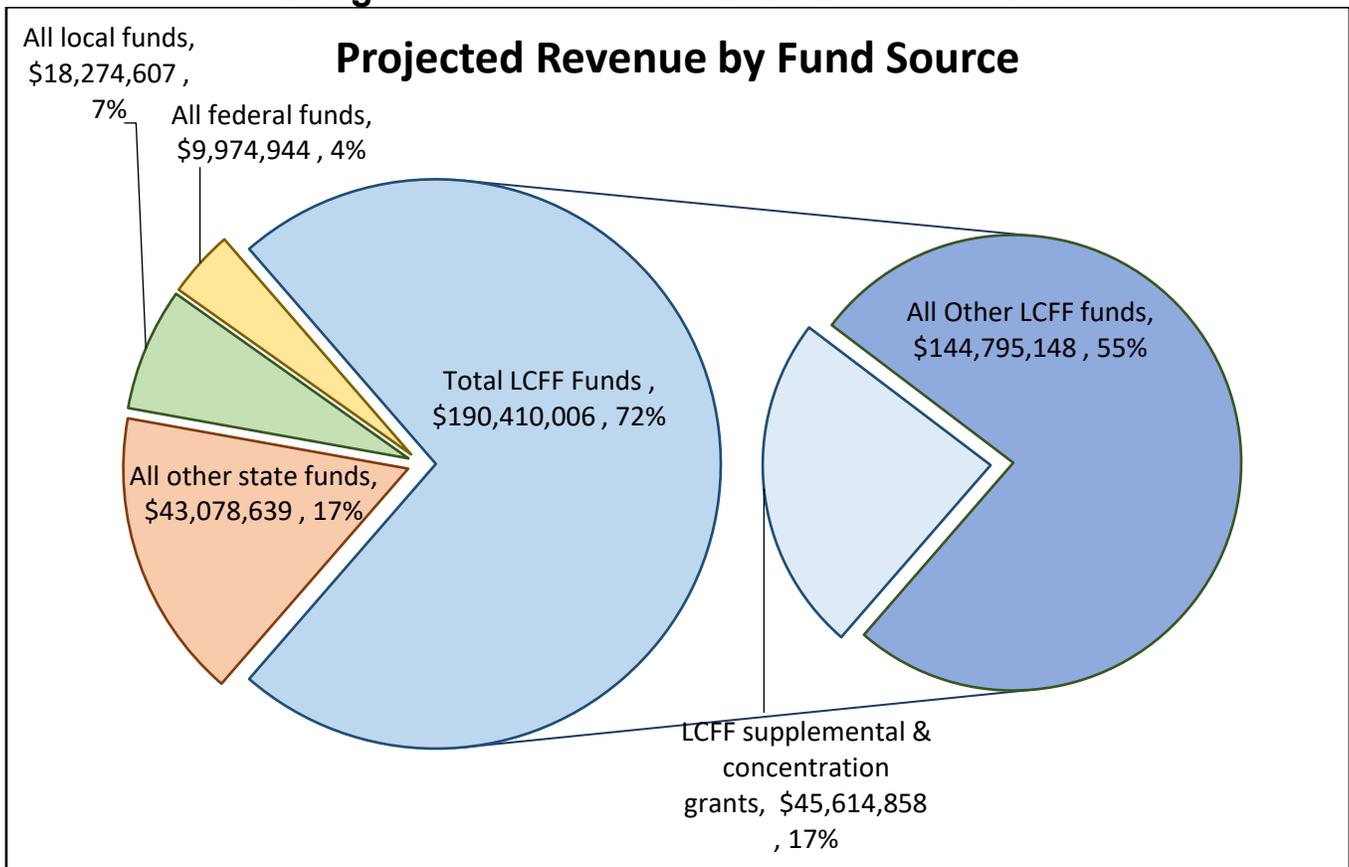# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escondido Union School District

CDS Code: 37680980000000

School Year: 2024-25

LEA contact information:

Luis Ibarra, Ed.D

Superintendent

libarra@eusd.org

760-432-2110

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 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $18,274,607 , 7%

All federal funds, $9,974,944 , 4%

Total LCFF Funds , $190,410,006 , 72%

All other state funds, $43,078,639 , 17%

All Other LCFF funds, $144,795,148 , 55%

LCFF supplemental & concentration grants, $45,614,858 , 17%

This chart shows the total general purpose revenue Escondido 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 Escondido Union School District is $261,738,196, of which $190,410,006 is Local Control Funding Formula (LCFF), $43,078,639 is other state funds, $18,274,607 is local funds, and $9,974,944 is federal funds. Of the $190,410,006 in LCFF Funds, $45,614,858 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.

Budgeted Expenditures in the LCAP
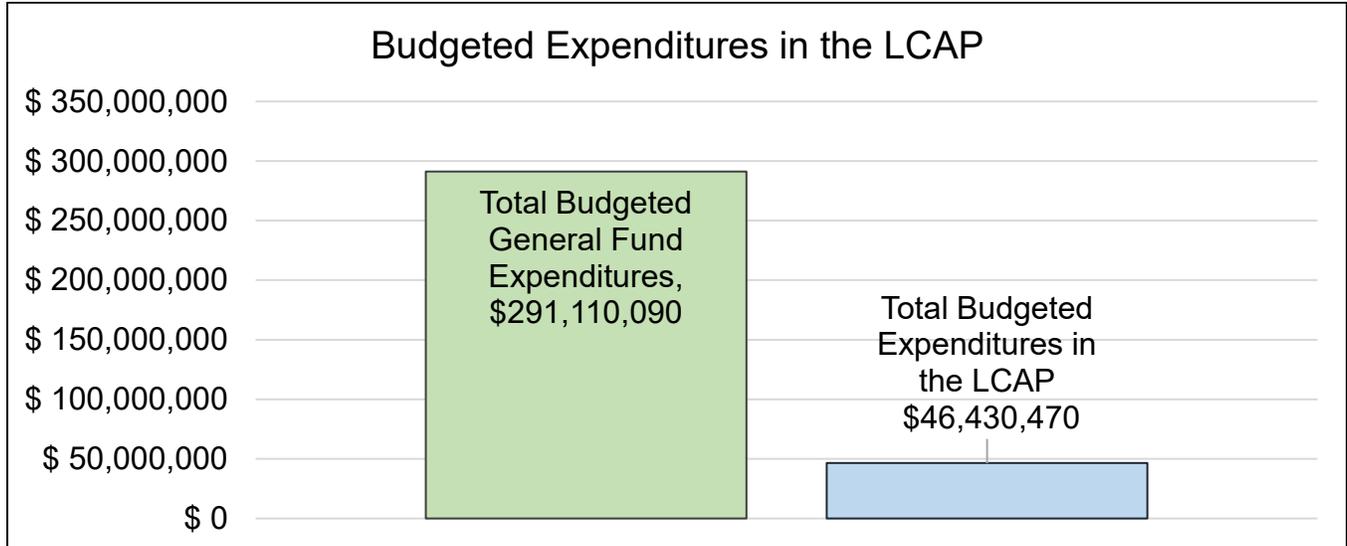
This chart provides a quick summary of how much Escondido Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Escondido Union School District plans to spend $291,110,090 for the 2024-25 school year. Of that amount, $46,430,470 is tied to actions/services in the LCAP and $244,679,620 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
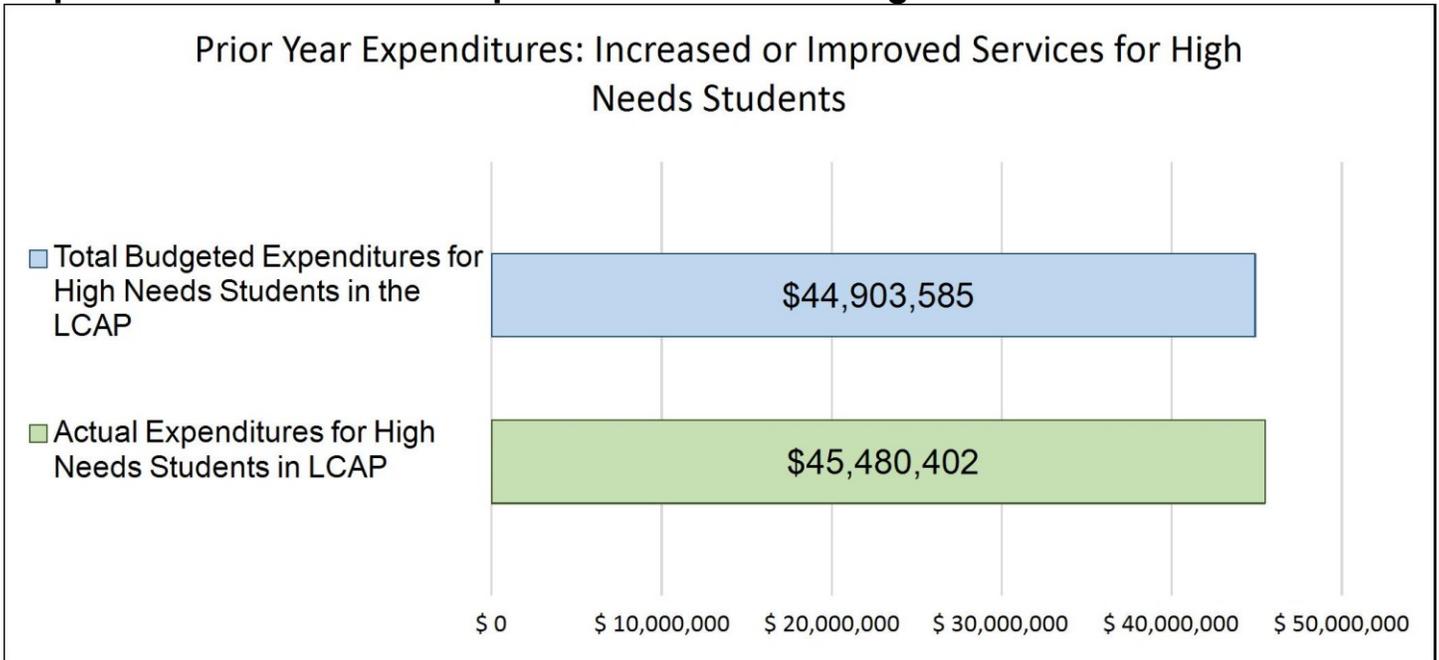
Certificated and classified staff salary and benefits costs, maintenance and operations, utilities, materials and supplies, ancillary resources and aftershool programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Escondido Union School District is projecting it will receive $45,614,858 based on the enrollment of foster youth, English learner, and low-income students. Escondido Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Escondido Union School District plans to spend $45,638,742. 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$44,903,585**
- ☐ Actual Expenditures for High Needs Students in LCAP: **$45,480,402**

(Chart axis values: $0, $10,000,000, $20,000,000, $30,000,000, $40,000,000, $50,000,000)

This chart compares what Escondido 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 Escondido 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 2023-24, Escondido Union School District's LCAP budgeted $44,903,585 for planned actions to increase or improve services for high needs students. Escondido Union School District actually spent $45,480,402 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Escondido Union School District	Luis Ibarra, Ed.D Superintendent	libarra@eusd.org 760-432-2110

Goals and Actions

Goal

Goal #	Description
1	Provide a high quality and rigorous instructional program, which creates a foundation for future achievement for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard English Language Arts Distance from standard	California School Dashboard- 2019 English Language Arts Student Groups All Students-21.7 points below standard English learners-45.1 points below standard Socio-economically disadvantaged-34.2 points below standard Foster Youth- 38.7 points below standard Hispanic- 34.2 points below standard African American- 49 points below standard	Results of the CAASPP will come in August 2022	California School Dashboard- 2022 English Language Arts Student Groups All Students -38.4 points below standard English Learners - 66.5 points below standard Socio-economically disadvantaged - 51.8 points below standard Foster Youth - 80.5 points below standard Hispanic - 51.7 points below standard African American- 42.3 points below standard	California School Dashboard- 2023 English Language Arts Student Groups All Students -42.5 points below standard English Learners - 72.7 points below standard Socio-economically disadvantaged - 56.7 points below standard Foster Youth - 71.9 points below standard Hispanic - 56.3 points below standard African American- 40.6 points below standard	2023-24 California School Dashboard English Language Arts Student Groups All Students-5 points below standard English learners-25 points below standard Socioeconomically disadvantaged-15 points below standard Foster Youth- 30 points below standard Hispanic-18 points below standard African American- 30 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with disabilities 101.8 points below standard		Students with disabilities- 111.4 points below standard	Students with disabilities- 113.6 points below standard	Students with disabilities 75 points below standard
CA School Dashboard Math Distance from standard	California School Dashboard-2019 Math Student Groups All Students- 51.9 points below standard English Learners- 75 points below standard Socioeconomically Disadvantaged- 64.7 points below standard Foster Youth- 61.3 points below standard Hispanic- 65.8 points below standard African American- 88.1 points below standard Students with Disabilities-131.3 points below standard	Results of the CAASPP will come in August 2022	California School Dashboard-2022 Math Student Groups All Students- 65.8 points below standard English Learners-92.4 points below standard Socio-economically Disadvantaged- 80.3 points below standard Foster Youth- 91.7 points below standard Hispanic- 80 points below standard African American- 83.3 points below standard Students with Disabilities- 133.8 points below standard	California School Dashboard-2023 Math Student Groups All Students- 66.9 points below standard English Learners-96.4 points below standard Socio-economically Disadvantaged- 82.1 points below standard Foster Youth- 140.2 points below standard Hispanic- 81.9 points below standard African American- 74points below standard Students with Disabilities- 131.3 points below standard	2023-24 California School Dashboard Math Student Groups All Students- 30 points below standard English Learners- 52 points below standard Socioeconomically Disadvantaged- 48.7 points below standard Foster Youth- 55.3 points below standard Hispanic- 59 points below standard African American- 65 points below standard Students with Disabilities-105 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Alternative Assessment ELA	2018-19 CAA Results 15.91% of students scored at Level 3	Academic outcomes can be found in the i-Ready metric in Goal 1	2021-22 CAA ELA Results 5.88% of students scored at Level 3	2022-23 CAA ELA Results 13.64% of students scored at Level 3	2023-24 CAA Results 25% of students will score at Level 3
California Alternative Assessment Math	2018-19 CAA Results 9.90% of students scored at Level 3	Academic outcomes can be found in the i-Ready metric in Goal 1	2021-22 CAA Math Results 2.97% of students scored at Level 3	2022-23 CAA Math Results 6.36% of students scored at Level 3	2023-24 CAA Results 20% of students scored at Level 3
CAASPP ELA Percent Proficient	2018-19 CAASPP ELA Results Percent of Students Meeting or Exceeding the Standard All Students- 42% English Learners- 9.61% Socioeconomically Disadvantaged- 36.17% Foster Youth-37% Hispanic- 36% African American- 31.98	Academic outcomes can be found in the i-Ready metric in Goal 1	2021-22 CAASPP ELA Results Percent of Students Meeting or Exceeding the Standard All Students- 36.24% English Learners- 10.91% Socio-economically Disadvantaged- 30.51% Foster Youth- 15.38% Hispanic- 30.63% African American- 36.70%	2022-23 CAASPP ELA Results Percent of Students Meeting or Exceeding the Standard All Students- 34.40% English Learners- 9.25% Socio-economically Disadvantaged- 28.801% Foster Youth- 7.14% Hispanic- 28.71% African American- 33.33%	2023-24 CAASPP ELA Results Percent of Students Meeting or Exceeding the Standard All Students- 55% English Learners- 20% Socioeconomically Disadvantaged- 52% Foster Youth-51% Hispanic- 42% African American- 42 Students with Disabilities- 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities- 9.07%		Students with Disabilities- 9.78%	Students with Disabilities- 10.36%	
CAASPP Math Percent Proficient	2018-19 CAASPP Math Results Percent of Students Meeting or Exceeding the Standard All Students- 30.15% English Learners- 8.22% Socioeconomically Disadvantaged- 24.5% Foster Youth-26% Hispanic-24.2% African American- 20.27% Students with Disabilities- 7.07%	Academic outcomes can be found in the i-Ready metric in Goal 1	2021-22 CAASPP Math Results Percent of Students Meeting or Exceeding the Standard All Students- 26.50% English Learners- 8.62% Socio-economically Disadvantaged- 20.62% Foster Youth- 14.28% Hispanic- 20.68% African American- 25% Students with Disabilities- 8.91%	2022-23 CAASPP Math Results Percent of Students Meeting or Exceeding the Standard All Students- 26.67% English Learners- 7.94% Socio-economically Disadvantaged- 20.73% Foster Youth- 0% Hispanic- 20.65% African American- 27.95% Students with Disabilities- 10.29%	2023-24 CAASPP Math Results Percent of Students Meeting or Exceeding the Standard All Students- 55% English Learners- 30% Socioeconomically Disadvantaged- 55% Foster Youth- 33% Hispanic- 29% African American- 41% Students with Disabilities- 30%
The percent of grade 5 and 7 students in the Healthy Fitness Zone in the areas of	2018-19 Fitnessgram Results 5th Grade All Students	2022 PFT- 93% of EUSD 5th and 7th grade students completed the Physical Fitness Test	2023 PFT-96% of 5th and 7th grade students completed the Physical Fitness Test	2023 PFT-96% of 5th and 7th grade students completed the Physical Fitness Test	2023-24 Fitnessgram Results 5th Grade All Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Aerobic Capacity and Body Composition	Aerobic Capacity=63.3% Body Composition=51% English Learners-Aerobic Capacity= 60.3% Body Composition=43.45% Socioeconomically Disadvantaged Aerobic Capacity= 62.32% Body Composition=47.50% Hispanic Aerobic Capacity= 62.2% Body Composition=46.9% African American Aerobic Capacity= 60% Body Composition=60% Students with Disabilities Aerobic Capacity= 55.6%				Aerobic Capacity=67% Body Composition=54% English Learners-Aerobic Capacity= 56% Body Composition=50% Socioeconomically Disadvantaged Aerobic Capacity= 66.5% Body Composition=52% Hispanic Aerobic Capacity=66% Body Composition=52% African American Aerobic Capacity= 65% Body Composition=65% Students with Disabilities Aerobic Capacity= 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Body Composition=46%				Body Composition=51%
	7th Grade All Students Aerobic Capacity=57.3% Body Composition=57%				7th Grade Aerobic Capacity=63% Body Composition=62%
	English Learners- Aerobic Capacity= 52.5% Body Composition=52%				English Learners- Aerobic Capacity= 57% Body Composition=56%
	Socioeconomically Disadvantaged Aerobic Capacity= 54.55% Body Composition=54.78%				Socioeconomically Disadvantaged Aerobic Capacity= 60% Body Composition=60%
	Hispanic Aerobic Capacity= 54.6% Body Composition=54.2%				Hispanic Aerobic Capacity= 59% Body Composition=59%
	African American Aerobic Capacity= 55.2% Body Composition=62%				African American Aerobic Capacity= 60% Body Composition=67%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities Aerobic Capacity= 48.8% Body Composition=51.5%				Students with Disabilities Aerobic Capacity= 53% Body Composition=56%
Percentage of English Learners who made progress in English proficiency as measured by the ELPAC	2018-19 English Learner Progress 44.6 % of English learners were making progress towards English language proficiency	The English Learner Performance Index are not available for the 2020-21 school year. EUSD 2020-21 ELPAC Overall Performance results are: Level 1- Minimally Developed- 19.79% Level 2- Somewhat Developed-32.57% Level 3- Moderately Developed- 33.66% Level 4- Well Developed- 13.98%	2021-22 English Learner Progress 45.9% of English learners made progress towards English language proficiency	2022-23 English Learner Progress 48.8% of English learners made progress towards English language proficiency	2023-24 English Learner Progress 60% of English learners will make progress towards English language proficiency
Reclassification Results	2018-19 Reclassification 11% of 2nd through 8th grade students	2020-21 Reclassification 8.1% of 2nd through 8th grade students	2022-23 Reclassification 8.6% of 2nd through 8th grade students	2023-24 Reclassification 14.5% of 2nd through 8th grade students	2023-24 Reclassification 25% of 2nd through 8th grade students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	who took the annual assessment were reclassified	who took the annual assessment were reclassified	who took the annual assessment were reclassified	who took the annual assessment were reclassified	who take the annual assessment will be reclassified
Percentage of students scoring at mid or above grade level on the winter i-Ready ELA Diagnostic	2021 Winter Assessment Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- 19% English learner- 6% Hispanic-14% SED- 19% African American-22% Foster Youth-6% Special Education - 8%	2022 Winter Assessment Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- 16% English learner- 4% Hispanic-11% SED- 11% African American-23% Foster Youth-9% Special Education - 6%	2023 Winter Assessment Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- 17% English learner- 3% Hispanic-12% SED- 12% African American-20% Foster Youth- Special Education - 6%	2024 Winter Assessment Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- 17% English learner- 2% Hispanic-12% SED- 12% African American-15% Foster Youth- 17% Special Education - 6%	2024 Winter Assessment Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- 40% English learner- 35% Hispanic-35% SED- 35% African American-37% Foster Youth- 25% Special Education - 25%
Percentage of students scoring at mid or above grade level on the winter i-Ready Mathematics Diagnostic	2021 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 13% English learner- 6% Hispanic-9% SED- 13% African American-14%	2022 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 10% English learner- 3% Hispanic-6% SED- 6% African American-11%	2023 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 10% English learner- 2% Hispanic-7% SED- 7% African American-10%	2024 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 10% English learner- 2% Hispanic- 13% SED- 7% African American-10%	2024 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 35% English learner- 25% Hispanic-30% SED- 30% African American-32%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth- 6% Special Education - 6%	Foster Youth- 6% Special Education - 4%	Foster Youth- Special Education - 4%	Foster Youth- 4% Special Education - 5%	Foster Youth- 25% Special Education - 25%
Implementation of State Standards as measured by district pacing guides	2020-21-Full implementation of State Standards as measured by district pacing guides	2021-22-Full implementation of State Standards as measured by district pacing guides	2022-23-Full implementation of State Standards as measured by district pacing guides	2023-24-Full implementation of State Standards as measured by district pacing guides	2023-24 Full implementation of State Standards as measured by district pacing guides
Implement CCSS ELA/ELD and Math standards for English learners as measured by an increase in the percentage of English learners scoring at mid or above grade level on the winter i-Ready ELA and Math Diagnostics	2021 Winter Assessment Percentage of English learners at Mid or Above Grade Level on the i-Ready Diagnostics ELA-6% Math- 6%	2022 Winter Assessment Percentage of English learners at Mid or Above Grade Level on the i-Ready Diagnostics ELA-4% Math- 3%	2023 Winter Assessment Percentage of English learners at Mid or Above Grade Level on the i-Ready Diagnostics ELA-4% Math- 3%	2024 Winter Assessment Percentage of English learners at Mid or Above Grade Level on the i-Ready Diagnostics ELA-4% Math- 3%	2023-24 Percentage of English learners at Mid or Above Grade Level on the i-Ready Diagnostics ELA-25% Math- 25%
Maintain pupil enrollment in a broad course of study for unduplicated students as well as students with exceptional needs as measured by the master schedule	2020-21 Maintain pupil enrollment in a broad course of study as evidenced by the master schedule	2021-22 All students were enrolled in a broad course of study as evidenced by the master schedule.	2022-23 All students were enrolled in a broad course of study as evidenced by the master schedule.	2023-24 All students were enrolled in a broad course of study as evidenced by the master schedule.	2023-24 Maintain pupil enrollment in a broad course of study as evidenced by the master schedule
Rate of Fully Credentialed and	2020-21	2021-22	2022-23	2023-24	2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned Teachers	All teachers were fully credentialed and appropriately assigned.	All teachers were fully credentialed and appropriately assigned.	>99% of all teachers were fully credential and appropriately assigned.	>99% of all teachers were fully credential and appropriately assigned	All teachers will be fully credentialed and appropriately assigned.
All English Learners will have access to California State Standards based instruction that supports academic content knowledge and English Language Proficiency as measured by master schedule audits	2019-20 100% of English Learners are enrolled in core courses with credentialed teachers with authorization to teach Designated and Integrated English Language Development instruction	2021-22 100% of English learners are enrolled in core courses with credentialed teachers with authorization to teach Designated and Integrated English Language Development instruction,	2022-23 100% of English learners are enrolled in core courses with credentialed teachers with authorization to teach Designated and Integrated English Language Development instruction,	2023-24 100% of English learners are enrolled in core courses with credentialed teachers with authorization to teach Designated and Integrated English Language Development instruction,	2023-24 100% of English Learners are enrolled in core courses with credentialed teachers with authorization to teach Designated and Integrated English Language Development instruction
Maintain 100% of students with access to standards aligned textbooks as evidenced by the Annual Resolution of Sufficiency of Instructional Materials	2020-21 Maintained 100% of students with access to standards aligned textbooks	2021-22 Maintained 100% of students with access to standards aligned textbooks	2022-23 Maintained 100% of students with access to standards aligned textbooks	2023-24 Maintained 100% of students with access to standards aligned textbooks	2023-24 Maintain 100% of students with access to standards aligned textbooks
School facilities in good repair as measured by the FIT	2020-21 School facilities in good repair as measured by the FIT	2021-22 School facilities in good repair as measured by the FIT	2022-23 School facilities in good repair as measured by the FIT	2023-4 School facilities in good repair as measured by the FIT	2023-24 School facilities will be in good repair as measured by the FIT

