective action. Lasting change will only occur when all educational partners actively participate in identifying root causes, co-constructing solutions, and supporting the implementation of evidence-based strategies that improve outcomes for all students, especially those who are historically underserved. To this end, the district engaged in a robust, multi-faceted process to ensure comprehensive educational partner input in the development of this Local Control and Accountability Plan (LCAP), inclusive of TSI and ATSI planning requirements under the Every Student Succeeds Act (ESSA). All stakeholders—including the Board of Trustees, community members, parents, guardians, family members, students, teachers, principals, assistant principals, district administrators, counselors, and certificated and classified bargaining unit members—actively contributed to the development of the goals, actions, and metrics outlined in this plan. Particular attention was given to engaging families and staff representing student groups identified for TSI and ATSI support,

Educational Partner(s)	Process for Engagement
	including but not limited to English learners, students with disabilities, foster youth, homeless youth, and student groups demonstrating persistent performance gaps. Through participation in advisory committees (e.g., DELAC, SSC), targeted focus groups, surveys (including Panorama), and data review sessions, educational partners provided critical input on the identification of inequities, the selection of evidence-based interventions, and the monitoring of progress toward improved outcomes. This inclusive engagement process ensures that the LCAP not only reflects the priorities of the broader community but also meets state and federal requirements for TSI and ATSI by centering the needs of specific student groups, addressing root causes of underperformance, and establishing clear, measurable actions for continuous improvement and accountability. To update our LCAP plan we met with all our educational partners to ensure that we conducted a thorough analysis of our implementation and to include any recommended changes to the plan. Advisory Group composition: LCAP Advisory Meetings were held both in-person and virtually on April 21 and May 7, 2026: Title I Parents, EL Parents, SWD Parents, community members, teachers, principals, assistant principals, district office administrators, counselors, classified and certificated bargaining members and elected officials (student input via focus groups and surveys). The agendas for the advisory meetings included the annual update of the LCAP 2025-2026, data analysis (Dashboard Data 2025, iReady Diagnostic Data 2025-26, Panorama Education Survey Data 2025), as well as input on goals and actions. African American Advisory Committee (AAAC) met October 22, 2025, Jan. 28,2026, March 11,2026, May 13, 2026,: Title I Parents, EL Parents, SWD Parents, board members, parents and guardians of African American/ Black students (including foster youth), community members, principals, assistant principals, counselors, and classified and certificated bargaining members.

Educational Partner(s)	Process for Engagement
	District English Learner Advisory Committee (DELAC) met Oct 16, 2025, Dec. 11, 2025, Feb. 5,2026, March 19, 2026, May 21, 2026:Title I Parents, EL Parents, SWD Parents, community members, principals, assistant principals, district office administrators, certificated bargaining members, site parent liaisons, and district parent liaisons. Parent University: Nov. 7, 2025, Dec. 12, 2025, Feb 6, 2025, March 20, 2026 and April 17, 2026. EUSD and SELPA Meeting: February 18 and April 14, 2026 Thorough and engaging small group discussions captured educational partner input which was collected on poster papers. This feedback was typed up and presented at each subsequent LCAP Advisory meeting. The district team provided written comments addressing key questions that arose from the work with the advisory committees. The written comments included answers to key questions and directions for submitting additional comments on the LCAP from the meetings with the LCAP Advisory Committee, as well as the public hearing (Education Code section 52062(a)(3) or 52068(a)(3). Because Eastside Union leadership is aware that only a small portion of parents will participate in school governance, such as advisory committees, district leadership and principals strategically invited parents to ensure we were able to get input from parents of low-income, foster youth, English learners, students with disabilities, and African American families. This process yielded additional information to ensure the LCAP development was inclusive. Public Hearing was held on June 10, 2026 in accordance with Education Code section 52062(b)(1) or 52068(b)(1). On June 24, 2026 the Eastside Union School District Board of Trustees adopted the Local Control and Accountability Plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2).

Educational Partner(s)	Process for Engagement
Students:	Student voice is a critical piece of informing our LCAP, thus Student Panorama Results were used to inform continuous improvement: Fall and Spring Panorama.
Equity Multiplier Schools - Eastside Elementary School & Eastside Academy:	Eastside Union School District will be receiving Equity Multiplier Funding for the 2026-2027 school year for Eastside Elementary School and Eastside Academy based on their instability rates (greater than 25%) and low socio-economic status (greater than 70%). In an effort to continue seeking educational partner input on a specific focus goal(s) for our Equity Multiplier schools (Eastside Academy & Eastside Elementary School), district leadership met with staff, administrators, parents, bargaining members and community members on the following dates to get input on potential Equity Multiplier goals: ELAC: September 19, 2025, October 17, 2025, November 14, 2025 February 20, 2026, March 20, 2026, April 9, 2026, May 15, 2026 SSC: September 11, 2025, November 13, 2025, February 12, 2026, March 12, 2026, and April 9, 2026, May 14, 2026 Coffee with Supt and Principal Meetings: quarterly During these educational partner meetings, a presentation was given that highlighted how schools qualified as an Equity Multiplier School and the amount of money allocated to each of these school sites to support our students who are scoring in the lowest performance levels. The meeting also provided educational partners with an overview of our current LCAP goals, actions and metrics.
Community Partners	Eastside Union School District is deeply committed to working closely community members, and staff to sustain progress across the community. In addition to community partner participation at ELAC,

Educational Partner(s)	Process for Engagement
	AAAC, and Advisory meetings, we held two events to unpack data, analyze trends, and to determine how the partners' service might fit the need. Meetings were held: October 13, 2025, March 19, 2026, and April 30, 2026.

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

Based on educational partner feedback gathered through advisory committees, parent focus groups, and district stakeholder engagement sessions, the district identified trends consistent with concerns previously expressed by district personnel. Educational partners affirmed that the goals and actions within the LCAP are meeting the needs of students and families; however, feedback indicated the need to deepen implementation during the 2026–2027 school year to further support student achievement, engagement, accountability, and school connectedness. As a result, the district will continue strengthening professional development, Instructional Leadership Teams, supplemental curriculum and materials, and targeted actions and services with an increased emphasis on improving outcomes in English Language Arts and Mathematics while also addressing social-emotional and engagement needs. Educational partners across advisory and focus groups recommended continuation of the current plan with expanded implementation and student-centered supports. The common areas of focus will be ELA, math, and suspensions.

Feedback from educational partners directly influenced the continuation and refinement of this LCAP goal. For Equity Multiplier Schools, including Eastside Elementary School and Eastside Academy, the district will continue implementing additional supports including bus assistants, expanded administrative support, and social work services to address student wellness, chronic absenteeism, and academic needs. Educational partners from Equity Multiplier Schools also identified the need for expanded experiential learning opportunities, enhanced science lab access and STEM experiences, and increased campus security measures to improve student engagement, safety, an assistant principal and connectedness to school.

Academic achievement in both ELA and Mathematics remained a major concern identified by advisory committees and parent focus groups. While educational partners acknowledged evidence of growth, overall achievement levels and achievement gaps among student groups significantly below standard continue to be concerns. Feedback indicated that Teacher Support programs in ELA and Mathematics are positively impacting instruction and should continue. Educational partners also requested increased tutoring opportunities, grade-level outreach and intervention supports, additional student accountability systems, and expanded enrichment, incentive, and engagement opportunities for students.

Culture, climate, safety, and student connectedness were also identified as ongoing concerns, with the African American Advisory Committee (AAAC) identifying these areas as a primary focus. Educational partners emphasized the importance of strengthening relationships between schools, students, and families, increasing culturally sensitive engagement practices between staff and families, and providing additional academic supports for both students and parents. Stakeholders also recommended additional student leadership opportunities, expanded SEL workshops for students and parents, fun and engaging school activities, and increased attendance supports to address chronic absenteeism and improve student accountability.

Educational partners also emphasized the importance of addressing bias in curriculum, policies, and instructional practices. DELAC identified concerns related to language bias and interest in dual immersion opportunities, while the AAAC emphasized the importance of culturally relevant curriculum that reflects the contributions of African Americans in literature, science, and social studies. Educational partners expressed appreciation for the district's adoption of more culturally relevant instructional materials in mathematics, science, and social studies.

In response to educational partner feedback, the Eastside Union School District will continue implementing and/or expanding the following programs aligned to Goals 1, 2, and 3 during the 2026–2027 school year:

Increased school safety and campus security measures
Expanded SEL supports, counseling, and SEL workshops for students and parents
Increased after-school, weekend, and intervention tutoring opportunities
Expanded enrichment, experiential learning, and STEM/science lab opportunities
Increased student leadership, incentives, and engagement activities
Grade-level outreach and targeted intervention supports
Expanded parent involvement and community engagement opportunities
Continued culturally responsive practices, EL Roadmap training, and PBIS professional development
Increased focus on reducing chronic absenteeism and improving student accountability
Continued professional development and support for certificated and classified staff

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve teaching for student learning, achievement, and success - All students will demonstrate high levels of academic through mastery of grade level content as determined by state proficiency levels, with an increased focus placed on ELA and Math. To accomplish this goal, the district will provide professional development that addresses the needs for our unduplicated students as we seek to prepare them for college and career. Utilizing rigorous, research based and standards aligned curriculum, students will receive instruction rooted in best practices and guided by the analysis of data from assessments that measure success toward established learning goals. Unduplicated students will have specific plans to meet their unique needs such as our English Learner Support Plan and Foster Youth Support Plans. Although the rate for unduplicated students within the district is in excess of 85%, there is a focus on ensuring students are provided an individualized education based on their specific learning and social emotional needs.	Broad Goal

State Priorities addressed by this goal.

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.

Analysis of state and local measures by all educational partners has produced evidence that instructional practices have not met the needs of EUSD's unique student population. Outcomes for Reading and Math continue to be well below standard (2023 - SBAC data: ELA - Very Low / Mathematics - Very Low). To address this issue, the Board of Trustees, the LCAP Advisory Committee, District English Learner Advisory Committee, principals, teachers, parents, and students, agreed that changes to instructional practices intentionally developed to implement state standards in a manner designed to best meet the needs of low-income, foster youth, and English learner students would be critical to improving outcomes for all students (Priority 2).

To continuously promote the achievement of all students, particularly low-income, Foster Youth, and English Learners students, we plan to improve or develop innovative and research-based programs for Tier II and Tier III academic interventions and develop Tier I & Tier II enrichment programs to increase the opportunity to close achievement gaps between all students and student groups through these targeted programs (Priority 7 & Priority 8).

We acknowledge that in the 21st century it is imperative for students to have access to technology in both broad and personal manners. Poverty has been shown to be a barrier to accessing the technology necessary for a well-rounded and rigorous education. To ensure our low-income students are provided the access they need we will maintain a 1:1 student technology program, that will include access to

Chromebooks in the classroom and at home and a laptop program for teachers and staff. Access to internet in the home will continue to be supported through a hotspot program. Updated and integrated 21st century teaching practices will continue to be an integral component of our professional development program (Priority 7 & 8). Action 1.10 and 1.11 address priority 8.

The district is committed to improving instructional practices, implementing researched based instructional practices and an increased focus on developing programs aligned with the science of reading. Utilizing actions developed for this goal we will improve English Language Arts and Math scores as measured by state and local assessments. (Priority 4).

