

LCFF Budget Overview for Parents

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

CDS Code: 37680980000000

School Year: 2026-27

LEA contact information:

Luis Ibarra, Ed.D

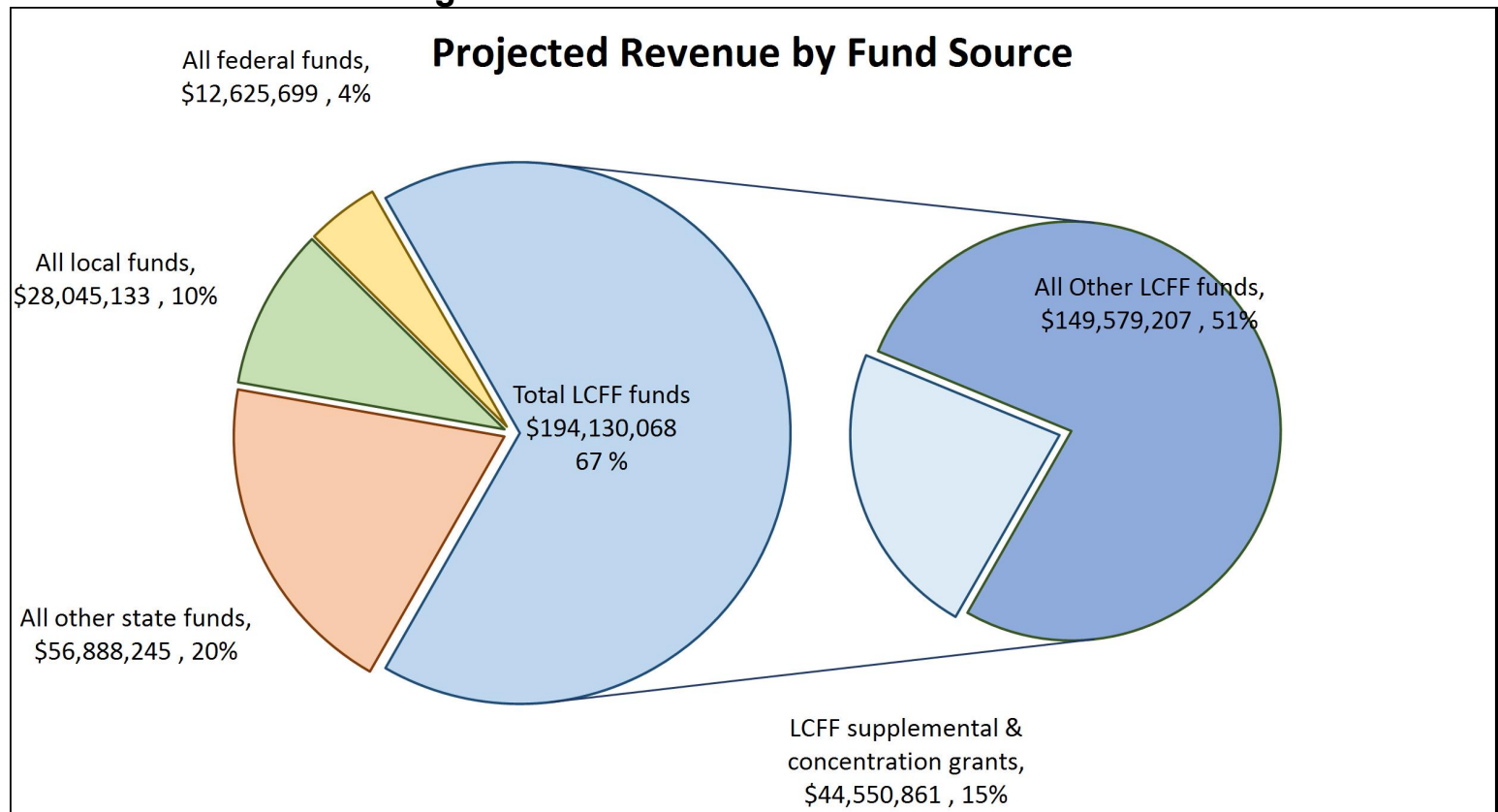
Superintendent

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 2026-27 School Year

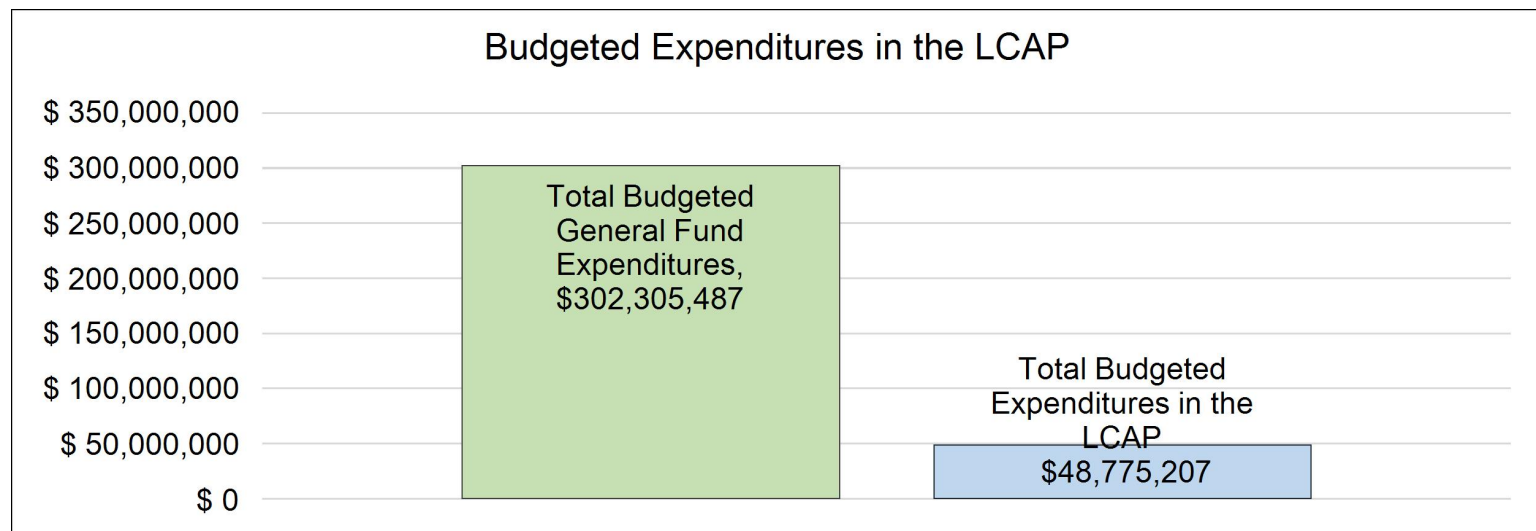


This chart shows the total general purpose revenue Escondido Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Escondido Union School District is \$291,689,145, of which \$194,130,068 is Local Control Funding Formula (LCFF), \$56,888,245 is other state funds, \$28,045,133 is local