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions in Goal 1 of the 2023-24 LCAP were fully implemented.

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 following were material differences between Budgeted Expenditures and Estimated Actual Expenditures:

The number of non-student professional development days was increased from 2 to 4 days in order to increase professional learning opportunities (Action 1.1).

The cost of the professional development and extra hours budgeted to the support the Teaching and Learning Cycles was less than anticipated (Action 1.2).

The cost of extended day TK and Kindergarten was added to the cost of Kindergarten paraprofessionals (Action 1.4).

The cost of leases for additional devices and tech support for student and teachers was added to the cost of devices and digital platforms (Action 1.5).

The costs of the enrichments and services for GATE students was less than the amount that was originally budgeted (Action 1.6).

The funding for middle school counselors was changed from Supplemental/Concentration to ESSER III funds (Action 1.8).

Two of the NETS mentors were paid out of Title II instead of Supplemental/Concentration funding (Action 1.9).

We offered more Orton Gillingham training than we had originally budgeted for because of positive feedback and a high demand for the course (Action 1.12).

Intervention teachers were paid with other state funding instead of Supplemental/Concentration funding (Action 1.13).

Some schools spent less than what was budgeted in their site allocations (Action 1.21).

Additional districtwide supports designed for unduplicated students such as additional field work, intervention materials and enrichments were added resulting in the expenses exceeding the original amount budgeted (Action 1.22)

There was an increase in the quantity and costs of supplemental Special Education supports which increased the cost of this action item (Action 1.23)

The roving intervention teachers cost less than the budgeted cost (Action 1.27)

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Achievement levels for CAASPP and the 2023 CA School Dashboard decreased slightly for English Language Arts and increased slightly for Mathematics. However, the growth results on our i-Ready Reading and Math Diagnostic 2 were strong for all student groups as compared to Diagnostic I. The percentage of students who were either Early on Grade Level or Mid or Above Grade Level increased for all student groups. This year we also started looking at i-Ready Stretch Growth and were able to track that growth for students at all proficiency levels. After the the second diagnostic we found that there was an increase in students who met their stretch growth as compared to the previous school year. Especially in the area of Mathematics. We believe that the following actions supported our students' academic gains:

EUSD worked hard to provide targeted professional development to give teachers strategies and structures to provide tiered supports to meet the needs of all student groups. Teachers were able to be access professional development and collaboration time through designated PD days (Action 1.1) where teachers were offered choices to take the professional learning that they felt would best meet their needs. The opportunity for weekly collaboration was offered through the Teaching and Learning Cycles at the elementary level. Principals participated in the Teaching and Learning Cycles (Action 1.2) on a regular basis and district instructional coaches(Action 1.10) provided support. Teams regularly analyzed data and worked to collaborate on developing personalized learning lessons targeted to the needs that they had identified. Elementary teachers had additional release time when students went to PE with a certificated PE teacher twice a week (Action 1.3). The additional time allowed teachers to collaborate with their peers and to prepare the lessons they had developed in the Teaching and Learning Cycles. New teachers who were working to clear their credentials were able to select PD to meet the needs of their students as they developed their Individualized Learning Plan for our NETs program (Action 1.9). Both individual NETS participants and the NETS Advisory team were able to identify growth in the students of the NETS participants. Primary teachers and intervention teachers at all grade levels participated in the Orton Gillingham reading instruction professional development (Action 1.12). Teachers participating in this professional development reported positive student growth when they implemented the strategies.

In addition to professional development many academic students supports were funded through the LCAP that we believe had a positive impact on the academic achievement of our students. Our youngest students in TK and Kindergarten had the benefit of a full day of instruction that allowed them to develop their language and their social and behavioral skills to better prepare them for 1st grade and beyond. Kindergarten students had the benefit of paraprofessionals to allow teachers to make the most of small group instruction (Action 1.4) TK students had the option of early admittance to TK which gave more students the opportunity to have an extra year in TK to build on skills to be better prepared for Kindergarten (Action 1.26). At the middle school level, counselors were funded to support and assist students in their academic, social, emotional, and personal development (Action 1.8). Grade level teams were able to strategically target students for

intervention as they met in their Teaching and Learning Cycles. Math and reading intervention teachers (Actions 1.13, 1.27) provided students with targeted Tier 3 instruction and many progress monitored their students using Performance Matters (Action 1.11). Growth was substantial for students in intervention, particularly in the area of Mathematics. Each school also had an allocation of Supplemental Concentration funding that most used for an additional intervention teacher (Action 1.21) Digital devices, applications and technical support (Action 1.5) were provided for students and teachers in order to personalize student learning to both student interests and needs. Platforms such as i-Ready My Path lessons. Our Special Education academic results improved during the 2022-23 school year and the group is no longer in Differentiated Assistance. This student group continues to show improvement in i-Ready Diagnostic results this year. The extra supports that students receive contributed to student success (Action 1.23). Centralized district supports provided data, professional development and academic supports (Action 1.22).

Our English learner supports most likely resulted in Green Performance Level on the 2023 California School Dashboard. 48.8 percent of our students were making progress towards English language proficiency representing a gain of 2.9%. Our English learner supports included an instructional coach to support teachers with English learners (Action 1.15). Targeted professional development (Action 1.16) was provided for individuals, grade levels or school staffs on research-based instructional strategies for English learners. Newcomer students were supported by a newcomer teacher (Action 1.17) and a team of newcomer paraprofessionals who worked to give supplemental ELD and academic support to our newcomer students The newcomer support teacher assisted teachers in the use of the Newcomer Curriculum (1.8). Newcomer students reported feeling more connected to school with the additional services that were provided. Newcomer students receiving services had an attendance rate .25% higher than the attendance rate of the All Student group. English learners could access Lexia English (Action 1.19) as a supplemental ELD program. An elementary supplemental newcomer ELD curriculum (Action 1.8) was made available for teachers to use in additional to the other newcomer supports. Teachers who used the curriculum reported that students who used the materials showed improvement in their English skills. Students who accessed the program on a regular basis showed growth in English language acquisition. The Welcome Center (Action 1.20) provided families of English learners supports and information on English learner programs.

In addition to our traditional school programs, EUSD families have the opportunity to enroll in Limitless Learning Academy (Action 1.25) a virtual hybrid program that allows students to participate in virtual online instruction with opportunities for in-person experiences. Families also have the option of enrolling students in our Home School program (Action 1.24) which gives parents the opportunity to teach their children with guidance and support from our Home School. Families in both programs reported high rates of school connected ness in both programs. Students in both programs showed significant growth in their i-Ready Winter 2023- Winter 2024 diagnostic results.

Enrichment opportunities are very important to our community partners. Feedback surveys have highlighted satisfaction for after school enrichments and interventions (Action 1.7) summer school (Action 1.14) as well as enrichments for gifted and talented (Action 1.6).

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

We have confirmed the need to increase continue the increase of professional learning time- non student days from two to four days to provide teachers with professional development/collaboration time designed to give teachers the tools needed to develop personalized learning to meet the needs of all student groups (Action 1.1)

While we plan to continue the Teaching and Learning Cycles, (Action 1.2), we believe that grade level teams now have the tools to implement the cycles without professional development and extra hours. The action will remain in the LCAP but there will not be any funding associated with it.

We will continue to include devices and digital platforms (Action 1.5) as an action item. Additional funding for leases and tech supports will be added to this item to better support personalized learning for students.

The Gifted and Talented Enrichment action (Action 1.6) will be reduced for the 2024-25 school year as a result of reduction in funding

There will be a reduction in the number of school counselors funded at each school from 3 to 2 school counselors as a result of reduction in funding.

The number of NETs mentors (Action 1.9) will be reduced as we anticipate significantly fewer new teachers in the 2024/25 school year since 4th -8th grade class size reduction has been eliminated. This action will be moved to Goal 3

District level instructional coaches are being eliminated.(Actions 1.10 & 1.15) While there was data to support the coaching work, the positions are being eliminated due to a reduction in funding.

400 plus teachers have been trained in Orton Gillingham (Action 1.12). Many teachers have had the opportunity to attend multiple trainings. Since we have such a high number of teachers trained, this action will no longer be funded.

For the past few years, EUSD has been working the the Learning Centered Collaborative to develop our Framework for the Future, Learning Progressions and Learning Model all designed to meet the personalized learning needs of our unduplicated students. . We will be continuing the work with school redesgns and school innovation teams next year, so the Framework for the Future work will become an action item for the 2024-25 school year.

The cost of extended day Kindergarten and extended day Transitional Kindergarten will be a new action item for the 2024-25 school year.

AVID (Advancement Via Individual Determination) will be funded for middle for middle school students

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

Goals and Actions

Goal

Goal #	Description
2	Continue to build a collaborative culture which promotes creativity, responsibility and trust among all educational partners where diversity and equity are valued.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Attendance Rate	The 2019-20 district attendance rate was 96.17%	The 2020-21 district attendance rate was 91.09%	The 2021-22 district attendance rate was 91.60%	The current 2023-24 attendance rate is 92%	The 2023-24 district attendance rate goal is 97.00%
Chronic Absenteeism Rate	2018-19 Chronic Absenteeism All students 12.5% English learners 12.9% Hispanic- 13.1% Socioeconomically Disadvantaged- 13.7% Students with Disabilities- 20.4% Foster Youth- 22.1% Homeless- 23.6%	2020-21 Chronic Absenteeism Rate All students 27.7% English learners 29.6% Hispanic Socioeconomically Disadvantaged 29.2% Students with Disabilities 31.7% Foster Youth 31.8% Homeless 42.2%	2021-22 Chronic Absenteeism Rate All students 46.6% English learners 49.1% Hispanic 49.6% Socioeconomically Disadvantaged 50.7% Students with Disabilities 58% Foster Youth 55.4% Homeless 61.1%	2022-23 Chronic Absenteeism Rate All students 36.7% English learners 38.2% Hispanic 38.8% Socioeconomically Disadvantaged 39.6% Students with Disabilities 44.6% Foster Youth 57.5% Homeless 50.1%	2023-24 Chronic Absenteeism All students 8.5% English learners 8.9% Hispanic- 9.1% Socioeconomically Disadvantaged- 9.7% Students with Disabilities- 15.4% Foster Youth- 18.1% Homeless- 18.6%
Middle School Dropout Rate	2019-20 15 middle school students disenrolled and did not re-enroll in another CA school.	2020-21 7 middle school students disenrolled and did not re-enroll in another CA school.	2021-22 7 middle school students disenrolled and did not re-enroll in another CA school.	2022-23 3 middle school students disenrolled and did not re-enroll in another CA school	2023-24 0 middle school students will be marked as dropouts in CALPADS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	2019-20 Expulsion Rate <1% of students were expelled	2020-21 Expulsion Rate <1% of students were expelled	2021-22 Expulsion Rate 0.1% of students were expelled	2022-23 Expulsion Rate 0.2% of students were expelled	2023-24 Expulsion Rate .05% of students will be expelled
Suspension Rate	2019-20 Suspension Rate Percent of students suspended at least once All Students 1.7% English learners 1.7% Hispanic- 1.6% Socioeconomically Disadvantaged- 1.6% Students with Disabilities- 3.5% Foster Youth- 8.9% Homeless- 2.2%	2020-21 Suspension Rate Percent of students suspended at least once: All Students 0.3% English learners 0.2% Hispanic- 0.2% Socioeconomically Disadvantaged- 0.3% Students with Disabilities- 0.5% Foster Youth- 2.7% Homeless- 0.3%	2021-22 Suspension Rate Percent of students suspended at least once: All Students 2.8% English learners 3.2% Hispanic- 3% Socioeconomically Disadvantaged- 3.3% Students with Disabilities- 4.3% Foster Youth- 5.6% Homeless- 4.4%	2022-23 Suspension Rate Percent of students suspended at least once: All Students 3.6% English learners 4.3% Hispanic- 4% Socioeconomically Disadvantaged- 4.1% Students with Disabilities- 5.2% Foster Youth- 14.6% Homeless- 4.7%	2023-24 Suspension Percent of students suspended at least once All Students 1% English learners 1.2% Hispanic- 1.0%% Socioeconomically Disadvantaged- 1.2% Students with Disabilities- 2.5% Foster Youth- 2.5% Homeless- 1.8%
Climate- CHKS School Connectedness and School Safety	2019-20 Results School Connectedness 67% of 5th grade students completing the California Healthy Kids Survey during the 2019-2020 school	2021-2022 Results School Connectedness 67% of 5th grade students completing the California Healthy Kids Survey during the 2021-2022 school	2022-2023 Results School Connectedness 65% of 5th grade students completing the California Healthy Kids Survey during the 2022-2023 school	2023-2024 Results School Connectedness 66% of 5th grade students completing the California Healthy Kids Survey during the 2023-2024 school	2023-24 Results School Connectedness 75% of 5th grade students who complete the California Healthy Kids Survey during

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	year reported feeling connected to school most or all of the time. 58% of 7th grade students completing the California Healthy Kids Survey during the 2019-2020 school year reported feeling connected to school most or all of the time. School Safety 71% of 5th grade students completing the California Healthy Kids Survey during the 2019-2020 school year reported feeling safe at school most or all of the time. 56% of 7th grade students completing the California Healthy Kids Survey during the 2019-2020 school year reported feeling safe at school most or all of the time.	year reported feeling connected to school most or all of the time. 51% of 7th grade students completing the California Healthy Kids Survey during the 2021-2022 school year reported feeling connected to school most or all of the time. School Safety 71% of 5th grade students completing the California Healthy Kids Survey during the 2021-2022 school year reported feeling safe at school most or all of the time. 50% of 7th grade students completing the California Healthy Kids Survey during the 2021-2022 school year reported feeling safe at school most or all of the time.	year reported feeling connected to school most or all of the time. 47% of 7th grade students completing the California Healthy Kids Survey during the 2022-2023 school year reported feeling connected to school most or all of the time. School Safety 70% of 5th grade students completing the California Healthy Kids Survey during the 2022-2023 school year reported feeling safe at school most or all of the time. 45% of 7th grade students completing the California Healthy Kids Survey during the 2022-2023 school year reported feeling safe at school most or all of the time.	year reported feeling connected to school most or all of the time. 51% of 7th grade students completing the California Healthy Kids Survey during the 2023-2024 school year reported feeling connected to school most or all of the time. School Safety 71% of 5th grade students completing the California Healthy Kids Survey during the 2023-2024 school year reported feeling safe at school most or all of the time. 54% of 7th grade students completing the California Healthy Kids Survey during the 2023-2024 school year reported feeling safe at school most or all of the time.	the 2023-2024 school will report feeling connected to school most or all of the time. 65% of 7th grade students who complete the California Healthy Kids Survey during the 2023-2024 school year will report feeling connected to school most or all of the time. School Safety 83% of 5th grade students who complete the California Healthy Kids Survey during the 2023-2024 school year will report feeling safe at school most or all of the time. 68% of 7th grade students who complete the California Healthy Kids Survey during the 2023-2024 school year will report feeling safe at school most or all of the time.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Needs Assessment School Connectedness and School Safety		Baseline Year 2021-22 85% of parents who responded to the survey indicated that they either strongly agreed or agreed that they feel welcome at their child's school.