The following goals and actions address Differentiated Assistance status for the district: Goal 1 (Actions 1.1 - 1.11)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard - 2023 CAASPP ELA	California School Dashboard - 2023 ELA (all students) 76.5 points Below Standard Red Groups: African American - 109.2 points below standard Homeless - 84.5 points below standard Two or More Races - 88 points below standard SWD - 149.9 points below standard White - 70.4 points below standard	California School Dashboard - 2024 ELA (all students) 79.9 points Below Standard RED: African American - 114.4 points below standard Homeless - 90.3 points below standard Two or More Races - 61.2 points below standard SWD - 148.1 points below standard	California School Dashboard - 2025 ELA (all students) 74.7 points Below Standard RED: African American - 114.6 points below standard Homeless – 87.6 points below standard Foster - 109.6 points below standard SWD – 150.4 points below standard ORANGE:	California School Dashboard ELA - 2027 All students 50 points below standard Red Groups: We anticipate that every student group will improve a minimum of 30 points on the CAASPP ELA compared to the baseline data (Spring 2023)	California School Dashboard - 2024 ELA (all students) 74.7 points Below Standard (increased by 1.8 points) RED: African American - 114.6 points below standard (increased by 5.4 points) Homeless - 87.6 points below standard (decreased by 3.1 points) Two or More Races - 68.2 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard Hispanic (Orange district wide; Red group site specific) - 69.7 points below standard	EL - 90.3 points below standard Foster - 103.7 points below standard Low income - 81.4 points below standard Hispanic - 71.8 points below standard ORANGE: White - 70 points below standard	White – 69.3 points below standard Two or More Races – 68.2 points below standard LTEL – 89.1 points below standard English Learners – 77.3 points below standard Low income – 76.8 points below standard YELLOW: Hispanic – 64.2 points below standard		(decreased by 19.8 points) SWD - 150.4 points below standard (increased by 0.5 points) EL - 77.3 points below standard (decreased by 11.1 points) Foster - 109.6 points below standard (increased by 5.4 points) Low income - 76.8 points below standard (decreased by 1.8 points) Hispanic - 64.2 points below standard (decreased by 5.5 points) ORANGE: White - 69.3 points below standard (decreased by 1.1 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP Math (CA Dashboard)	California School Dashboard - 2023 MATH (All students) 111.9 Points Below Standard Red groups: Hispanic - 104.9 points below standard Homeless - 115.1 points below standard Two or More Races - 116.2 points below standard SWD - 179/9 points below standard White - 102.4 points below standard EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard African American (Orange district wide; Red group site specific)	California School Dashboard - 2024 MATH (All students) 106.4 Points Below Standard RED: African American - 144.4 points below standard Homeless - 119.4 points below standard ORANGE: Two or More Races - 97.4 points below standard SWD - 175.6 points below standard White - 95.8 points below standard EL - 114.4 points below standard Foster - 131 points below standard	California School Dashboard - 2025 MATH (All students) 104.2 Points Below Standard RED: African American – 146.8 points below standard Homeless – 117.2 points below standard Foster – 154.5 points below standard Long Term English Leaners – 163.5 points below standard Two or More Races – 116.2 points below standard Low income – 106.3 points below standard SWD - 180 points below standard	California School Dashboard -MATH 2027 80 points below standard Red Groups: We anticipate that every student group will improve a minimum of 30 points on the CAASPP MATH compared to the baseline data (Spring 2023)	California School Dashboard - 2024 MATH (All students) 104.2 Points Below Standard (increased by 7.7 points) RED: African American - 146.8 points below standard (increased by 0.8 points) Homeless - 117.2 points below standard (increased by 2.1 points) ORANGE: Two or More Races - 116.2 points below standard (no difference from baseline) SWD - 180 points below standard (increased by 0.1 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- 146 points below standard	Low income - 107.9 points below standard Hispanic - 97.3 points below standard	White – 105.1 points below standard Foster – 154.5 points below standard ORANGE: EL – 106.8 points below standard YELLOW: Hispanic – 91.9 points below standard		White - 105.1 points below standard (increased by 2.7 points) EL - 106.8 points below standard (decreased by 15.5 points) Foster - 154.5 points below standard (increased by 17.7 points) Low income - 106.3 points below standard (decreased by 8.1 points) Hispanic - 91.9 points below standard (decreased by 13) points)
1.3	California Science Test - Grade 5 (Data Quest)	Spring 2023 8.61% Met/Exceeded Standard Low income - 8.38% Met/Exceeded Standard Foster - 7.14% Exceeded Standard EL - 1.2% Met Standard	Spring 2024 12.66% Met/Exceeded Standard Low income - 12.5% Met/Exceeded Standard Foster - NA	Science – Spring 2025 10.94% Met or Exceeded Standard Low Income - 11.29%	California School Dashboard - 2027 18% Met/Exceeded Standard	Spring 2024 10.94% Met/Exceeded Standard (increased by 2.33%) Low income - 11.29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL - 15.20%	Met/Exceeded Standard Foster - N/A (too few students) EL (excluding RFEP) - 1.69%		Met/Exceeded Standard (increased by 2.91%) Foster - NA EL - 1.69% increased by 0.49%)
1.4	iReady Diagnostic Assessment Report iReady Math	iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: 25% mid, above, early on grade level 14% two grade levels below 24% three of more grade levels below	iReady Spring 2025 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: 28% mid, above, early on grade level 13% two grade levels below 23% three or more grade levels below English Learner:	iReady Spring 2026 - MATH All students: 30% mid, above, early on grade level Economically Disadvantaged: All students: 30% mid, above, early on grade level 13% two grade levels below 22% three or more grade levels below English Learner:	Spring 2027 - iReady MATH 30% mid, above, early on grade level	Difference from Baseline (Spring 2024) and Spring 2026 Data: All students: 30% mid, above, early on grade level (INCREASE 5%) Economically Disadvantaged: All students: 30% mid, above, early on grade level (INCREASE 5%) 13% two grade levels below (DECREASE 1%) 22% three or more grade levels below (DECREASE 2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 20% mid, above, early on grade level 15% two grade levels below 26% three or more grade levels below Foster: 18% mid, above, early on grade level 15% two grade levels below 24% three or more grade levels below	23% mid, above, early on grade level 13% two grade levels below 25% three or more grade levels below Foster: 20% mid, above, early on grade level 15% two grade levels below 27% three or more grade levels below	25% mid, above, early on grade level 13% two grade levels below 22% three or more grade levels below Foster: 21% mid, above, early on grade level 17% two grade levels below 26% three or more grade levels below		English Learner: 25% mid, above, early on grade level (INCREASE 5%) 13% two grade levels below (DECREASE 2%) 22% three or more grade levels below (DECREASE 4%) Foster: 21% mid, above, early on grade level (INCREASE 3%) 17% two grade levels below (INCREASE 2%) 26% three or more grade levels below (INCREASE 2%)
1.5	iReady Reading	iReady Spring 2024 - READING	iReady Spring 2025 - READING	iReady Spring 2026 - READING	Spring 2027 - iREADY READING	Difference from Baseline (Spring 2024) and Spring 2026 Data:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students: 34% mid, above, early on grade level Economically Disadvantaged: 34% mid, above, early on grade level 14% two grade levels below 25% three or more grade levels below English Learner: 28% mid, above, early on grade level 14% two grade levels below 32% three or more grade levels below Foster:	All students: 34% mid, above, early on grade level Economically Disadvantaged: 34% mid, above, early on grade level 14% two grade levels below 24% three or more grade levels below English Learner: 26% mid, above, early on grade level 15% two grade levels below 29% three or more grade levels below Foster:	All students: 36% mid, above, early on grade level Economically Disadvantaged: 36% mid, above, early on grade level 14% two grade levels below 22% three or more grade levels below English Learner: 29% mid, above, early on grade level 17% two grade levels below 23% three or more grade levels below Foster:	40% mid, above, early on grade level	All students: 36% mid, above, early on grade level (INCREASE 2%) Economically Disadvantaged: 36% mid, above, early on grade level (INCREASE 2%) 14% two grade levels below (NO CHANGE) 22% three or more grade levels below (DECREASE 3%) English Learner: 29% mid, above, early on grade level (INCREASE 1%) 17% two grade levels below (INCREASE 3%) 23% three or more grade levels below (DECREASE 9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		26% mid, above, early on grade level 19% two grade levels below 23% three or more grade levels below	24% mid, above, early on grade level 16% two grade levels below 27% three or more grade levels below	26% mid, above, early on grade level 16% two grade levels below 28% three or more grade levels below		Foster: 26% mid, above, early on grade level (NO CHANGE_ 16% two grade levels below (3% DECREASE) 28% three or more grade levels below (5% INCREASE)
1.6	California School Dashboard - 2023 California Science Test - Grade 8 (Data Quest)	Spring 2023 8.19% Met/Exceeded Standard Low income - 7.29% Met/Exceeded Standard Foster - 7.14% Exceeded Standard EL - 2.44% Met Standard	Spring 2024 11.68 Met/Exceeded Standard Low income - 10.16% Met/Exceeded Standard Foster - NA EL - 14.29% Met Standard	Science - Spring 2025 9.34% Met/Exceeded Standard Low Income - 9.81% Met/Exceeded Standard Foster - N/A (too few students) EL (excluding RFEP) - 1.75% Met/Exceeded Standard	California School Dashboard - 2027 15% Met/Exceeded Standard Standard Low income - 12% Met/Exceeded Standard Foster - 10% Exceeded Standard EL -5% Met/Exceeded Standard	California School Dashboard Spring 1.15% Met/Exceeded Standard Spring 2025 9.34 Met/Exceeded Standard (increased by 3.49%) Low income - 9.81% Met/Exceeded Standard (increased by 2.52%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				All Students (5th grade and 8th grade) – 40.4 science points		Foster - NA EL - 38.7% Met Standard decrease by .69%)
1.7	EL Progress toward English Proficiency (CA Dashboard) All English Learner Students Long Term English Learner Students (CALPADS)	California School Dashboard - 2023 All English Learner Students: 49% making Progress toward English Proficiency Long Term English Learner Students (Spring 2024) - 179 LTEL students Long-Term English Learners: 55.7% are making progress toward English Language Proficiency (Increased 13.3%)	California School Dashboard – 2024 All English Learner Students: 42.3% are making progress toward English Language Proficiency	California School Dashboard--2025 All English Learner Students: 51.2% are making progress toward English Language Proficiency (Increased 12.9%) Long Term English Learner Students (Spring 2024) - 110 LTEL students	California School Dashboard - 2027 All English Learner Students: 55% making Progress toward English Proficiency Long Term English Learner Students by 2027 - 100 LTEL students	California School Dashboard – LTEL (Summative ELPAC) making progress toward English Language Proficiency (increased by 2.2%)
1.8	California School Dashboard - 2023 EL Reclassification Rate (Data Quest)	Dataquest - 2023 8.1% Reclassification Rate	Dataquest – 2024 6.1% Reclassification Rate	Dataquest – 2025 6.3% Reclassification Rate	Dataquest 2027 12% Reclassification rate	Dataquest – 2025 6.3% Reclassification Rate (decreased by 1.8%)
1.9	Access to and enrollment in a broad course of study	Master Schedules: 2023-2024 100% Students at the middle school receive	Master Schedules: 2024-2025 100% Students at the middle school	Master Schedules: 2025-2026 100% Students at the middle school	Master Schedules: 2027 100% Students at the middle school	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective) 100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)	receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective) 100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)	receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective) 100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)	receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective) 100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)	
1.10	21st Century Learning Environment (CA Dashboard, iReady & Data Quest)	iReady Spring 2024 (Reading) All students: 34% mid, above, early on grade level Economically Disadvantaged: 34% mid, above, early on grade level 14% two grade levels below	iReady Spring 2025 (Reading) All students: 34% mid, above, early on grade level Economically Disadvantaged: 34% mid, above, early on grade level 14% two grade levels below	iReady Spring 2026 - (Reading) All students: 36% mid, above, early on grade level Economically Disadvantaged: 36% mid, above, early on grade level 14% two grade levels below	iReady Spring 2027 (Reading) All students: 50% mid, above, early on grade level Economically Disadvantaged: 54% mid, above, early on grade level 34% two grade levels below	Difference from Baseline (Spring 2024) and Spring 2026 Reading Data: All students: 36% mid, above, early on grade level (INCREASE 2%) Economically Disadvantaged: 36% mid, above, early on grade level (INCREASE 2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		25% three or more grade levels below English Learner: 28% mid, above, early on grade level 14% two grade levels below 32% three or more grade levels below Foster: 26% mid, above, early on grade level 19% two grade levels below 23% three or more grade levels below iReady Spring 2024 - MATH	24% three or more grade levels below English Learner: 26% mid, above, early on grade level 15% two grade levels below 29% three or more grade levels below Foster: 24% mid, above, early on grade level 16% two grade levels below 27% three or more grade levels below Ready Spring 2025 - MATH All students: 25% mid, above, early on grade level	22% three or more grade levels below English Learner: 29% mid, above, early on grade level 17% two grade levels below 23% three or more grade levels below Foster: 26% mid, above, early on grade level 16% two grade levels below 28% three or more grade levels below iReady Spring 2026 - MATH	12% three or more grade levels below English Learner: 38% mid, above, early on grade level 34% two grade levels below 25% three or more grade levels below Foster: 36% mid, above, early on grade level 30% two grade levels below 24% three or more grade levels below iReady Spring 2027 - MATH All students: 35% mid, above, early on grade level	14% two grade levels below (NO CHANGE) 22% three or more grade levels below (DECREASE 3%) English Learner: 29% mid, above, early on grade level (INCREASE 1%) 17% two grade levels below (INCREASE 3%) 23% three or more grade levels below (DECREASE 9%) Foster: 26% mid, above, early on grade level (NO CHANGE_ 16% two grade levels below (3% DECREASE)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students: 25% mid, above, early on grade level Economically Disadvantaged: 25% mid, above, early on grade level 14% two grade levels below 24% three of more grade levels below English Learner: 20% mid, above, early on grade level 15% two grade levels below 26% three or more grade levels below Foster: 18% mid, above, early on grade level	Economically Disadvantaged: 28% mid, above, early on grade level 13% two grade levels below 23% three or more grade levels below English Learner: 23% mid, above, early on grade level 13% two grade levels below 25% three or more grade levels below Foster: 20% mid, above, early on grade level 15% two grade levels below	All students: 30% mid, above, early on grade level Economically Disadvantaged: All students: 30% mid, above, early on grade level 13% two grade levels below 22% three or more grade levels below English Learner: 25% mid, above, early on grade level 13% two grade levels below 22% three or more grade levels below Foster:	Economically Disadvantaged: 35% mid, above, early on grade level 24% two grade levels below 14% three of more grade levels below English Learner: 33% mid, above, early on grade level 25% two grade levels below 16% three or more grade levels below Foster: 25% mid, above, early on grade level 20% two grade levels below 15% three or more grade levels below	24% three or more grade levels below (INCREASE 1%) Difference from Baseline (Spring 2024) and Spring 2026 MATH Data: All students: 30% mid, above, early on grade level (INCREASE 5%) Economically Disadvantaged: All students: 30% mid, above, early on grade level (INCREASE 5%) 13% two grade levels below (DECREASE 1%) 22% three or more grade levels below (DECREASE 2%) English Learner: 25% mid, above, early on grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		15% two grade levels below 24% three or more grade levels below	27% three or more grade levels below	21% mid, above, early on grade level 17% two grade levels below 26% three or more grade levels below		level (INCREASE 5%) 13% two grade levels below (DECREASE 2%) 22% three or more grade levels below (DECREASE 4%) Foster: 21% mid, above, early on grade level (INCREASE 3%) 17% two grade levels below (INCREASE 2%) 26% three or more grade levels below (INCREASE 2%)
1.11	Personalized Differentiated Instruction (CA Dashboard, iReady & Data Quest)	iReady Spring 2024 (Reading) All students: 34% mid, above, early on grade level	iReady Spring 2025 (Reading) All students: 34% mid, above, early on grade level Economically Disadvantaged:	iReady Spring 2026 - (Reading) All students: 36% mid, above, early on grade level Economically Disadvantaged:	iReady Spring 2027 (Reading) All students: 50% mid, above, early on grade level Economically Disadvantaged:	Difference from Baseline (Spring 2024) and Spring 2026 Reading Data: All students: 36% mid, above, early on grade level (INCREASE 2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Economically Disadvantaged: 34% mid, above, early on grade level 14% two grade levels below 25% three or more grade levels below English Learner: 28% mid, above, early on grade level 14% two grade levels below 32% three or more grade levels below Foster: 26% mid, above, early on grade level 19% two grade levels below 23% three or more grade levels below	34% mid, above, early on grade level 14% two grade levels below 24% three or more grade levels below English Learner: 26% mid, above, early on grade level 15% two grade levels below 29% three or more grade levels below Foster: 24% mid, above, early on grade level 16% two grade levels below 27% three or more grade levels below	36% mid, above, early on grade level 14% two grade levels below 22% three or more grade levels below English Learner: 29% mid, above, early on grade level 17% two grade levels below 23% three or more grade levels below Foster: 26% mid, above, early on grade level 16% two grade levels below 28% three or more grade levels below	54% mid, above, early on grade level 34% two grade levels below 12% three or more grade levels below English Learner: 38% mid, above, early on grade level 34% two grade levels below 25% three or more grade levels below Foster: 36% mid, above, early on grade level 30% two grade levels below 24% three or more grade levels below	Economically Disadvantaged: 36% mid, above, early on grade level (INCREASE 2%) 14% two grade levels below (NO CHANGE) 22% three or more grade levels below (DECREASE 3%) English Learner: 29% mid, above, early on grade level (INCREASE 1%) 17% two grade levels below (INCREASE 3%) 23% three or more grade levels below (DECREASE 9%) Foster: 26% mid, above, early on grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: 25% mid, above, early on grade level 14% two grade levels below 24% three of more grade levels below English Learner: 20% mid, above, early on grade level 15% two grade levels below 26% three or more grade levels below	Ready Spring 2025 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: 28% mid, above, early on grade level 13% two grade levels below 23% three or more grade levels below English Learner: 23% mid, above, early on grade level 13% two grade levels below 25% three or more grade levels below Foster:	iReady Spring 2026 - MATH All students: 30% mid, above, early on grade level Economically Disadvantaged: All students: 30% mid, above, early on grade level 13% two grade levels below 22% three or more grade levels below English Learner: 25% mid, above, early on grade level 13% two grade levels below	iReady Spring 2027 - MATH All students: 35% mid, above, early on grade level Economically Disadvantaged: 35% mid, above, early on grade level 24% two grade levels below 14% three of more grade levels below English Learner: 33% mid, above, early on grade level 25% two grade levels below 16% three or more grade levels below Foster:	level (NO CHANGE_ 16% two grade levels below (5% DECREASE) 24% three or more grade levels below (INCREASE 1%) Difference from Baseline (Spring 2024) and Spring 2026 MATH Data: All students: 30% mid, above, early on grade level (INCREASE 5%) Economically Disadvantaged: All students: 30% mid, above, early on grade level (INCREASE 5%) 13% two grade levels below (DECREASE 1%) 22% three or more grade levels below (DECREASE 2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 18% mid, above, early on grade level 15% two grade levels below 24% three or more grade levels below below standard	20% mid, above, early on grade level 15% two grade levels below 27% three or more grade levels below CA English 2024 EL - 90.3 points below standard Foster - 103.7 points below standard Low income - 81.4 points below standard CA Math 2024 EL - 114.4 points below standard Foster - 131 points below standard Low income - 107.9 points below standard	22% three or more grade levels below Foster: 21% mid, above, early on grade level 17% two grade levels below 26% three or more grade levels below	25% mid, above, early on grade level 20% two grade levels below 15% three or more grade levels below	English Learner: 25% mid, above, early on grade level (INCREASE 5%) 13% two grade levels below (DECREASE 2%) 22% three or more grade levels below (DECREASE 4%) Foster: 21% mid, above, early on grade level (INCREASE 3%) 17% two grade levels below (INCREASE 2%) 26% three or more grade levels below (INCREASE 2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Implementation of Standards	Implementation of California State Standards as evidenced by California State Dashboard Local Indicators. Progress toward implementing each of the following academic standards adopted by the State Board of Education by teachers for all students: Rating Scale (lowest to highest): – Exploration and Research Phase – Beginning Development –Initial Implementation – Full Implementation – Full Implementation and Sustainability Baseline Rating: English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 5	Progress toward implementing each of the following academic standards adopted by the State Board of Education by teachers for all students: Rating Scale (lowest to highest): – Exploration and Research Phase – Beginning Development –Initial Implementation – Full Implementation – Full Implementation and Sustainability Baseline Rating: English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5	Progress toward implementing each of the following academic standards adopted by the State Board of Education by teachers for all students: Rating Scale (lowest to highest): – Exploration and Research Phase – Beginning Development –Initial Implementation – Full Implementation – Full Implementation and Sustainability Baseline Rating: English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5	Implementation of California State Standards as evidenced by California State Dashboard Local Indicators. Continued progress toward implementing each of the following academic standards adopted by the State Board of Education by teachers for all students: English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		History-Social Science: 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.

Actions 1.1-1.11 were all implementented, but a few were limited due to capacity: Actions 1.1–1.3 were partially implemented in Year 2 due to staffing shortages, including limited availability of substitute teachers, the onboarding of new teachers, and broader attrition challenges. Action 1.1 relied on regular Instructional Leadership Team (ILT) meetings, instructional rounds, and teacher participation in professional learning; however, the need for substitute coverage to release teachers for these activities constrained consistent implementation, as reflected in planned sub allocations for ILT participation .

Similarly, Action 1.2, which required multiple full-day professional development sessions for all staff, was not fully executed, with only a portion of the planned days completed. Internal notes indicate that five days of professional development were planned, but only three were delivered, demonstrating reduced implementation tied to staffing capacity and scheduling limitations .

Action 1.3, focused on ongoing professional development and support for English Learner instruction, was also impacted, as the action depended on teacher participation in training, ELD lead support, and additional hourly professional learning; however, implementation was limited primarily to materials and supplies, indicating that planned personnel-driven supports and training opportunities were not fully realized .

Collectively, these actions required sustained teacher release time, stable staffing, and instructional continuity. The combination of substitute shortages, new teacher onboarding, and ongoing attrition challenges reduced the district's capacity to fully execute the intended scope of professional learning, coaching, and instructional leadership activities. All other Goal 1 actions were fully implemented as planned.

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.

EUSD is defining material difference as +-20%. Action 1.02, Culturally Responsive Teaching, ended the year at 75.52% of budget due to overestimated salary costs associated with three professional development days. Action 1.03 Supporting English Learners, concluded at 85% of budget because some of the planned professional development was not implemented due to substitute shortages across the District. Action 1.09, Student Device Program, exceeded budget at 155.73% due to significant Chromebook purchases and higher-than-anticipated Systems Analyst costs. Action 1.10, 21st Century Learning Environment, ended at 48.20% of budget because planned purchases for classroom hardware and faculty laptops were not fully expended during the fiscal year, although some costs were incurred for T-Mobile hotspots. These variances reflect adjustments in implementation needs, staffing costs, and funding source allocations throughout the year.

These additional funds were allocated to expand equitable access to 21st century instructional technology, classroom learning tools, and instructional infrastructure for low-income students and other student groups identified through the district's needs assessment data.

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

The effectiveness of Goal 1 Actions 1.1 through 1.11 indicates mixed implementation outcomes during Year 2, with evidence of progress in academic achievement for some student groups and continued challenges for others.

Actions 1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 1.9, and 1.10, which collectively support standards-based instruction, instructional coaching, curriculum implementation, professional learning, intervention supports, and access to instructional materials and technology, demonstrated moderate effectiveness. In English Language Arts (ELA), all students improved 1.8 points from baseline, moving from 76.5 points below standard to 74.7 points below standard. Positive growth was demonstrated by English Learners (+11.1 points), students identifying as Two or More Races (+19.8 points), Hispanic students (+5.5 points), Low-Income students (+1.8 points), Homeless students (+3.1 points), and White students (+1.1 points). In Mathematics, all students improved 7.7 points from baseline, moving from 111.9 points below standard to 104.2 points below standard. English Learners (+15.5 points), Hispanic students (+13 points), and Low-Income students (+8.1 points) demonstrated notable growth. These results suggest that districtwide instructional supports and curriculum investments contributed to overall academic improvement, particularly in mathematics.

Action 1.3, which specifically provides support for English Learners through designated ELD services, instructional coaching, and targeted language acquisition supports, was effective. English Learners improved 11.1 points from baseline in ELA and 15.5 points in Mathematics, representing some of the strongest gains among all student groups. These outcomes indicate that the implementation of targeted English Learner supports positively impacted both language development and access to grade-level content.

Action 1.5, which provides intervention and supplemental academic support through targeted instructional programs, demonstrated mixed effectiveness based on i-Ready diagnostic data. English Learners and Low-Income students showed measurable growth in the percentage of students performing Early On Grade Level or Above Grade Level, indicating that intervention supports helped accelerate learning for these student groups. However, Foster Youth students demonstrated less consistent growth and continue to perform below district targets, suggesting that current interventions may not be sufficient to address the unique academic and attendance challenges experienced by this student group.

Action 1.11, which supports academic acceleration through supplemental intervention programs and learning recovery initiatives, also demonstrated mixed effectiveness. i-Ready results indicate that English Learners and Low-Income students benefited from additional academic supports, showing increased performance levels in reading and mathematics. Conversely, Foster Youth outcomes remained inconsistent, reflecting limited effectiveness of these supports for this subgroup. Additional targeted interventions, progress monitoring, and individualized supports will be necessary to improve outcomes for Foster Youth students.

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 prior implementation and a comprehensive analysis of two-year performance trends, several targeted revisions have been made to Goal 1 metrics and target outcomes to ensure stronger alignment with current system capacity, rate of improvement, and

identified student needs. Specifically, metric targets have been recalibrated to reflect more accurate and attainable growth trajectories: Metric 1.1 has been adjusted to 50 points below standard, Metric 1.2 to 80 points below standard, Metric 1.3 to 18%, Metric 1.6 to 15%, and Metric 1.8 to 12%. These adjustments are grounded in longitudinal data analysis, including patterns in CAASPP performance bands, local benchmark data such as i-Ready diagnostics, and subgroup trend data across English Learners, Students with Disabilities, and foster/homeless youth. In addition, new baseline was added at 1.7 for LTELs.

This refinement also strengthens the district's ability to engage in continuous improvement cycles by ensuring that progress toward outcomes is measurable within annual increments, enabling site and district leaders to more effectively assess the impact of instructional strategies, interventions, and support systems. By aligning targets to demonstrated trends and system capacity, the district is better positioned to drive meaningful gains in student achievement while maintaining a clear focus on closing opportunity and performance gaps for its most vulnerable student populations.

Action 1.6 and action 1.7- The descriptions have been modified to clarify oversight responsibilities.

In addition, Goal 1.4 has been revised to explicit align academic and SEL MTSS efforts, and Action 1.10 and 1.11 is updated to include LREBG funds. Metric 1.11 - Target for Year 3 has been updated

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	Instructional Leadership Teams (ILT)	Instructional Leadership Teams (ILTs) (selected teachers, principals, assistant principals, district leaders) meet regularly to build teacher capacity through professional development to improve academic outcomes for low income, foster youth, and English Learners.	$1,298,937.00	Yes
1.2	Culturally Responsive Teaching	Additional non-student days for professional development have been added to the school calendar for culturally responsive and trauma informed practices workshops for all teachers (general education and special education), counselors, administrators, and classified staff assigned to school sites to ensure that are our low-income, foster youth, and English learners, are provided school environments that are responsive to their unique needs.	$276,130.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Supporting English Learners	The Educational Services team will provide ongoing professional development in language development strategies to teachers of English Learners (ELs), with a focus on improving both designated and integrated English Language Development (ELD) instruction. This professional development will be aligned to the identified needs of EL students and support teachers in delivering high-quality, research-based instruction. The district will use Amplify Language Studios as the primary language acquisition platform to support EL instruction and monitoring. dedicated Long-Term English Learner (LTEL) program will be developed and implemented to elevate instruction and provide targeted support for LTEL students. This will include professional development tailored to the academic and socio-emotional needs of LTELs. A structured language acquisition program—such as Amplify Language Studio and Ellevation--will be used to accelerate language development and improve reclassification outcomes. ELD teacher leads will support the implementation of the Ellevation program for ELs and assist in elevating instructional practices. They will also work with site administrators to implement the language acquisition program for LTEL students, monitor progress, and support efforts to decrease the number of LTEL students in the district. Reclassification processes for both EL and LTEL students will be closely supported and aligned with district goals for language development and academic achievement.	$51,670.00	Yes
1.4	Intervention Strategies for English Learners, foster youth and low income students.	The Educational Services department (Coordinators and Support Teachers) will design and implement a comprehensive academic and social-emotional Multi-Tiered System of Support (MTSS) that integrates a Support Teacher program and a structured professional learning series for all teachers. This system will emphasize evidence-based Tier 1 instruction, targeted Tier 2 interventions, and intensive Tier 3 supports, with a dual focus on academic achievement and social-emotional development.	$1,200,956.00	Yes
1.5	Assessment and Progress Monitoring	In order to effectively monitor low-income, English learners, and foster youth student progress, we will build an assessment system that includes classroom assessments, screeners, and local benchmark assessments. Student progress monitoring will lead to the identification of students in	$244,217.00	Yes

Action #	Title	Description	Total Funds	Contributing
		need of additional support and our Multi-Tiered System of Support (MTSS) will be integral to the process of effectively designing accommodations and interventions to meet identified need and monitor progress.		
1.6	Enrichment Programs	The EUSD Management Team will ensure that our low-income and foster youth students will have access to enrichment programs, such as music, art, science field trips, and intramural sports through the development of a comprehensive enrichment program because these students lack access to such services in the community.	$439,479.00	Yes
1.7	Early Education Program	The EUSD Management Team will implement a full-day Transitional Kindergarten (TK) program for all four-year-olds to ensure that our English learner, foster youth, and low-income students have access to a quality early childhood educational program. To ensure our youngest learners have the support necessary to learn appropriate school behavior and meet academic benchmarks, additional paraprofessionals will be hired and assigned to a transitional kindergarten class as part of the 15% Concentration Grant add-on.	$690,727.00	Yes
1.8	Comprehensive Library Program	The Assistant Superintendent of Educational Services will oversee a comprehensive library program that will include a District Librarian and Instructional Assistants at each of the five comprehensive campuses. Expanding access to school libraries will provide a valuable resource for our low-income, foster youth, and English learner students with a high likelihood of improving their academic achievement.	$435,651.00	Yes
1.9	Student Device Program	The Information Services department, in collaboration with cabinet and school site administrators, will develop a robust technology program (that includes safety and student devices) to provide technological equality for our low-income and foster youth students. This robust technology plan includes ensuring a 1:1 ratio of technology to students with the school setting, as well as a 1:1 student to technology ratio at home for our foster and low income students. The district has provided families with hot spots	$555,780.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to improve internet connectivity, and has purchased all of our foster/homeless students with headphone devices for use at home. Our technology plan also includes ensuring that our students have access to technology platforms over the summer to access enrichment programs in reading, math, and english language arts such as iReady, SORA, etc.		
1.10	21st Century Learning Environment	LREBG Action: Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. The Assistant Superintendent of Business Services will ensure our low-income students have access to equitable, well-equipped classrooms through the purchase and maintenance of 21st century instructional technology and classroom learning tools. These are proven strategies to address learning gaps and improve achievement of low-income students. This action has been expanded to include an additional allocation of $294,060 in Learning Recovery Emergency Block Grant (LREBG) funds to strengthen equitable access to high-quality instructional environments and 21st century learning tools for low-income students. Through this action, the Chief Technology Officer and the Manager of Maintenance and Operations will continue to ensure that classrooms are well-equipped, technology-rich, and conducive to effective teaching and learning. This investment aligns with allowable uses of LREBG funds related to accelerating progress to close learning gaps, providing additional academic services, and supporting evidence-based learning recovery strategies. Funds will support the purchase, replacement, and maintenance of instructional technology, classroom learning tools, and infrastructure necessary to improve student engagement, access to standards-aligned instruction, and academic achievement for students identified as most at risk of learning loss. Research demonstrates that equitable access to instructional technology, standards-aligned learning tools, and high-quality learning environments contributes to improved student engagement, academic achievement, and learning recovery outcomes. Studies from the U.S. Department of	$540,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Education, RAND Corporation, and Education Trust indicate that low-income students were disproportionately impacted by learning loss and benefit from investments that expand access to instructional resources and technology-rich learning environments. When integrated with effective teaching practices, instructional technology supports personalized learning, increases student participation, and accelerates progress toward academic proficiency. Therefore, the purchase, replacement, and maintenance of classroom technology and learning tools represent evidence-based strategies aligned with allowable Learning Recovery Emergency Block Grant uses to address unfinished learning and close achievement gaps for students most affected by the pandemic. Metrics to monitor effectiveness: CAASPP and iReady.		
1.11	Personalized Learning and Differentiated Instruction	LREBG Action Our district state data shows that our low-income, foster youth and English learners do not perform as well as other students in the district. According to National Education Policy Center (NEPC),in order to assist in this area, smaller class sizes (from 32:1 to a target of 24:1) in Transitional Kindergarten - grade 3, will assist with higher achievement among students who are disadvantaged. The TK-3 classrooms will provide stronger teacher-student relationships, improve feelings of school belonging, increase access to common core curriculum, provide personalized learning and differentiated instruction, specifically for low-income, English learners, and foster youth students. Additionally, according to research by the American education Research Association extending the school day has been found to be an effective strategy in recovering learning loss. EUSD will extend the school day by 20 minutes across all elementary sites. This action address priority 8. Metrics to measure to effectiveness is 1.10 and 1.11. LREBG funds of $929,060.00 will be utilized in the 2026-2027 school year.	$4,056,801.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Promote a safe and caring learning environment. This goal is a critical component of ensuring that our students experience positive learning environments, provided through trained staff, and clean, safe campuses and facilities. Ensuring that students, staff and families experience a welcoming, safe and healthy environment allows for students to focus on academic achievement and supports their social emotional well being.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Analysis of student survey data and student attendance and engagement data has shown that although fewer than last year, several students do not feel connected to the school community, particularly among students who are foster youth, experiencing homelessness, low-income, and/or African American/Black. Survey data from parents and teachers, as well as feedback from principals and school counselors has highlighted a critical need related to school connectedness. Education research predicts students are more likely to have poor attendance, increased behavior referrals, and low academic achievement when they lack school connectedness.