funds, and \$12,625,699 is federal funds. Of the \$194,130,068 in LCFF Funds, \$44,550,861 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Escondido Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Escondido Union School District plans to spend \$302,305,487 for the 2026-27 school year. Of that amount, \$48,775,207 is tied to actions/services in the LCAP and \$253,530,280 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

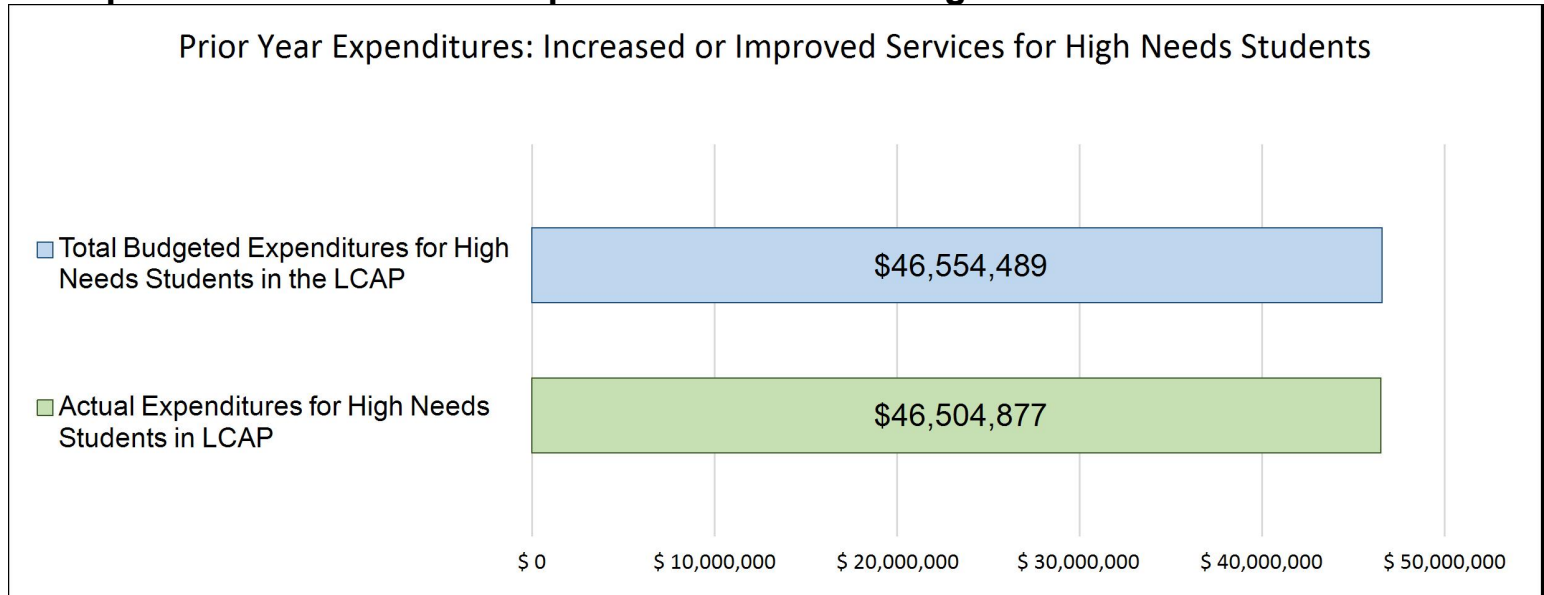
Certificated and classified staff salary and benefits costs, maintenance and operations, utilities, materials and supplies, ancillary resources and after-school programs.