76.7% of parents who responded to the survey indicated that they either strongly agreed or agreed that they feel valued and safe at their child's school. | 2022-23 87% of parents who responded to the survey indicated that they either strongly agreed or agreed that they feel welcome at their child's school.

78.4% of parents who responded to the survey indicated that they either strongly agreed or agreed that they feel valued and safe at their child's school. | 2023-24 85.8% of parents who responded to the survey indicated that they either strongly agreed or agreed that they feel welcome at their child's school.

77.4% of parents who responded to the survey indicated that they either strongly agreed or agreed that they feel their child is safe at school | 2023-24 90% of parents who respond to the survey will indicate that they either strongly agree or agree that they feel welcome at their child's school.

80% of parents who respond to the survey will indicate that they either strongly agree or agree that they feel valued and safe at their child's school. |
| Teacher Survey School Connectedness and School Safety | | | Baseline Year 2022-23 72% of teachers who responded to the survey indicated that they agreed or strongly agreed that safety concerns at school sites are adequately addressed

72% of teachers who responded to the | 2023-2024 Results 78% of teachers who responded to the survey indicated that they agreed or strongly agreed that safety concerns at school sites are adequately addressed. | 2023-24 75% of teachers who respond to the survey will indicate that they agree or strongly agree that safety concerns at school sites are adequately addressed

75% of teachers who respond to the survey will indicate that they |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			survey indicated that they agreed or strongly agreed that communication at their site is effective and timely 71% of teachers who responded to the survey indicated that they agreed or strongly agreed that overall staff morale at their school is positive.	66% of teachers who responded to the survey indicated that they agreed or strongly agreed that overall staff morale at their school is positive.	agree or strongly agree that communication at their site is effective and timely 75% of teachers who respond to the survey will indicate that they agree or strongly agree that overall staff morale at their school is positive.
Number of parent workshops and and other events for English learners, socioeconomically disadvantaged, foster youth and students with disabilities.	In 2020-21, 1461 parent engagement workshops and events were offered for parents throughout the district.	In 2021-22, 1429 parent engagement workshops and events were offered for parents throughout the district	In 2022-23, 1763 parent engagement workshops and events were offered for parents throughout the district	In 2023-24 (through May),2457 parent engagement workshops and events were offered for parents throughout the district	In 2023-24, 1625 parent engagement workshops and events will be offered for parents throughout the district.
The number of parents/guardians participating in workshops or other events	In 2020-21, 12,199 parents (duplicated count) engaged in workshops and events that were offered for parents throughout the district.	In 2021-22, 16,369 parents (duplicated count) engaged in workshops and events that were offered for parents throughout the district.	In 2022-23, 34,543 parents (duplicated count) engaged in workshops and events that were offered for parents throughout the district.	In 2023-24 (through May), 82,605 parents (duplicated count) engaged in workshops and events that were offered for parents throughout the district.	In 2023-24, 18,000 parents (duplicated count) will engage in workshops and events that were offered for parents throughout the district.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation on leadership committees at the school and district level	In 2020-21 the number of parents of guardians in leadership roles in the district including SSC, ELAC, DELAC, DAC, PTA and Design Team were was 314	In 2021-22 the number of parents of guardians in leadership roles in the district including SSC, ELAC, DELAC, DAC, PTA and Design Team were was 307	In 2022-23 the number of parents of guardians in leadership roles in the district including SSC, ELAC, DELAC, DAC, PTA and Design Team were was 361	In 2022-23 the number of parents of guardians in leadership roles in the district including SSC, ELAC, DELAC, DAC, PTA and Design Team was was 323	In 2023-24 the number of parents or guardians in leadership roles in the district including SSC, ELAC, DELAC, DAC, PTA and Design Team will be 330

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions in Goal 2 were 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.

The following were material differences between Budgeted Expenditures and Estimated Actual Expenditures:

Additional behavioral and social emotional supports were added to the ISS Districtwide Supports (Action 2.3).

Most of the cost of the TREC program (Action 2.6) was moved to ESSER funding.

Specialty School Funding at Conway (Action 2.7) was increased to include an intervention/Specials teachers

The cost of the Four Elementary Music teachers (Action 2.9), the VAPA activities (Action 2.10) and the Degree Stipend (Action 2.15) were all less than what was budgeted.

The cost of Minimizing Combo Classes (Action 2.16) AND Class Size Reduction (Action 2.17) were both less than what was originally budgeted. The cost for the items was moved to other State funding.

The cost of Care Solace (Action 2.19) was more than what was originally budgeted.

Our Chronic Absenteeism Rate on 2023-24 California School Dashboard decreased by 9.9% to 36.7%. This year the chronic absenteeism rate is continuing to decrease. Our LCAP and Needs Assessment Surveys indicate parent/guardian satisfaction in the family liaison program. The number of families participating in workshops and other school activities is continuing to increase. Community partners and staff have highlighted the positive impact of the the social/emotional supports that and identified the need to continue to provide robust social/emotional supports for student social-emotional supports. We believe that these positive results can be attributed to the following actions:

The District Pupil Re-engagement Team (Action 2.4) is monitoring attendance on a weekly basis, sharing the reports with schools and working with school re-engagement teams to work with families to improve students attendance. This work has resulted in improved attendance rates this year.

Our family liaison program (Action 2.1) which includes a bilingual family liaison at each school is facilitated through our Integrated Student Supports. The program offers a menu of parent workshops and family activities and the liaisons meet with the coordinator on a regular basis to reflect on their programs and make changes. The number of offerings as well as the attendance continues to increase. Family liaisons have worked with parents and guardians to educate them on their rights and to encourage them to participate in committee leadership positions such as DELAC, DAC and PTA (Action 2.11). Our website and communication tools (Action 2.12) have allowed for regular messages to be shared with families from the district and school level as well as from individual teachers. Surveys indicate that parents/guardians value the program. Each school in the district has a school social worker (Action 2.2) who provides social emotional and behavioral supports to students and plays an important role in implementing the behavior side of the MTSS pyramid. All staff and family survey results show that the community sees positive impacts on students and value the program. An additional support is our Care Solace (Action 2.19) program which is a concierge service that helps connect families with mental health supports outside of school.

Behavioral Supports were identified as being very important by both staff and educational partners. While our Dashboard data does not show progress in the area of suspension rate, we are seeing some progress this year. At this point in the school year, expulsions have decreased by 34.6%. The following behavioral support actions supported our positive data:

Behavior specialists and behavior technicians provided through Integrated Student Supports.(Action 2.3), the ALC programs (Action 2.5) and the TREC program (Action 2.6) contributed to our positive results

Our district-wide focus on the Framework for the Future includes an emphasis on creating structures for personalized learning where students can access learning based on their strengths, interests and targeted learning needs. Students are reporting increased engagement as they are able to explore their interests and build on their strengths. The following actions supported student engagement and achievement:

As a specialty school Conway Academy of Expeditionary Learning is receiving supplemental funding for an instructional coach and an intervention/specials teacher (Action 2.7). Conway has shown sustained growth and improvement especially in the area of Mathematics.

The Dual Language Program (Action 2.8) in EUSD has grown significantly over the past 5 years. 6th through 8th grade students who participated in the Dual Language Programs beginning in Kindergarten score higher on the English version of the CAASPP than English learners who did not participate in the program.

Our elementary music program has has provided nearly 1400 4th and 5th grade students the opportunity to learn to play a wind or percussion instrument (Action 2.9). The program continues to grow. Additional VAPA opportunities (Action 2.10) were provided through our Elementary Enrichment Wheel and middle school electives. Students had the opportunity to showcase their performances and their art work at our annual Smart Fest and Elementary and Middle School Band Concerts. Both of which were held at the California Center for the Arts, Escondido. Since students and parents continue to show a great deal of interest in the program and it gives many students an opportunity to learn to plan an instrument, which they may not have had the opportunity to do otherwise, the program will be continued.

The degree stipend has resulted in an increased number of certificated and classified staff earning additional degrees (2.15)

We were not able to determine that there were direct connections between Combo Mitigation (Action 2.16) and Class Size Reduction (Action 2.17) and an increase in student achievement. 4th through 8th grade class size reduction will be eliminated and combo mitigation will be reduced.

It was determined that our educational partners were not connecting with Thought Exchange (Action 2.13). The platform will not be continued in the 2024-25 school year.

The National Board support action was discontinued in the 2023-24 school year as a state program now covers the fees for teachers wishing to earn National Board certification

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

After an analysis of the data it was determined that the following changes will be made 2024-25 LCAP:

4th through 8th grade Class Size Reduction (Action 2.17) will not be continued. We could not correlate positive increases in student achievement to student participation in class size reduction.

The Thought Exchange (Action 2.13) tool to gather community feedback is being eliminated as staff and community partners did not like format of the results.

The Alternative Learning Centers (Action 2.5) at middle schools will be continue to be in the master schedule but a designated FTE will no longer be funded.

The number of Combination Mitigation (2.16) funded classes will be reduced due to budget reductions. Remaining combo mitigation funding will be focused on combinations that include KIndergarten.

The TREC (Trust, Relationships, Empowerment, Choice) program (Action 2.6) is being consolidated from 5 schools to a regional program of 2 schools. As a result, less funding is needed for this action

The specialty funding at Conway (Action 2.7) will be reduced to include only the instructional coach. The funding is being reduced because of budget reductions.

An action to monitor Foster Youth achievement, attendance and behavior data is being added as an action to meet the needs of our Foster Youth as part of our Differentiated Assistance process

An elementary Enrichment Wheel (will be funded to provide students enrichments in STEM, Art and Music will added. The Enrichment Wheel will provide students enrichments while also allowing grade level teams to collaborate on data analysis and instructional plans to provide personalized learning to students from all student groups.

Funding will be allocated to support grade level field work experiences. Each grade level will have a signature field work experience with standards-aligned project based lessons and activities

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.

Goals and Actions

Goal

Goal #	Description
3	Ensure our students, staff, and all educational partners are safe and secure in all environments

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The number of students that respond that they feel safe on school site campuses as measured by the annual CHKS survey	2018-19 School Safety 71% of 5th grade students completing the California Healthy Kids Survey during the 2019-2020 school year reported feeling safe at school most or all of the time. 56% of 7th grade students completing the California Healthy Kids Survey during the 2019-2020 school year reported feeling safe at school most or all of the time.	2021-2022 School Safety 71% of 5th grade students completing the California Healthy Kids Survey during the 2021-2022 school year reported feeling safe at school most or all of the time. 50% of 7th grade students completing the California Healthy Kids Survey during the 2021-2022 school year reported feeling safe at school most or all of the time.	2022-23 School Safety 70% of 5th grade students completing the California Healthy Kids Survey during the 2022-2023 school year reported feeling safe at school most or all of the time. 45% of 7th grade students completing the California Healthy Kids Survey during the 2022-2023 school year reported feeling safe at school most or all of the time.	2023-2024 Results School Safety 71% of 5th grade students completing the California Healthy Kids Survey during the 2023-2024 school year reported feeling safe at school most or all of the time. 54% of 7th grade students completing the California Healthy Kids Survey during the 2023-2024 school year reported feeling safe at school most or all of the time.	2023-24 School Safety 80% of 5th grade students completing the California Healthy Kids Survey during the 2023-2024 school year will report feeling safe at school most or all of the time. 65% of 7th grade students completing the California Healthy Kids Survey during the 2023-2024 school year will report feeling safe at school most or all of the time.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions in Goal 3 were 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.

The cost of Enhanced Noon Time Duty Support was more than the original budgeted cost.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We had a significant increase in the number of 7th grade students who reported feeling safe at school increased from 45% to 54%. The number of 5th grade students who reported feeling safe at school increased from 70% to 71%. We believe that the increases feeling of safety is due to the health and safety measures that were in place below:

The Health Tech Additional Hours (Action 3.1) which increased the time that health techs are available from 6 hours to 8 hours provided health care supports to students throughout the school .

Enhanced Noon Time Duty Support (Action 3.2) provided additional supervision to allow noon time duty personnel to assist students in regulating their behavior.

The Juvenile Diversion Program (Action 3.3) provided an additional resource officer to work with students and staff in regulating behavior. In addition Escondido Compact provided services to at-risk youth that provided positive outcomes that allowed the to be more engaged in school.

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

We developed new goals for the 2024-25 LCAP. Goal 3 will continue to have the existing actions, metrics and actions. We are changing Goal 3 to "Ensure enabling conditions are in place for optimal learning that includes a shared vision, supportive policies, aligned resource allocation, trust and safety". The following actions will be moved from Goal 1 to this goal:

Professional Learning Time (Action 1.1)
Minimize the Number of Combination Classes (Action 2.16)
Degree Stipend (Action 2.15)
New Escondido Teacher Support (Action 1.9)
Devices and Digital Platforms to Enhance and Support Rigorous Standards-based Instruction (Action 1.5)
Performance Matters Data Warehouse (Action 1.11)
School Site Allocations (Action 1.21)

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Escondido Union School District	Luis Ibarra, Ed.D Superintendent	libarra@eusd.org 760-432-2110

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Escondido Union School District is a TK through 8th grade district serving the ethnically and economically diverse city of Escondido which is located in inland north San Diego County. The district currently consists of 17 elementary schools, 1 K-8 virtual school, 1 intermediate school, and 5 middle
schools, four elementary schools and one middle school offer Dual Language Programs (Spanish/English). Two schools (Conway and Quantum) are considered specialty schools as they offer specialized programming that engages students in Project -Based learning, increased STEAM
opportunities and at Conway participation in the EL Education Program . The district serves 14,054 TK-8th grade students and has 1800 full and part time staff members. EUSD's unduplicated percentage is 80.6%. 78.5% are qualify for free or reduced lunch, 37% of the students are English learners and less than 1% are foster youth.

The district vision is that the Escondido Union School District will actualize the unlimited potential of every learner. Each and every human being is empowered, encouraged, engaged, and committed. This vision is being implemented through four key priorities:
- Student Achievement
- Positive Culture.
- Safety and Security
- Fiscal Solvency.

EUSD's Design Team, which is made up of parents, teachers, classified employees and administrators, has been working with the Learner Centered Collaborative for the last two years to develop a Framework for the Future which is designed to serve as a north star that defines desired learner outcomes,
learning experiences and enabling conditions to inform decision-making and prioritization as we work to develop personalized learning opportunities to meet the needs of all of our student groups. The Design Team used information gathered from students when they were asked as well as the perspectives of the members of the Design Team to develop a Learner Profile which is a representation of a student's

academic growth as well as personal and social-emotional growth. The EUSD Design Team developed six learner outcomes:

- Empowered Learner- I am curious, self-directed, and able to overcome challenges in pursuit of my interests and goals.
- Empathetic Collaborator- I actively listen, engage, and recognize diverse perspectives to achieve a common goal.
- Ethical Scholar- I find opportunities to make an impact on my community and demonstrate integrity, respect and compassion.
- Effective Communicator- I am an effective listener and can clearly express ideas.
- Critical Thinker- I am an inquisitive learner who can reflectively and critically analyze information.
- Creative Problem Solver- I seek opportunities to creatively design solutions, solve complex problems, and act on novel ideas.

The Design Team also worked to create a Learning Model which provides a shared vision and language for what teaching and learning should look like throughout the school. The Learning Model is based on the following four elements:

- Personalized- Learning is co-constructed based on each learner's unique strengths, skills interests and needs
- Authentic- Meaningful, relevant learning grounded in real world challenges and applications for authentic audiences
- Competency-Based- Learning is driven by evidenced-based instruction, assessment, and feedback cycles based on progress toward desired knowledge, skills, and dispositions.
- Inclusive and Equitable- Learning communities are collaborative and culturally relevant, where every learner feels they belong and can tap into their future potential contributing to the collective success of their community.

The district is engaging in the following Big Moves as we begin to implement the framework.
Big Move 1: School Redesign- Each school designs and implements a learner-centered Redesign Action Plan that promotes the whole-learner outcomes and learning experiences detailed in the EUSD Blueprint
Big Move 2: Learning Model Implementation- Schools will provide learner-centered, competency-based, inclusive and equitable learning experiences that cultivate actively engaged students.
Big Move 3: Maximized Educator Collaboration Time- Educators will be provided guaranteed and protected collaboration time to maximize learner achievement, personalize learning, and exchange innovative methods of learning.
Big Move 4: Authentic Learning Experiences- Sustain and leverage a network of community partners to increase student access to authentic community learning experiences.
Big Move 5: Preparing Learners for Future Challenges and Opportunities- Students will explore their passion, foster a deep sense of self-awareness, and forge connections that align with future opportunities for personal growth and success.

Escondido Union School District offers a wide range of programs to address the personalized learning needs of all students. We have a well-rounded curriculum that extends beyond traditional academic subject areas to include PE for all grade levels, visual and performing arts both both the elementary and middle school level and a wide range of middle school electives. Technology is integrated throughout all instruction in innovative and engaging ways. All EUSD students have a 1:1 device and the district has invested in a robust suite of digital platforms to assess students and provide lessons and experiences to enhance their learning. In addition, the district is committed to closing the digital divide by providing hot spots to any students that need them. The district continues to work to build a strong Multi-Tiered System of Support to provide scaffolds and supports for all students to achieve. All schools offer both intervention and enrichment opportunities for all students. After school programs offer a wide selection of both enrichments and interventions.

Student's social and emotional needs are addressed through on site full time social workers or counselors, a district team of behavior specialists and behavior technicians as well as the implementation of Positive Behavior Interventions and Support (PBIS). All EUSD school sites offer a strong family engagement program designed to help connect families and assist them in supporting their children.

Reflections: Annual Performance

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

A review of our available local results revealed some progress during the 2023-24 school year. This was the fourth year that EUSD used the i-Ready diagnostic. Students in all student groups showed gains from fall of 2023 to winter of 2024.
Fall 2023 i-Ready Reading Percent at Mid or Above Grade Level
All Students- 10%
English Learners- 1%
Hispanic- 7%
SED- 10%
Foster Youth- 11%
Students with Disabilities- 3%
Homeless-

Winter 2023 i-Ready Reading Percent at Mid or Above Grade Level
All Students- 18%
English Learners- 2%
Hispanic- 13%
SED- 18%
Foster Youth- 22%
Students with Disabilities- 6%
Homeless-

Fall 2022 i Ready Math Percent at Mid or Above Grade Level
All Students- 4%
English Learners- 0%
Hispanic- 2%
SED- 2%
Foster Youth- 0%
Students with Disabilities- 1%
Homeless-

Winter 2023 i-Ready Math Percent at Mid or Above Grade Level
All Students- 10%

English Learners- 2%
Hispanic- 7%
SED-10%
Foster Youth- 5%
Students with Disabilities - 4%
Homeless-

Gains were evident for all student groups when comparing the 2023-24 i-Ready Diagnostic 1 and Diagnostic 2 results. The results and gains were, however, not equitable among all of the student groups. English Learners and Students with Disabilities had the most achievement gaps

EUSD implemented a new Tier 3 math intervention program that includes a new intervention curriculum and structures for progress monitoring. Mid year progress shows that the students who participated in the intervention showed a 14% gain in the percentage of students meeting their i-Ready Diagnostic 2 growth goal and a 14% decline in the percentage of students who made no growth. Since students showed consistent growth, applying the structures strategies and progress monitoring to other settings is a good next step.