The science of learning and development identifies developmental relationships and safe, calm, and predictable environments as critical support for students to learn how to overcome stress so that they can self-regulate, focus, and learn. Utilizing actions targeted to address these needs will decrease the percentage of students who do not feel connected to the school community, decrease student discipline, and increase attendance. The actions in this goal are designed to improve overall culture, climate, and build relationships between staff and students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate	2023 CA Dashboard Chronic Absenteeism (all students) - 42.4.%	2024 CA Dashboard Chronic Absenteeism (all students) - 42.4.%	2025 CA Dashboard Chronic Absenteeism (all students) - 39.1%	2027 CA Dashboard SchoolStatus Attend (A2A)	CA Dashboard Chronic Absenteeism (all students) -3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American - 53.6% Homeless - 54.2% SWD - 48.4% Two or More Races - 46.2% Low Income 43.2% Hispanic - 38.9% White - 32.9% EL - 32.4% Foster Youth - 29.9%	African American - 46.4% Homeless - 42.6% SWD - 42.6% Two or More Races - 41.6% Low Income 33.5% Hispanic - 31.3% White - 21.6% EL - 25.3% Foster Youth - 21.5%	African American - 51.4% Homeless - 48.2% SWD - 47.5% Two or More Races - 48.8% Low Income 40.4% Hispanic - 34.9% White - 27.6% EL - 27.5% Foster Youth - 33.8%	Chronic Absenteeism - (all students) - 30% We expect that all student groups in the red (based on 2023 CA Dashboard Data) will improve their chronic absenteeism rate by a minimum of 20%	African American(-2.2%) SWD: (-0.9%) Hispanic - 4% Two or More Races (+2.6%) Low Income: (-2.8%) White: (5.3%) EL: (-4.9%) Foster: (+3.9%)
2.2	Attendance Rates	2023 P2 / CBEDS School Status Attend (A2A) Attendance Rate - 87.6%	2024 P2 / CBEDS School Status Attend (A2A) Attendance Rate - 88.7%	2025 P2 / CBEDS School Status Attend (A2A) Attendance Rate - 88.5%	2026-2027 P2 / CBEDS School Status Attend (A2A) Attendance Rate - 96%	Attend (A2A) Attendance Rate - (+.9%)
2.3	Middle School Dropout Rate	2023-2024 CALPADS Report 0% 0 students	Report: <1% Students: 1	Report: 0% Students: 0	2027 CALPADS Report 0% - 0 students	No difference
2.4	Suspension Rate	2023 CA Dashboard SchoolStatus 9.3% - all students African American - 17.9% Hispanic - 6.3% Homeless - 9.4% White - 9.4% Two or More Races - 12.9% SWD - 15.7%	2024 CA Dashboard 9.3% - all students Red Groups: African American - 18.0% Hispanic 5.9% Homeless: 8.4% White - 9.6% Two or More Races - 15.3%	2025 CA Dashboard 11% - all students African American - 22.1% Hispanic 6.7% Homeless: 9.2% White - 10.2% Two or More Races - 17.8% SWD: 16.5%	2023 CA Dashboard SchoolStatus We expect that all student groups in red (based on 2023 CA Dashboard Data) will improve their suspension rate by	2023 CA Dashboard SchoolStatus +1.7% - all students African American - (+4.2%) Hispanic + 0.4% White - (+.8%) Low Income (+1.7%) Swd (+0.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL - 6.3% Foster - 17.4% Low Income - 9.7%	SWD: 13.4% EL: 5.3% Foster: 16.7% Low Income - 9.6%	EL: 7.4% Foster: 26.7% Low Income - 11.4%	5% or greater by 2027	EL (+1.1%) Foster (+9.3%) Homeless (-.2%) Two or More Races - +4.9%
2.5	Expulsion Rate	2023-2024 Data Quest Expulsion Rate - 0.0%	2024-2025 Data Quest Expulsion Rate - 0.0%	2025-2026 Data Quest Expulsion Rate - 0.03%	2027 Data Quest Expulsion Rate - 0.0%	Expulsion Rate - 0.03%
2.6	Safety and School Connectedness - Rigor	Panorama Education Fall 2023 School Climate Survey gr. 6-8 Rigorous Expectations - 0-19th percentile nationally	Panorama Education Fall 2024 School Climate Survey gr. 6-8 Rigorous Expectations - 0-19th percentile nationally	Panorama Education Fall 2025 School Climate Survey gr. 6-8 Rigorous Expectations - 0-19th percentile nationally	Panorama Education Fall 2026 School Climate Survey gr. 6-8 Rigorous Expectations - 50th percentile nationally	No difference
2.7	Safety and School Connectedness - Relationships	Panorama Education Fall 2023 School Climate Survey gr. 6-8 Teacher - Student Relationships 0-19th percentile nationally	Panorama Education Fall 2024 School Climate Survey gr. 6-8 Teacher - Student Relationships 0-19th percentile nationally	Panorama Education Fall 2025 School Climate Survey gr. 6-8 Teacher - Student Relationships 20-39th percentile nationally	Panorama Education Fall 2026 School Climate Survey gr. 6-8 Teacher - Student Relationships - 50th percentile nationally	increase
2.8	Safety and School Connectedness - School Climate	Panorama Education Fall 2023 School Climate Survey gr. 6-8 School Climate -	Panorama Education Fall 2024 School Climate Survey gr. 6-8 School Climate -	Panorama Education Fall 2025 School Climate Survey gr. 6-8	Panorama Education Fall 2026 School Climate Survey gr. 6-8 School Climate -	increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0-19th percentile nationally	0-19th percentile nationally	20-39th percentile nationally	50th percentile nationally	
2.9	Safety and School Connectedness - School Engagement	Panorama Education Fall 2023 School Climate Survey gr. 6-8 School Engagement - 0-19th percentile nationally	Panorama Education Fall 2024 School Climate Survey gr. 6-8 School Engagement - 0-19th percentile nationally	Panorama Education Fall 2025 School Climate Survey gr. 6-8 School Engagement - 20-39th percentile nationally	Panorama Education Fall 2026 School Climate Survey gr. 6-8 School Engagement - 50th percentile nationally	increase
2.10	Safety and School Connectedness - School Belonging	Panorama Education Fall 2023 School Climate Survey gr. 6-8 School Belonging - 0th - 19th percentile nationally	Panorama Education Fall 2024 School Climate Survey gr. 6-8 School Belonging - 0th - 19th percentile nationally	Panorama Education Fall 2025 School Climate Survey gr. 6-8 School Belonging - 20th - 39th percentile nationally	Panorama Education Fall 2026 School Climate Survey gr. 6-8 School Belonging - 30th percentile nationally	increase
2.11	Teacher Safety and Connectedness - Well-being	Panorama Education Fall 2023 School Climate Survey gr. 6-8 School Belonging - 0th - 19th percentile nationally	Panorama Education School Climate Survey Fall 2024 – Teachers School Climate Survey gr. 6-8 School Belonging 0th - 19th percentile nationally	Panorama Education Fall 2025 Well-Being - 0-19th percentile nationally	Panorama Education School Climate Survey Spring 2027- Teachers Your Well-Being 80-99% percentile	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Well-being - 60-79% percentile nationally			
2.12	Teacher Safety and Connectedness - Belonging	Panorama Education School Climate Survey Fall 2023 - Teachers Belonging - 80-99% percentile	Panorama Education Beginning of Year 23-24 School Climate Survey - Teachers Your Belonging 20th-39th percentile nationally Belonging - 60-79% percentile nationally	Panorama Education School Climate Survey Fall 2025 - Teachers Belonging - 60-79% percentile nationally	Panorama Education School Climate Survey Spring 2027 - Teachers Belonging 80-99% percentile ranking	decrease of one band

Goal Analysis [2025-26]

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

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

Action 2.1 was partially implemented in Year 2 due to staffing transitions and capacity challenges. The shift to a comprehensive MTSS framework required strong system coherence and leadership stability; however, the onboarding of key personnel—including a new Special Education Director, new BCBA support, and additional cabinet-level transitions—impacted the district's ability to fully operationalize and embed MTSS practices across all sites. While the foundational structures for MTSS, including alignment to ILT and COST processes, were established and momentum was built toward a more integrated system, full implementation was limited as new leaders developed systems, calibrated expectations, and built internal capacity.

Actions 2.4-2.5 were partially implemented in that some planned activities did materialize due to staffing capacity.

Despite these challenges, there is clear evidence of forward progress, with a transition away from committee-based approaches toward embedded, site-based systems and increased focus on trauma-informed, culturally responsive, and data-driven practices. All other Goal 2

actions were fully implemented as planned, including student wellness supports, campus safety initiatives, attendance improvement strategies, and student engagement efforts, contributing to a more comprehensive system of support for students.

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

EUSD is defining material difference of +-20%.Material differences were reviewed to determine the causes of significant budget variances. Action 2.01, Culture and Climate Leadership Teams, ended the year at 23.24% of budget because no Culture and Climate Leadership Team stipends were expended during the fiscal year. Action 2.02, Student Wellness and Emotional Support, concluded at 82.74% of budget. The variance was primarily attributable to staffing vacancies, timing of hires, and employee turnover during the fiscal year. Although counseling, social work, behavioral support, and MTSS services were implemented as planned, actual expenditures were lower than budgeted because several positions were not staffed for the full year and some support services were provided through existing district personnel and alternative funding sources. Action 2.05, Student Engagement Activities, ended at 61.10% of budget due to lower-than-anticipated expenditures for student engagement activities and the absence of prior-year spending trends for this newly implemented action. These variances reflect adjustments in staffing allocations, alternative funding sources, and implementation levels throughout the year.

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

An analysis of the effectiveness of Actions 2.1 through 2.5 shows that implementation has yielded mixed results in Year 2, with some areas demonstrating progress while others indicate regression or limited impact toward the district's goals of improving attendance, reducing chronic absenteeism and suspensions, and enhancing school climate and engagement for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Notably, local data from the 2025–2026 school year indicates emerging positive gains in attendance, suspension rates, and chronic absenteeism, suggesting early impact of system refinements and targeted supports.

Action 2.1 (Culture and Climate / PBIS Capacity Building) demonstrates partial effectiveness in Year 2. While the district shifted from committee structures to embedded PBIS professional development during the school day to build staff capacity, student outcome data reflects inconsistent impact. Chronic absenteeism for all students increased by 3.3% on the California Dashboard; however, several student groups demonstrated improvement, including English Learners (-5%), Low-Income students (-3%), Hispanic students (-4%), African American students (-2%), Students with Disabilities (-1%), and Homeless students (-6%). Foster Youth (+4%), White students (+5%), and students identifying as Two or More Races (+2%) experienced increases in chronic absenteeism. Panorama data further indicates gains in teacher-student relationships, school climate, engagement, and belonging, moving from the 0–19th percentile range to the 20–39th percentile range nationally. However, rigorous expectations remained stagnant within the 0–19th percentile nationally. These findings suggest that while adult practice and school climate systems are improving, implementation has not yet translated into consistent student-level outcomes across all groups.

Action 2.2 (Student Wellness and Social Emotional Support) demonstrates partial effectiveness in Year 2. While prior year trends reflected challenges with suspension outcomes, more recent local data from 2025–2026 indicates improving suspension trends and increased student support responsiveness through expanded wellness services, counseling supports, restorative practices, and Tier III interventions. Improvements in attendance outcomes for English Learners (+1.0%), Low-Income students (+2%), Hispanic students (+0.4%), Students with Disabilities (+1%), and African American students (+5%) suggest that wellness and wraparound supports are beginning to positively influence student engagement and school connectedness. However, Foster Youth continue to demonstrate elevated attendance and

engagement concerns despite a +9% attendance increase, indicating the need for continued intensive intervention and case management support.

Action 2.3 (Campus Safety) demonstrates moderate effectiveness in Year 2. Safety systems, supervision structures, and behavioral protocols remained in place across school sites and contributed to improving local attendance and engagement outcomes. Attendance data from SchoolStatus showed an overall increase of +1.7% for all students, with gains among African American students (+5%), students identifying as Two or More Races (+5%), Low-Income students (+2%), English Learners (+1.0%), Students with Disabilities (+1%), White students (+0.5%), and Foster Youth (+9%). However, Homeless students experienced a slight decline (-0.2%), indicating continued barriers to consistent school attendance. These findings suggest that safety systems paired with relationship-based practices and proactive engagement strategies are beginning to contribute to improved student participation and school connectedness.

Action 2.4 (Improve Attendance) demonstrates moderate effectiveness in Year 2. Local attendance systems, outreach efforts, and attendance interventions resulted in an overall attendance increase of +0.9% through Attend (A2A) and +1.7% through School Status data for all students. Additionally, improvements were demonstrated among English Learners (+1.0%), Low-Income students (+2%), Foster Youth (+9%), African American students (+5%), and Hispanic students (+0.4%). Chronic absenteeism also improved among several unduplicated student groups, including English Learners (-5%), Low-Income students (-3%), and Homeless students (-6%). Despite these gains, overall Dashboard chronic absenteeism increased by +3.3%, demonstrating that while interventions are beginning to improve local attendance trends, sustained implementation and intensified supports are still necessary to reverse long-term absenteeism patterns districtwide.

Action 2.5 (Student Engagement and School Experience) demonstrates emerging effectiveness in Year 2. Panorama Survey results show improvement across several indicators, including teacher-student relationships, school climate, engagement, and belonging, all increasing from the 0–19th percentile range to the 20–39th percentile range nationally. Increases in local attendance rates and reductions in chronic absenteeism among English Learners, Low-Income students, Hispanic students, and Homeless students further suggest that student engagement initiatives, PBIS implementation, MTSS supports, and relationship-centered practices are beginning to positively impact school connectedness and participation. However, continued increases in chronic absenteeism among Foster Youth and some student groups demonstrate that engagement efforts have not yet produced equitable outcomes across all populations.

Overall, Year 2 data indicates that Goal 2 actions demonstrate partial to moderate effectiveness. Perception-based measures, local attendance data, and subgroup attendance gains suggest that PBIS, MTSS, wellness supports, and engagement systems are beginning to positively impact student outcomes. Attendance rates improved overall through local measures, including Attend (A2A) (+0.9%) and SchoolStatus (+1.7%), with notable gains among English Learners, Low-Income students, and Foster Youth. Additionally, chronic absenteeism improved among several high-needs student groups, including English Learners, Low-Income students, Hispanic students, and Homeless students. However, California Dashboard chronic absenteeism outcomes continue to reflect persistent inequities and implementation gaps for some student populations, particularly Foster Youth. Moving forward, the district will continue strengthening coherence across PBIS, MTSS, attendance systems, and restorative practices to ensure sustained and equitable progress for all 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.

As a result of reflection and in alignment with Differentiated Assistance (DA) priorities, adjustments have been made to Actions 2.1 and 2.5, as well as Metric 2.1, to strengthen system coherence, address root causes, and improve outcomes for English Learners, Foster Youth, Low-Income students, and other disproportionately impacted groups. Metric 2.1 has been revised from a target of 15% chronic absenteeism to 30%, based on analysis of multi-year attendance trends indicating that prior targets were not aligned to the current rate of improvement and system capacity. This recalibration establishes a more realistic, data-informed benchmark while maintaining a focus on accelerated improvement through targeted attendance interventions and supports.

Action 2.1 (Culture and Climate Leadership Teams) will be revised to focus on the implementation of a Multi-Tiered System of Supports (MTSS), shifting from a committee-based structure to an integrated, data-driven approach. This shift responds to identified gaps in alignment by embedding culture and climate efforts within MTSS to ensure coordination across academic, behavioral, and social-emotional supports.

Metric 2.4 updated to remove A2A.
The descriptions for Actions 2.3 and action 2.4 have been modified to clarify oversight responsibilities.

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	MTSS Implementation and Capacity	Multi-Tiered System of Supports – MTSS Implementation and Capacity Building will focus on strengthening system-wide adult practice to ensure consistent, high-quality academic, behavioral, and social-emotional supports for all students. In response to ongoing staffing challenges and the increasing levels of student and staff trauma and burnout, the district will prioritize building internal capacity and coherence across existing systems and structures.	$14,833.00	Yes
2.2	Student Wellness and Social Emotional Support	Under the direction of the Coordinator of Student Services, a robust social emotional and mental health Multi-tiered System of Support Support will be implemented to meet the immense social emotional needs of our English learners, low-income, and foster youth students. Certificated and paraprofessional positions will comprise a Tier III level of social emotional and academic support as part of the 15% Concentration Grant add-on.	$1,399,185.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Campus Safety	The Cabinet, Safety Technician, school site administrators, and additional school staff have developed a dynamic safety program to address the underlying issues leading to high suspension rates of our low-income students. Our safety plan is designed to reduce behaviors that lead to harsh disciplinary practices or interactions with law enforcement agencies. For example, our district has invested heavily in the implementation of Playworks for all elementary recesses, and Playworks for middle class PE classes. This structured approached to play time empowers students to make positive choices and minimizes the opportunities for students to engage in maladaptive behaviors during these unstructured times. Additionally, all staff (including Campus Safety Officers) are trained on restorative practices to assist students in appropriately working through conflicts with their fellow peers. These restorative practices are designed to provide structured opportunities for students to explore the impact of their actions, and make positive choices moving forward.	$1,701,784.00	Yes
2.4	Improve Attendance	The Assistant Superintendent of Human Resources, the Coordinator of Student Support Services, Principals, Child Welfare and Attendance Liaisons, and school attendance clerks will improve communication with families through the development of Attendance Improvement Plans, to and from school bus service, partnerships with outside agencies to increase attendance of our low-income and foster youth students.	$1,001,376.00	Yes
2.5	Student Engagement Activities	Community partners and VAPA TOSA will be focusing on student engagement activities such as field trips, experiential learning, motivational speaker series, outdoor camps and help close gaps for EL, LI, FY by providing targeted support and inclusive learning experiences. By prioritizing attendance, reducing chronic absenteeism, and creating a positive school climate, schools can foster a sense of belonging and commitment among students. Improving student engagement reflects a commitment to ensuring that all students feel connected, supported, and motivated to succeed, contributing to a thriving and inclusive school community. This action is provided on an LEA wide basis to build efficacy and engagement for all students, while increasing a sense of belonging and community.	$93,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster a team commitment. This goal is needed to ensure that students receive a consistent focused education based on their specific needs. Schools across the district have high rates of transiency and the more consistent the instruction and information that is being shared with students, families, and the community, the better it is for supporting all educational partners.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Analysis of state and local measures by all educational partners has produced evidence that many of the EUSD families lack sufficient resources to enhance the success of their children in school, are reluctant to fully engage in the schooling process, and desire more robust communication with the district. To address this, the Board of Trustees, the LCAP Advisory Committee, principals, teachers, and students, agreed that community resources, family engagement and empowerment programs, and a robust communications plan will best support the needs of low-income, foster youth, and English learner students and foster a team commitment throughout the district among all educational partners (Priority 3).