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

In 2026-27, Escondido Union School District is projecting it will receive \$44,550,861 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 \$48,267,770 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Escondido Union 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 2025-26, Escondido Union School District's LCAP budgeted \$46,554,489 for planned actions to increase or improve services for high needs students. Escondido Union School District actually spent \$46,504,877 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$49,612 had the following impact on Escondido Union School District's ability to increase or improve services for high needs students:

Salaries and benefits in several actions were less than what was originally budgeted in planned actions and services. This difference between budgeted and actual salary expenses did not impact the services for our high needs students in the planned actions. The actions were fully implemented as planned.

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 [2026-27]

General Information

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

Escondido Union 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 13,739 TK-8th grade students and has 1800 full and part time staff members. EUSD’s unduplicated percentage is 81%. 78.5% 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, worked with the Learner Centered Collaborative 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.

In the spring of 2024 16 EUSD schools received California Community Schools Partnership Program grants to work with staff and community partners to become Community Schools. As part of the grant each school received funding for a Multi-Tiered System of Support Specialist to work with the existing roles of Administrator, Social Worker/Counselor and Family Liaison to work with staff, parents and the community to build a system of supports for students.

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 2025-26 school year. This was the sixth year that EUSD used the i-Ready diagnostic. Students in all student groups showed gains from fall of 2025 to winter of 2026.

2526 i-Ready Reading Fall Assessment
Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic
All Students- 9.80%
English Learner- 0.73%
Hispanic- 6.57%
Socioeconomically Disadvantaged- 6.53%
African American- 9.80%
Foster Youth- N/A
Students with Disabilities-2.85%

2526 Winter Assessment
Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic
All Students- 17%
English Learner- 3%
Hispanic- 11%
Socioeconomically Disadvantaged- 11%
African American-22%
Foster Youth- N/A
Students with Disabilities - 6%

2526 i-Ready Math Fall Assessment
Percentage of Students at Mid or Above Grade Level on the Math Diagnostic
All Students- 4.86%
English Learner- 0.75%

Hispanic- 2.74%
Socioeconomically Disadvantaged- 2.83%
African American- 5.43%
Foster Youth- N/A
Students with Disabilities -1.81%

2526 Winter Assessment
Percentage of Students at Mid or Above Grade Level on the Math Diagnostic
All Students- 11%
English Learner- 3%
Hispanic- 7%
Socioeconomically Disadvantaged- 7%
African American-7%
Foster Youth- N/A
Students with Disabilities - 5%

Gains were evident for all student groups when comparing the 2025-26 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 continued to implement the Bridges Math intervention. Mid year progress shows that the students who participated in the intervention showed gains in the area of Numbers and Operations on the i-Ready Diagnostic 2 assessment.

2024 California School Dashboard Results

Mathematics

The All Student group was 64 points below standard on the California School Dashboard representing an improvement of 2.9 points over the previous year. EUSD's performance level was Orange. The Asian student group scored at the Blue performance level with an increase of 16.6 points. The Filipino and Two or More Races student groups were in the Green performance level. The Filipino student group showed a decline of 6.3 point and the Two or More Races student group showed a gain of 5.1 points. . The Hispanic, African American and White student groups all scored at the Yellow performance levels with gains of 3.2, 10.2 and 0.7 points respectively. The Foster Youth and Socioeconomically Disadvantaged student groups were in the Orange performance level. The Foster Youth student group results increased by 37.5 points. The Socioeconomically Disadvantaged group showed a gain of 2.1 points. We are continuing to see some positive results for all student groups.