2023 California School Dashboard Results

English Learner Progress Indicator
EUSD's 2023 percentage of students making progress towards English language proficiency was 48.8% which is an increase of 2.9% over the previous year. EUSD's percentage of English learners making progress towards proficiency in English slightly exceeds the statewide percentage of 48.7%. EUSDs performance level for the English Learner Progress Indicator was Green.

Rincon Middle School and Miller Elementary received the lowest performance level on the English Learner Performance Index

Chronic Absenteeism
The 2023 California School Dashboard Chronic Absenteeism rate was 36.7 which represented a decline of 9.9% from the previous year. EUSD's performance level was Yellow. All student groups except for Foster Youth showed a decline in chronic absenteeism. Declines ranged from 13.4% to 5%. Chronic absenteeism among Foster Youth increased by 2.1%. During the 2023-24 school year chronic absentee rates are showing downward trends. In January 2024 the chronic absenteeism rate in EUSD was 28.27% which was a decline of 9.33%. Our District Pupil Reengagement Team continues to support School Pupil Reengagement Teams to help families overcome barriers preventing students from coming to school each day. All of the student groups except for Foster Youth were in the Yellow performance level. The Foster Youth student group was in the Red performance level.

At the district level our Foster Youth group is at the lowest performance level in the area of Chronic Absenteeism.

The following school student groups were at the lowest performance level in the area of Chronic Absenteeism:
Bear Valley, Bernardo and North Broadway- Two or More Races
Miller, Quantum and Reidy Creek- English Learners

Miller- Hispanic
Del Dios, Hidden Valley and Orange Glen- Homeless
Central and Mission- Students with Disabilities
Conway and LR Green- White
LR Green- Asian

Mathematics
The All Student group was 66.9 points below standard on the California School Dashboard. They maintained from the previous year with a change of -1 point. EUSD's performance level was Orange. The Asian, Filipino and White student groups all scored above standard and were in the Green performance level. The African American and Two or More Races student groups showed significant gains and were at a performance level of Yellow. The Hispanic, Homeless and Socioeconomically Disadvantaged students groups all maintained with declines between 1 and 1.9 points. The performance levels for these groups is Orange. Students with Disabilities maintained at 2.5 points. .English Learners showed a decline of 4.1 points The Foster Youth student group showed the greatest decline at 38.3 points. These students groups have a performance level of Red. We are beginning to see some positive results for all student groups in math with the adoption of a new elementary math curriculum as well as a math intervention program for elementary and middle school.

At the district level our English Learner , Foster Youth and Students with Disabilities student groups are at the lowest performance level in Mathematics

The following school student groups were at the lowest performance level in the Mathematics:
Del Dios, Mission and Hidden Valley- All Student Group
Bear Valley, Del Dios, Felicita, Oak Hill, Hidden Valley and Rincon- English Learners
Bear Valley, Del Dios, Felicita, Mission, Hidden Valley and Rincon- Hispanic
Bear Valley, Del Dios and Hidden Valley- Homeless
Bear Valley, Del Dios, Hidden Valley and Mission- Socioeconomically Disadvantaged
Farr, Glen View, Hidden Valley, Miller, Mission, North Broadway, Oak Hill, Rincon, Rock Springs, Rose- Students with Disabilities

English Language Arts
The All Student group was 42.5 points below standard on the California School Dashboard after declining 4.1 points. EUSD performance level was Orange. The Asian, Filipino and White student groups were all at the Green performance levels. The White student group maintained at -2.4 points. The Asian student group declined by 16.6 points and the Filipino student group increased by 11.2 points. The African American, Foster Youth, Hispanic, Two or More Races and Socioeconomically Disadvantaged students groups were all at the Orange performance level. The African American, Foster Youth, Hispanic, Homeless, The Two or More Races and Socioeconomically Disadvantaged student groups were all at the Red performance level. The Foster Youth group increased by 15.8 points. The African American, Homeless and Two or More Races student groups maintained by 1.7, -0.2 and 0.8 points respectively. The Hispanic and Socioeconomically Disadvantaged student groups declined by 4.7 and 4.9 points respectively.

At the district level our English Learner and Students with Disabilities student groups are at the lowest performance level in English Language Arts

The following school student groups were at the lowest performance level in the English Language Arts:
Felicita, Oak Hill and Pioneer- All Student Group
Central, Del Dios, Farr, Felicita, Hidden Valley, Mission, Oak Hill, Pioneer, Reidy Creek, Rincon, Rock Springs- English Learner
Felicita, Oak Hill, Pioneer- Hispanic
Del Dios, Mission- Homeless
Farr, Felicita, Oak Hill, Pioneer- Socioeconomically Disadvantaged
Bear Valley, Farr, Hidden Valley, Miller, Mission, North Broadway, Oak Hill, Orange Glen, Quantum, Reidy Creek, Rincon, Rock Springs, Rose- Students with Disabilities

Suspension Rate
The performance level for the All Student group was Orange. 3.6% of students were suspended at least one day. There was an increase of 0.8% suspensions between the 2022 and 2023 CA School Dashboard reports. The Asian student group was in the Blue performance level . Their suspension rate declined by 1.5%. The suspension rate for the Two or More Races student group declined by 1.2%. This group was at the Green performance level. The Filipino student group's suspension rate increased by 0.8%. This group was at the Yellow performance level. The English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities and White student groups were all at the Orange performance level. These groups showed increases between 0,4 % and 1.1%. The African American and Foster Youth student groups were both in the Red performance level with increases of 4.2% and 9% respectively.

At the district level our African American and Foster Youth student groups are at the lowest performance level in Suspension Rates

Del Dios and Hidden Valley- All Student Group
Del Dios, Hidden Valley and Rincon- English Learner
Del Dios, Hidden Valley and Rincon- Hispanic
Del Dios and Hidden Valley- Homeless
Del Dios and Hidden Valley- Socioeconomically Disadvantaged
Del Dios, Hidden Valley and Rincon- Students with Disabilities
Del Dios- White

Reflections: Technical Assistance

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

We are in Differentiated Assistance because our 2023 CA School Dashboard indicators for Foster Youth were Red for Mathematics and Orange for ELA, Red for Chronic Absenteeism and Red for Suspensions. Our Differentiated Assistance Team followed the structures given to us by SDCOE to conduct empathy interviews, collect data, analyze the data, analyze root cause and determine a plan of action. Since our

data indicated that progress monitoring has been beneficial to this student group, it was determined that we will prioritize any Foster Youth in need of intervention when enrolling students in intervention classes. We also plan to progress monitor student achievement in academics and chronic absenteeism. School sites will be given academic and chronic absenteeism progress monitoring data. Schools will be asked to adjust Tier 2 and 3 academic interventions when needed. Project Success staff will be given Foster Youth attendance data so that they can work with families and schools to work to help remove barriers to students with chronic absenteeism.

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.

No schools were identified for Comprehensive Support and Improvement

Support for Identified Schools

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

No schools were identified for Comprehensive Support and Improvement

Monitoring and Evaluating Effectiveness

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

No schools were identified for Comprehensive Support and Improvement

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Escondido Union School District Design Team- EUSD established the Design Team in early 2019 to collaborate with all educational partners to address district needs. The Design Team has become a key group in providing feedback for the LCAP . The design team includes approximately 65 people, representing parents, representatives from both employee associations, classified staff, certificated staff, site, district level administrator representatives and two board members. Parent representatives include parents of currently enrolled students who are are identified as unduplicated students as well as Students with Disabilities. The Design Team met on September 20th, November 15th, January 17th, February 21, April 10th, May 15th.	As the EUSD Design Team has developed the Learner Profile and the Learning Model the group identified LCAP priorities in support of the Framework for the Future.
District English Learner Advisory Committee- Our DELAC provided feedback on our LCAP at the January 31st and May 1st DELAC meetings.	At the meeting in January DELAC representatives broke out into small groups and discussed and prioritized potential LCAP actions. The groups then shared out suggestions and the whole group gave further feedback on what they believed should be LCAP priorities.
District Advisory Committee provided feedback at the February 2nd meeting.	At the DAC meeting representatives broke out into small groups and discussed and prioritized potential LCAP actions. The groups then shared out suggestions and the whole group gave further feedback on what they believed should be LCAP priorities.
Community Feedback Meetings were held on January 17th and February 27th	At the community feedback meeting, educational partners broke out into small groups and discussed and prioritized potential LCAP actions. The groups then shared out suggestions and the whole group gave further feedback on what they believed should be LCAP priorities.

Educational Partner(s)	Process for Engagement
Parents, community members, teachers, classified employees and administrators helped prioritize actions through our LCAP survey.	Parents, community members, teachers, classified employees and administrators were invited to complete an LCAP priorities survey in English and Spanish. In addition, educational partners were given the opportunity to answer open ended questions on what they considered EUSDs greatest strengths and asked to list ways EUSD could improve. 799 surveys were completed. The link to the survey was sent out in the district weekly update beginning January 14th. The survey was open through February 28th. Families and staff received weekly reminders to complete the survey. School family liaisons offered opportunities for assist families who needed help with the technology in order to complete the survey.
Students	Groups of students were surveyed several times during the year to get feedback on their engagement in various school activities.
The draft LCAP was shared with the SELPA for additional feedback.	The draft LCAP was shared with the SELPA for additional feedback.

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

The new LCAP was heavily influenced by the work of our Design Team on the Framework for the Future. The Design Team, which consists of a wide range of education partners as well as parent groups such as DELAC and DAC, and students, gave input and ideas as we developed the framework, the learner profile and learning model. All groups felt that creating personalized, supportive and engaging learning experience is very important. These priorities can be seen in many of our LCAP actions. Resources are being allocated to continue to receive support from the Learner Centered Collaborative as we move forward with our work to develop personalized, standards-based, learner-centered instruction for our students. Several action items related to professional development, compensation for additional degrees and collaboration time were added to give teachers the opportunity to enhance their instructional skills and participate in collaborative teaching and learning cycles to review student data and develop tiered systems of support to meet student needs. An action item for devices and applications for personalized learning was included to give teachers and students resources as they engage in rigorous standards-based lessons. Since all educational partners valued the idea of students being given the opportunity to explore areas of interest and to participate in real-world project-based learning, enrichments and field work actions were added to the plan. Mental health and behavioral supports were highly valued by all groups. As a result, social workers, counselors, Care Solace and behavior technicians were all added in action items. Most groups are aware of chronic absenteeism rates and wanted to support attendance and engagement so the District Reengagement Team was funded. An allocation for each school to fund supports or materials needed for multi-tiered systems of support was added. The allocation is based on the number of unduplicated students each school has. Safety continues to be a priority for all groups so several safety items such as additional noon time supervisors and a resource officer will be continued. and safety were all considered priorities by educational partners. Feedback indicated that these were all necessary components as we continue to implement the Framework for the Future

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide personalized, competency-based, authentic learning experiences to create a foundation for achievement for all learners.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal supports the district vision to actualize the unlimited potential of every learner. A review of our 2023 California School Dashboard shows that our English Learner Performance Index which has gradually been increasing is now at the Green Performance Level The Asian, Filipino and White student groups were all Green Performance Level in ELA and Math. The All Student group scored at an Orange Performance Level in ELA and Math Areas of concern include the English Learner student group and Students with Disabilities who were at the Red Performance Level in ELA and the English Learner, Students with Disabilities and Foster Youth student groups who were all at the Red Performance Level. As we have celebrated our successes and worked to improve our areas of concern we have found that certain actions have proven to be successful in improving students outcomes. Multi-tiered Systems of Support and designated Universal Access time to provide targeted instruction and support have proved to be successful. Educational partners expressed that high quality rigorous and engaging instruction with equal access to all student groups is a high priority. Educational partners support the Framework for the Future which includes the Learner Profile and Learning Model created by the Design Team. The EUSD Framework for the Future will serve as our North Star as schools implement and improve structures and programs. As we work to implement the Framework for the Future, LCAP funding will be provided in the following areas which were identified as being key in developing systems to support this goal:
1. Provide high quality, engaging and purposeful standards-based instruction to assure high levels of student achievement for all student groups
2. Closely monitor student progress and provide high quality Tier I instruction along with supplemental differentiated Tier 2 and 3 interventions and supports to mitigate learning loss (Teaching and Learning Collaborative and MTSS)
3. Support teachers with high quality professional development
4. Provide devices, instructional materials and digital platforms to support personalized learning
5. Continue to provide enrichments for students
6. Provide educational program options for families

7. Ensure that English learners are provided with the supports to ensure they can access high level standards-based instruction and achieve English proficiency
8. Provide high quality, differentiated supports to best meet the needs of all student groups

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 English Language Arts Distance from Standard	California School Dashboard- 2023 English Language Arts Student Groups All Students -42.5 points below standard English Learners - 72.7 points below standard Socio-economically disadvantaged - 56.7 points below standard Foster Youth - 71.9 points below standard Hispanic - 56.3 points below standard African American- 40.6 points below standard Students with disabilities- 113.6 points below standard			California School Dashboard- 2026 English Language Arts Student Groups All Students -30.5 points below standard English Learners - 56.7 points below standard Socio-economically disadvantaged - 40.7 points below standard Foster Youth -55.9 points below standard Hispanic - 40.3 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					African American- 24.6 points below standard Students with disabilities- 97.6 points below standard	
1.2	California School Dashboard Mathematics Distance from Standard	California School Dashboard-2023 Math Student Groups All Students- 66.9 points below standard English Learners-96.4 points below standard Socio-economically Disadvantaged- 82.1 points below standard Foster Youth- 140.2 points below standard Hispanic- 81.9 points below standard African American- 74 points below standard Students with Disabilities- 131.3 points below standard			California School Dashboard-2026 Math Student Groups All Students- 54.9 points below standard English Learners- 80.4 points below standard Socio-economically Disadvantaged- 66.1 points below standard Foster Youth- 124.2 points below standard Hispanic- 65.9 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					African American- 58 points below standard Students with Disabilities- 115.3 points below standard	
1.3	CAASPP ELA Percent Proficient	2022-23 CAASPP ELA Results Percent of Students Meeting or Exceeding the Standard All Students- 34.40% English Learners- 9.25% Socio-economically Disadvantaged-28.8% Foster Youth- 7.14% Hispanic- 28.71% African American- 33.33% Students with Disabilities- 10.36%			2026-27 CAASPP ELA Results Percent of Students Meeting or Exceeding the Standard All Students- 44.40% English Learners- 21.25% Socio-economically Disadvantaged- 40.8% Foster Youth- 19.14% Hispanic- 40.71% African American- 45.33%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities- 22.36%	
1.4	CAASPP Mathematics Percent Proficient	2022-23 CAASPP Math Results Percent of Students Meeting or Exceeding the Standard All Students- 26.67% English Learners- 7.94% Socio-economically Disadvantaged-20.73% Foster Youth- 0% Hispanic- 20.65% African American- 27.95% Students with Disabilities- 10.29%			2026-27 CAASPP Math Results Percent of Students Meeting or Exceeding the Standard All Students- 36.67% English Learners- 19.94% Socio-economically Disadvantaged- 32.73% Foster Youth- 12% Hispanic- 32.65% African American- 39.95% Students with Disabilities- 22.29%	
1.5	California Alternative Assessment ELA	2022-23 CAA ELA Results 13.64% of students scored at Level 3			2026-27 CAA ELA Results	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					28.64% of students scored at Level 3	
1.6	California Alternative Assessment Mathematics	2022-23 CAA Math Results 6.36% of students scored at Level 3			2026-27 CAA Math Results 15.36% of students scored at Level 3	
1.7	Percentage of 5th and 7th grade student who completed the Fitnessgram	2023 PFT-96% of 5th and 7th grade students completed the Physical Fitness Test			2026 PFT-96% of 5th and 7th grade students will complete the Physical Fitness Test	
1.8	Percentage of English Learners who made progress in English proficiency as measured by the ELPAC	2022-23 English Learner Progress

48.8% of English learners made progress towards English language proficiency | | | 2025-26 English Learner Progress

55% of English learners made progress towards English language proficiency | |
| 1.9 | English Learner Reclassification Results | 2023-24 Reclassification

14.5% of English learner students who took the annual assessment were reclassified | | | 2026-27 Reclassification

20% of English learner students who take the annual assessment will be reclassified | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Percentage of students scoring at mid or above grade level on the winter i-Ready ELA Diagnostic	2024 Winter Assessment Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- 17% English learner- 2% Hispanic-12% SED- 12% African American-15% Foster Youth- 17% Special Education -6%			2027 Winter Assessment Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- 27% English learner- 14% Hispanic-24% SED- 24% African American-27% Foster Youth- 27% Special Education -18%	
1.11	Percentage of students scoring at mid or above grade level on the winter i-Ready Mathematics Diagnostic	2024 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 10% English learner- 2% Hispanic- 7% SED- 7% African American-10% Foster Youth- 4% Special Education -5%			2027 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 20% English learner- 12% Hispanic- 17% SED- 17% African American-20% Foster Youth- 14% Special Education -15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Stretch Growth i-Ready Reading	2024 Winter Assessment Percentage of Students Who Met More Than 50% of Their Stretch Growth Goal All Students- 38.07% English learner- 32.47% Hispanic- 36.41% SED- 36.39% African American- Foster Youth- 45% Special Education - 30.61%			2027 Winter Assessment Percentage of Students Who Met More Than 50% of Their Stretch Growth Goal All Students- 48.07% English learner- 42.47% Hispanic- 46.41% SED- 46..39 African American- Foster Youth- 55% Special Education -40.61%	
1.13	Stretch Growth i-Ready Mathematics	2024 Winter Assessment Percentage of Students Who Met More than 50% of Their Stretch Growth Goal All Students- 35.39% English learner- 35.66% Hispanic- 34.65% SED- 34.70% African American- Foster Youth- 48% Special Education - 32.95%			2027 Winter Assessment Percentage of Students Who Met More than 50% of Their Stretch Growth Goal All Students- 45.39% English learner- 45.66% Hispanic- 44.65% SED- 44.70% African American- Foster Youth- 58%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Special Education -42.95%	
1.14	Implementation of State Standards as measured by district pacing guides	2023-24-Full implementation of State Standards as measured by district pacing guides			2026-27-Full implementation of State Standards as measured by district pacing guides	
1.15	Implement CCSS ELA/ELD and Math standards for English learners as measured by an increase in the percentage of English learners scoring at mid or above grade level on the winter iReady ELA and Math Diagnostics	2024 Winter Assessment Percentage of English learners at Mid or Above Grade Level on the i-Ready Diagnostics ELA-4% Math- 3%			2027 Winter Assessment Percentage of English learners at Mid or Above Grade Level on the i-Ready Diagnostics ELA-16% Math- 15%	
1.16	Rate of Fully Credentialed and Appropriately Assigned Teachers	2023-24 >99% of all teachers were fully credential and appropriately assigned.			2026-27 >99% of all teachers were fully credential and appropriately assigned.	
1.17	Maintain 100% of students with access to standards aligned textbooks as evidenced by the Annual Resolution of Sufficiency of Instructional Materials	2023-24 Maintained 100% of students with access to standards aligned textbooks			2026-27 Maintain 100% of students with access to standards aligned textbooks	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	School facilities in good repair as measured by the FIT	2023-24 School facilities in good repair as measured by the FIT			2026-27 School facilities will be in good repair as measured by the FIT	
1.19	Maintain pupil enrollment in a broad course of study for unduplicated students as well as students with exceptional needs as measured by the master schedule	2023-24 Maintain pupil enrollment in a broad course of study as evidenced by the master schedule			2026-27 Maintain pupil enrollment in a broad course of study as evidenced by the master schedule	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Framework for the Future	EUSD has contracted with the Learner Centered Collaborative to work with our Design Team to develop our Framework for the Future including our Learner Profile, Learner Progressions and Learning Model. In addition the Learner Centered Collaborative is working with four of our schools on school redesigns, supporting school innovation teams and the implementation of the learning model. The Framework and all of the actions associated with with it were developed with equity and personalized learning in mind in order to target the needs of our socioeconomically disadvantaged, English Learner, and Foster Youth students groups with engaging and relevant learning tasks. This action is designed to support the student groups and schools who scored at the lowest performance level on the 2023 California School Dashboard ELA and Mathematics. See the link below for a list of the schools and groups. https://docs.google.com/document/d/1zzgxyNtDuaeUGmpM-XiMe8xqZGvjFwuyU9FnO9wvsr8/edit?usp=sharing	$230,000.00	Yes
1.2	Implement Teaching Learning Cycles	EUSD has developed a plan to provide equitable instruction and increase the percentage of English Learners, Foster Youth, Hispanic, African American students and Students with Disabilities scoring proficient on the CAASPP and local assessments. Elementary grade level teams will meet during the collaboration time provided when students are participating in the Elementary Wheel enrichment classes. Middle school teams will meet on a voluntary basis. Grade level teams will review student assessments, identify priority standards, and develop a plan for Tier I and Tier 2 instruction with planned formative assessments. Teams will review the results of the assessments and adjust their instruction accordingly.	$0.00	Yes
1.3	Elementary Physical Education Teachers	In response to parent feedback indicating a desire for elementary students to participate in physical fitness activities and research indicating the correlation between poverty and decreased physical activity, EUSD has funded credentialed elementary PE teachers to provide two 50 minute	$2,780,287.00	Yes