To provide ongoing support for low-income, Foster Youth, and English Learner students, we continue to operate a community resource center that provides assistance with food, clothing, medical services, and mentors for homework help (especially for our Spanish speaking families who struggle to help with homework in English). Adult education classes provide an important resource as parents' ability to help their children improve in school increases as they increase their own education. Through partnerships with local and regional non-profits, donations, and the expertise of the community center staff, resources are provided to meet these identified needs.

We acknowledge that engaging and empowering families is imperative for student success. Parent engagement in schooling has many positive outcomes, including better performance on academic measures, better attendance, higher self-esteem for children, better social skills, and higher high school graduation rates. EUSD will provide parent liaisons at each school site to improve parent engagement opportunities, promote attendance and involvement in parent education programs, and elicit parent involvement in site and district advisory committees.

Our district is committed to improving communication with our families. Utilizing communications staff and tools such as ParentSquare, we will increase attendance at our advisory committees and parent involvement opportunities, and indicators on our parent surveys will demonstrate parent satisfaction in connecting and engaging with their child(ren)'s teachers and school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Input in Decision Making	Local Indicators 2023: Full Implementation Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. o 1 – Exploration and Research o 2 – Beginning Development o 3 – Initial Implementation o 4 – Full Implementation o 5 – Full Implementation and Sustainability	Local Indicators 2024: Full Implementation	Local Indicators 2025: Full Implementation	Local Indicators 2027: Full Implementation Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. o 1 – Exploration and Research o 2 – Beginning Development o 3 – Initial Implementation o 4 – Full Implementation o 5 – Full Implementation and Sustainability	Full Implementation--No difference
3.2	Parent Participation in Programs for Pupils	Average # of parents attending District Advisory Council 2023-2024 - 0 parents (No DAC meetings	Average # of parents attending District Advisory Council	Average # of parents attending District Advisory Council	Average # of parents attending District Advisory Council - 15 parents	Average # of parents attending District Advisory Council - 12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		were held during the 2023-2024 school year)	2024-2025 - 7 parents	2025-2026 - parents 12		
3.3	Parent Participation in Programs for English Learner Students	Average # of parents attending District English Learner Advisory Committee 2023-2024 • 6 parents	Average # of parents attending District English Learner Advisory Committee 2024-2025 • 10 parents	Average # of parents attending District English Learner Advisory Committee 2025-2026 • 10 parents	Average # of parents attending District English Learner Advisory Committee • 20 parents	Current difference of parents attending District English Learner Advisory Committee + 4
3.4	Parent Participation in Programs for African American Students	Average # of parents attending African American Advisory Committee 2023-2024 • 7 parents	Average # of parents attending African American Advisory Committee 2024-2025-5 • 7 parents	Average # of parents attending African American Advisory Committee 2025-2026--8 parents	Average # of parents attending African American Advisory Committee--10 • 20 parents	Current difference of parents attending the African American Advisory Committee +1
3.5	Parent Participation in Programs for increased engagement and participation	Average # of parents attending LCAP Advisory Committee 2023-2024 • 4 parents	Average # of parents attending LCAP Advisory Committee 24-25 • 4 parents	Average # of parents attending LCAP Advisory Committee 25-26 Committee 2025-2026-7 parents	Average # of parents attending LCAP Advisory Committee • 10 parents	Current difference of parents attending LCAP Advisory Committee - +3
3.6	Community Center In-person access to resources	Sign in at point of entry Daily - 6 in-person	Average of Community Center sign in at point of entry 2024-2025 • 10 people	Average of Community Center sign in at point of entry 2025-2026 • 10 people	Sign in at point of entry Daily - 10 in-person	Current difference of sign in at point of entry Daily - 4
3.7	Parent Input School Safety and Connectedness - Engagement	Panorama Education Family Survey Fall 2023 Barriers to Engagement 0 - 19th percentile nationally	Panorama Education Family Survey Fall 2024-2025 Barriers to Engagement 20 - 39th percentile nationally	Panorama Education Family Survey Fall 2025-2026 Barriers to Engagement 60th - 79th percentile nationally	Panorama Education Family Survey Spring 2027 Barriers to Engagement 40th - 59th percentile nationally	Panorama Education Family Survey Barriers to Engagement Increase of three levels bands

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Parent Input School Safety and Connectedness - Engagement	Panorama Education Family Survey Fall 2023 Family Support 20th - 39th percentile nationally	Panorama Education Family Survey Fall 2024-2025 Family Support 40th - 59th percentile nationally	Panorama Education Family Survey Fall 2025-2026 Family Support 60th - 79th percentile nationally	Panorama Education Family Survey Spring 2027 Family Support 40th - 59th percentile nationally	Panorama Education Family Survey Family Support Increase of band level
3.9	Parent Input School Safety and Connectedness - Engagement	Panorama Education Family Survey Fall 2023 Family Engagement 40th - 59th percentile nationally	Panorama Education Family Survey Beginning of Year 24-25 Family Engagement 40th - 59th percentile nationally	Panorama Education Family Survey Fall 2025-2026 Family Engagement 60th - 79th percentile nationally	Panorama Education Family Survey Spring 2027 Family Engagement 60th - 79th percentile nationally	Panorama Education Family Survey Family Engagement Increase of one band level
3.10	Parent Input on School Safety	Panorama Education Family Survey Fall 2023 School Safety 0 - 19th percentile nationally	Panorama Education Family Survey Fall 2023 School Safety 0 - 19th percentile nationally	Panorama Education Family Survey Fall 2023 School Safety 40 - 59th percentile nationally	Panorama Education Family Survey Fall 2023 School Safety 40-59th percentile nationally	Panorama Education Family School Safety Increase of two bands

Goal Analysis [2025-26]

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

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

Action(s) to support family and community engagement and communication (Actions 3.1, 3.2, and 3.3) were fully implemented during the 2025–2026 school year to address the needs of English Learners, Foster Youth, and Low-Income students in the areas of school connectedness, attendance, and academic access. Action 3.1 (Family and Community Resource Development) was fully implemented

through the Community Center, which provided comprehensive and classes, and vaccine clinics. In response to a gap in partner donations, additional supplies were purchased to ensure continuity and consistency of services for students and families. Additionally, the district expanded partnerships through the establishment of additional Memorandums of Understanding (MOUs) to better meet the growing mental and physical health needs of students.A key success was the district's ability to sustain and expand access to critical resources, resulting in strengthened school–family partnerships and reduced barriers to attendance for unduplicated student groups. Action 3.2 (Family and Community Engagement and Empowerment) was fully implemented, with all allocated resources effectively utilized. Parent education classes were delivered as planned, contributing to a measurable increase in parent engagement and participation. Parent liaisons at each school site facilitated ongoing outreach, and family engagement events and advisory structures were leveraged to ensure that families remained connected to the school community. In addition, the district established quarterly meetings with community partners to collaboratively analyze data and actively participate in shared decision-making processes, strengthening alignment between services, resources, and identified student needs. A key success was the deepened level of authentic engagement, particularly among English Learner and low-income families, resulting in stronger alignment between school initiatives and community priorities. Action 3.3 (Maintaining Ongoing Communication) was fully implemented and continued to focus on reducing language and access barriers. The district sustained the use of two-way communication platforms such as ParentSquare, maintained translation services, and strengthened home–school communication systems. As part of continuous improvement, the district is actively seeking to expand virtual translation services to further increase opportunities are being explored to recognize and utilize staff with bilingual skills to enhance communication capacity across school sites.

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.

Action 3.01, Family and Community Engagement, concluded at approximately 86% of budget. The variance was primarily due to staffing transitions, timing of planned family engagement events, and lower-than-anticipated expenditures for outreach activities and contracted services. Despite the expenditure variance, the district successfully implemented parent education opportunities, advisory committee meetings, family engagement events, community partnerships, and communication initiatives designed to strengthen relationships between families, schools, and the community.Action 3.02, Family and Community Engagement and Empowerment, exceeded budget at 182.66% due to increased expenditures associated with expanded parent engagement activities, advisory committee support, family outreach efforts, and additional opportunities for community participation throughout the fiscal year. The increased investment supported enhanced family engagement initiatives designed to improve participation and strengthen school-community partnerships.

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

An analysis of the effectiveness of Actions 3.1 through 3.3 demonstrates moderate effectiveness in Year 2 implementation, particularly in improving communication systems, family engagement, and attendance outcomes for English Learners (EL), Low-Income (LI), and Foster Youth (FY). Local attendance data and chronic absenteeism trends indicate that family outreach, community partnerships, and expanded communication systems are beginning to positively impact student engagement and school connectedness, though implementation gaps and persistent inequities remain for some student groups.

Action 3.1 (Family and Community Resource Development) demonstrates moderate effectiveness in Year 2. The Community Center, district parent liaisons, wellness resources, vaccine clinics, food and clothing supports, and adult education opportunities contributed to improved

attendance outcomes among several unduplicated student groups. Local attendance data through Attend (A2A) showed an overall attendance increase of +0.9%, while SchoolStatus reflected a +1.7% increase for all students. Improvements were demonstrated among African American students (+5%), Low-Income students (+2%), English Learners (+1.0%), Foster Youth (+9%), Students with Disabilities (+1%), Hispanic students (+0.4%), and students identifying as Two or More Races (+5%). Chronic absenteeism also improved among English Learners (-5%), Low-Income students (-3%), Homeless students (-6%), Hispanic students (-4%), African American students (-2%), and Students with Disabilities (-1%). These findings suggest that community-based supports and family resource systems are beginning to positively influence attendance and student engagement. However, Dashboard chronic absenteeism outcomes still increased overall by +3.3%, indicating that while interventions are improving local trends, barriers to consistent attendance remain for many families.

Action 3.2 (Family and Community Engagement and Empowerment) demonstrates partial to moderate effectiveness in Year 2. Expanded parent engagement opportunities, advisory committees, bilingual parent liaison support, volunteer opportunities, and community engagement events strengthened school-family relationships and increased opportunities for authentic participation in district decision-making. Improvements in attendance outcomes among English Learners (+1.0%), Foster Youth (+9%), Low-Income students (+2%), and African American students (+5%) suggest that engagement strategies are contributing to stronger school connectedness and participation. Additionally, reductions in chronic absenteeism among English Learners (-5%) and Low-Income students (-3%) indicate positive impact for unduplicated student groups. However, Foster Youth continued to demonstrate increased chronic absenteeism (+4%), reflecting the continued need for intensive family outreach, case management, and wraparound supports. While engagement systems are improving, outcome data indicates that implementation has not yet resulted in equitable outcomes across all student groups.

Action 3.3 (Maintaining Ongoing Communication) demonstrates moderate effectiveness in Year 2. The implementation of ParentSquare, communication systems, translation services, early warning systems, and districtwide two-way communication efforts helped improve family access to school information, resources, and support services, particularly for English Learner families. Local attendance improvements among English Learners.

Overall, Actions 3.1 through 3.3 demonstrate moderate effectiveness in improving family engagement, communication, and student connectedness for unduplicated student groups. Local attendance data indicates positive growth trends, particularly among English Learners, Low-Income students, and Foster Youth, while reductions in chronic absenteeism among several high-needs student groups suggest that family engagement and communication strategies are beginning to produce measurable outcomes. However, persistent increases in overall Dashboard chronic absenteeism and continued challenges among Foster Youth demonstrate the need for continued refinement of outreach systems, expanded wraparound supports, and stronger integration of family engagement, attendance intervention, PBIS, and MTSS systems to ensure sustained and equitable progress across all 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.

There were no changes made to the planned goal, metrics, target outcomes, or actions for the coming year. Upon reflection of prior practice, the district determined that the current strategies and implementation plans remain aligned with identified student and family needs.

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	Family and Community Resource Development	Under the direction of the Coordinator of Student Support Services, the Community Center staff offer targeted resources designed to meet the needs of our low-income, foster youth, and English learner families. The services and programs provided through the community center are designed to build school – family relationships and to improve the circumstances of our student population to increase school attendance and overall well-being.	$311,335.00	Yes
3.2	Family and Community Engagement and Empowerment	The Coordinator of Student Services, principals, and parent liaisons develop parent engagement programs, advisory committees, and volunteer opportunities to ensure our English learner, low-income, and foster youth students and their families can meaningfully participate in school activities and have authentic opportunities to engage with district and site leaders in decision making.	$267,625.00	Yes
3.3	Maintaining Ongoing Communication	The Chief Technology Officer and the Communication Specialist in collaboration with district leadership will develop an effective and comprehensive two-way communication system to overcome communication barriers that negatively impact our English learners so that these barriers do not impede access to academic, social emotional, intervention, or enrichment programs.	$260,121.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Operate with increasing efficiency and effectiveness. The Eastside Union School District will provide basic services such as certificated staff, instructional materials /textbooks, facilities and operations, site allocations for basic school supplies and services, transportation, access to technology, classified staffing in the areas of health and safety, pupil engagement and parent involvement, and school climate, as required by the Williams Act requirements and outlined in the Facilities Inspection Tool.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In April 2020, we partnered with School Services of California (SSC) to conduct an organizational efficiency and comparative staffing review. This comprehensive process yielded findings and recommendations that were considered while developing the actions for Goal 4. Recommendations from the SSC study included improved practices in recruitment, retention, and development of qualified staff; resource asset management and maintenance; fiscal solvency; and maintaining facilities in good repair (Priority 1). District staff, including cabinet, maintenance, and human resources is committed to holding ourselves collectively accountable to ensure that the actions developed to improve efficiency and effectiveness will be implemented with fidelity and monitored to ensure we reach our collective goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Fully Credentialed and Appropriately Assigned Teachers	2023 - CALSASS Report Fully Credentialed and Appropriately Assigned Teachers 91.5%	2024 - CALSASS Report Fully Credentialed and Appropriately Assigned Teachers 87.62%	2025 - CALSASS Report Fully Credentialed and Appropriately Assigned Teachers 68.79%	20% Misassignments	CALSASS Report Fully Credentialed and Appropriately Assigned Teachers -22.71
4.2	Access to Standards Aligned Instructional Materials	100% Compliant - Williams Report 2023	100% Compliant - Williams Report 2024	100% Compliant	100% Compliant	0% current difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Enterprise Elementary	2023 - School Rating 98.43% Good	2024 - School Rating 98.12 Good	2024 - School Rating 95.31 Good	2027 - School Rating 100% Good	Decrease 3.12%
4.4	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Eastside Elementary	2023 - School Rating 98.7% Good	2024 - School Rating 100% Good	2025 - School Rating 100% Good	2027 - School Rating 100% Good	Increase of 1.3%
4.5	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Columbia Elementary	2023 - School Rating 93.49% Good	2024 - School Rating 95.59%Good	2025 - School Rating 99.63%Good	2027 - School Rating 100% Good	Increase of 6.14%
4.6	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Tierra Bonita Elementary	2023 - School Rating 98.03% Good	2024 - School Rating 98.07% Good	2025 - School Rating 96.11% Good	2027 - School Rating 100% Good	Decrease of 1.92%
4.7	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Gifford C. Cole Middle School/Eastside Transitional Academy)	2023 - School Rating 97.63 Good	2024 - School Rating 98.13% Good	2025- School Rating 96.28% Good	2027 - School Rating 100% Good	Decrease of 1.35%

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.

Analysis of Goal 4 implementation indicates that the majority of actions were fully implemented during Year 2 in support of operating with increasing efficiency and effectiveness to promote educational excellence. Actions 4.02 through 4.05 and 4.08 demonstrated full implementation, while Actions 4.01, 4.06, and 4.07 were partially implemented due to staffing challenges, budget variances, and ongoing workforce shortages impacting the education sector.

Actions 4.02 through 4.05 and 4.08 included employee development and certification support, resource and asset management systems, fiscal oversight and solvency, facilities master planning, and the maintenance of safe and functional learning environments. These systems

and structures remained operational across the district and supported continued access to standards-aligned materials, technology, safe facilities, and essential student services for all students, including low-income students, English learners, and foster youth.

Action 4.01, Recruitment of Qualified Staff, was partially implemented. Although the district continued recruitment efforts through a multipronged approach to attract qualified employees, expenditures were lower than anticipated due to staffing vacancies and recruitment challenges. As a result, the district plans to reduce the budget allocation for this action in 2026–27 to better align with projected expenditures and hiring trends.

Action 4.06, Implementation of Academic Standards, was also partially implemented. While students continued to have access to standards-aligned instructional materials, expenditures were below projected levels, reflecting delays in purchases, implementation timelines, and staffing capacity related to instructional support and curriculum implementation.

Action 4.07, Fully Credentialed and Appropriately Assigned Teachers, was partially implemented. The district made significant efforts to provide students access to qualified and appropriately assigned teachers; however, persistent staffing shortages required the use of long-term substitutes and agency staff to fill vacancies. This reliance limited the district's ability to ensure that all teaching assignments were filled by fully credentialed staff in all instances, reflecting broader statewide and national workforce shortages affecting school districts.

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.

Action 4.01, Recruitment of Qualified Staff, ended the year at 59.89% of budget due to lower-than-anticipated recruitment expenditures during the fiscal year. As a result, the district plans to reduce the budget allocation for this action in the 2026–2027 fiscal year. Action 4.05, Facilities Master Planning, incurred expenditures totaling $15,500 despite no budget being originally allocated for the action. Costs were associated with consultant services and planning activities necessary to support long-term facilities master planning efforts. Action 4.06, Implementation of Academic Standards, concluded at 63.62% of budget due to lower-than-anticipated expenditures for instructional materials and standards-aligned academic supports during the fiscal year.

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

An analysis of the effectiveness of Goal 4 actions demonstrates mixed implementation effectiveness in Year 2. While the district maintained operational systems that supported overall instructional continuity, staffing, communication, and access to standards-aligned resources, outcome data reflects continued challenges in ensuring equitable academic outcomes for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Academic performance data, attendance trends, and staffing outcomes indicate that foundational operational systems are improving, but implementation inconsistencies and staffing shortages continue to impact the district's ability to fully meet the needs of unduplicated student groups.

Action 4.1 (Recruitment of Qualified Staff) demonstrates limited effectiveness in Year 2. While the district implemented multiple recruitment strategies, including EdJoin postings, recruitment partnerships, and outreach efforts, staffing shortages and teacher credentialing challenges continued to impact implementation. District data reflects continued declines in the percentage of fully credentialed and appropriately assigned teachers, indicating that recruitment efforts alone were insufficient to stabilize staffing needs. Persistent staffing gaps likely

contributed to uneven academic outcomes among high-needs student groups, particularly Students with Disabilities, Foster Youth, and African American students.

Action 4.2 (Development of Staff) demonstrates moderate effectiveness in Year 2. Professional development, onboarding supports, coaching systems, and leadership development opportunities contributed to improved instructional practices and academic growth for several unduplicated student groups. Academic data showed improvement among English Learners in ELA (+11.1 points) and mathematics (+15.5 points), Hispanic students in ELA (+5.5 points) and mathematics (+13 points), and Low-Income students in mathematics (+8.1 points). i-Ready diagnostic data also reflected growth in the percentage of students performing at or near grade level. These findings suggest that coaching, structured literacy training, intervention support, and administrator development positively impacted instructional capacity. However, Foster Youth, Students with Disabilities, and African American students continued to demonstrate persistent achievement gaps, indicating that professional learning systems have not yet produced equitable academic outcomes across all student groups.

Action 4.3 (Resource and Asset Management and Maintenance) demonstrates partial effectiveness in Year 2. Technology systems, communication platforms, and resource management systems supported district operations and access to instructional resources. However, implementation gaps remained, including limited training on asset management systems and incomplete implementation of maintenance and inventory protocols. While schools maintained access to instructional technology and communication systems, the impact on student outcomes was indirect and difficult to measure through Year 2 data.

Action 4.4 (Fiscal Solvency) demonstrates moderate effectiveness in Year 2. Fiscal systems remained operational, and the district maintained support structures necessary to continue educational programming, staffing, and student services. Partnerships with fiscal consultants supported budget oversight and compliance processes. The district's ability to continue implementing academic interventions, student support programs, communication systems, and staffing investments demonstrates that fiscal systems supported operational continuity. However, continued staffing shortages and resource limitations indicate that fiscal pressures continue to impact long-term sustainability and program implementation.

Action 4.5 (Facilities Master Planning) demonstrates limited effectiveness in Year 2. Although long-term facilities planning remained identified as a district priority, no expenditures were utilized during the reporting period, indicating limited implementation progress. While facilities remained operational, the lack of implementation limits measurable impact on student engagement, safety, and learning environments during Year 2.

Action 4.6 (Implementation of Academic Standards) demonstrates moderate effectiveness in Year 2. The district ensured students had access to standards-aligned instructional materials and curriculum resources across sites. Academic outcomes reflected overall improvement for all students in ELA (+1.8 points) and mathematics (+7.7 points), with stronger gains among English Learners, Hispanic students, and Low-Income students. These findings suggest that access to standards-aligned curriculum, instructional materials, and site allocations contributed to improved instructional coherence and academic growth. However, continued achievement gaps among Foster Youth, Students with Disabilities, and African American students demonstrate that access to instructional materials alone was insufficient to produce equitable academic outcomes.

Action 4.7 (Fully Credentialed and Appropriately Assigned Teachers) demonstrates limited effectiveness in Year 2. Although the district continued efforts to provide students with appropriately assigned teachers, CALSASS data reflected continued declines in the percentage of

fully credentialed staff districtwide. Staffing shortages, credentialing challenges, and teacher retention concerns continued to affect implementation fidelity and instructional consistency across sites. These challenges likely contributed to persistent achievement gaps among unduplicated student groups and inconsistent instructional outcomes.

Action 4.8 (Repair and Maintenance Program) demonstrates partial effectiveness in Year 2. The district maintained ongoing efforts to ensure facilities remained clean, safe, and conducive to learning. These operational supports contributed to maintaining school operations, student safety, and campus functionality. However, the direct impact on measurable student outcomes remains limited within Year 2 data, and continued facility improvement efforts will be necessary to ensure equitable learning environments across all school sites.

Overall, Goal 4 actions demonstrate partial to moderate effectiveness in supporting district operations, instructional systems, staffing development, and resource access. Positive academic gains among English Learners, Hispanic students, and Low-Income students suggest that professional development, curriculum access, and operational supports are beginning to improve instructional outcomes. However, persistent staffing shortages, declines in credentialed teacher percentages, implementation inconsistencies, and continued achievement gaps among Foster Youth, Students with Disabilities, and African American students indicate that operational systems have not yet produced equitable outcomes across all student groups. Moving forward, the district will continue prioritizing recruitment, retention, professional development, standards implementation, and operational coherence to strengthen instructional capacity and improve outcomes for unduplicated students.

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.

Metric 4.1 has been revised to 20% misassignments, reflecting sustained trends in teacher retention challenges, persistent staffing shortages, and an increased reliance on educators serving under provisional permits and waivers. A review of the past two years of staffing and assignment data indicates that prior targets underestimated the impact of workforce instability, including higher-than-anticipated turnover, hard-to-fill positions in specialized areas, and a growing proportion of early-career teachers who require additional time and support to become fully credentialed. These conditions have directly influenced the district's ability to consistently align teacher credentials with course assignments, particularly in high-need content areas and specialized programs.

The revised metric establishes a more realistic and transparent benchmark that aligns with current labor market conditions while maintaining a clear expectation for continuous improvement. It allows the district to more accurately monitor progress over time, disaggregate misassignment patterns by site and student group, and strategically target supports where they are most needed. In parallel, the district will continue to prioritize comprehensive workforce strategies, including strengthened recruitment pipelines, partnerships with credentialing programs, targeted incentives for high-need areas, and structured support systems for teachers on waivers to accelerate credential completion. Additionally, retention efforts—such as improved onboarding, coaching, and working condition supports—will be critical to stabilizing the workforce and reducing reliance on misassignments over time.

The descriptions for Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, and 4.8 have been modified to clarify oversight responsibilities.

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	Recruitment of Qualified Staff	The Assistant Superintendent of Human Resources will use a multi-pronged approach to attracting the most qualified employees because recruiting fully credentialed faculty and appropriately certified staff is a proven strategy to help meet the needs of low income, English Learners, and foster youth students.	$22,700.00	No
4.2	Development of Staff	The Assistant Superintendent of Human Resources, in coordination with site and district administration, will support employee development through job specific training, certification programs, and recognition programs to increase job effectiveness and ensure that low-income, English learner, and foster youth students are provided the improved services necessary to increase academic and social emotional outcomes.	$393,355.00	Yes
4.3	Resource and Asset Management and Maintenance	The Assistant Superintendents of Human Resource and Business Services, and the Chief Technology Officer will ensure procurement and receiving procedures, along with an asset management software program will provide timely and accurate resource and asset management systems that are essential to ensure low-income, English learner, and foster youth students have access to standards-aligned supplemental instructional materials, technology, and other resources and materials.	$72,335.00	No
4.4	Fiscal Solvency	The Assistant Superintendent of Business Services will ensure that the district pays bills on time, has a positive cash flow, and maintains the legally required reserve. To assist the fiscal team, consultants are contracted for support and memberships in fiscal organizations are maintained as needed. A well run and effective fiscal program ensures that all students have access to necessary resources and a higher likelihood of academic success.	$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Facilities Master Planning	The Assistant Superintendent of Business Services will partner with consultants to develop a long-term facility master plan to ensure that substandard facilities are not a barrier to student learning.	$35,500.00	No
4.6	Implementation of Academic Standards	The Educational Services Department will ensure all students have access to rigorous standard aligned instructional materials.	$243,450.00	No
4.7	Fully Credentialed and Appropriately Assigned Teachers	The Assistant Superintendent of Human Resources will provide all students access to teachers who are fully qualified and appropriately assigned.	$10,419,621.00	No
4.8	Repair and Maintenance Program	The Assistant Superintendent of Business Services, along with district leadership, will ensure that all facilities are clean, safe, and are conducive to learning.	$1,852,845.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Improve outcomes for students who are affected academically and social-emotionally at Equity Multiplier Schools (Eastside Elementary School and the Eastside Academy). The metrics used to measure the effectiveness of the Equity Multiplier Goal for both Eastside Elementary as follows: Pupil Achievement - ELA and Mathematics All students will increase in ELA and math by 20 points (DFS) by 2027 English Learner students will increase in ELA and math by 20 points (DFS) by 2027 Socially Economically Disadvantaged students will increase in ELA and math by 20 points (DFS) by 2027 Hispanic students will increase in ELA and math by 20 points (DFS) by 2027 Students with Disabilities will increase in ELA and math by 20 points (DFS) by 2027) School Climate - Suspension Rate All students will decrease suspension rate by 3% by 2027 English Learner students will will decrease suspension rate by 3% by 2027 Homeless Youth will decrease suspension rate by 3% by 2027 Socially Economically Disadvantaged students will decrease suspension rate by 3% by 2027 Students with Disabilities will decrease suspension rate by 3% by 2027 African American will decrease suspension rate by 3% by 2027 Hispanic students will decrease suspension rate by 3% by 2027 Pupil Engagement - Chronic Absenteeism All students will decrease in chronic absenteeism by 5% by 2027 English Learner students will decrease in chronic absenteeism by 5% by 2027 Homeless Youth will decrease in chronic absenteeism by 5% by 2027 Socially Economically Disadvantaged students will improve in ELA and Math by 5% by 2027 Students with Disabilities will decrease in chronic absenteeism by 5% by 2027 African American will decrease in chronic absenteeism by 5% by 2027 Hispanic students will decrease in chronic absenteeism by 5% by 2027 The metrics used to measure the effectiveness of the Equity Multiplier Goal for both Eastside Academy as follows:	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	All students will increase in ELA and math by 20 points iReady by 2027 School Climate - Suspension Rate All students will decrease suspension rate by 20% by 2027	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LEA developed this goal based on 2025 California Dashboard and local data indicating significant academic, attendance, and social-emotional needs among students served through Eastside Academy and Eastside Elementary. Although Eastside Academy and Eastside Elementary did not receive Dashboard colors in several indicators due to small student population sample sizes, the available data and local measures demonstrate persistent areas of need requiring targeted intervention and continued support.

Eastside Academy was specifically designed as a Tier 3 intervention program that provides temporary placement and intensive academic, behavioral, and social-emotional supports for students experiencing significant challenges in traditional school settings. The purpose of the program is to help students develop the self-regulation, engagement, attendance, and social-emotional learning (SEL) competencies necessary to successfully transition back into traditional academic environments.

The 2025 Dashboard data for Eastside Elementary identified several areas of concern across student groups. All Students demonstrated a Yellow status in Chronic Absenteeism and Mathematics, while Suspension Rate was identified as Red. English Learners demonstrated Green progress in English Learner Progress; however, Chronic Absenteeism remained Yellow, and Suspension Rate was Red, with an actual suspension rate of 8%. Homeless students demonstrated Orange status in Chronic Absenteeism, although Suspension Rate improved to Green. Socioeconomically Disadvantaged students demonstrated Yellow performance in Chronic Absenteeism, English Language Arts, Mathematics, and Science, while Suspension Rate remained Red, with a suspension rate of 7.2%. Students with Disabilities demonstrated Orange performance in Chronic Absenteeism and Red performance in Suspension Rate, English Language Arts, and Mathematics. Local assessment data further identified Students with Disabilities as performing 143.8 points below standard in English Language Arts and 160.8 points below standard in Mathematics. Additionally, Students with Disabilities demonstrated a suspension rate of 14.7%, reflecting the significant need for intensive behavioral, academic, and social-emotional interventions. Black/African American students also demonstrated Orange status in Chronic Absenteeism and Red status in Suspension Rate, with a suspension rate of 17.1%, indicating a disproportionate impact on this student group. Hispanic/Latino students demonstrated Yellow performance in Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics, while Science performance was Green.

Additional local assessment data for Eastside Academy further demonstrated significant academic intervention needs. Of the 10 students assessed, 0 students performed Mid or Above Grade Level, 2 students (20%) performed Early On Grade Level, 4 students (40%) performed One Grade Level Below, 2 students (20%) performed Two Grade Levels Below, and 2 students (20%) performed Three or More Grade Levels Below. This data indicates that 40% of students were performing two or more grade levels below standard, reinforcing the need for intensive Tier 3 academic interventions, individualized learning plans, and targeted literacy and mathematics supports.

Additionally, local measures from Eastside Academy indicate that the greatest academic needs continue to be in English Language Arts and Mathematics achievement, further reinforcing the need for intensive intervention and individualized student support systems.

As a result, the LEA developed this goal to strengthen Tier 3 academic and SEL interventions, improve attendance and student engagement, reduce suspension rates, and increase student achievement outcomes in ELA and Mathematics through targeted supports, MTSS implementation, restorative practices, counseling services, behavior intervention supports, and individualized learning plans.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism CA Dashboard 2023 for Eastside Academy English Learner Homeless Youth Socially Economically Disadvantaged Students with Disabilities African American Hispanic students	Chronic Absenteeism CA Dashboard 2023 All students: 44.1% English Learner: 29.4% Homeless Youth: 37.5% Socially Economically Disadvantaged: 44.3% Students with Disabilities: 47.2% African American: 63.2% Hispanic students: 40.7%	2024 California Dashboard Chronic Absenteeism (all EUSD students) - 42.4% All students are now in the orange group Red Groups: African American – 53.6% Homeless - 54.2% Two or More Races - 46.2% Students with Disabilities – 48.4%	2025 California Dashboard Chronic Absenteeism (all EUSD students) - 39.1% All students are now in the yellow group (declined 3/3%) Red groups: Foster Youth - 33.8% (increased 3.9%) Long-term English Learners - 31.4% (increased 4.5%) Two or more races - 48.8% (increased 2.6%)	Chronic Absenteeism CA Dashboard 2027 (decrease by 3%) All students: 39% English Learner: 24% Homeless Youth: 32% Socially Economically Disadvantaged: 39% Students with Disabilities: 42% African American: 58% Hispanic students: 35%	Difference from Baseline: All students: 44.1% (Difference: -5%) English Learner: 29.4% (Difference: -1.9%) Homeless Youth: 37.5% (Difference: +9%) Socially Economically Disadvantaged: 44.3% (Difference: -3.9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Orange Groups: Hispanic – 38.9% Low income - 43.2% White - 32.9% Yellow Groups: EL - 32.4% Foster Youth – 29.9% Long-Term English Learners – 26.9%	Orange Groups: African American - 51.4% (decreased 2.2%) Low income - 40.4% (decreased 2.8%) Students with Disabilities - 47.5% (decreased .9%) White - 27.6% (decreased 5.3%) Yellow Groups: EL - 27.5% (decreased 4.9%) Hispanic - 34.9% (decreased 4%) Homeless - 48.2% (decreased 6%)		Students with Disabilities: 47.2% Maintained .3% African American: 63.2% (Difference: -11.8%) Hispanic students: 40.7% (Difference: -5.8%)
5.2	Suspension Rates CA Dashboard 2023 for Eastside Academy English Learner Homeless Youth Socially Economically Disadvantaged Students with Disabilities African American Hispanic students	Suspension Rates CA Dashboard 2023 All students: 10.7% English Learner: 10.8% Homeless Youth: 13.2% Socially Economically Disadvantaged: 10.7% Students with Disabilities: 18.6% African American: 19.4% Hispanic students: 8.3% White: 13.3%	2024 Suspension Rate – California Dashboard - Eastside Union School District All EUSD Students – 9.3% Red Groups: African American – 18%	2025 Suspension Rate – California Dashboard - Eastside Union School District All EUSD Students – 11% (1.7% increase) Red Groups: African American – 22.1% (4.1% increase)	Suspension Rate CA Dashboard 2027 (decrease by 3%) All students: 7% English Learner: 7% Homeless Youth: 10% Socially Economically Disadvantaged: 7%	Difference from Baseline: All students: 10.7% Maintained (.3%) English Learner: 10.8% (Difference: -3.4%) Homeless Youth: 13.2% (Difference: -4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races – 15.3% Low Income – 9.6% White – 9.6% Orange Groups: Foster Youth – 16.7% Homeless – 8.4% Long-term English Learners – 13% Yellow Groups: English Learners- 5.3% Hispanic – 5.9% Students with Disabilities – 13.4%	Two or More Races – 17.8% (2.5% increase) Low Income – 11.4% (1.8% increase) White – 10.2% (.6% increase) Foster Youth – 26.7% (10% increase) Homeless – 9.2% (.8% increase) English Learners - 7.4% (2.1% increase) Hispanic - 6.7% (.8% increase) Students with Disabilities - 16.5% (3.1% increase) Yellow Group: Long-term English Learners – 12.7% (.3% decrease)	Students with Disabilities: 11% African American: 16% Hispanic students: 5% White: 8%	Socially Economically Disadvantaged: 10.7% (Difference: +0.7%) Students with Disabilities: 18.6% (Difference: -2.1%) African American: 19.4% (Difference: +2.7%) Hispanic students: 8.3% (Difference: -1.6%) White: 13.3% (Difference: -3.1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	ELA Achievement CA Dashboard 2023 for Eastside Academy All students English Learner students Socially Economically Disadvantaged Hispanic students Foster Youth Homeless	ELA Achievement CA Dashboard 2023 All students: -77.6 DFS English Learners: - 79.9 DFS Socially Economically Disadvantaged: -78.1 DFS Hispanic students: -75.2 DFS Foster Youth: -104.2 DFS Homeless: -84.5 DFS	Pupil Achievement - California School Dashboard - 2024 ALL EUSD Students - ELA -79.9.5 DFS Red Groups: African American: -114.4 DFS Homeless: – 90.3 DFS Two or More Races (MOVED TO YELLOW FROM RED): -61.2 DFS SWD: – 148.1 DFS White (MOVED TO ORANGE FROM RED): - 70 DFS EL: – 90.3 DFS Foster: - 103.7DFS	California School Dashboard - 2025 ELA (All students) 74.7 points Below Standard RED: African American - 114.6 points below standard Homeless – 87.6 points below standard Foster - 109.6 points below standard SWD – 150.4 points below standard ORANGE: White – 69.3 points below standard Two or More Races – 68.2 points below standard	Achievement in ELA CA Dashboard 2027 (increase by 20 points) All students: -57 DFS English Learners: -59 DFS Socially Economically Disadvantaged: -58 DFS Hispanic students: -55 DFS Foster Youth: -80 DFS Homeless: -60 DFS	Difference from Baseline: All students: -77.6 DFS (Improved 2.9 points) English Learners: -79.9 DFS (Improved 2.6 points) Socially Economically Disadvantaged: -78.1 DFS (Improved 1.3 points) Hispanic students: -75.2 DFS (Improved 11 points) Foster Youth: -104.2 DFS (Regressed 5.4 points) Homeless: -84.5 DFS (Regressed 3.1 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				LTEL – 89.1 points below standard English Learners – 77.3 points below standard Low income – 76.8 points below standard YELLOW: Hispanic – 64.2 points below standard		
5.4	Math Achievement CA Dashboard 2023 for Eastside Academy All students English Learners Socially Economically Disadvantaged Hispanic Foster Youth Homeless	Math Achievement CA Dashboard 2023 All students: -111.9 DFS English Learners: -122.3 DFS Socially Economically Disadvantaged: -114.4 DFS Hispanic students: -104.9 DFS Foster Youth: -136.8 DFS Homeless: -115.1 DFS	California School Dashboard - 2024 ALL EUSD Students - MATH -106.4 DFS (Increased 5.5 points; EUSD students are now in Orange) Red groups: African American: – 144.4 DFS Homeless: – 119.4 DFS	California School Dashboard - 2025 MATH (All students) 104.2 Points Below Standard RED: African American – 146.8 points below standard Homeless – 117.2 points below standard Foster – 154.5 points below standard	Achievement in Math CA Dashboard 2027 (increase by 20 points) All students: -78 DFS English Learners: -80 DFS Socially Economically Disadvantaged: -78 DFS Hispanic students: -75 DFS Foster Youth: -116 DFS Homeless: -95 DFS	Difference from Baseline: All students: -111.9 DFS (Improved 7.7 points) English Learners: -122.3 DFS (Improved 15.5 points) Socially Economically Disadvantaged: -114.4 DFS (Improved 8.1 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Orange Groups: Hispanic: – 97.3 DFS Two or More Races: – 97.4 DFS SWD: – 175.6 DFS White: – 95.8 DFS EL: – 111.4 DFS LTELs: -154.5 DFS Foster: - 131 DFS Low income: – 107.9 DFS	Long Term English Leaners – 163.5 points below standard Two or More Races – 116.2 points below standard Low income – 106.3 points below standard SWD - 180 points below standard White – 105.1 points below standard ORANGE: EL – 106.8 points below standard YELLOW: Hispanic – 91.9 points below standard		Hispanic students: -104.9 DFS (Improved 13 points) Foster Youth: -136.8 DFS (Regressed 17.7 points) Homeless: -115.1 DFS (Regressed 2.1 points)
5.5	Chronic Absenteeism CA Dashboard 2023 for Eastside Elementary School	Chronic Absenteeism CA Dashboard 2023 for Eastside Elementary School	2024 CA Dashboard - Chronic Absenteeism (Eastside	2025 CA Dashboard - Chronic Absenteeism (Eastside	Chronic Absenteeism CA Dashboard 2027 for Eastside	Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	All students African American EL Hispanic Homeless Low Income SWD	All students - 44.1% African American - 63% Hispanic - 40.7% Homeless - 37.5% Students with Disabilities - 47.2% EL - 29.4% Low Income - 47.2%	Elementary School) All Students – 43.3% Red Groups: African American - 70.5% EL- 35.5% Homeless – 49.4% Students with Disabilities – 48.4% Orange Groups: Hispanic —– 39.4% Low Income - 43.8%	Elementary School) All Students – 34.9% (8.4% decrease) Orange Groups: African American - 56.5% (declined 14%) Homeless – 43.1% (declined 6.3%) Students with Disabilities – 41.7% (declined 6.8%) Yellow Groups: EL- 27.9% (declined 7.6%) Hispanic – 32.1% (declined 7.3%) Low Income - 35.5% (declined 8.2%)	Elementary School (decrease by 3%) All students - 41% African American - 60% Hispanic - 37% Homeless - 34% Students with Disabilities - 43% EL - 26% Low Income - 44%	All students - 44.1% (Improved 9.2%) African American - 63% (Improved 6.5%) Hispanic - 40.7% (Improved 8.6%) Homeless - 37.5% (Regressed 5.6%) Students with Disabilities - 47.2% (Improved 5.5%) EL - 29.4% (Improved 1.5%) Low Income - 47.2% (Improved 11.7%)
5.6	Suspension Rates CA Dashboard 2023 for Eastside Elementary School All students African American EL	Suspension Rates CA Dashboard 2023 for Eastside Elementary School All students -10.7% African American - 19.4%	2024 CA Dashboard —– Suspension (Eastside Elementary) All Students - 7.2%	2025 CA Dashboard —– Suspension (Eastside Elementary)	Suspension Rates CA Dashboard 2027 for Eastside Elementary School (decrease by 3%) All students - 7%	Difference from baseline All students - 10.7% (improved 3.6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic Homeless Low Income SWD White	EL - 10.8% Hispanic - 8.3% Homeless - 13.2% Low Income - 10.7% SWD - 18.6% White - 13.3%	No Red Groups Orange Groups: African American - 11.7% Homeless – 7.8% Students with Disabilities - 13.6% Yellow Groups: Hispanic - 5.5% EL - 4.8% Low Income – 7.3%	All Students - 7.1% (maintained .2%) Red Groups: African American - 17.1% (increased 5.4%) English Learners - 8% (increased 3.2%) Low Income - 7.2% (maintained) SWD - 14.7% (increased 1%) Yellow Group: Hispanic - 5.1% (declined .3%) Green Group: Homeless 2.7% (declined 5.1%)	African American - 16% EL - 7% Hispanic - 5% Homeless - 10% Low Income - 7% SWD - 15% White - 10%	African American - 19.4% (improved 2.3%) EL - 10.8% (Improved 2.8%) Hispanic - 8.3% (Decrease 3.2%) Homeless - 13.2% (Improved 10.5%) Low Income - 10.7% (Decrease 3.5) SWD - 18.6% (Improved 3.9%) White - 13.3 (No performance color band to compare to in 2025)
5.7	ELA Achievement CA Dashboard 2023 for Eastside Elementary School All students EL Hispanic Low Income SWD	ELA Achievement CA Dashboard 2023 for Eastside Elementary School All students - 77.6 DFS EL - 78.9 DFS Hispanic - 75.2 DFS Low Income - 78.1 DFS SWD: -144.8 DFS	2024 CA Dashboard - ELA (Eastside Elementary School) All students: – 59.4 DFS (increased 18.2 points); moved from Red to Yellow group.	2025 CA Dashboard - ELA (Eastside Elementary School) All students: – 53.7 DFS (increased 5.8 points);	ELA Achievement CA Dashboard 2027 for Eastside Elementary School (increase by 20 points) All students - 57 DFS EL - 58 DFS Hispanic - 55 DFS	Difference from Baseline All students - 77.6 DFS (Improved 23.9 points) EL - 78.9 DFS (Improved 9.3)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: -137.5 points below standard (increased 7.4 points) Orange Groups: EL: – 70.4 DFS Yellow Groups: Hispanic: -57.7DFS Low Income: – 59.3 DFS	All students (yellow group) Red Groups: SWD: -143.8 DFS (declined 6.4 points) Orange Groups: EL: – 69.6 DFS (maintained) Yellow Groups: Hispanic: -54.6 DFS (increased 3 points) Low Income: – 55.6 DFS (increased 3.7)	Low Income - 58 DFS	Hispanic - 75.2 DFS (Improved 20.6) Low Income - 78.1 DFS (Improved 22.5 points) SWD: -144.8 DFS (Maintained - improved by 1 point)
5.8	Math Achievement CA Dashboard 2023 for Eastside Elementary School All students EL Hispanic Low Income SWD	Math Achievement CA Dashboard 2023 for Eastside Elementary School All students - 98.4 DFS EL - 100.4 DFS Hispanic - 95.9 DFS Low Income - 98.3 DFS SWD - 153.6 DFS	2024 CA Dashboard – Math (Eastside Elementary School) All students: – 69.8 DFS (increased 28.6 points); all students in Yellow No student groups in red or orange Yellow Groups: EL: – 71.6 DFS	2025 CA Dashboard – Math (Eastside Elementary School) All students: – 61.9 DFS (increased 7.8 points); all students in Yellow Orange Group: EL: – 73 DFS (maintained) Yellow Groups:	Math Achievement CA Dashboard 2027 for Eastside Elementary School (increase by 20 points) All students - 78 DFS EL - 80 DFS Hispanic - 75 DFS Low Income - 78 DFS SWD - 100 DFS	Difference from Baseline All students - 98.4 DFS (Improved 36.5 points) EL - 100.4 DFS (Improved 27.4 points) Hispanic - 95.9 DFS (Improved 34.3 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: – 67.2 DFS Low Income: – 70.5 DFS SWD: -137.5 DFS	Hispanic: – 61.6 DFS (increased 5.6 points) Low Income: – 64.4 DFS (increased 6.2 points) SWD: -160.8 DFS (declined 19.5 points)		Low Income - 98.3 DFS (Improved 34.5 points) SWD - 153.6 DFS (Regressed 7.2 points)
5.9	Math iReady--Eastside Academy	2025-2026 iReady for All Students: 20% Mid/Above Grade Level 10% Early on Grade Level 40% One Grade Level Below 20% Two Grade Levels Below 10% Three Grades Below	NA	NA	Target 2027 iReady for All Students: 30% Mid/Above Grade Level 30% Early on Grade Level 30% One Grade Level Below 10% Two Grade Levels Below	NA
5.10	ELA iReady--Eastside Academy	2025-2026 iReady for All Students: 20% Mid/Above Grade Level	NA	NA	Target 2027 iReady for All Students:	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		40% One Grade Level Below 20% Two Grade Levels Below 20% Three Grades Below			40% Mid/Above Grade Level 30% Early on Grade Level 20% One Grade Level Below 10% Two Grade Levels Below	