Action #	Title	Description	Total Funds	Contributing
		sessions of PE for students each week that will focus on meeting the needs of our unduplicated students who may not normally have access to structured physical fitness activities. Students will be provided with opportunities to engage in rigorous PE instruction and learn lifelong healthy living habits. PE teachers differentiate instruction to help unduplicated students develop the skills they need to close the achievement gap as measured by the Fitnessgram in 5th and 7th grades. In addition, elementary teachers get 100 minutes per week of preparation and planning time while the PE teachers are instructing students. Teachers use this time for instructional planning and preparation to meet the differentiated needs of their students.		
1.4	Extended Day Programs for Kindergarten and Transitional KIndergarten	Many unduplicated students have not had the opportunity to attend preschool. As a result many socio-economically disadvantaged students, English learners and Foster Youth need additional time to develop executive functioning and social skills in Transitional Kindergarten and Kindergarten. .Extended Day Transitional KIndergarten and Kindergarten will be offered at all schools to allow additional time for the unduplicated students to develop social skills, language, executive functioning skills and academics to better prepare them for success in First Grade and beyond.	$4,857,931.00	Yes
1.5	Paraprofessionals to Support Full Day Kindergarten	Kindergarten i-Ready results have shown a need for additional instructional support for our socio-economically disadvantaged, English Learner and Foster Youth. Paraprofessionals will continue to be assigned to support full-day Kindergarten classes throughout the district to take advantage of early intervention opportunities and provide students with tiered inteventions. The full day class model with additional support is designed to give unduplicated Kindergarten students more instructional time to engage in standards-based instruction, as well as give students more opportunities to develop social skills.	$2,527,222.00	Yes
1.6	Early Admittance to Transitional Kindergarten	Many unduplicated students have not had the opportunity to attend preschool. As a result many socio-economically disadvantaged students, English learners and Foster Youth need additional time to develop executive functioning and social skills in Transitional Kindergarten.	$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additional teachers and paraprofessionals will be funded to allow families to enroll students who fall outside of the California state designated eligibility and will turn 5 between June 3rd and September 1st. This will allow the youngest group of unduplicated students the opportunity to experience both Transitional Kindergarten and Kindergarten which will increase their chances of success in First Grade and beyond.		
1.7	Newcomer Assistance Support and Tutoring	A newcomer teacher will design lessons and work with newcomer students to provide extra supplemental assistance in ELD. Three paraprofessionals will assist the teacher in small group instruction with the newcomer students. The newcomer assistance teacher will also provide support for teachers who have newcomers in their classrooms.	$300,000.00	No
1.8	Professional Development for Standards-Based Designated and Integrated ELD	Provide extra hours for teachers to attend professional development designed to assist in implementing instructional strategies and scaffolds that will help English learners and long term English learners fully and meaningfully access grade level content and attain high levels of English proficiency. This action is designed to support our long term English learner group as well as the student groups and schools who scored at the lowest performance level on the 2023 California School Dashboard English Learner Progress Indicator See the link below for a list of the groups: https://docs.google.com/document/d/1DFrMk_jOlai9YVuA2svlf0ogsXv-9jRDOqkOO952CYs/edit?usp=sharing	$25,000.00	Yes
1.9	Home School Program	Families of unduplicated in EUSD indicated a need to have varied options of educational settings to best meet the needs of their students. Funding will be allocated to enhance programs at EUSD's Home School designed to meet the needs of English learners, low income and foster youth students.	$191,728.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Support for Middle School AVID Classes	AVID or Advancement Via Individual Determination is a program built on the idea of closing the achievement gap among underreprested student groups. Unduplicated middle school students in Escondido have a need for the services provided through AVID including student centered learning with support in study skills. CAASPP and i-Ready results for our unduplicated student groups reinforce the need for students to have the opportunity to participate in AVID classes Funding will be provided to support tutors, college field trips and enrichment supplies for middle school AVID classes.	$40,500.00	Yes
1.11	Curriculum, Instruction, Assessment and Accountability Districtwide Support	District Support for various academic and enrichment program areas in support of aligning instruction with CCSS and meeting the needs of low income students, English learners and Foster Youth. 1.5 Directors , 1 Coordinator, 1 Secretary II, 1 Secretary 1,2 Clerk/Typists, and 1 District Translator will be funded to provide districtwide support in support of districtwide programs. Additional funding will be allocated for: • extra hours for teachers professional development • substitutes to release teachers for professional development • supplemental curricula and supplies • consultants, services and programs • publications	$1,582,711.00	Yes
1.12	Special Education Supports	81% of our approximately 3,100 students with IEPs are either socio-economically disadvantaged, English learners or Foster Youth. Root cause analysis work in Differentiated Assistance has identified the importance of putting structures in place to fully implement the MTSS framework. The following positions will be funded in support of these structures. 2 Coordinators	$11,680,701.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Maintain Additional SAI teachers to maintain reduced class size Supplemental SPED Paraprofessionals 1 School Psych SpEd Behavior Specialist 5 Additional Sped Instructional Aides at MS 2 bilingual translators to translate IEPs for English learner parents		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Build a culture centered on whole learner outcomes including: engagement, social-emotional, cognitive and mental health needs of learners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Escondido Union School District Design Team which is composed of classified employees, teachers, administrators, parents and community members have spent the last several years working with the Learner-Centered Collaborative to develop our Framework for the Future which is designed to be our "North Star" as we develop personalized engaging learning environments for our students. As the Design Team looked at feedback from students and worked to create the learner profile and thought about whole learner outcomes the themes of engagement and belonging emerged as being very important. Student interest, social emotional, mental health and behavioral needs must be considered as structures and lessons are designed. Educational partners prioritized behavioral supports, social emotional and mental health supports in the 2024 LCAP survey. Educational partners also highlighted the importance of designing instructional programs that emphasize personalized learning that connected to student interests.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	District Positive Attendance Rate	2022-23 Positive Attendance Rate All Students 90.12% English Learners 89.82% Hispanic 89.79%			2026-27 Positive Attendance Rate Goals All Students 95.23% English Learners 95.03%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 90.32% Students with Disabilities 87.99% Foster Youth 88.31% Homeless 87.88%			Hispanic 95% Socioeconomically Disadvantaged 95.53% Students with Disabilities 93.2% Foster Youth 93.52% Homeless 93.09%	
2.2	Chronic Absenteeism Rate	2022-23 Chronic Absenteeism Rate All students 36.7% English learners 38.2% Hispanic 38.8% Socioeconomically Disadvantaged 39.6% Students with Disabilities 44.6% Foster Youth 57.5% Homeless 50.1%			2026-27 Chronic Absenteeism Goals All students 12.5% English learners 12.9% Hispanic- 13.1% Socioeconomically Disadvantaged- 13.7% Students with Disabilities- 20.4% Foster Youth- 22.1% Homeless- 26.5%	
2.3	Middle School Dropout Rate	2022-23 Middle School Dropout Rate 2 middle school students disenrolled and did not re-enroll in another CA school.			2026-27 Middle School Dropout Rate Goal 0 middle school students will disenroll and not re-enroll in another CA school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Expulsion Rate	2022-23 Expulsion Rate 0.2% of students were expelled			2026-27 Expulsion Rate Goal .05% of students will be expelled	
2.5	Suspension Rate	2022-23 Suspension Rate Percent of students suspended at least once: All Students 3.6% English learners 4.3% Hispanic- 4.% Socioeconomically Disadvantaged- 4.1% Students with Disabilities- 5.2% Foster Youth- 14.6% Homeless- 4.7%			2026-27 Suspension Rate Goals Percent of students suspended at least once All Students 1% English learners 1.2% Hispanic- 1.0%% Socioeconomically Disadvantaged- 1.2% Students with Disabilities- 2.5% Foster Youth- 2.5% Homeless- 1.8%	
2.6	Climate- CHKS School Connectedness and School Safety	2022-2023 Climate- CHKS Results School Connectedness 65% of 5th grade students completing the California Healthy Kids Survey during the 2022-2023 school year reported feeling connected to school most or all of the time.			2026-27 Climate- CHKS Results School Connectedness 75% of 5th grade students who complete the California Healthy Kids Survey during the 2023-2024 school will report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		47% of 7th grade students completing the California Healthy Kids Survey during the 2022-2023 school year reported feeling connected to school most or all of the time.

School Safety
70% of 5th grade students completing the California Healthy Kids Survey during the 2022-2023 school year reported feeling safe at school most or all of the time.

45% of 7th grade students completing the California Healthy Kids Survey during the 2022-2023 school year reported feeling safe at school most or all of the time. | | | feeling connected to school most or all of the time.

65% of 7th grade students who complete the California Healthy Kids Survey during the 2023-2024 school year will report feeling connected to school most or all of the time.

School Safety
83% of 5th grade students who complete the California Healthy Kids Survey during the 2023-2024 school year will report feeling safe at school most or all of the time.

68% of 7th grade students who complete the California Healthy Kids Survey during the 2023-2024 school year will report feeling safe | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					at school most or all of the time	
2.7	Parent Needs Assessment School Connectedness and School Safety	2022-23 Parent Needs Assessment 87% of parents who responded to the survey indicated that they either strongly agreed or agreed that they feel welcome at their child's school. 78.4% of parents who responded to the survey indicated that they either strongly agreed or agreed that they feel valued and safe at their child's school.			2026-27 Parent Needs Assessment 90% of parents who respond to the survey will indicate that they either strongly agree or agree that they feel welcome at their child's school. 80% of parents who respond to the survey will indicate that they either strongly agree or agree that they feel valued and safe at their child's school.	
2.8	Teacher Survey School Connectedness and School Safety	2022-23 72% of teachers who responded to the survey indicated that they agreed or strongly agreed that safety concerns at school sites are adequately addressed			2026-27 Climate Survey 75% of teachers who respond to the survey will indicate that they agree or strongly agree that safety concerns at school sites are adequately addressed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		71% of teachers who responded to the survey indicated that they agreed or strongly agreed that overall staff morale at their school is positive.			75% of teachers who respond to the survey will indicate that they agree or strongly agree that overall staff morale at their school is positive	
2.9	Number of parent workshops and and other events for English learners, socioeconomically disadvantaged, foster youth and students with disabilities.	2022-23 1763 parent engagement workshops and events were offered for parents throughout the district			2026-27 1625 parent engagement workshops and events will be offered for parents throughout the district	
2.10	The number of parents/guardians participating in workshops or other events	2022-23, 34,543 parents (duplicated count) engaged in workshops and events that were offered for parents throughout the district.			2026-27 38,000 parents (duplicated count) will engage in workshops and events that were offered for parents throughout the district.	
2.11	Participation on leadership committees at the school and district level	2022-23 The number of parents of guardians in leadership roles in the district including SSC, ELAC, DELAC, DAC, PTA and Design Team were was 361			2026-27 The number of parents or guardians in leadership roles in the district including SSC, ELAC, DELAC,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					DAC, PTA and Design Team will be 330	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Worker/Counselor Support	A social worker or counselor will be funded for each school with an enrollment of students with a percentage of unduplicated students that is greater than 55%. All social workers will focus on meeting the needs of unduplicated students. The ISS leadership team will continue to work with the social workers to develop a menu of services to be offered to students The social worker at each school will also serve on the Pupil Re-engagement Team.	$2,670,474.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Two School Counselors at Each Middle School	Report card data and academic achievement results indicate that our English learners, socioeconomically disadvantaged, foster youth, Hispanic, African American students and Students with Disabilities perform lower on assessments and receive lower grades than our All Student groups. Two school counselors will be funded at each of the five middle schools. The counselors will work with and advise students on academic progress as well as provide services to support social and emotional needs. The counselors will focus primarily on supporting unduplicated students.	$1,243,601.00	Yes
2.3	Care Solace	Staff continues to see an increased need for mental health supports among our unduplicated students population. Care Solace, a service that provides a concierge service to connect families with mental health supports, will be funded as a support to our unduplicated students who are in need of the supports.	$67,000.00	Yes
2.4	Behavioral Technician Supports	Five classified behavior technicians will continue to be funded to provide direct behavioral supports to our unduplicated students with behavior plans designed by the behavior specialists. This action is designed to support the student groups and schools who scored at the lowest performance level on the California School Dashboard Suspension Rate. See the link below for a list of the schools and groups scoring at the lowest performance level of the 2023 California School Dashboard Suspension Rate:. https://docs.google.com/document/d/1HpPKDwKdPPQdaq8sK-QEYFQlkM09DE6LRFjiYsTvfwE/edit?usp=sharing	$794,584.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	TREC (Trust, Relationships, Empowerment, Choice) Program	EUSD continues to have middle school students who need intensive behavioral supports. The TREC (Trust, Relationships, Empowerment, Choice) program will be a regional program housed at two middle schools. The program focuses on students developing organizational, interpersonal, self efficacy, and decision making skills in a community oriented and trauma informed environment. Students will be instructed in all core content areas, as well as be introduced to social emotional learning competencies, and engage in service learning projects, enrichment, and community building exercises. The TREC teacher, will Instruct and support students who require additional social emotional and behavioral supports to be successful. in grades 6-8 in a self-contained environment The program will be comprised of students from the designated region who are identified through the CSAT process. Each teacher will have the support of a full time instructional aide at both schools.	$288,825.00	Yes
2.6	Juvenile Diversion	EUSD has English learners, socio-economically disadvantaged students and Foster Youth students who are considered at-risk. EUSD will continue to fund an agreement with Escondido Compact to provide services and a resource officer to provide supports to meet the needs of unduplicated students.	$36,090.00	Yes
2.7	District Pupil Re-engagement Team	Escondido Union School District's Chronic Absenteeism rate has improved dramatically. However, it is still not at the rate that it was before the pandemic. Our unduplicated student groups have the highest rates of chronic absenteeism. A .5 FTE Project Specialist, and full time attendance clerk will be funded for the district Pupil Re-engagement Team (PR Team) to work with the families of socioeconomically disadvantaged, English learner and foster youth families to work to remove barrier to regular school attendance.. This team will provide consultation and support for the school PR Teams in targeted attendance intervention and the SART and SARB processes. This action is designed to support the student groups and schools who scored at the lowest performance level on the California School Dashboard Chronic Absenteeism Rate. See the link below for a list for a list of the schools and groups scoring at the lowest performance level on the 2023	$351,179.00	Yes

Action #	Title	Description	Total Funds	Contributing
		California School Dashboard Chronic Absenteeism rate: https://docs.google.com/document/d/1fJT28RzYb8Q1fIzpfSdbx03NC_eYc0m4drisOpwytCU/edit?usp=sharing		
2.8	Bilingual Family Liaisons at Each School	A bilingual family liaison will be funded at each site to increase family involvement of English learners, socioeconomically disadvantaged students, foster youth, Hispanic, African American students and Students with Disabilities to facilitate and organize parent workshops to provide families strategies to help close the achievement gap. The family liaison at each school will also be a part of the school Pupil Re-engagement Team. The family liaisons will be supported by the Coordinator or Student, Family and Community Engagement.	$1,899,734.00	Yes
2.9	Foster Youth Progress Monitoring	EUSD is in Differentiated Assistance for the Foster Youth student group in ELA, Mathematics, Chronic Absenteeism and Suspension Rate. Since most schools have no more than 3 Foster Youth, district staff will monitor progress and share the progress monitoring results with schools so that they can provide targeted supports for the students.	$0.00	Yes
2.10	Enrichment Wheel	In order to plan tiered instruction and supports designed to meet the needs of our socio-economically disadvantaged, English learner, and Foster Youth students, it has been determined that designated collaboration time is necessary. Our Educational Partners have also prioritized enrichment opportunities during the school day to give unduplicated students opportunities to explore areas that they may not otherwise have the opportunity to explore, Enrichment wheel teachers will be funded to provide 6-8 week wheel courses in STEM Environmental Science, STEM Engineering and Robotics and Health and Wellness. Enrichment Wheel classes are designed to engage and enrich students in the unduplicated student group. Each grade level at each elementary school will have their wheel classes at the same time to release teachers for structured collaboration time.	$1,172,032.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Fieldwork Experiences	The EUSD Design Team identified authentic learning experiences as a priority. These authentic learning experiences will be designed meet the specific needs our unduplicated students. Students will be provided with grade level field work experiences which include lesson and/or project-based learning projects. The field work experiences include: The Children's Discovery Museum Nature Conservancy San Elijo Lagoon Coastal Roots Farms Elfin Forest Biztown San Diego Zoo Safari Park Daley Ranch	$100,000.00	Yes
2.12	Four Elementary Music Teachers	Educational partners prioritized the need to give unduplicated students the opportunity to learn to play an instrument. Four elementary music teachers will be funded in order to provide enrichment instrumental music for 4th and 5th grade students This program is designed to give students who are socioeconomically disadvantaged the opportunity to learn to play a wind or percussion instrument. In most cases EUSD instruments are loaned to students who participate in the program	$479,990.00	Yes
2.13	Visual and Performing Arts Enrichment Opportunities	Support LEA-wide VAPA activities such as the smArt Festival which have been designed to provide English learners, socioeconomically disadvantaged and foster youth students the opportunity to participate in creating visual art projects and display them in a museum setting. Each middle school will also receive an allocation for musical instruments and supplies.	$100,861.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.14	Roving Social Workers/Counselors	Roving social workers/counselor will provide supplemental support to English learners, socio-economically disadvantaged and foster youth students based on student need.	$562,205.00	Yes
2.15	Gifted and Talented Enrichment	An assessment program will be implemented to identify students who are gifted and talented . All 2nd grade students will be given the CogAt assessment as part of the identification process. Enrichment programs and differentiation will be implemented for gifted and talented students with an emphasis on providing services for English learners, socio-economically disadvantaged, students with disabilities and Foster Youth.	$30,000.00	Yes
2.16	Welcome Assessment Center	Continue funding of the Welcome/Assessment Center. This center welcomes families of English learner students that are new to our district. The two bilingual staff members administer the ELPAC to students and explain program options to parents. Staff also share a community resource handbook with parents to help them connect with resources in the community.	$129,687.00	Yes
2.17	Specialty School Funding for Conway	Conway Academy of Expeditionary Learning will receive funding to support their Expeditionary Learning (EL) license which includes program supports, review and evaluation. The Expeditionary Learning model emphasizes equitable opportunities for unduplicated students to receive services based on their identified needs.	$32,191.00	Yes
2.18	District/School Website and Communication Tool	A website developer and a web platform will be funded to improve student and parent access to resources. In addition the Apptegy/Thrillshare parent communication tool with email, phone and text features will be used as methods of communication to parents in both English and Spanish. The use of all three methods of communication in both English and Spanish is designed to help us to reach and communicate with our unduplicated families.	$199,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.19	Integrated Student Services District Supports	The Coordinator of Student Supports and a .5 FTE Project Specialist will be maintained to lead work in developing structures to support the social emotional needs of low income pupils, English learners, and foster youth. The coordinator will work with counselors and TREC Teachers and will provide student behavior supports to schools Integrated districtwide supports will be provided in support of students' social-emotional well-being. This action is designed to support the student groups and schools who scored at the lowest performance level on the California School Dashboard Suspension Rate. See the link below for a list of the schools and groups scoring at the lowest performance level of the 2023 California School Dashboard Suspension Rate:. https://docs.google.com/document/d/1HpPKDwKdPPQdaq8sK-QEYFQlkM09DE6LRFjiYsTvfwE/edit?usp=sharing	$2,093,420.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure enabling conditions are in place for optimal learning that includes a shared vision, supportive policies, aligned resource allocation, trust, and safety.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

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.