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.

Analysis of Goal 5 implementation indicates that the majority of actions (5.01, 5.03, and 5.04) were fully implemented in Year 2, resulting in moderate to strong effectiveness in strengthening systems of support for students. Action 5.02 was partially implemented due to funding and compliance considerations related to special education expenditures. Overall, the impact of Goal 5 actions was most evident in improved coordination of services, expanded staffing capacity, and strengthened systems to address students' academic, behavioral, and social-emotional needs.

Action 5.01, Multi-Tiered System of Support (MTSS), demonstrates moderate effectiveness. Student Study Teams (SST) and Coordination of Services Team (COST) meetings were implemented to establish structured, trauma-informed systems for identifying and supporting consistently low-performing students, particularly African American/Black students. The use of interdisciplinary teams, intervention planning, and ongoing progress monitoring strengthened alignment across academic, behavioral, attendance, and social-emotional supports. While implementation improved coordination of services and access to interventions, continued refinement is needed to ensure consistent impact on student outcomes across all sites.

Action 5.02, Supporting Students with Disabilities, was partially implemented. The district continued efforts to ensure that general and special education teachers met IEP procedural timelines and received professional development on best practices to support students with disabilities. Funding adjustments, systems and supports for students with disabilities remained in place through existing special education resources and district supports.

Action 5.03, Increased Staffing, demonstrates strong effectiveness. The addition of key personnel, including a social worker, assistant principal, and principal coaching supports, enhanced the district's capacity to address attendance, engagement, instructional leadership, and

social-emotional learning. These staffing supports strengthened site-level implementation and provided more targeted interventions and leadership support for high-need student groups.

Action 5.04, Increase Student Safety, demonstrates moderate effectiveness. Additional instructional aides were provided to support student supervision during arrival and dismissal times, contributing to safer and more structured school environments. This increased supervision supported student well-being and improved overall campus safety and organization.

Overall, implementation of Goal 5 actions strengthened district systems of support and expanded the district's capacity to respond to student academic, behavioral, and social-emotional needs. Continued focus on refining MTSS implementation and sustaining targeted staffing and support structures will be important to ensure these system improvements translate into measurable and sustained gains in student outcomes.Analysis of Goal 5 implementation indicates that the majority of actions (5.01, 5.03, and 5.04) were fully implemented in Year 2, resulting in moderate to strong effectiveness in strengthening systems of support for students. Action 5.02 was partially implemented due to funding and compliance considerations related to special education expenditures. Overall, the impact of Goal 5 actions was most evident in improved coordination of services, expanded staffing capacity, and strengthened systems to address students' academic, behavioral, and social-emotional needs.

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

The costs associated with Action 5.1 were lower than originally anticipated due to implementation efficiencies and reduced expenditures in several planned activities: professional development facilitation and release time.

For Action 5.2, the difference between the budgeted amount of $2,205,699.36 and actual expenditures of $952,646.00 is primarily attributable to a shift in the methodology used to allocate expenditures, as well as changes in programming at Eastside Academy. As the school strengthened its internal capacity to meet student needs, staff were able to provide a greater range of academic, behavioral, and social-emotional supports in-house. This increased capacity reduced the need for referrals to outside agencies and contracted service providers for interventions and specialized programming.

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

Action 5.1 (Multi-tiered System of Support through SST and COST) demonstrates moderate to strong effectiveness at both Eastside Elementary School and Eastside Academy based on attendance, engagement, and academic outcomes. SchoolStatus attendance data showed measurable reductions in absenteeism indicators at both sites, suggesting that SST processes, COST meetings, attendance interventions, and coordinated support systems contributed positively to student engagement and attendance. At Eastside Elementary School, the chronic absenteeism rate decreased from 42.38% in 2024-25 to 27.71% in 2025-26, representing an 11.80% improvement. Truancy rates also improved from 58.94% to 54.22%. At Eastside Academy, the chronic absenteeism rate decreased from 81.82% to 40.00%, reflecting a 51.11% improvement. In addition, Eastside Academy's overall attendance rate increased from 63.0% to 87.9%, representing a 24.95% increase. These outcomes indicate that intensive Tier 3 supports, coordinated intervention systems, and individualized attendance interventions positively impacted student participation and re-engagement. Academic outcomes also reflected progress for several student groups at Eastside Elementary School, including All Students, Hispanic students, and Low-Income students in

both ELA and Mathematics. However, persistent attendance challenges among Homeless Youth and ongoing academic concerns for Students with Disabilities indicate that continued refinement of MTSS systems and targeted interventions remain necessary. In short, due to sub shortages, the number of hours of PD were not met.

Action 5.2 (Supporting Students with Disabilities) demonstrates limited to moderate effectiveness based on the metrics for Students with Disabilities. While chronic absenteeism improved for Students with Disabilities at Eastside Elementary School by 5.5%, academic and behavioral outcomes remained areas of significant concern. In ELA, Students with Disabilities improved minimally from baseline, improving approximately 1 point overall while remaining in the Red performance band at -143.8 DFS. In Mathematics, Students with Disabilities regressed by 7.2 points from baseline and declined to -160.8 DFS in 2025. Suspension outcomes improved by 3.9% from baseline; however, Students with Disabilities continued to experience disproportionately high suspension rates at 14.7%. These outcomes indicate that while systems supporting compliance, service delivery, and intervention structures strengthened, additional targeted instructional strategies, inclusion supports, and behavioral interventions are still required to accelerate achievement and improve engagement outcomes for Students with Disabilities.

Action 5.3 (Increased Staffing) demonstrates moderate to strong effectiveness based on improvements in attendance, engagement, and academic outcomes. The addition of staffing supports, including a social worker, assistant principal, and principal coaching, contributed to increased intervention capacity and student support systems at Eastside Elementary School and Eastside Academy. Eastside Academy demonstrated substantial attendance improvement, increasing overall attendance from 63.0% to 87.9%, a 24.95% increase. Eastside Elementary School also demonstrated significant reductions in chronic absenteeism across multiple student groups, including All Students (-9.2%), Low-Income students (-11.7%), Hispanic students (-8.6%), and Students with Disabilities (-5.5%). Academic growth in ELA and Mathematics for All Students, Hispanic students, English Learners, and Low-Income students further suggests that expanded staffing and targeted supports positively impacted student outcomes. Despite these improvements, suspension rates among African American students, English Learners, and Students with Disabilities remained elevated, indicating that continued staffing support and targeted behavioral interventions remain necessary.

Action 5.4 (Increase Student Safety) demonstrates moderate effectiveness at Eastside Elementary School based on suspension outcomes. Suspension rates improved across nearly all measured student groups when compared to baseline data. All Students improved by 3.5%, Hispanic students improved by 5.2%, Homeless students improved by 10.5%, Low-Income students improved by 3.4%, Students with Disabilities improved by 3.9%, English Learners improved by 2.8%, and African American students improved by 2.3% from baseline levels. These improvements indicate that the addition of instructional aides and increased supervision contributed positively to creating safer, more structured, and supportive school environments. However, several student groups continued to demonstrate elevated suspension rates in 2025, including African American students at 17.1%, Students with Disabilities at 14.7%, English Learners at 8%, and Low-Income students at 7.2%. These outcomes indicate that while progress has occurred, continued implementation of restorative practices, SEL supports, behavioral interventions, and student engagement strategies remains necessary to further reduce disproportionality and improve school climate outcomes for high-need 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.

Metrics have been update to reflect the 2025 CA Dashboard.

Metrics 5.9 and 5.10 have been added to reflect local iReady data for Eastside Academy.

Action 5.3- Principal has been modified to assistant principal in the description

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	Multi-tiered System of Support	Student Study Teams (SST), including classroom teachers, behavior support teachers, program specialists, administrators, classified staff, and parents, will implement a trauma-informed approach to identify and support consistently low-performing students, particularly African American/Black students.These teams will develop intervention plans focused on improving academic performance, behavior, and attendance while addressing the impacts of trauma. In addition, Coordination of Services Team (COST) meetings will be held to review referrals, coordinate support services, and ensure alignment of interventions across academic, behavioral, and social-emotional domains. SST and COST meetings will occur to monitor progress, adjust supports, and integrate additional resources as needed to ensure student success.	$199,934.00	No
5.2	Supporting Students with Disabilities	The Assistant Superintendent of Educational Services and the Coordinator of Special Education will ensure that general and special education teachers meet IEP procedural timelines and that they receive high-quality professional development on best practices to meet the needs of students with disabilities. Understanding that special education students are first and foremost general education students, and providing a comprehensive approach to meeting special education students' needs is a proven way to support their academic achievement, decrease chronic absenteeism, and decrease suspensions. This action contributes to the funds needed to support the special education program.	$971,699.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Increased Staffing	Staff, including a Social Worker, and Assistant Principal will be added to support attendance, engagement, and social-emotional learning through home visits, classroom instructional support, and targeted principal coaching to enhance leadership capacity and instructional effectiveness.	$181,730.00	No
5.4	Increase Student Safety	Provide additional Instructional Aides staff to support students arriving to and departing from school each day.	$251,630.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$12,224,908	$1,555,918

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
38.432%	3.150%	$960,908.21	41.582%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Leadership Teams (ILT) **Need:** Reviewing the 2024 California School Dashboard data reveals persistent academic disparities among English Learners, foster youth, homeless students, and socioeconomically disadvantaged students, all of whom continue to perform at the red performance level in key areas such as	Based on the identified needs of unduplicated student groups—including English Learners, foster youth, homeless students, and socioeconomically disadvantaged students—strategic actions will be implemented to improve academic outcomes and close persistent achievement gaps. These actions include building teacher and leader capacity through Instructional Leadership Teams (ILTs) that meet regularly to support high-quality instruction.	CAASPP Data iReady Assessment Data ELPAC Instructional Rounds/Observations

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
	academic achievement, school climate, and pupil engagement. Local i-Ready assessment results in English Language Arts (ELA) and Mathematics mirror these trends, with these student groups demonstrating consistently low performance levels across grade levels. To address these outcomes, there is a critical need to build teacher capacity in delivering research-based instructional strategies that are proven to improve academic achievement for students who face systemic barriers—particularly English Learners, foster youth, and students from low-income households. English Learners face the dual challenge of developing English proficiency while accessing grade-level academic content, which often creates barriers to full participation in the core curriculum. Foster youth, as supported by educational research, are at heightened risk for academic underachievement due to factors such as trauma exposure, chronic absenteeism, high suspension rates, and frequent school changes. These challenges are reflected in the Eastside Union School District's own data and result in lower rates of academic success, graduation, and college enrollment. Low-income students also face significant barriers to success, including the digital divide, economic hardship, and food insecurity. These	To provide more targeted support, additional assistant principals have been hired specifically to serve schools with high populations of English Learners, foster youth, and low-income students. These leaders will help ensure that the unique needs of these populations are prioritized through tailored academic interventions, responsive school-wide systems, and increased family engagement. Their presence enhances site-level leadership and supports the implementation of evidence-based practices aligned with district goals for equity and excellence. Through professional development and coaching, educators will implement research-based strategies such as the Gradual Release of Responsibility model (Fisher & Frey), Academic Conversations (Zwiers), and Text-Dependent Questions (Fisher & Frey).These strategies are designed to increase engagement, critical thinking, language development, and comprehension—skills essential for student success across content areas. To strengthen instructional coherence and ensure equity across classrooms, the district will implement instructional rounds—a process where teams of educators observe classroom instruction, analyze trends, and identify high-leverage practices. These rounds serve as a continuous improvement tool that informs professional learning and promotes a shared vision of effective instruction. In addition, grade-level Professional Learning Communities (PLCs) will play a central role in	

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
	conditions contribute to opportunity and achievement gaps that limit access to rigorous, high-quality instruction. California School Dashboard - 2024 ELA (all students) 79.9 points Below Standard RED: EL - 90.3 points below standard Foster - 103.7 points below standard Low income - 81.4 points below standard California School Dashboard - 2023 MATH (All students) 106.4 Points Below Standard RED: Homeless - 119.4 points below standard ORANGE: EL - 114.4 points below standard Foster - 131 points below standard Low income - 107.9 points below standard **Scope:** LEA-wide	driving instructional improvement. ILTs will facilitate PLC collaboration to analyze student data, plan targeted instruction, and reflect on practice. By focusing on standards-based instruction, formative assessment, and responsive teaching, PLCs ensure that all students—particularly those who are most vulnerable—receive consistent and high-quality learning experiences. For English Learners, teachers will engage in targeted training to deepen their understanding of language development and instructional scaffolding, ensuring students can access and engage with rigorous academic content. For Foster Youth, educators will refine practices related to trauma-informed instruction, student engagement, and building school connectedness. Professional learning will include strategies for improving attendance, understanding the impacts of mobility, and creating supportive environments. For Low-Income Students, the ILT will guide teachers and administrators in identifying and addressing barriers to learning through supplemental academic supports, technology access, intervention, and remediation programs. These actions are being provided on an LEA-wide basis to promote equity, coherence, and alignment across all schools. While they directly address the unique needs of unduplicated pupils, implementing them districtwide ensures that every educator is equipped with the tools and practices necessary to support all learners, fostering a culture of	

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
		excellence and shared responsibility for student success.	
1.2	**Action:** Culturally Responsive Teaching **Need:** The purpose of this professional learning is to equip staff with the knowledge, tools, and mindsets necessary to create inclusive, equitable, and supportive learning environments. Per educational partner feedback, emphasis will be placed on understanding the lived experiences of English learner and on implementing practices that affirm students' identities, build trust, and address the effects of trauma and chronic stress. California School Dashboard - 2024 ELA (all students) 79.9 points Below Standard RED: EL - 90.3 points below standard **Scope:** LEA-wide	To address the needs of the English Learners, the district will provide professional development strategies in culturally relevant teaching that aligns to language acquisition. Culturally relevant teachers help English Learner students make connections between their community, nationality and global identities. Teachers who are culturally relevant view knowledge critically and see teaching as “digging knowledge out” of English Learner students. The primary aim of culturally relevant teaching is to assist in the development of instruction focused that allows EL students to choose academic excellence yet still identify with their culture. Teachers who emphasize and practice culturally relevant methods, help students make connection between their local, national, racial, cultural and global identities. These teachers believe that students are capable of excellence and assume responsibility for ensuring that their students achieve such excellence. Finally the teachers that know the importance of culture and apply it within their classrooms. This action will create an opportunity to significantly increase student achievement for English Learners because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing reading for all students.	iReady Assessments CAASPP Data ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Intervention Strategies for English Learners, foster youth and low income students. **Need:** State and local data indicate that English Learners, foster youth, and low income are in need of additional academic support from highly qualified staff members. Moreover, local data indicates that unduplicated students are in need of additional strategies and supports to assist them in accessing the curriculum. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility which mirrors the data within the EUSD. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education.	To address the academic needs of our Low-income, English learner, and foster youth students the principals, school site teacher leadership teams, and support teachers will provide a English Language Arts and math intervention programs designed to address the low academic performance of Low-income, English learner and Foster Youth students. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students. The district will continue to provide research based professional development for all teachers focused on meeting the needs of English learners, foster youth students. With this implementation, unduplicated students will learn from highly qualified and prepared teachers to increase student engagement and achievement as evidenced by local and state assessments. This action will create an opportunity to significantly increase student achievement for English learners, foster youth, homeless, low income student because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	iReady Assessments CAASPP Data ELPAC Assessments

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
	Data is as follows: 2024 CAASPP Data: English Learner, low income and foster youth are performing at the lowest level in ELA and mathematics in comparison to English Learner, low income, and foster youth across the State of California. Eastside CAASPP ELA Scores: EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores: EL - 67.7 points below standard Foster - 89.2 points below standard Low income - 42.6 points below standard Eastside CAASPP Math Scores: EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	State of California CAASPP Math Scores: EL - 93.4 points below standard Foster - 127.4 points below standard Low income - 80.8 points below standard iReady Diagnostic Spring 2024 - READING All students: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid of Above Grade Level English Learners: Diagnostic #1: 7% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level Foster Youth: Diagnostic #1: 9% Mid or Above Diagnostic #2: 20% Mid or Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid or Above Grade Level iReady Spring 2024 - MATH All students: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level English Learners: Diagnostic #1: 3% Mid or Above Grade Level Diagnostic #2: 10% Mid or Above Grade Level Foster Youth:		

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
	Diagnostic #1: 2% Mid or Above Grade Level Diagnostic#2: 8% Mid of Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level Teachers are engaged in professional development that supports early learning, intervention, and language acquisition for students. For English Learners, low income and Foster Youth students who have not demonstrated proficiency and/or are in need of further connection and engagement, the District will provide professional development to address academic and social/emotional needs. Assessment data indicate an increase need to support students academically and social emotionally. **Scope:** LEA-wide		
1.5	**Action:** Assessment and Progress Monitoring **Need:** Ongoing progress monitoring is needed to ensure that low-income, English learners, and foster youth have intentional focused instruction based on their individual needs. English Learners have limited English proficiency which is a barrier is accessing the	To effectively monitor low-income, English learners, and foster youth student progress, the district will support the ongoing assessment system that includes classroom assessments, screeners, and local benchmark assessments. Data will be disaggregated to identify specific learning needs of students within these groups. Low-income, English learners, and foster youth student progress monitoring will lead to the identification of students in need of additional	iReady Assessments