As our EUSD Design Team worked to design our Framework for the Future, Learner Profile and Learner Progressions, the need to provide enabling conditions emerged. These conditions include structures and resources that foster teacher learning, collaborative work and innovation. In addition conditions need to be in place to develop a shared purpose and culture of mutual trust . These enabling conditions are essential as schools work to evolve and change to provide personalized, authentic, competency-based and equitable instructional experience for all students.

As schools work to implement the Learner Profile the following specific needs have been identified:
- A variety of opportunities for teachers to enhance their instructional practices through professional development, including a stipend for additional degrees.
- Provide allocations to schools to help pay for intervention support or for supplies or materials to support grade level learning cycle plans
- Tools for teacher teams to manage data and analyze data in the teaching and learning cycle.
- Devices and applications to help promote personalized learning.
- Tools for teacher teams to manage data and analyze data in the teaching and learning cycle.
- Structures and supports to ensure a positive climate and safety for both the students and staff.
- Measures to ensure the health and safety of all students.

All of the action in this goal support the conditions identified by the Design Team.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Elementary school administration will submit survey data to indicate a smart goal and growth data for each grade level PLC cycle.	O% of the surveys have met this goal because the survey has not been implemented yet.			2025-27- Assessment results from grade level PLC cycles will show that at least 75% of students met their growth goal.	
3.2	The number of students that respond that they feel safe on school site campuses as measured by the annual CHKS survey	2022-23 School Safety 70% of 5th grade students completing the California Healthy Kids Survey during the 2022-2023 school year reported feeling safe at school most or all of the time. 45% of 7th grade students completing the California Healthy Kids Survey during the 2022-2023 school year reported feeling safe at school most or all of the time.			2026-27 School Safety- CHKS Results School Safety- 80% of 5th grade students completing the California Healthy Kids Survey during the 2023-2024 school year will report feeling safe at school most or all of the time. 65% of 7th grade students completing the California Healthy Kids Survey during the 2023-2024 school year will report feeling safe at school most or all of the time.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percentage of students scoring at mid or above grade level on the winter i-Ready ELA Diagnostic	2024 Winter Assessment Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- 17% English learner- 2% Hispanic-12% SED- 12% African American-15% Foster Youth- 17% Special Education -6%			2027 Winter Assessment Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- 27% English learner- 14% Hispanic-24% SED- 24% African American- 27% Foster Youth- 27% Special Education -18%	
3.4	Percentage of students scoring at mid or above grade level on the winter i-Ready Mathematics Diagnostic	2024 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 10% English learner- 2% Hispanic- 7% SED- 7% African American-10% Foster Youth- 4% Special Education -5%			2027 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 20% English learner- 12% Hispanic- 17% SED- 17% African American- 20% Foster Youth- 14%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Special Education -15%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Learning Time for Teachers	EUSD has identified the need to provide equitable services and close the achievement gap for English learners, Foster Youth, Hispanic, African American students and students with disabilities as all of these groups scored below the All Student group on state and local assessments. Educational partners indicated that teachers should receive additional training on the MTSS framework and Tier 1 and 2 instructional planning. Four non-student work days will continue to be included in the calendar to	$2,469,543.00	Yes

Action #	Title	Description	Total Funds	Contributing
		allow for prep time and training . Any professional learning offered during these days will focus on meeting varied student needs through Teaching and Learning Cycles which include management and behavior, assessment, monitoring progress and differentiated Tier I and II supports .		
3.2	Minimize the Number of Combination Classes	Parent and community LCAP feedback identified the reduction of the number of combination classes as a high priority for English learners, low income and foster youth pupils. District administration will make every effort to minimize the number of combination classes at the lower grade levels when multiple combination classes occur at any one site in order to provide the best possible learning environments for unduplicated students.	$734,071.00	Yes
3.3	Degree Stipend	A yearly stipend will be offered to teachers who earn degrees in addition to their Bachelor's degree. The stipend is designed to encourage teachers to pursue additional education to help meet the needs of English learners, foster youth and low income students. In addition the stipend will help to recruit and retain high quality teachers. A yearly stipend will be offered to classified employees with an Associate's or Bachelor's degree. The stipend is designed to encourage classified employees to pursue additional education to help meet the needs of English learners, foster youth as well as to recruit and retain qualified quality classified staff. This action is based on educational partner feedback to recruit and retain high quality teachers as well as the desire to encourage staff to continually work to improve their practice to meet the needs of unduplicated students.	$1,451,930.00	Yes
3.4	New Escondido Teacher Support (Teacher Induction)	One administrator, a secretary and three mentor teachers will assist and support Year 1 and Year 2 beginning teachers. The teachers receiving mentoring services from NETs primarily serve students who are English learners, low income, special education or Foster Youth. Mentor teachers work with new teachers to help them provide specific supports for unduplicated students in order to close the achievement gap as measured by the i-Ready diagnostic and the CAASPP.	$368,671.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Devices and Digital Platforms to Enhance and Support Rigorous Standards-Based Instruction	EUSD will purchase Seesaw, i-Ready, and Zearn for teachers to use to help engage students and enhance and support instruction. The 1:1 iPad initiative will continue to provide all students with iPads as tools for learning. The devices will provide students opportunities to engage in instruction with integrated technology. The devices are intended to help bridge the digital divide and support English learners, low income, students with disabilities and foster youth students as they engage in rigorous standards based instruction. Two computer technicians will be available to support teachers and students.	$2,052,720.00	Yes
3.6	Performance Matters Data Warehouse	EUSD will continue to implement and use Performance Matters. This data warehouse system gives us the ability to track the progress of all students and identify students who are at risk through the early warning system. Performance Matters has a robust reporting system which allows principals and teachers to track data, identify students for tiered intervention and adjust instruction. Data tracked through the data and assessment warehouse will assist schools in tracking data and meeting the needs of English learners, low income students, students with disabilities and foster youth.	$267,835.00	Yes
3.7	Enhanced Noon Time Duty Support , Crossing Guards	Both the Design Team and educational partners identified safety as a priority for our unduplicated students. Additional noon time duty supervisors and crossing guards will work to provide safe environments for unduplicated students. Activities will be designed to meet the safety and social emotional needs of our unduplicated students. The majority of the noon time supervisors are bilingual. The structured activities and supports designed specifically for unduplicated students will reduce the number of office discipline referrals for unduplicated students.	$298,356.00	Yes
3.8	Health Tech Additional Hours and	Both the Design Team and educational partners identified safety as a priority. for our unduplicated students. Access to healthcare needs for our	$772,436.00	Yes

Action #	Title	Description	Total Funds	Contributing
	additional school nurse	socio-economically disadvantaged, English learner and Foster Youth students was included in priority of safe environments Two additional hours for each school health technician will be funded for a total of 8 hours to allow health technicians to be at the schools the entire school day to ensure that unduplicated students receive the care they may need at school and will further ensure that unduplicated families are connected with any community-based health care they may need. In addition a fifth district nurse will be funded to better meet the health care needs of unduplicated students.		
3.9	School Site Allocations	Funds will be allocated to schools based on their number of unduplicated students. The funds will be used to provide services and supports designed to meet the needs of unduplicated students and may include: • intervention teachers to support Multi-tiered Systems of Support • paraprofessionals to support intervention as part Multi-tiered Systems of Support • site and individual teacher initiated professional development to help teachers meet the needs of unduplicated students • the purchase of supplemental CCSS aligned materials and supplies • implementation of opportunities for quality student enrichment • purchase of supplemental computers, devices, licenses, and AV equipment to support CCSS instruction in order to meet the needs of English learners, low income students and foster youth	$1,247,410.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$45,614,858.00	$5,331,279.00

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
32.141%	0.000%	$0.00	32.141%

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:** Framework for the Future **Need:** CA State Dashboard data has shown an ongoing achievement gap between English learners, low income students and Foster Youth and other student groups in EUSD in the areas of English Language Arts, Mathematics, and Chronic Absenteeism.	Our district level Design Team has created a Framework for the Future that will serve as a guideline as the Learner Centered Collaborative supports our schools in school redesign, school innovation team work and teacher work in designing learner centered experiences designed to engage students. The effort to personalize instruction and provide engaging learner centered instruction has been identified as a critical piece in meeting the needs of low income students, English learners and Foster Youth. Personalized	EUSD will monitor the percentage of low income, English learners and Foster Youth who meet at least 50% of their growth goal on the winter 2025 i-Ready diagnostic EUSD will monitor the attendance rate of low income, English learners and Foster youth as an

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	instruction and learner centered activities are being designed to meet the needs of unduplicated students. This action is being offered on an LEA-wide basis to amplify the impact in improving student engagement and academic achievement.	indicator of increased engagement.
1.3	**Action:** Elementary Physical Education Teachers **Need:** EUSD's unduplicated students have historically scored lower than other student groups on the Fitnessgram. This group has also had fewer opportunities to participate in activities that promote health and physical fitness. **Scope:** LEA-wide	Elementary PE teachers will focus on closing the achievement gap of unduplicated students on the Fitnessgram as well as developing lifelong healthy living skills for our unduplicated student groups. These opportunities for equitable, structured physical activity will help to improve the health and fitness of our unduplicated students, which we believe will result in a greater number of unduplicated students becoming more physically active and fit as measured by report card grades. While this action is designed to meet the needs of English Learners, low income and Foster Youth students, it is being offered on an LEA-wide basis to enhance its impact in increasing the physical fitness of all students.	The percentage of students who receive a report card grade of "Meets Grade Level Standard" will increase.
1.4	**Action:** Extended Day Programs for Kindergarten and Transitional KIndergarten **Need:** Research shows that students who are living poverty or who are second language learners are less likely to have many of the important skills needed to be ready to begin Kindergarten or First Grade than their counterparts. Students from socioeconomically disadvantaged backgrounds and English Learners enter school with less exposure to language and tend to lack the experiences needed to develop executive functioning skills. EUSD has many students who enter TK and	Extended day Kindergarten and Transitional Kindergarten will be offered to meet the needs of our unduplicated students. Lessons and activities during the extended day portion of the day will be designed to meet the needs of socioeconomically disadvantaged students, English Learners and Foster Youth. However, this action is being offered on an LEA-wide basis to amplify the impact in improving student readiness for first grade and to ensure future success in school.	EUSD will monitor the percentage TK students who move from a grade of "Not Yet" to "Sometimes Demonstrates" or "Consistently Demonstrates" on the Habits for Success section of the TK report card. EUSD will monitor the percentage of Kindergarten students who move from "One Grade Level Below" on the Overall Relative Placement of the Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Kindergarten who have shown a need for an extended day to allow for more time to develop language skills, basic academic skills and self-regulation skills. Educational partner feedback has also the need for an extended day Transitional Kindergarten and Kindergarten. **Scope:** 　LEA-wide		and Math i-Ready Diagnostic
1.5	**Action:** Paraprofessionals to Support Full Day Kindergarten **Need:** ELPAC, i-Ready and formative assessments indicate that our incoming Kindergarten students who are English learners, socioeconomically disadvantaged and foster youth need extra supports in language development and vocabulary, counting and cardinality as well as other skills. **Scope:** 　LEA-wide	Six-hour paraprofessionals be funded to provide Kindergarten students with extra small group intervention support. The additional support that the unduplicated students will receive through small group instruction with the paraprofessionals will increase the likelihood that unduplicated students will master the Kindergarten standards. This support is being offered on an LEA-wide basis in order to maximize the impact to students and increase the number of students who are proficient in grade level standards.	i-Ready ELA and Math Stretch Growth Results
1.6	**Action:** Early Admittance to Transitional Kindergarten **Need:** EUSD's formative and summative assessments in Transitional Kindergarten and Kindergarten indicate that our unduplicated	Early childhood research outlines the benefits of a strong and early start to education, especially for students who are English Learners socio-economically disadvantaged or Foster Youth. Allowing early admittance on a space available basis for students with who will turn 5 between June 3rd and September 1st will give	Increase in the number of students who attended TK who score at Meets Standard in reading and math on the end of year Kindergarten report card

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 are starting TK or Kindergarten with fewer prerequisite skills than their peers who are not in the unduplicated groups. Many students have not had the advantage of a preschool program. **Scope:** LEA-wide	unduplicated students access to a quality early education program to give them a solid foundation for success in Kindergarten. However, we expect that all students who have birthdates between June 3rd and September 1st will benefit, so this action will be provided district-wide.	
1.11	**Action:** Curriculum, Instruction, Assessment and Accountability Districtwide Support **Need:** Analysis of CAASPP and i-Ready assessment results and student profiles has highlighted the need to design, implement and program monitor districtwide instructional systems of support to meet the needs English learners, socioeconomically disadvantaged and foster youth students has been identified. **Scope:** LEA-wide	In order to implement and monitor effective districtwide systems of support for the MTSS framework that includes engaging tiered instruction, intervention and progress monitoring to ensure that unduplicated students are closing the achievement gap, a team of district leaders will focus on these efforts and needs. This team including support staff will work to put district-wide structures in place and ensure that all accountability and program evaluation structures are in place All systems will be designed to meet the needs of unduplicated students. This support is being offered on an LEA-wide basis in order to maximize the impact to students and increase the number of students who are proficient in grade level standards.	Percentage of students scoring at Met/Above or Early On Grade level on the 2nd i-Ready Diagnostic i-Ready ELA and Math Stretch Growth Results
1.12	**Action:** Special Education Supports **Need:** EUSD has participated in Differentiated Assistance (DA) for multiple years. Throughout the process we have continued to identify the	Smaller teacher to student ratios with additional support for assessment and intervention will ensure that SAI teachers can provide differentiated and targeted instruction as well as progress monitoring for their students. This additional instruction and progress monitoring is likely to result in unduplicated students with disabilities	i-Ready ELA and Math Stretch Growth Results

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 to continue to develop districtwide systems to fully implement the MTSS framework to include strong tiered differentiated instruction, progress monitoring and tiered interventions in support of unduplicated students with disabilities. **Scope:** 　LEA-wide	making academic gains. However, because, we expect that all students with disabilities will benefit, this action is being offered on an LEA-wide basis.	
2.1	**Action:** Social Worker/Counselor Support **Need:** EUSD has seen an increase in the need of unduplicated students who need social emotional supports, crisis intervention, behavioral supports or need to be connected to community services. The increased need can be seen in request for services. These social emotional support services are critical for students living in poverty, English Learners, students with disabilities and behavioral support needs. The social work positions are designed to provide the social emotional and behavioral supports to meet those needs.. **Scope:** 　Schoolwide	The social worker/counselor position at each school will provide social emotional and behavioral supports to students and play an important role in implementing the behavior side of the MTSS pyramid. The social workers/counselors will work with our Integrated Student Supports department to design, implement and evaluate direct services to students from a menu of designated supports. The direct support to students will contribute to the well being and academic success of our unduplicated students. However, because we expect that all students in need of support in all students groups will benefit, this action will be provided on an school-wide basis.	Number of counseling sessions for students with a request for services. Number of counseling minutes for students with a request for services.
2.2	**Action:** Two School Counselors at Each Middle School **Need:**	The counselors will provide an extra layer of support for students who are English learners, socioeconomically disadvantaged, students with disabilities or foster youth. An additional person to	Number of counseling sessions for students with a request for services.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Assessment results and report card data in EUSD indicate that many students in our unduplicated student groups begin to struggle with academics in middle school. Support for middle school students with mentoring opportunities designed to increase student's self efficacy through school counselor services is expected improves student achievement. **Scope:** LEA-wide	provide academic or social emotional supports as well as regular progress monitoring will increase each unduplicated students' chances of developing strong study skills, address students' needs to feel safe and accepted and improve their academic outcomes as measured by increased student GPAs. Since all students are likely to benefit from the academic counseling, this action will be provided on a school-wide basis at each middle school.	Number of counseling minutes for students with a request for services.
2.3	**Action:** Care Solace **Need:** School social workers and counselors continue to see an increase in the need for mental health support services among our unduplicated student population. **Scope:** LEA-wide	The additional supports that Care Solace offers will provide much needed social emotional and mental health services for our unduplicated students. However, we believe that all students will benefit from these services so the action is being provided on an LEA-wide basis.	Number of referrals (warm handoffs) to Care Solace that were connected to services.
2.4	**Action:** Behavioral Technician Supports **Need:** Teachers, social workers, counselors and principals have identified the need for behavior technicians who can work directly with students to implement their behavior plans. **Scope:**	The supports that the behavior technicians will provide will help our unduplicated students who need help with executive functioning skills and behavior. Because we expect that all students in need of intense behavioral and social emotional supports will benefit from this program, this action will be provided on a LEA-wide basis.	The number of office disciplinary referrals. The number of suspensions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.5	**Action:** TREC (Trust, Relationships, Empowerment, Choice) Program **Need:** Social workers, counselors and administrators and identified the need for additional social emotional, behavioral and academic interventions for our students with significant social emotional and behavioral needs among our unduplicated students. **Scope:** LEA-wide	The TREC program will provide invaluable support to our most at-risk unduplicated students. The TREC program has made excellent progress in reintegrating students back into regular classes. Because we expect that all students in need of intense behavioral and social emotional supports will benefit from this program, this action will be provided on a LEA-wide basis.	The number of students enrolled in TREC who were expelled.
2.6	**Action:** Juvenile Diversion **Need:** EUSD has had an increase in suspensions and expulsions for serious offences such as violence and drugs. The rate of these offenses is higher with our unduplicated population than it is with other students. The Juvenile Diversion program is needed to provide services to these at-risk students. **Scope:** LEA-wide	Unduplicated students who are at-risk will be supported with an intervention team, case management, social emotional supports and parent education. Since we expect that all at-risk youth will benefit, this action is being offered LEA-wide.	The number of students who received services through the Juvenile Diversion Program.
2.7	**Action:** District Pupil Re-engagement Team	We expect that the attendance rate for unduplicated students will increase significantly as	Absence Rate Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Our attendance rates and chronic absenteeism rates are higher for unduplicated students than they are for all students. Additionally, educational partner feedback highlighted the need to improve attendance rates for our unduplicated students. **Scope:** LEA-wide	the strategies that the reengagement team uses are designed to meet the needs most associated with English learners, socioeconomically disadvantaged and foster youth. However, because we expect that all students will benefit, this action will be provided on an LEA-wide basis	
2.8	**Action:** Bilingual Family Liaisons at Each School **Need:** EUSD's unduplicated student groups perform below the All Student Group on ELA and math assessments. Families of English learners, socioeconomically disadvantaged and Foster Youth have consistently identified the need for continued support in learning strategies to better support their students in school via workshops and supports provided by the family liaisons. **Scope:** LEA-wide	The family liaison support will help engage parents of unduplicated students who will apply the skills they learned with the family liaison to help their student to become more successful in school. Since we expect that all students will benefit from an increase in family engagement, this action will be provided on an LEA-wide basis.	Number of Family Engagement activities and events. Number of parents/guardians who participate in trainings and school events Number of parents/guardians who take on a leadership role at their school.
2.10	**Action:** Enrichment Wheel **Need:** Educational staff has determined the need for time for teachers to collaborate to analyze	Teacher collaboration will focus on targeted instruction for English learners, low income students and Foster Youth. Students will participate in an enrichment wheel once per week while teachers are collaborating. The enrichments include opportunities for unduplicated students to	Enrichment Wheel Student Survey Percentage of students scoring at Met/Above or Early On Grade level on

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 data and to develop tiered instruction to help close the achievement gap of unduplicated students in ELA and Mathematics. In addition, educational partners have expressed the desire for student enrichment opportunities during the school day. **Scope:** LEA-wide	participate in STEM and health and wellness. While these opportunities were designed to meet the needs of unduplicated students, they are being provided on an LEA-wide basis to maximize their impact in increasing engagement and achievement for all students .	the 2nd i-Ready Diagnostic i-Ready ELA and Math Stretch Growth Results
2.11	**Action:** Fieldwork Experiences **Need:** The Design Team and students surveys identified the need for real world, authentic learning experiences as a need to increase engagement as well as opportunities for critical thinking and collaboration among our unduplicated students. **Scope:** LEA-wide	The field work experiences as well as the lessons and project-based learning associated with the field work will allow unduplicated students to engage in the NGSS standards and apply their knowledge to real world project-based learning activities. The field work and associated lessons and projects are designed to meet the needs of unduplicated students. However, to maximize the impact of the fieldwork opportunities they are being offered to all students.	We will monitor CAST assessment results for unduplicated students as well as for all students.
2.12	**Action:** Four Elementary Music Teachers **Need:** Educational partners who responded to the LCAP survey identified the opportunity for unduplicated students to learn to play an instrument as a priority. This opportunity is especially important for unduplicated students	Unduplicated students who participate in the instrumental music program will gain the benefit of learning to play an instrument, developing the right side of the brain, collaborating with others, enhancing their listening skills and enhancing their general knowledge around music. We expect that the music program will benefit all students, so this action is being provided on an LEA-wide basis	Results of students surveys regarding their engagement in the instrumental music classes will be monitored.