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
	core curriculum and challenges that create barriers to accessing curriculum. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education. Ready Diagnostic Spring 2024 - READING All students: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid of Above Grade Level English Learners: Diagnostic #1: 7% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level Foster Youth: Diagnostic #1: 9% Mid or Above Diagnostic #2: 20% Mid or Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid or Above Grade Level	support and our Multi-Tiered System of Support (MTSS) will be integral to the process of effectively designing accommodations and interventions to meet identified need and monitor progress. This action will create an opportunity to significantly increase student achievement for English learners, foster youth, homeless, low income student because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	iReady Spring 2024 - MATH All students: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level English Learners: Diagnostic #1: 3% Mid or Above Grade Level Diagnostic #2: 10% Mid or Above Grade Level Foster Youth: Diagnostic #1: 2% Mid or Above Grade Level Diagnostic#2: 8% Mid of Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level **Scope:** LEA-wide		
1.6	**Action:** Enrichment Programs **Need:** Low income have limited access to enrichments programs such as sports, visual and performing arts outside of the school day due to financial constraints. The remote rural location limits access to enrichment services offered by the county or even local parks and recreations, as many of our families are 5 - 20 miles away from locations such as music classes or organized park programs. The cost of and access to transportation to travel to and from these services and the cost of the	To ensure our low income students have access to a well-rounded broad course of study, enrichment programs have been developed to be delivered during the school day (music, art, Lego for Education) and to be provided in an extended learning model that includes the arts and physical education through structured sports. Music, art, exploratory sciences, and physical activity are all important components of a well-rounded program for students. Music is proven to stimulate brain development in children and helps develop language and reasoning. To foster enrichment in mathematics and science, EUSD participates in fieldtrips. Low income	SchoolStatus Attend (formally A2A) iReady diagnostic data CAASPP Data in Math & Science

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	services themselves make access for our low-income extremely difficult. Low Income students have little to no access to ongoing enrichment programs such as music, physical sports and activities, and other engagement. State Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6 % Low Income - 29.9% Eastside Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% 2023 CAASPP Data: Eastside CAASPP ELA Scores: EL - 88.4 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores: EL - 67.7 points below standard Low income - 42.6 points below standard	students have the opportunity to participate in STEM based activities at Edwards Air Force Base. This program is intended to expose low income students to real life applications of mathematics and science. This action will create an opportunity to significantly increase student achievement and attendance for low income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance and achievement rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Eastside CAASPP Math Scores: EL - 122.3 points below standard Low income - 114.4 points below standard State of California CAASPP Math Scores: EL - 93.4 points below standard Low income - 80.8 points below standard Ready Diagnostic Spring 2024 - READING All students: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid of Above Grade Level English Learners: Diagnostic #1: 7% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level Foster Youth: Diagnostic #1: 9% Mid or Above Diagnostic #2: 20% Mid or Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid or Above Grade Level iReady Spring 2024 - MATH All students: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level		

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
	English Learners: Diagnostic #1: 3% Mid or Above Grade Level Diagnostic #2: 10% Mid or Above Grade Level Foster Youth: Diagnostic #1: 2% Mid or Above Grade Level Diagnostic#2: 8% Mid of Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level **Scope:** LEA-wide		
1.7	**Action:** Early Education Program **Need:** Per educational partner feedback English Learner students lack the resources at home which are needed to thrive in a K-12 educational settings, which mirrors data at the Eastside Union School District. This student group in need of early developmental instruction and academics. Research indicates that early education programs promote improved academic and social emotional outcomes and our parent advisory committees indicate this is of high value to the community. Ready Diagnostic Spring 2024 - READING All students: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid of Above Grade Level	The Assistant Superintendent of Education Services and the Assistant Superintendent of Administrative Services will implement a Transitional Kindergarten (TK) program for all four-year-olds to ensure that our English learner and low-income students have access to a quality early childhood educational program. The district will provide supplemental developmental curriculum for low income and English learner students focused on TK-3rd grade students. Assistants are required to be present in all TK classrooms, however, to ensure our youngest learners K-3rd have the support necessary to learn appropriate school behavior and meet academic benchmarks, additional paraprofessionals will be hire as part of the 15% Concentration Grant add-on.	iReady Diagnostic

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
	English Learners: Diagnostic #1: 7% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level Foster Youth: Diagnostic #1: 9% Mid or Above Diagnostic #2: 20% Mid or Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid or Above Grade Level iReady Spring 2024 - MATH All students: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level English Learners: Diagnostic #1: 3% Mid or Above Grade Level Diagnostic #2: 10% Mid or Above Grade Level Foster Youth: Diagnostic #1: 2% Mid or Above Grade Level Diagnostic#2: 8% Mid of Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level **Scope:** Schoolwide	This action will create an opportunity to significantly increase student achievement for English learner and low income students because they are designed to address their identified needs. However, these actions are being provided on a schoolwide basis to maximize their impact in increasing overall achievement rates for all students.	
1.8	**Action:** Comprehensive Library Program	To meet the needs of English Learners and low income students the district will expand access to	CAASPP Data iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Feedback from educational partners continue to identify a need for schools to provide English Learners and low income students access to libraries to foster critical thinking, and provide unduplicated students access to high quality literacy resources that enhance student learning. The district's school library aides assist unduplicated students with access to not only literature, they also support low income, and English learners access to technological resources, assisting them to find additional resources to assist their learning. For low income and English Learner students, it is essential that the students have access to school libraries to further assist the classroom teacher with supporting students to think critically, provide students resources that the unduplicated student may not have access to in the home, and further enhance student creativity. In addition, the school library aides partner with the teachers to provide support with the use of technology in accessing additional educational resources to accelerate student learning. Low income and foster youth students do not have consistent access to transportation to travel to the library and Spanish speaking families perceive language as a barrier to access. Research known as the School Library Impact Studies has consistently shown positive correlations between high-quality	school libraries to create learning hub resources will provide a valuable resource for our low-income, foster youth, and English learner students with a high likelihood of improving academic achievement. The parent advisory committees and research indicate that library programs are of high value to the community and help promote improved academic and social emotional outcomes. This access will provide students with equitable opportunities to access curriculum and achieve at higher levels as evidenced by state and local assessments. This action will create an opportunity to significantly increase student achievement for English learner and low income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	library programs and student achievement. These studies have found that the benefits associated with good library programs are strongest for unduplicated students. EUSD is in a remote and unincorporated area of Los Angeles County with limited access to the one community library. In addition, the school libraries continue to greatly support English Learner students by providing a diversity of literature to assist with English Language acquisition, cultivating an interest in reading and creativity. The District expects students to show an increase in achievement in English Language Arts and Language Acquisition as evidenced by state and local assessments. 2023 CAASPP Data: English Learner, low income and foster youth are performing at the lowest level in ELA and mathematics in comparison to English Learner, low income, and foster youth across the State of California. Eastside CAASPP ELA Scores: EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL - 67.7 points below standard Foster - 89.2 points below standard Low income - 42.6 points below standard Eastside CAASPP Math Scores: EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard State of California CAASPP Math Scores: EL - 93.4 points below standard Foster - 127.4 points below standard Low income - 80.8 points below standard Ready Diagnostic Spring 2024 - READING All students: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid of Above Grade Level English Learners: Diagnostic #1: 7% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level Foster Youth: Diagnostic #1: 9% Mid or Above		

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
	Diagnostic #2: 20% Mid or Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid or Above Grade Level iReady Spring 2024 - MATH All students: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level English Learners: Diagnostic #1: 3% Mid or Above Grade Level Diagnostic #2: 10% Mid or Above Grade Level Foster Youth: Diagnostic #1: 2% Mid or Above Grade Level Diagnostic#2: 8% Mid of Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level **Scope:** LEA-wide		
1.9	**Action:** Student Device Program **Need:** Research has indicated that children living in poverty lack access to technology that their more affluent peers are able to utilize on a regular basis. This mirrors the data of EUSD. This action is directed toward low-income students, which represents 95% of our student	To meet the demand of 21st century teaching and learning a robust student device program that provides technological equality to low income students will be implemented, ensuring a 1:1 student device program for all TK – grade 8 students, and internet access in their homes via district issued hot spots. This access will provide low income students with equitable opportunities to access curriculum and	CAASPP Data iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	population, although all students will have access to the same equipment and services, our low-income students will benefit academically as they will be able to access applications and programs for individualized support in ELA and Math. A review of our data shows low income students have disproportionately less access to technology when compared to their grade level peers. 2023 CAASPP Data: Eastside CAASPP ELA Scores: Low income - 78.6 points below standard State of California CAASPP ELA Scores: Low income - 42.6 points below standard Eastside CAASPP Math Scores: Low income - 114.4 points below standard State of California CAASPP Math Scores: Low income - 80.8 points below standard Ready Diagnostic Spring 2024 - READING	achieve at higher levels as evidenced by state and local assessments. This action will create an opportunity to significantly increase student achievement and for low income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All students: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid of Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid or Above Grade Level iReady Spring 2024 - MATH All students: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level **Scope:** LEA-wide		
1.10	**Action:** 21st Century Learning Environment **Need:** A review of our data shows indicated that low Income students have disproportionately less access to technology when compared to their grade level peers.	21st century classrooms designed to improve teaching and learning of low income students by supporting small group instruction and differentiated instructional practices and additional supplemental software and online programs. Information and Technology Services department and cabinet are committed to ensuring equitable access to well-equipped classrooms.	CAASPP Data iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Considering the need to assure low income students receive instruction that includes 21st century skills and practices, devices are provided to support low income students to eliminate that digital divide. There is a need to equip low income students with additional devices. This will provide equitable opportunities to low income students in order access curriculum and achieve at higher levels as evidenced by state and local assessments. 2023 CAASPP Data: Eastside CAASPP ELA Scores: Low income - 78.6 points below standard State of California CAASPP ELA Scores: Low income - 42.6 points below standard Eastside CAASPP Math Scores: Low income - 114.4 points below standard State of California CAASPP Math Scores: Low income - 80.8 points below standard	This action will create an opportunity to significantly increase student achievement and for low income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	iReady Diagnostic Spring 2024 - READING All students: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid of Above Grade Level English Learners: Diagnostic #1: 7% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level Foster Youth: Diagnostic #1: 9% Mid or Above Diagnostic #2: 20% Mid or Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid or Above Grade Level iReady Spring 2024 - MATH All students: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level English Learners: Diagnostic #1: 3% Mid or Above Grade Level Diagnostic #2: 10% Mid or Above Grade Level Foster Youth: Diagnostic #1: 2% Mid or Above Grade Level Diagnostic#2: 8% Mid of Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.11	**Action:** Personalized Learning and Differentiated Instruction **Need:** District state and local data show that low-income, foster youth and English learners do not perform as well as other students in the district. In order to assist in this area, smaller class sizes (from 32:1 to a target of 24:1) in Transitional Kindergarten - grade 3, will assist with higher achievement among students who are disadvantaged. Small class sizes are needed in TK-3rd grade classrooms to support individualized instruction and mitigate language barriers for English Learner students. In addition, extending the school day in closing the achievement gap. Reviewing the CA Dashboard data from 2023 indicates English Learners, foster youth, homeless, socioeconomically disadvantaged fell within the red performance levels in pupil achievement, school climate and pupil engagement. Academically, these same student groups are scoring similarly on the local iReady assessments which measures English Language Arts and Mathematics.	The District will provide small group learning experiences through small class sizes, to address language literacy and numeracy needs by lowering student to teacher ratios and extending the school day. The TK-3 classrooms will provide stronger teacher-student relationships, improve feelings of school belonging, increase access to common core curriculum, provide personalized learning and differentiated instruction, specifically for low-income, English learners, and foster youth students. This action, focused at our elementary school sites, will create an opportunity to significantly increase student achievement and for low income, foster youth and English learner students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all TK-3rd grade students.	iReady

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
	English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility which mirrors the data within the EUSD. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education. The need for low income, Foster Youth, and English Learners to have access to high-quality early education programs is essential. These student groups have higher chances of not being provided parental support in their educational learning, face social and/or emotional trauma, lack opportunities for oral speaking experiences, and an inadequacy of educational materials, such as devices and internet. Further, research supports that unduplicated students that are provided access to the early		

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
	childhood program, Transitional Kindergarten, earn higher scores at the beginning of kindergarten on math, reading, cognitive flexibility, attentiveness, persistence, and eagerness to learn. 2023 CAASPP Data: English Learner, low income and foster youth are performing at the lowest level in ELA and mathematics in comparison to English Learner, low income, and foster youth across the State of California. Eastside CAASPP ELA Scores: EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores: EL - 67.7 points below standard Foster - 89.2 points below standard Low income - 42.6 points below standard Eastside CAASPP Math Scores: EL - 122.3 points below standard		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster - 136.8 points below standard Low income - 114.4 points below standard State of California CAASPP Math Scores: EL - 93.4 points below standard Foster - 127.4 points below standard Low income - 80.8 points below standard Ready Diagnostic Spring 2024 - READING All students: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid of Above Grade Level English Learners: Diagnostic #1: 7% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level Foster Youth: Diagnostic #1: 9% Mid or Above Diagnostic #2: 20% Mid or Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid or Above Grade Level iReady Spring 2024 - MATH All students: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level		

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
	English Learners: Diagnostic #1: 3% Mid or Above Grade Level Diagnostic #2: 10% Mid or Above Grade Level Foster Youth: Diagnostic #1: 2% Mid or Above Grade Level Diagnostic#2: 8% Mid of Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level **Scope:** Schoolwide		
2.1	**Action:** MTSS Implementation and Capacity **Need:** Suspension and chronic absenteeism data indicate that our low income, English learners and foster youth students are in need of additional academic support from highly qualified staff members. Moreover, local data indicates that English Learners, low Income and foster youth students are in need of additional strategies and supports to assist them in accessing the curriculum. English Learners have limited English proficiency which is a barrier in accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging.	To address these needs, the district will transition from Culture and Climate Leadership Teams to a Multi-Tiered System of Supports (MTSS) framework, leveraging existing structures such as Instructional Leadership Teams (ILT) and COST processes to build system-wide adult capacity. Rather than relying on committee-based approaches, this work will be embedded within site-based systems to ensure consistent implementation of culturally responsive and inclusive practices that promote equitable and humanizing experiences for low-income, foster youth, and English Learner students. Core strategies will include Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma-informed approaches, integrated across Tier 1, Tier 2, and Tier 3 supports. The District will provide ongoing, embedded professional learning to address both academic	Chronic Absenteeism Rates SchoolStatus Attend Suspension 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
	Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education. 2023 Data CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% **Scope:** LEA-wide	and social-emotional needs, with a focus on building internal capacity amid staffing challenges and increased student need. Professional learning will include differentiation, use of multiple modalities, technology integration, and targeted strategies to support English Learners and other unduplicated student groups. In addition, induction and coaching structures will support both new and veteran staff in developing the competency and confidence needed to effectively implement MTSS practices. Although the highest needs are concentrated among English Learners, Foster Youth, and low-income students, the attendance and achievement barriers identified in district data are present across all EUSD schools. Because the supports funded through this action—including qualified staff, instructional technology, intervention services, and standards-aligned learning environments—are delivered in every school and classroom, the action is implemented LEA-wide to ensure consistent access and to maximize the district's ability to accelerate learning recovery and close achievement gaps for the students generating the funds. Through the implementation of a coherent, data-driven MTSS framework, the district anticipates improved school culture and more responsive learning environments that support increased attendance, reduced chronic absenteeism, and decreased reliance on exclusionary discipline practices. This work is grounded in continuous improvement, utilizing data-to-action cycles to	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		monitor effectiveness and address root causes of inequities.	
2.2	**Action:** Student Wellness and Social Emotional Support **Need:** Suspension and chronic absenteeism data indicate that our low income, English learners and foster youth students are in need of additional social emotional support from highly qualified staff members. Moreover, local data indicates that English Learners, low Income and foster youth students are in need of additional strategies and supports to assist them in dealing with social emotional and wellness issues. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates.	To address the needs of English Learner, low income and foster youth students, teachers and staff, under the direction of the Coordinator of Student Services, will implement a robust social emotional and mental health Multi-tiered System of Support Support to meet the immense social emotional needs of our English learners, low-income, and foster youth students. Counselors, the district social worker and district behaviorist will meet with teacher to support MTSS through clear guidance and coaching. In addition, the behaviorist and counselors meet with students to address behavior errors and redirect student behaviors as needed. This action will create an opportunity to significantly increase student achievement and for low income, foster youth and English learner students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students. Certificated and paraprofessional positions will comprise a Tier III level of social emotional and academic support as part of the 15% Concentration Grant add-on.	Chronic Absenteeism Rates Suspension Data SchoolStatus Attend

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
	Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education. 2023 Data CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% CA Suspension Rate: EL - 3.7% Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7% **Scope:** LEA-wide		
2.3	**Action:** Campus Safety **Need:**	The district is providing additional campus safety supports and additional personnel to support students feeling safe at school which will increase attendance rates.	Chronic Absenteeism Rates Suspension Data SchoolStatus Attend

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Suspension and chronic absenteeism data indicate that our low income, English learners and foster youth students are in need of additional social emotional support from highly qualified staff members. Moreover, local data indicates that English Learners, low Income and foster youth students are in need of additional strategies and supports to assist them in dealing with social emotional and wellness issues. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education. 2023 Data: CA Chronic Absenteeism Rate:	Structured recess will promote a positive climate in which English Learner, low-income, and foster youth students can increase their social emotional skills to develop positive peer to peer and child to adult relationships. When these relationships are strong, research indicates that disciplinary events leading to suspension will decrease and attendance will increase. This action will create an opportunity to significantly increase attendance rates for low income, foster youth and English learner students because they are designed to address their identified needs regarding safety at school. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% CA Suspension Rate: EL - 3.7% Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7% **Scope:** LEA-wide		
2.4	**Action:** Improve Attendance **Need:** English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging. Educational partner feedback demonstrated that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having	To meet the needs of Low-income, English Learner and foster youth students. The EUSD will provide increased bus routes to ensure Low-income, English learners and foster youth students make it to school safely and eliminate a barrier to good school attendance. Child welfare and attendance personnel and the district social worker will support students and families in addressing the needs of students that could limit their ability to attend school. To increase attendance, we will improve communication with families through a partnership	Chronic Absenteeism Rates Suspension Data SchoolStatus Attend

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
	experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility which mirrors the data within the EUSD. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. There is a need for English learner and foster youth students to have additional strategies and supports to assist them in dealing with social emotional and wellness issues to attend school regularly. CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% CA Suspension Rate: EL - 3.7% Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7% **Scope:** LEA-wide	with School Status Attend and the LA County Abolish Chronic Truancy (ACT) program. These programs are coordinated to follow up with Tier I interventions with an intended outcome of increasing daily attendance. Additionally, supplemental bus routes provided to Eastside Elementary, Enterprise Elementary, and Cole Middle School provide a safe and cost-efficient way for low-income and foster youth to be transported to school. This action will create an opportunity to significantly increase attendance rates for foster youth, low income, and English learner students because they are designed to address their identified needs regarding safety at school. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** Student Engagement Activities **Need:** English Learner, Foster, and Low Income student engagement is a districtwide priority because it directly impacts attendance, school climate, academic achievement, and overall student success. To address barriers to engagement, the district implements LEA-wide strategies that promote positive school climate, improve attendance, expand student engagement opportunities, and strengthen student connectedness. CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% CA Suspension Rate: EL - 3.7% Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7%	Community partners and the VAPA TOSA will focus on student engagement activities such as field trips, experiential learning opportunities, motivational speaker series, outdoor camps, and enrichment programs designed to increase student connection to school and close opportunity gaps for historically underserved student groups. These strategies are being implemented across the district because data trends indicate that challenges related to attendance, chronic absenteeism, school connectedness, and student engagement are systemic across the LEA and not isolated to a single school site. Districtwide data demonstrates that unduplicated student groups, including English Learners, Foster Youth, low-income students, students experiencing homelessness continue to experience disproportionately higher rates of absenteeism, disengagement, and behavioral challenges compared to their peers. The district recognizes that many of these barriers are rooted in broader social-emotional, economic, and community factors that impact students regardless of school assignment. Inconsistent attendance, limited connection to school, trauma, mental health concerns, and reduced access to enrichment opportunities have contributed to districtwide engagement concerns that require a coordinated LEA-wide response. As a result, the district is implementing consistent systems, supports, and engagement opportunities across all schools to ensure equitable access for every student while intensifying supports for unduplicated pupils.	SchoolStatus Attend Suspension Rate Data Panorama Survey Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	By prioritizing attendance, reducing chronic absenteeism, strengthening student voice and belonging, and creating positive and culturally responsive learning environments, the district seeks to foster stronger relationships between students, families, and schools. These actions are intended to improve both academic and social-emotional outcomes by increasing students' sense of connection, safety, relevance, and motivation to attend and participate in school consistently. The actions identified to improve student engagement are strategically designed to meet the specific needs of unduplicated pupils, which include English Learners (ELs), Foster Youth, and low-income students. These student groups often face barriers to consistent attendance, academic engagement, and positive school climate due to socio-economic challenges, language acquisition needs, housing instability, trauma, transportation barriers, and limited access to enrichment experiences outside of school. Implementing these actions on an LEA-wide and schoolwide basis ensures equitable access to support services, targeted interventions, and inclusive learning environments for all students while maintaining a heightened focus on students with the greatest needs. Improved Attendance and Chronic Absenteeism Reduction: Consistent attendance is critical for academic success and long-term student outcomes. Districtwide attendance and chronic absenteeism trends indicate the need for a comprehensive	

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
		approach that includes attendance monitoring, home visits, family outreach, mentoring, incentives, and increased student engagement opportunities. These efforts are particularly important for unduplicated pupils, who are statistically more likely to experience attendance disruptions due to external barriers. Positive School Climate and Student Engagement: Student climate survey results across the district indicate a continued need to strengthen school connectedness, belonging, and engagement. Expanded social-emotional learning supports, culturally responsive practices, relationship-centered strategies, restorative approaches, and enrichment opportunities help create inclusive school environments where students feel valued, supported, and motivated to succeed. Reducing suspension rates and increasing students' sense of belonging remain districtwide priorities. Academic and Social-Emotional Supports: Unduplicated student groups frequently require additional academic interventions, mental health services, and wraparound supports to address barriers to learning. Districtwide access to counseling, social work services, intervention programs, mentoring, expanded learning opportunities, and experiential learning ensures students receive the academic and social-emotional supports necessary to build resilience, increase engagement, and improve achievement outcomes.	

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
		Providing these actions on an LEA-wide basis maximizes both efficiency and equity by ensuring all students have access to consistent supports regardless of school site. A districtwide approach also allows the LEA to align resources, implement coherent systems of support, utilize data-driven decision-making, and sustain consistent expectations for student engagement and belonging across all schools. By embedding these strategies throughout the entire LEA, the district demonstrates its commitment to ensuring that every student—particularly those most at risk—has equitable access to meaningful educational experiences, supportive relationships, and the resources necessary for sustained engagement and academic success.	
3.1	**Action:** Family and Community Resource Development **Need:** Low income students, English Learners, and foster youth are in need of services to support them in coming to school. Having a lack of support in this area leads to attendance concerns. Additional, staff, strategies and supports are needed to assist low income in dealing with overall wellness issues due to limited financial resources. In addition educational partner feedback stated, Low income students, ELs, and foster youth may need access to services to aid	To support low income, English Learners, and foster youth students, the services and programs provided through the community center are designed to build school – family relationships and to improve the circumstances of our student population, offer services such as food and clothing, and to foster a team commitment for the benefit of improving student outcomes. The community center has been established to meet these identified needs, with programs and services aligned to low-income, foster youth, and English learners. A series of adult education classes are available as an important resource for parents to build their own capacity to help their children improve academically. Due to the limited access to low-cost or free medical services, the district nurse has partnered with Vaccines for Kids	SchoolStatus Attend Chronic Absenteeism 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
	them in accessing school curriculum and resources. 2023 Data CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% **Scope:** LEA-wide	and community partners to establish vaccine clinics so that lack of childhood vaccines does not become a barrier to school attendance especially for our low-income or foster youth. This action will create an opportunity to increase attendance rates for low income and foster youth students because they are designed to address their identified needs regarding safety at school. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	
3.2	**Action:** Family and Community Engagement and Empowerment **Need:** English Learners, low income students and foster youth students are in need of opportunities to address school connectedness and positive school relationships due to language barriers, financial constraints, and/or limited parental support. Schools promoting a positive school climate and behavior programs greatly enhance opportunities for unduplicated students' educational outcomes, and narrows the achievement gap among students of different socioeconomic backgrounds. Unduplicated	There is a focus to support unduplicated students by providing academic and social emotional behavior programs to promote student engagement and foster connectedness with their peers and adults on campus. Implementation of this strategy will support students in mitigating behavior and social emotional concerns which will aid in students accessing curriculum and achieving at levels consistent with grade level peers as evidenced by attendance and behavior referral data. This action is designed to increase parent volunteering to improve student outcomes. Volunteering is one aspect of an effective parent engagement program, however, to have authentic relationships with families, we need to ensure parents are empowered to engage in two-way communication and decision making. All advisory	SchoolStatus Attend Suspension Rate Data Chronic Absenteeism Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students have a greater chance of facing obstacles in their journey to learn through the educational system due to not having access to additional support in school, lacking an opportunity to attend early childhood programs, parents working multiple jobs and not able to support their child both academically and behaviorally, as well as, lacking family engagement which can lead to feelings isolation and sadness. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging. There is a in need for English Learner and foster youth students to have additional strategies and supports to assist them in dealing with social emotional and wellness issues to attend school regularly. CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% CA Suspension Rate: EL - 3.7%	committees include parent membership, and the district actively seeks out low-income, foster parents, and English learner families to participate. Advisory committees are designed to ensure parents and community members have authentic opportunities to engage with district and site leaders in decision making. A bilingual parent liaison is assigned to every school site to ensure our Spanish speaking families (approximately 30%) can participate fully. Parent engagement in schooling has many positive outcomes, including better performance on academic measures, better attendance, higher self-esteem for children, better social skills, and higher high school graduation rates. We are continuing this action because our data shows increasing numbers of participation in our community events and advisory committees. This action will create an opportunity to increase attendance rates for English Learners, low income and foster youth students because they are designed to address their identified needs regarding safety at school. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7% **Scope:** LEA-wide		
4.2	**Action:** Development of Staff **Need:** New teachers and new site administrators need coaching and support when instructing students of low income, foster youth, and English learners. These student groups have a greater risk of school failure due to several factors such as not having access to additional support with their education, parents working multiple jobs and difficulty with acquiring the English language. This strategy will enable teachers to receive support regarding classroom instruction to aid in meeting the needs of students as evidenced by state and local assessments. 2023 Data: Eastside CAASPP ELA Scores: EL - 88.4 points below standard	Professional development opportunities for new teachers and new site administrators will be targeted and offered. The district will provide coaches for new teachers and administrators to support their understanding of the needs of English Learners, foster youth and low income students. The retention and professional development programs will increase faculty and staff engagement, thus increasing efficiency and effectiveness in supporting the needs of low-income, English learner, and foster youth students. In order to continue to target closing the achievement gap of English learners, foster youth, and low income students, teachers on special assignment will provide coaching and intervention support for teachers focused on scaffolding lessons for English learners, supporting foster youth with school connectedness, and identifying needs for support for low income students.	CAASPP Data iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster - 104.2 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores: EL - 67.7 points below standard Foster - 89.2 points below standard Low income - 42.6 points below standard Eastside CAASPP Math Scores: EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard State of California CAASPP Math Scores: EL - 93.4 points below standard Foster - 127.4 points below standard Low income - 80.8 points below standard Ready Diagnostic Spring 2024 - READING All students: Diagnostic #1: 15% Mid or Above Grade Level	This action will create an opportunity to increase academics and supports for English Learners, low income and foster youth students because they are designed to address their identified needs in academics. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall achievement for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Diagnostic #2: 27% Mid of Above Grade Level English Learners: Diagnostic #1: 7% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level Foster Youth: Diagnostic #1: 9% Mid or Above Diagnostic #2: 20% Mid or Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 15% Mid or Above Grade Level Diagnostic #2: 27% Mid or Above Grade Level iReady Spring 2024 - MATH All students: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level English Learners: Diagnostic #1: 3% Mid or Above Grade Level Diagnostic #2: 10% Mid or Above Grade Level Foster Youth: Diagnostic #1: 2% Mid or Above Grade Level Diagnostic#2: 8% Mid of Above Grade Level SocioEconomically Disadvantaged: Diagnostic #1: 6% Mid or Above Grade Level Diagnostic #2: 15% Mid or Above Grade Level **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Supporting English Learners **Need:** All school sites within Eastside Union School District, with the exception of Eastside Academy, have English learner students who scored in the lowest performance level in one or more state indicator: English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum CA 2024 Data: EL - CAASPP ELA: 90.3 points below standard EL - CAASPP MATH: 114.4 points below standard EL - iReady Reading: 26% mid, above, early on grade level 15% two grade levels below 29% three or more grade levels below EL - iReady Math:	Based on the needs of English learners to increase the language acquisition and pupil outcomes in ELA and math for English learner students at all sites, teachers will participate in increased professional development and classroom lesson support focused on the needs of English Learners.	ELPAC Assessment Data CAASPP Data iReady Data Ellevation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	23% mid, above, early on grade level 13% two grade levels below 25% three or more grade levels below (Summative ELPAC) 42.3% are making progress toward English Language Proficiency Declined 12.3% LTEL (ELA) 104.3 points below standard Increased 7.7 points LTEL (math) 154.5 points below standard Increased 21.7 points **Scope:** Limited to Unduplicated Student Group(s)		
3.3	**Action:** Maintaining Ongoing Communication **Need:** Feedback from the district ELAC committee and parent surveys indicated that there is a continued need for families to have access to resources, such as home/school communication tools, engagement for families to be connected to schools, and access to educational resources for families to support their child's learning. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum.	EUSD is providing increased and improved services for English Learner (EL) students and their families by ensuring communication and engagement opportunities go beyond the basic translation requirements. Information is translated into families' home languages and supplemented with multilingual videos, interpretation services, and culturally responsive outreach to help families fully understand programs, services, and opportunities available to their children. These additional communication tools are designed to make families feel welcomed, informed, and empowered to participate in their child's education. District staff proactively engage with EL families, provide real-time support and responses to questions, and monitor communication efforts to	ParentSquare SchoolStatus Attend Chronic Absenteeism Rates CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Our data shows: 2023 Data: Eastside CAASPP ELA Scores: EL - 88.4 points below standard State of California CAASPP ELA Scores:EL - 67.7 points below standard This data points to the need to engage parents of English Learners as educational partners to align efforts towards student academic achievement. **Scope:** Limited to Unduplicated Student Group(s)	ensure meaningful access to information. These actions exceed standard translation requirements and are specifically designed to increase family engagement and improve educational outcomes for English Learner students. The Chief Technology Officer and the Communication Specialist in collaboration with district leadership will monitor the two way communication to overcome barriers that negatively impact our English Learner students.	

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.

NA

Additional Concentration Grant Funding

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

EUSD is using the concentration grant add-on funds in a manner consistent with CA Ed Code 42238.02 to increase the number of certificated and classified staff serving students. All EUSD schools have an enrollment of English learners, low-income, and foster youth that exceeds 55%.

To address the intense social emotional and academic needs of students brought on by pandemic related isolation and trauma, we will be maintaining the increase of certificated positions by 5 FTE and maintaining the increase in paraprofessionals by 7 positions to support all elementary school campuses. Five certificated and four paraprofessional positions comprise a Tier III level of social emotional and academic

support as part of our Multi-tiered System of Support (Goal 2, Action 2) To ensure our youngest learners have the support necessary to learn appropriate school behavior and meet academic benchmarks, 7 paraprofessionals have been hired and assigned to a transitional kindergarten class (Goal 1, Action 7).

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	31,809,378	12,224,908	38.432%	3.150%	41.582%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$26,211,304.00	$3,398,662.00	$0.00	$0.00	$29,609,966.00	$23,884,502.00	$5,725,464.00

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	Instructional Leadership Teams (ILT)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,273,937.00	$25,000.00	$1,298,937.00				$1,298,937.00	0%
1	1.2	Culturally Responsive Teaching	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	$271,130.00	$5,000.00	$276,130.00				$276,130.00	0%
1	1.3	Supporting English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$36,670.00	$15,000.00	$51,670.00				$51,670.00	0%
1	1.4	Intervention Strategies for English Learners, foster youth and low income students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,058,880.00	$142,076.00	$1,200,956.00				$1,200,956.00	0%
1	1.5	Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$115,487.00	$128,730.00	$244,217.00				$244,217.00	0%
1	1.6	Enrichment Programs	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$244,279.00	$195,200.00	$439,479.00				$439,479.00	0%
1	1.7	Early Education Program	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Eastside Elementary, Columbia Elementary, Tierra Bonita, and Enterprise TK - 3rd Grade	ongoing	$690,727.00	$0.00	$690,727.00				$690,727.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Comprehensive Library Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$373,651.00	$62,000.00	$435,651.00				$435,651.00	0%
1	1.9	Student Device Program	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$272,280.00	$283,500.00	$555,780.00				$555,780.00	0%
1	1.10	21st Century Learning Environment	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$540,060.00	$246,000.00	$294,060.00			$540,060.00	0%
1	1.11	Personalized Learning and Differentiated Instruction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	ongoing	$4,056,801.00	$0.00	$3,127,192.00	$929,609.00			$4,056,801.00	0%
2	2.1	MTSS Implementation and Capacity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$14,833.00	$14,833.00				$14,833.00	0%
2	2.2	Student Wellness and Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,383,540.00	$15,645.00	$1,399,185.00				$1,399,185.00	0%
2	2.3	Campus Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,591,717.00	$110,067.00	$1,701,784.00				$1,701,784.00	0%
2	2.4	Improve Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$323,376.00	$678,000.00	$431,376.00	$570,000.00			$1,001,376.00	0%
2	2.5	Student Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$93,500.00	$93,500.00				$93,500.00	0%
3	3.1	Family and Community Resource Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$241,335.00	$70,000.00	$311,335.00				$311,335.00	0%
3	3.2	Family and Community Engagement and Empowerment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$232,003.00	$35,622.00	$267,625.00				$267,625.00	0%
3	3.3	Maintaining Ongoing Communication	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$29,500.00	$230,621.00	$260,121.00				$260,121.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Recruitment of Qualified Staff	All	No			All Schools	ongoing	$0.00	$22,700.00	$22,700.00				$22,700.00	0%
4	4.2	Development of Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$170,355.00	$223,000.00	$393,355.00				$393,355.00	0%
4	4.3	Resource and Asset Management and Maintenance	All	No			All Schools	ongoing	$0.00	$72,335.00	$72,335.00				$72,335.00	0%
4	4.4	Fiscal Solvency	All	No			All Schools	ongoing	$0.00	$125,000.00	$125,000.00				$125,000.00	0%
4	4.5	Facilities Master Planning	All	No			All Schools	ongoing	$0.00	$35,500.00	$35,500.00				$35,500.00	0%
4	4.6	Implementation of Academic Standards	All	No			All Schools	ongoing	$0.00	$243,450.00	$243,450.00				$243,450.00	0%
4	4.7	Fully Credentialed and Appropriately Assigned Teachers	All	No			All Schools	ongoing	$10,419,621.00	$0.00	$10,419,621.00				$10,419,621.00	0%
4	4.8	Repair and Maintenance Program	All	No			All Schools	ongoing	$0.00	$1,852,845.00	$1,852,845.00				$1,852,845.00	0%
5	5.1	Multi-tiered System of Support	All	No			Specific Schools: Eastside Elementary, Eastside Academy	ongoing	$61,909.00	$138,025.00		$199,934.00			$199,934.00	0%
5	5.2	Supporting Students with Disabilities	Students with Disabilities	No			Specific Schools: Eastside Elementary, Eastside Academy	ongoing	$610,944.00	$360,755.00		$971,699.00			$971,699.00	0%
5	5.3	Increased Staffing	All	No			Specific Schools: Eastside Elementary Eastside Academy	ongoing	$178,230.00	$3,500.00		$181,730.00			$181,730.00	0%
5	5.4	Increase Student Safety	All	No			Specific Schools: Eastside Elementary Eastside Academy	ongoing	$248,130.00	$3,500.00		$251,630.00			$251,630.00	0%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
31,809,378	12,224,908	38.432%	3.150%	41.582%	$13,439,853.00	0.000%	42.251 %	**Total:**	$13,439,853.00
								LEA-wide Total:	$9,310,143.00
								Limited Total:	$311,791.00
								Schoolwide Total:	$3,817,919.00

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**	Instructional Leadership Teams (ILT)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,298,937.00	0%
1	**1.2**	Culturally Responsive Teaching	Yes	LEA-wide	English Learners	All Schools	$276,130.00	0%
1	**1.3**	Supporting English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$51,670.00	0%
1	**1.4**	Intervention Strategies for English Learners, foster youth and low income students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200,956.00	0%
1	**1.5**	Assessment and Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$244,217.00	0%
1	**1.6**	Enrichment Programs	Yes	LEA-wide	Low Income	All Schools	$439,479.00	0%
1	**1.7**	Early Education Program	Yes	Schoolwide	English Learners Low Income	Specific Schools: Eastside	$690,727.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Elementary, Columbia Elementary, Tierra Bonita, and Enterprise TK - 3rd Grade		
1	1.8	Comprehensive Library Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$435,651.00	0%
1	1.9	Student Device Program	Yes	LEA-wide	Low Income	All Schools	$555,780.00	0%
1	1.10	21st Century Learning Environment	Yes	LEA-wide	Low Income	All Schools	$246,000.00	0%
1	1.11	Personalized Learning and Differentiated Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$3,127,192.00	0%
2	2.1	MTSS Implementation and Capacity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,833.00	0%
2	2.2	Student Wellness and Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,399,185.00	0%
2	2.3	Campus Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,701,784.00	0%
2	2.4	Improve Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$431,376.00	0%
2	2.5	Student Engagement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,500.00	0%
3	3.1	Family and Community Resource Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$311,335.00	0%
3	3.2	Family and Community Engagement and Empowerment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$267,625.00	0%
3	3.3	Maintaining Ongoing Communication	Yes	Limited to Unduplicated	English Learners	All Schools	$260,121.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
4	**4.2**	Development of Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$393,355.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$30,919,410.20	$27,061,112.00

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**	Instructional Leadership Teams (ILT)	Yes	$1,107,274.97	$ 1,046,418
1	**1.2**	Culturally Responsive Teaching	Yes	$359,007.52	$ 271,124
1	**1.3**	Supporting English Learners	Yes	$105,268.00	$ 89,937
1	**1.4**	Intervention Strategies for English Learners, foster youth and low income students.	Yes	$1,162,291.22	$ 1,199,758
1	**1.5**	Assessment and Progress Monitoring	Yes	$348,355.59	$ 351,955
1	**1.6**	Enrichment Programs	Yes	$493,545.91	$ 391,096
1	**1.7**	Early Education Program	Yes	$580,618.50	$ 526,427
1	**1.8**	Comprehensive Library Program	Yes	$474,044.35	$ 490,996
1	**1.9**	Student Device Program	Yes	$491,073.70	$ 764,736
1	**1.10**	21st Century Learning Environment	Yes	$307,095.18	$ 148,024
1	**1.11**	Personalized Learning and Differentiated Instruction	Yes	$3,976,272.03	$ 3,972,290

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Culture and Climate Leadership Teams	Yes	$55,022.08	$ 12,788
2	2.2	Student Wellness and Social Emotional Support	Yes	$1,657,991.59	$ 1,371,750
2	2.3	Campus Safety	Yes	$1,120,286.31	$ 1,004,376
2	2.4	Improve Attendance	Yes	$1,138,227.58	$ 403,283
2	2.5	Student Engagement Activities	Yes	$100,000.00	$ 61,095
3	3.1	Family and Community Resource Development	Yes	$251,357.54	$ 216,359
3	3.2	Family and Community Engagement and Empowerment	Yes	$209,939.66	$ 383,476
3	3.3	Maintaining Ongoing Communication	Yes	$251,774.56	$ 249,963
4	4.1	Recruitment of Qualified Staff	No	$30,500.00	$ 18,265
4	4.2	Development of Staff	Yes	$363,587.00	$ 342,122
4	4.3	Resource and Asset Management and Maintenance	No	$68,206.00	$ 68,838
4	4.4	Fiscal Solvency	No	$50,000.00	$ 50,000
4	4.5	Facilities Master Planning	No	$0.00	$ 15,500

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)
4	**4.6**	Implementation of Academic Standards	No	$248,625.00	$ 158,175
4	**4.7**	Fully Credentialed and Appropriately Assigned Teachers	No	$11,264,671.57	$ 10,098,565
4	**4.8**	Repair and Maintenance Program	No	$1,847,164.06	$ 1,764,614
5	**5.1**	Multi-tiered System of Support	No	$35,402.11	$ 27,844
5	**5.2**	Supporting Students with Disabilities	No	$2,205,699.36	952,646.00
5	**5.3**	Increased Staffing	No	$374,637.52	$ 379,785
5	**5.4**	Increase Student Safety	No	$241,471.29	$ 228,907

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)
12,108,626	$13,482,513.00	$12,360,448.00	$1,122,065.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Leadership Teams (ILT)	Yes	$1,107,274.97	$ 1,046,418	0%	0%
1	1.2	Culturally Responsive Teaching	Yes	$359,007.52	$ 271,124	0%	0%
1	1.3	Supporting English Learners	Yes	$105,268.00	$ 89,937	0%	0%
1	1.4	Intervention Strategies for English Learners, foster youth and low income students.	Yes	$1,162,291.22	$ 1,199,758	0%	0%
1	1.5	Assessment and Progress Monitoring	Yes	$348,355.59	$ 351,955	0%	0%
1	1.6	Enrichment Programs	Yes	$493,545.91	$ 391,096	0%	0%
1	1.7	Early Education Program	Yes	$580,618.50	$ 526,427	0%	0%
1	1.8	Comprehensive Library Program	Yes	$474,044.35	$ 490,996	0%	0%
1	1.9	Student Device Program	Yes	$491,073.70	$ 764,736	0%	0%
1	1.10	21st Century Learning Environment	Yes	$307,095.18	$ 148,024	0%	0%
1	1.11	Personalized Learning and Differentiated Instruction	Yes	$2,905,751.74	$ 3,060,909	0%	0%
2	2.1	Culture and Climate Leadership Teams	Yes	$55,022.08	$ 12,788	0%	0%
2	2.2	Student Wellness and Social Emotional Support	Yes	$1,657,991.59	$ 1,371,750	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Campus Safety	Yes	$1,120,286.31	$ 1,004,376	0%	0%
2	2.4	Improve Attendance	Yes	$1,138,227.58	$ 403,283	0%	0%
2	2.5	Student Engagement Activities	Yes	$100,000.00	$ 61,095	0%	0%
3	3.1	Family and Community Resource Development	Yes	$251,357.54	$ 216,359	0%	0%
3	3.2	Family and Community Engagement and Empowerment	Yes	$209,939.66	$ 383,476	0%	0%
3	3.3	Maintaining Ongoing Communication	Yes	$251,774.56	$ 249,963	0%	0%
4	4.2	Development of Staff	Yes	$363,587.00	$ 315,978	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
30,508,936	12,108,626	3.975%	43.664%	$12,360,448.00	0.000%	40.514%	$960,908.21	3.150%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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