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
	who may not have the opportunity to learn to play a musical instrument outside of school. Exposure to music has been documented to benefit students both academically and emotionally. **Scope:** LEA-wide		
2.13	**Action:** Visual and Performing Arts Enrichment Opportunities **Need:** When asked what three services educational partners prioritized for unduplicated students in Goal 2 of the LCAP, VAPA received the second highest percentage in that goal area. **Scope:** LEA-wide	Students who are English learners, socioeconomically disadvantaged, special education and foster youth will benefit from participation in VAPA activities as the activities will expose them to the arts and will also give students the opportunity to discover their own talents. However, as all students who participate in VAPA activities might also benefit, these actions will be provided on an LEA-wide basis.	The number of students who showcase visual arts and/or participate in a performance at and EUSD event will be monitored. Student and parent/guardian responses to surveys on VAPA events will be monitored.
2.15	**Action:** Gifted and Talented Enrichment **Need:** Historical GATE identification has shown that without equitable opportunities for GATE testing, unduplicated students are identified as GATE at a lower rate than other students. Testing all 2nd grade students will ensure an equitable GATE identification process.	We understand that it is critical to ensure all students have the opportunity to engage in rigorous instruction that is challenging and enriching for the student. The district believes that identifying students from all student groups for the gifted and talented program and providing them with engaging instruction and enrichment will allow them to truly apply their talents and actualize their potential. We expect the iReady diagnostic results of our GATE identified unduplicated students to improve. However, as all GATE identified students	Percentage of GATE students scoring at Met or Above on i-Ready Diagnostic 2. Percentage of GATE students making Stretch Growth on i-Ready Diagnostic 2.

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	are likely to benefit, these actions are being provided on an LEA-wide basis.	
2.17	**Action:** Specialty School Funding for Conway **Need:** The staff at Conway School sought to become an Expeditionary Learning school because they were looking for a school model that would better meet the needs of struggling socio-economically disadvantaged, English learner and Foster Youth students as evidenced by CAASPP results and local assessments . Since becoming an Expeditionary Learning school, student achievement as improved in multiple measures. Conway has also been recognized by Expeditionary Learning multiple successes. There continues to be a need to work with Expeditionary Learning to continue to develop the learning model, student centered instruction in support of unduplicated students. **Scope:** Schoolwide	The Expeditionary Learning model of project-based learning with a lens of making the community a better place has been identified as a model that includes researched-based structures structures that have been found to meet the academic and social emotional needs of English learners, socioeconomically disadvantaged Expeditionary Learning. We anticipate that unduplicated student groups at Conway Academy of Expeditionary Learning will continue to show consistent growth on the CAASPP and the i-Ready Diagnostic as a result of the extra support.. However, as all students are likely to benefit, this action is being provided on a Schoolwide basis at Conway.	Percentage of students who score at Mid or Above Grade Level on the i-Ready Diagnostic 2 Assessment The percentage of students making Stretch Growth on the i-Ready Diagnostic 2 assessment.
2.18	**Action:** District/School Website and Communication Tool **Need:** As we work to engage parents in a partnership to best meet the needs of our English learners, socioeconomically disadvantaged and Foster	Frequent and consistent communication in a language that parents understand and using a modality they are comfortable with will increase the chances that parents will listen to the messages and take advantage of the opportunities being offered for their students. The frequent and consistent communication, will in turn, result in better student outcomes among unduplicated	Parent and staff survey results on communication via the website and Thrillshare.

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	Youth students, EUSD staff have determined the need to have multiple formats to share information with parents including our website and Thrillshare application which allows administration and teachers to send messages to parents via email, phone and text. **Scope:** LEA-wide	students. However, all students might benefit from this application, it is being provided on an LEA-wide basis.	
2.19	**Action:** Integrated Student Services District Supports **Need:** Families and staff have identified the need for additional behavioral support systems for our unduplicated students. Support for behavioral supports as well as enhancing family engagement and health will continue to be supported through supports offered by our Integrated Student Supports (ISS) department. **Scope:** LEA-wide	As ISS supports the implementation of social-emotional, behavior supports, family engagement and pupil reengagement, they will also focus on program evaluation to ensure that the needs of our unduplicated families are being met. The team will add the additional focus of pupil re-engagement. The majority of our students who have been chronically absent and/or not engaging in school are from the unduplicated student group. The work supporting the implementation of social-emotional and behavioral supports as well as the program evaluation to determine the effectiveness of the implementation for unduplicated students is likely to have a positive impact on our unduplicated students. The behavioral services will be primarily in support of unduplicated students. Services to help students to learn skills to regulate their behaviors in class will allow students to focus on learning which will result in improved academic performance for the unduplicated student group. Because we anticipate that all student groups will benefit from these services, they are being offered on an LEA-wide basis	Absence Rate Chronic Absenteeism Rate Suspension Rate Office DIscipline Referrals

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Professional Learning Time for Teachers **Need:** This action is based on our identified need to close the achievement gap for English learners, socioeconomically disadvantaged, foster youth, Hispanic, African American students and Students with Disabilities. All of these student groups scored significantly below the All Student Group on the 2022-23 CAASPP ELA and Math and the i-Ready Diagnostics in 2023-24 **Scope:** LEA-wide	We believe that professional development in assessing, monitoring and differentiating instruction at Tier I and Tier II for our unduplicated student groups will increase staff awareness of the needs of the unduplicated students. Collaboration around designing differentiated instruction will lead to instruction that targets the specific needs of each student group and provides equal access to rigorous grade level instruction resulting in improved results on the i-Ready diagnostic. Since the focus of the professional learning is on both Tier I and Tier II instruction, we expect that all students will benefit. This action will be provided on an LEA-wide basis.	Percentage of students who score at Mid or Above Grade Level on the i-Ready Diagnostic 2 Assessment The percentage of students making Stretch Growth on the i-Ready Diagnostic 2 assessment.
3.2	**Action:** Minimize the Number of Combination Classes **Need:** Our unduplicated student group is performing at a lower level than the All Student group on both the CAASPP and i-Ready assessment. Parent and community LCAP feedback identified the reduction of the number of combination classes as a high priority for English learners, low income and foster youth pupils in order to close the achievement gap. Community partners agree that students will receive more direct support if their teacher is only teaching one grade level. **Scope:**	Unduplicated students who experience instruction with a teacher who is focusing on the content of just one grade level are more likely to get the high quality differentiated instruction that meets their specific needs. Since we anticipate that all students will benefit from instruction with a teacher who is focusing on the content of just one grade level, this action will be provided on an LEA-wide basis.	Percentage of students who score at Mid or Above Grade Level on the i-Ready Diagnostic 2 Assessment The percentage of students making Stretch Growth on the i-Ready Diagnostic 2 assessment.

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		
3.3	**Action:** Degree Stipend **Need:** Community partners emphasized the importance of having high quality well trained teachers to provide equitable, engaging and rigorous instruction to meet the needs of our unduplicated students and to address the identified achievement gap for our unduplicated students. The need to provide a resource to encourage staff to build on their skills by earning an additional degree has been identified as a way to help close the achievement gap. **Scope:** LEA-wide	Employees who seek to improve their practice are more likely to provide instruction and other supports that best meet the needs of our English learners, socioeconomically disadvantaged, Foster Youth, and students with disabilities. However, because we expect that all students who have teachers who seek to improve their practice will benefit, this action is being provided on an LEA-wide basis	Monitor the number of staff members who earn an additional degree each year.
3.4	**Action:** New Escondido Teacher Support (Teacher Induction) **Need:** Our unduplicated student group is performing at a lower level than the All Student group on both the CAASPP and i-Ready assessment. Since EUSD has such a large population of unduplicated students, all new teachers serve at least some unduplicated students. EUSD has identified the need for our new teachers to develop the skills necessary to provide culturally responsive, equitable instructional	The mentoring services that our new teachers will be receiving will focus on providing those opportunities for our unduplicated student groups. Unduplicated students who have access to teachers who are trained to provide high quality, rigorous instruction that provides the supports for all students to receive equitable access to grade level instruction are more likely to have positive academic outcomes. All teachers in EUSD have unduplicated students in their classroom so this action will be provided on an LEA-wide basis	New teacher, principal and NETs Advisory survey results will be monitored.

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
	opportunities to meet the needs of unduplicated students. NETs will provide both professional development and mentoring to new teachers to support them in developing differentiated instruction designed to decrease the achievement gap. **Scope:** LEA-wide		
3.5	**Action:** Devices and Digital Platforms to Enhance and Support Rigorous Standards-Based Instruction **Need:** Our unduplicated student group is performing at a lower level than the All Student group on both the CAASPP and i-Ready assessment. This action is the result of our need to provide supplemental support to enhance instruction for our unduplicated student groups. The devices and platforms will be used to meet the specific needs of unduplicated students. **Scope:** LEA-wide	The digital resources provide beneficial reports that help teachers track the individual student's engagement with the application as well as their mastery of skills. We believe that this additional resource will help teachers more accurately target specific student needs as they monitor students' progress aligned to the targeted assignments matched to those needs. We expect all low performing students to benefit from the devices and digital platforms so this action will be provided on an LEA-wide basis.	Percentage of students who score at Mid or Above Grade Level on the i-Ready Diagnostic 2 Assessment The percentage of students making Stretch Growth on the i-Ready Diagnostic 2 assessment.
3.6	**Action:** Performance Matters Data Warehouse **Need:** Root cause analysis, reflection and feedback have all shed light on the importance of using Performance Matters to progress monitoring our English learners, socioeconomically	The Performance Matters Data Warehouse will serve as a tool for teachers to assist in monitoring the progress of students who are English learners, socioeconomically disadvantaged, students with disabilities and foster youth as part of the MTSS process. Additionally it will be a tool used by site administrators to both monitor student progress across grade levels and assist them in referring	Percentage of students who score at Mid or Above Grade Level on the i-Ready Diagnostic 2 Assessment The percentage of students making Stretch

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
	disadvantaged, students with disabilities and Foster Youth who are performing at a lower level on assessments than our All Student group. **Scope:** LEA-wide	students to grade level teams for additional monitoring and the development of appropriate supports. It is anticipated that the use of this progress monitoring tool in the MTSS process will help all at risk students as measured by the i-Ready assessment. This action will be provided on an LEA-wide basis.	Growth on the i-Ready Diagnostic 2 assessment.
3.7	**Action:** Enhanced Noon Time Duty Support , Crossing Guards **Need:** Educational partners emphasized the continued need to enhance safety measures for our unduplicated students in both the LCAP survey and feedback sessions. The specific need for additional noon time duty support and crossing guards at strategic locations, continues to surface as a priority to ensure the safety of unduplicated students. **Scope:** LEA-wide	Additional noon time duty supervisors will be funded to encourage students to participate in safe and engaging activities during recess.	Survey results around parent and guardians sense of safety in regards to supports at school to ensure safety. English learners, socioeconomically disadvantaged and foster youth students will benefit from additional structures and safety measures implemented by bilingual noon time duty supervisors and crossing guards. However, we anticipate that all students will benefit from having additional bilingual noon time supervisors so this action is being provided on an LEA-wide basis.
3.8	**Action:** Health Tech Additional Hours and additional school nurse **Need:**	The additional hours of health technicians on each school campus will help ensure that unduplicated students receive the care they may need at school and will further ensure that unduplicated families are connected with any community-based health care they may need. However, we expect that all	Survey results around parent and guardians sense of safety in regards to supports at school to assist students with illness or injury.

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
	Safety has been a consistent concern of community partners. They felt that it would be important for health clerks to be at each school for the duration of the time that students are at school. **Scope:** LEA-wide	students will benefit from this action so this action is being provided on an LEA basis.	
3.9	**Action:** School Site Allocations **Need:** Educational partner feedback identified the need for each school to have some flexibility in providing enhancements to EUSD district-wide systems of support for unduplicated students. **Scope:** LEA-wide	School funding of services that provide targeted supports for unduplicated students will help schools provide additional tiered support identified by the site and grade level teams through the Teaching and Learning Cycles to address specific student needs for the unduplicated students. Effectiveness will be measured via improved results for unduplicated students on the i-Ready diagnostic assessment. However, since we expect that all students will benefit from the additional supports this action is being provided on an LEA-wide basis.	i-Ready ELA and Math Stretch Growth results will be monitored after the 2nd and 3rd diagnostics.

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
1.2	**Action:** Implement Teaching Learning Cycles **Need:**	Grade level teams/department collaboration and planning around summative and formative assessments will allow grade level/department teams to identify the needs of all unduplicated	i-Ready ELA and Math Stretch Growth results will be monitored after the 2nd and 3rd diagnostics.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	EUSD participated in the Differentiated Assistance process and identified the need to better meet the needs of unduplicated students through Multi-tiered Systems of Support. The team developed a plan to provide equitable instruction and increase the percentage of English Learners, Foster Youth, Hispanic, African American students and Students with Disabilities scoring proficient on the CAASPP and local assessments. The plan includes the use of teacher collaboration time to identify student need and to develop tiered interventions to meet those needs. Designated time for regular grade level/department review of student progress and planning was identified as a need in order to provide effective instruction to best meet the needs of our unduplicated students. **Scope:** Limited to Unduplicated Student Group(s)	students and develop tiered instruction/personalized learning to meet those needs. The cycle of inquiry and formative instruction will allow the team to determine whether or not the instruction is effective for each unduplicated learners. This action creates the structures to significantly increase the academic achievement results of our unduplicated students. The action is being offered to all students to maximize the academic achievement rates for all students.	
1.8	**Action:** Professional Development for Standards-Based Designated and Integrated ELD **Need:** English learners in EUSD are not making adequate progress toward proficiency in English as measured by the ELPAC. In addition they are not reclassifying at the desired rate. Both stakeholder feedback and staff reflection have identified strong standards-based designated and integrated ELD as being critical to ensure English learners are provided access to grade level	We believe that the professional development will enhance instruction for English learners. English learners who receive strong designated and integrated ELD support will be more likely to successfully access and engage in grade level content and will gain full proficiency in English more rapidly and meet reclassification criteria sooner.	Reclassification Rate ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	content and become proficient in academic English. **Scope:** Limited to Unduplicated Student Group(s)		
1.10	**Action:** Support for Middle School AVID Classes **Need:** Assessment results have shown a consistent achievement gap among English Learners, low income and Foster Youth students. Students struggle with study skills and executive functioning skills which hinder achievement. A program designed to help students with these skills is a determined need. **Scope:** Limited to Unduplicated Student Group(s)	Students in AVID classes will learn collaborative, organizational and study skills which they will apply to the assignments in the their regular classes.	i-Ready ELA and Math Stretch Growth Results
2.4	**Action:** Behavioral Technician Supports **Need:** Our unduplicated student population has a higher rate or office discipline referrals and suspensions than students who are not in unduplicated group. Staff and community partners have identified the need for enhanced behavioral supports to help English learners, low income students and foster youth learn to self-regulate their behavior. **Scope:**	Behavior technicians will work with teachers to implement plans and strategies, developed by behavior specialists, to work with unduplicated students who need behavioral supports. The plans and strategies are designed to meet the behavioral needs of unduplicated students.	Suspension Rate Office DIscipline Referrals

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.9	**Action:** Foster Youth Progress Monitoring **Need:** EUSD is in Differentiated Assistance for Foster Youth students in the areas of Mathematics, ELA, Chronic Absenteeism and Suspension Rates. Staff analyzed data, conducted empathy interviews and conducted a root cause analysis. Staff found that students in the Foster Youth student group need regular progress monitoring at the district level in order to notify schools when Foster Youth need additional support. In addition, it was determined that Foster Youth should be prioritized for any intervention. **Scope:** Limited to Unduplicated Student Group(s)	District staff will monitor academics, attendance and suspension rate of Foster Youth students and share results with grade level teams at the school that the students attend. Since schools that have Foster Youth only have one or two Foster Youths, the prepared data will help grade level teams and individual teachers focus on and provide targeted instruction to Foster Youth student enrolled at their school.	District staff will monitor i-Ready Stretch growth on the 1st, 2nd, & 3rd i-Ready Diagnostics for Foster Youth District staff will monitor attendance for Foster Youth District staff will monitor suspensions for Foster Youth
2.14	**Action:** Roving Social Workers/Counselors **Need:** EUSD has seen an increase in the need of unduplicated students who need social emotional supports, crisis intervention, behavioral supports or need to be connected to community services. The increased need can be seen in request for services. These social emotional support services are critical for students living in poverty, English Learners, students with disabilities and behavioral support needs. The social work positions are	The roving social worker/counselor position will provide social emotional and behavioral supports to students and play an important role in implementing the behavior side of the MTSS pyramid. The social workers/counselors will work with our Integrated Student Supports department to design, implement and evaluate direct services to students from a menu of designated supports. The direct support to students will contribute to the well being and academic success of our unduplicated students.	Number of counseling sessions for students with a request for services. Number of counseling minutes for students with a request for services.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	designed to provide the social emotional and behavioral supports to meet those needs.. **Scope:** Limited to Unduplicated Student Group(s)		
2.16	**Action:** Welcome Assessment Center **Need:** EUSD has identified the need to provide a welcoming environment for the families of our newcomer English learners where they have the opportunity to learn about the educational program options for their children as well as a place to receive information about community-based resources to support those families new to the community. **Scope:** Limited to Unduplicated Student Group(s)	The Welcome Center provides families of English learners with important assessment information as well as educational program options to give families of English learners a positive start in our district.	The percentage of parents with students that visited the Welcome Center who respond positively to the needs assessment question regarding knowledge of their student's ELD program will increase.

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.

Action 1.2- Implement Teaching and Learning Cycles-To determine the Planned Percentage of Improved Services the cost of the time that administrators, coaches and and other support personnel will need to spend to implement the Teaching and Learning Cycles.
Action 2.9- Foster Youth Progress Monitoring- To determine the Planned Percentage of Improved Services the cost of the time that administrators, coaches and and other support personnel will need to spend to implement and support the progress monitoring of Foster Youth

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.

Additional grant add-on funding will be used to:
- Fund one FTE social worker at each of our schools with a student population of unduplicated students greater than 55% to address the social-emotional needs of our unduplicated students (Goal 2, Action 1).
- Fund Two FTE middle school counselors will be funded at all five of our middle schools to provide academic and social emotional counseling. All of the middle schools in EUSD have a a student population of unduplicated students greater than 55% (Goal 2, Action 2).
- Fund a Trust, Relationships, Empowerment, Choice (TREC) regional program will be funded at two of EUSD's middle schools to provide academic and social emotional supports for our most at-risk youth (Goal 2, Action 5).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:178 Bernardo, LR Green, Quantum Academy, Reidy Creek	1:131 Bear Valley, Central, Conway, Del Dios, Farr, Felicita, Glen View, Hidden Valley, Juniper, Limitless, Lincoln, Miller, Mission, North Broadway, Oak Hill, Orange Glen, Pioneer, Rincon, Rock Springs, Rose
Staff-to-student ratio of certificated staff providing direct services to students	1:19 Bernardo, LR Green, Quantum Academy, Reidy Creek	1:18 Bear Valley, Central, Conway, Del Dios, Farr, Felicita, Glen View, Hidden Valley, Juniper, Limitless, Lincoln, Miller, Mission, North Broadway, Oak Hill, Orange Glen, Pioneer, Rincon, Rock Springs, Rose

2024-25 Total 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	141,918,907	45,614,858.00	32.141%	0.000%	32.141%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$45,638,742.00	$191,728.00	$0.00	$600,000.00	$46,430,470.00	$41,968,554.00	$4,461,916.00

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	Framework for the Future	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$230,000.00	$230,000.00				$230,000.00	
1	1.2	Implement Teaching Learning Cycles		Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Elementary Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	.005%
1	1.3	Elementary Physical Education Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	Ongoing	$2,780,287.00	$0.00	$2,780,287.00				$2,780,287.00	
1	1.4	Extended Day Programs for Kindergarten and Transitional KIndergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All TK through 5th Grade Schools	Ongoing	$4,857,931.00	$0.00	$4,857,931.00				$4,857,931.00	
1	1.5	Paraprofessionals to Support Full Day Kindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Kindergarten	Ongoing	$2,527,222.00	$0.00	$2,527,222.00				$2,527,222.00	
1	1.6	Early Admittance to Transitional Kindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools Transitio	Ongoing	$300,000.00	$0.00	$300,000.00				$300,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							nal Kindergarten									
1	1.7	Newcomer Assistance Support and Tutoring	Students with Disabilities English Learners	No			All Schools	Ongoing	$300,000.00	$0.00				$300,000.00	$300,000.00	
1	1.8	Professional Development for Standards-Based Designated and Integrated ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$15,000.00	$10,000.00	$25,000.00				$25,000.00	
1	1.9	Home School Program	All	No			All Schools Specific Schools: Home School K-8	Ongoing	$191,728.00	$0.00		$191,728.00			$191,728.00	
1	1.10	Support for Middle School AVID Classes	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools 6th -8th Grade	Ongoing	$20,500.00	$20,000.00	$40,500.00				$40,500.00	
1	1.11	Curriculum, Instruction, Assessment and Accountability Districtwide Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,282,711.00	$300,000.00	$1,282,711.00			$300,000.00	$1,582,711.00	
1	1.12	Special Education Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$11,680,701.00	$0.00	$11,680,701.00				$11,680,701.00	
2	2.1	Social Worker/Counselor Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Central, Conway, Farr, Felicita, Glen View, Juniper, Lincoln, Miller, North Broadway, Oak	Ongoing	$2,670,474.00	$0.00	$2,670,474.00				$2,670,474.00	

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
							Hill, Orange Glen, Pioneer Rock Springs, Rose, Bear Valley, Del Dios, Hidden Valley, Mission and Rincon									
2	2.2	Two School Counselors at Each Middle School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,243,601.00	$0.00	$1,243,601.00				$1,243,601.00	
2	2.3	Care Solace	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$67,000.00	$67,000.00				$67,000.00	
2	2.4	Behavioral Technician Supports	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$794,584.00	$0.00	$794,584.00				$794,584.00	
2	2.5	TREC (Trust, Relationships, Empowerment, Choice) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6th through 8th Grade	Ongoing	$288,825.00	$0.00	$288,825.00				$288,825.00	
2	2.6	Juvenile Diversion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$36,090.00	$36,090.00				$36,090.00	
2	2.7	District Pupil Re-engagement Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$351,179.00	$0.00	$351,179.00				$351,179.00	
2	2.8	Bilingual Family Liaisons at Each School	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$1,899,734.00	$0.00	$1,899,734.00				$1,899,734.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.9	Foster Youth Progress Monitoring	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools Specific Schools: All schools with foster youth enrolled	Ongoing	$0.00	$0.00	$0.00				$0.00	.005
2	2.10	Enrichment Wheel	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	$1,172,032.00	$0.00	$1,172,032.00				$1,172,032.00	
2	2.11	Fieldwork Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
2	2.12	Four Elementary Music Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th and 5th Grade	Ongoing	$479,990.00	$0.00	$479,990.00				$479,990.00	
2	2.13	Visual and Performing Arts Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,861.00	$100,861.00				$100,861.00	
2	2.14	Roving Social Workers/Counselors	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$562,205.00	$0.00	$562,205.00				$562,205.00	
2	2.15	Gifted and Talented Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	2.16	Welcome Assessment Center	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$129,687.00	$0.00	$129,687.00				$129,687.00	
2	2.17	Specialty School Funding for Conway	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: Conway	Ongoing	$32,191.00	$0.00	$32,191.00				$32,191.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	School									
2	2.18	District/School Website and Communication Tool	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$199,545.00	$0.00	$199,545.00				$199,545.00	
2	2.19	Integrated Student Services District Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,093,420.00	$0.00	$2,093,420.00				$2,093,420.00	
3	3.1	Professional Learning Time for Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,469,543.00	$0.00	$2,469,543.00				$2,469,543.00	
3	3.2	Minimize the Number of Combination Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	Ongoing	$734,071.00	$0.00	$734,071.00				$734,071.00	
3	3.3	Degree Stipend	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,451,930.00	$0.00	$1,451,930.00				$1,451,930.00	
3	3.4	New Escondido Teacher Support (Teacher Induction)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$368,671.00	$0.00	$368,671.00				$368,671.00	
3	3.5	Devices and Digital Platforms to Enhance and Support Rigorous Standards-Based Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,052,720.00	$2,052,720.00				$2,052,720.00	
3	3.6	Performance Matters Data Warehouse	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$267,835.00	$267,835.00				$267,835.00	
3	3.7	Enhanced Noon Time Duty Support , Crossing Guards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$298,356.00	$0.00	$298,356.00				$298,356.00	
3	3.8	Health Tech Additional Hours and additional school nurse	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$772,436.00	$0.00	$772,436.00				$772,436.00	
3	3.9	School Site Allocations	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$1,247,410.00	$1,247,410.00				$1,247,410.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										

2024-25 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
141,918,907	45,614,858.00	32.141%	0.000%	32.141%	$45,638,742.00	0.010%	32.168 %	**Total:**	$45,638,742.00
								LEA-wide Total:	$42,178,685.00
								Limited Total:	$1,551,976.00
								Schoolwide Total:	$2,702,665.00

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	Framework for the Future	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,000.00	
1	1.2	Implement Teaching Learning Cycles	Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Elementary Schools	$0.00	.005%
1	1.3	Elementary Physical Education Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	$2,780,287.00	
1	1.4	Extended Day Programs for Kindergarten and Transitional KIndergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All TK through 5th Grade Schools	$4,857,931.00	
1	1.5	Paraprofessionals to Support Full Day Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Kindergarten	$2,527,222.00	
1	1.6	Early Admittance to Transitional Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools Transitional	$300,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Kindergarten		
1	1.8	Professional Development for Standards-Based Designated and Integrated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,000.00	
1	1.10	Support for Middle School AVID Classes	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools 6th -8th Grade	$40,500.00	
1	1.11	Curriculum, Instruction, Assessment and Accountability Districtwide Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,282,711.00	
1	1.12	Special Education Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,680,701.00	
2	2.1	Social Worker/Counselor Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central, Conway, Farr, Felicita, Glen View, Juniper, Lincoln, Miller, North Broadway, Oak Hill, Orange Glen, Pioneer Rock Springs, Rose, Bear Valley, Del Dios, Hidden Valley, Mission and Rincon	$2,670,474.00	
2	2.2	Two School Counselors at Each Middle School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,243,601.00	
2	2.3	Care Solace	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,000.00	
2	2.4	Behavioral Technician Supports	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$794,584.00	
2	2.5	TREC (Trust, Relationships, Empowerment,	Yes	LEA-wide	English Learners Foster Youth	All Schools 6th through 8th	$288,825.00	

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 (%)
		Choice) Program			Low Income	Grade		
2	2.6	Juvenile Diversion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,090.00	
2	2.7	District Pupil Re-engagement Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$351,179.00	
2	2.8	Bilingual Family Liaisons at Each School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,899,734.00	
2	2.9	Foster Youth Progress Monitoring	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools Specific Schools: All schools with foster youth enrolled	$0.00	.005
2	2.10	Enrichment Wheel	Yes	LEA-wide	Foster Youth	All Schools	$1,172,032.00	
2	2.11	Fieldwork Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
2	2.12	Four Elementary Music Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th and 5th Grade	$479,990.00	
2	2.13	Visual and Performing Arts Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,861.00	
2	2.14	Roving Social Workers/Counselors	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$562,205.00	
2	2.15	Gifted and Talented Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.16	Welcome Assessment Center	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$129,687.00	
2	2.17	Specialty School Funding for Conway	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Conway School	$32,191.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.18	District/School Website and Communication Tool	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$199,545.00	
2	2.19	Integrated Student Services District Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,093,420.00	
3	3.1	Professional Learning Time for Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,469,543.00	
3	3.2	Minimize the Number of Combination Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	$734,071.00	
3	3.3	Degree Stipend	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,451,930.00	
3	3.4	New Escondido Teacher Support (Teacher Induction)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$368,671.00	
3	3.5	Devices and Digital Platforms to Enhance and Support Rigorous Standards-Based Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,052,720.00	
3	3.6	Performance Matters Data Warehouse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$267,835.00	
3	3.7	Enhanced Noon Time Duty Support , Crossing Guards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$298,356.00	
3	3.8	Health Tech Additional Hours and additional school nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$772,436.00	
3	3.9	School Site Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,247,410.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$56,626,334.00	$69,407,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Learning Time for Teachers	Yes	$1,330,655.00	$2,710,873.00
1	1.2	Implement Teaching Learning Cycles	Yes	$300,000.00	$150,000.00
1	1.3	Elementary Physical Education Teachers	Yes	$2,848,959.00	$2,822,557.00
1	1.4	Paraprofessionals to Support Full Day Kindergarten	Yes	$1,523,759.00	$4,547,226.00
1	1.5	Devices and Digital Platforms to Enhance and Support Rigorous Standards-Based Instruction	Yes	$1,146,000.00	$2,029,489.00
1	1.6	Gifted and Talented Enrichment	Yes	$350,000.00	$256,964.00
1	1.7	After School Intervention and Enrichment	No		$18,918,956.00
1	1.8	Three School Counselors at Each Middle School	Yes	$1,882,757.00	$0
1	1.9	New Escondido Teacher Support (Teacher Induction)	Yes	$1,751,681.00	$799,499.00
1	1.10	Certificated Instructional Coaches	No	$2,585,020.00	$0
1	1.11	Performance Matters Data Warehouse	Yes	$267,835.00	$267,835.00

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	1.12	Orton-Gillingham Training	Yes	$550,000.00	$294,000.00
1	1.13	Intervention Teachers	Yes	$2,979,431.00	$0
1	1.14	Summer School	No	$2,400,000.00	$2,749,251.00
1	1.15	Instructional Coaches to Support Teachers with Instruction for English Learners	No	$290,379.00	$139,991.00
1	1.16	Professional Development for Standards-Based Designated and Integrated ELD	Yes	$100,000.00	$75,000.00
1	1.17	Newcomer Assistance Support and Tutoring	No	$491,752.00	
1	1.18	Newcomer Curriculum	Yes	$0.00	$0
1	1.19	Lexia English	No	$365,000.00	$365,000.00
1	1.20	Welcome/Assessment Center	Yes	$109,219.00	$127,019.00
1	1.21	Individual Site Allocations (24 schools)	Yes	$3,130,926.00	$2,072,832.00
1	1.22	Curriculum, Instruction, Assessment and Accountability Districtwide Support	Yes	$1,332,345.00	$1,840,196.00
1	1.23	Special Education Supports	Yes	$7,761,442.00	$12,352,926.00
1	1.24	Home School Program	Yes	$185,937.00	$195,279.00

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	1.25	Limitless Learning Academy	No	$556,546.00	$1,753,392.00
1	1.26	Early Admittance to Transitional Kindergarten	Yes	$700,000.00	$2,807,507.00
1	1.27	Roving Intervention Teachers	Yes	$596,430.00	$513,144.00
1	1.28	Director of Extended Learning, Intervention and Enrichment	Yes	$235,372.00	$118,629.00
1	1.29	Rosetta Stone Licenses for Staff	No	$0.00	$0
2	2.1	Bilingual Family Liaisons at Each School	Yes	$1,770,383.00	$1,825,853.00
2	2.2	Social Worker at Each School	Yes	$3,120,355.00	$2,910,693.00
2	2.3	Integrated Student Services Districtwide Supports	Yes	$1,634,889.00	$2,374,414.00
2	2.4	District Pupil Re-engagement Team	Yes	$227,689.00	$153,974.00
2	2.5	Alternative Learning Center at Each Middle School	Yes	$887,688.00	$949,730.00
2	2.6	TREC (Trust, Relationships, Empowerment, Choice) Program	Yes	$1,066,644.00	$76,391.00
2	2.7	Specialty School Funding for Conway	Yes	$140,720.00	$311,917.00
2	2.8	Support for Dual Language Programs	No	$10,000.00	
2	2.9	Four Elementary Music Teachers	Yes	$500,956.00	$463,084.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Visual and Performing Arts Enrichment Opportunities	Yes	$162,000.00	$124,165.00
2	2.11	Parent Participation in the Decision Making Processes	No	$0.00	$0
2	2.12	District/School Website and Communication Tool	Yes	$79,500.00	$82,219.00
2	2.13	ThoughtExchange as a Tool for Educational Partner Feedback	Yes	$26,000.00	$26,460.00
2	2.14	National Board Initial Certification Application Fee	No	$0.00	$0
2	2.15	Degree Stipend	Yes	$1,451,429.00	$1,142,221.00
2	2.16	Minimize the Number of Combination Classrooms	Yes	$4,523,294.00	$0
2	2.17	Class Size Reduction	Yes	$4,257,133.00	$0
2	2.18	Reserve Funds for Future Priorities to Meet the Needs of Unduplicated Students	No	$0.00	
2	2.19	Care Solace Mental Health Supports	Yes	$40,000.00	$67,188.00
3	3.1	Health Tech Additional Hours	Yes	$771,074.00	$745,503.00
3	3.2	Enhanced Noon Time Duty Support	Yes	$53,000.00	$110,488.00
3	3.3	21st Century Furniture	No	$0.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Juvenile Diversion	Yes	$132,135.00	$135,135.00

2023-24 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)
45,345,334	$44,903,585.00	$45,480,402.00	($576,817.00)	0.001%	0.001%	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	Professional Learning Time for Teachers	Yes	$1,330,655.00	$2,710,873.00		
1	1.2	Implement Teaching Learning Cycles	Yes	$300,000.00	$150,000.00		
1	1.3	Elementary Physical Education Teachers	Yes	$2,848,959.00	$2,822,557.00		
1	1.4	Paraprofessionals to Support Full Day Kindergarten	Yes	$1,523,759.00	$4,547,226.00		
1	1.5	Devices and Digital Platforms to Enhance and Support Rigorous Standards-Based Instruction	Yes	$1,146,000.00	$2,029,489.00		
1	1.6	Gifted and Talented Enrichment	Yes	$350,000.00	$256,964.00		
1	1.8	Three School Counselors at Each Middle School	Yes	$1,882,757.00	$0		
1	1.9	New Escondido Teacher Support (Teacher Induction)	Yes	$1,093,923.00	$799,499.00		
1	1.11	Performance Matters Data Warehouse	Yes	$267,835.00	$267,835.00		
1	1.12	Orton-Gillingham Training	Yes	$150,000.00	$294,000.00		
1	1.13	Intervention Teachers	Yes	$2,979,431.00	$0		
1	1.16	Professional Development for Standards-Based Designated and Integrated ELD	Yes	$100,000.00	$75,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.18	Newcomer Curriculum	Yes	$0.00	$0	.001%	.001%
1	1.20	Welcome/Assessment Center	Yes	$109,219.00	$127,019.00		
1	1.21	Individual Site Allocations (24 schools)	Yes	$3,130,926.00	$2,072,832.00		
1	1.22	Curriculum, Instruction, Assessment and Accountability Districtwide Support	Yes	$1,230,870.00	$1,840,196.00		
1	1.23	Special Education Supports	Yes	$7,761,442.00	$12,352,926.00		
1	1.24	Home School Program	Yes	$185,937.00	$195,279.00		
1	1.26	Early Admittance to Transitional Kindergarten	Yes	$700,000.00	$2,807,507.00		
1	1.27	Roving Intervention Teachers	Yes	$596,430.00	$513,144.00		
1	1.28	Director of Extended Learning, Intervention and Enrichment	Yes	$117,686.00	$118,629.00		
2	2.1	Bilingual Family Liaisons at Each School	Yes	$1,770,383.00	$1,825,853.00		
2	2.2	Social Worker at Each School	Yes	$3,120,355.00	$2,910,693.00		
2	2.3	Integrated Student Services Districtwide Supports	Yes	$1,634,889.00	$2,374,414.00		
2	2.4	District Pupil Re-engagement Team	Yes	$227,689.00	$153,974.00		
2	2.5	Alternative Learning Center at Each Middle School	Yes	$887,688.00	$949,730.00		
2	2.6	TREC (Trust, Relationships, Empowerment, Choice) Program	Yes	$1,066,644.00	$76,391.00		
2	2.7	Specialty School Funding for Conway	Yes	$140,720.00	$311,917.00		
2	2.9	Four Elementary Music Teachers	Yes	$500,956.00	$463,084.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.10	Visual and Performing Arts Enrichment Opportunities	Yes	$162,000.00	$124,165.00		
2	2.12	District/School Website and Communication Tool	Yes	$79,500.00	$82,219.00		
2	2.13	ThoughtExchange as a Tool for Educational Partner Feedback	Yes	$26,000.00	$26,460.00		
2	2.15	Degree Stipend	Yes	$1,451,429.00	$1,142,221.00		
2	2.16	Minimize the Number of Combination Classrooms	Yes	$4,523,294.00	$0		
2	2.17	Class Size Reduction	Yes	$510,000.00	$0		
2	2.19	Care Solace Mental Health Supports	Yes	$40,000.00	$67,180.00		
3	3.1	Health Tech Additional Hours	Yes	$771,074.00	$745,503.00		
3	3.2	Enhanced Noon Time Duty Support	Yes	$53,000.00	$110,488.00		
3	3.4	Juvenile Diversion	Yes	$132,135.00	$135,135.00		

2023-24 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)
144,358,960	45,345,334	0%	31.412%	$45,480,402.00	0.001%	31.506%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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.

    o 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,

    o 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:

    o 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) (California Legislative Information) 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.

  o 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:

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

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

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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
- 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.

- 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.

- 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.

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.

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

- o 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.

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

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o   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**

    o   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)**

    o   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 (%)**

    o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o   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)**

    o   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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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