At the district level our English Learner, Long-Term English Learner, Homeless and Students with Disabilities student groups were at the lowest performance level (Red) in Mathematics

The following school student groups were at the lowest performance level in the Mathematics:

Del Dios and Mission- All Student Group
Bear Valley, Del Dios, Hidden Valley, Mission and Rincon- English Learners
Bear Valley, Del Dios, and Rincon- Long-Term English Learner
Bear Valley, Del Dios, Mission and Rincon- Homeless
Bear Valley, Del Dios, Hidden Valley and Mission - Hispanic
Bear Valley, Del Dios, Hidden Valley and Mission- Socioeconomically Disadvantaged
Bear Valley, Del Dios, Juniper, Lincoln, Miller, Oak Hill, Orange Glen, Quantum, Rincon- Students with Disabilities

Mathematics Growth

The All Student group scored at Typical Growth. The Asian, Filipino and White student groups scored at Above Typical Growth. The English Learner, Long-term English Learner, African American, Two or More Races, Socioeconomically Disadvantaged and Students with Disabilities student groups all scored at Typical Growth. The Foster Youth and Hispanic student groups scored at Below Typical Growth.

English Language Arts

The All Student group was 42 points below standard on the California School Dashboard after improving by .5 points. EUSD performance level was Orange. The Asian, Filipino Two or More Races and White student groups were all at the Green performance levels. The White student group declined by 2.9 points and Filipino group declined by 10.1 points. The Asian student group increased by 6.1 points and the Two or More Races student group increased by 8.4 points. The African American, student group scored at the Yellow performance level. This group increased by 6.7 points. The Hispanic and Socioeconomically Disadvantaged student groups were at the Orange performance level. The Hispanic student group gained 0.8 points and the Socioeconomically Disadvantaged student group declined by 0.3 points.

At the district level our English Learner, Long-Term English Learners, Foster Youth, Homeless 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:

Oak Hill and Pioneer- All Student Group
Bear Valley, Central, Del Dios, Hidden Valley, Juniper, North Broadway, Pioneer, Rincon, Rose- English Learner
Bear Valley, Del Dios, Hidden Valley, Rincon- Long Term English Learner
Central, Oak Hill. Pioneer- Hispanic
Bear Valley, Del Dios, Mission, Rincon- Homeless
Central, Oak Hill, Pioneer - Socioeconomically Disadvantaged
Bear Valley, Bernardo, Del Dios, Felicita, Juniper, Miller, Oak Hill, Orange Glen, Pioneer, Quantum, and Rincon- Students with Disabilities

English Language Arts Growth

The All Student group was 2 points below Typical Growth. The Asian, Filipino and White student groups were all at Above Typical Growth. The Foster Youth, Homeless, African American and Two or More Races students groups were all at Typical Growth. The English Learners, Long-Term English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities students groups were all at Below Typical Growth

English Learner Progress Indicator

EUSD's 2024 percentage of students making progress towards English language proficiency was 43.4% which is an decline of 5.5%% from the previous year. EUSDs performance level for the English Learner Progress Indicator was Orange.

Del Dios, LR Green, North Broadway, Oak Hill, Orange Glen and Pioneer received the lowest performance level on the English Learner Performance Index

Chronic Absenteeism

The 2024 California School Dashboard Chronic Absenteeism rate was 27.3% which represented a decline of 9.4% from the previous year. EUSD's performance level was Yellow. All student groups showed a decline in Chronic Absenteeism. Declines ranged from 4% to 22%. 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 were in the Yellow performance level. Data for the 2024-25 school year indicates that we will continue the trend of declining Chronic Absenteeism.

The following school student groups were at the lowest performance level in the area of Chronic Absenteeism:

Bernardo, North Broadway and Rincon- English Learners

Rincon- Long-term English Learners

Conway, Lincoln, Pioneer, Rincon- Homeless

Conway, Rincon- Students with Disabilities

Orange Glen- White

Miller- Two or More Races

Suspension Rate

The performance level for the All Student group was Yellow. 3.2% of students were suspended at least one day. There was a decline of 0.4% in the number suspensions between the 2023 and 2024 CA School Dashboard reports. The Filipino student group was in the Blue performance level . Their suspension rate declined by 0.8%. The suspension rate for the White student group declined by 0.5%. This group was at the Green performance level. The English Learner (-0.9%), Homeless(-0.7%), Socioeconomically Disadvantaged (-0.4%) , African American (-4.2%) and Hispanic (-0.5%) student groups had a decline in the number of suspensions. The student groups were all at the Yellow performance level. The Asian student group's suspension rate increased by 0.4%. This group was also at the Yellow performance level. The Long-term English Learner, Foster Youth, Students with Disabilities and Two or More Races student groups were all at the Orange performance level. The Long-Term English Learner group suspension rate declined by 0.8% and the Foster Youth student group suspension rate declined by 8.1%. The Students with Disabilities groups maintained at .02. The suspension rate for the Two or More Races student group increased by 1.8%

0 student groups are at the lowest performance level in the area of Suspension Rates

2025 California School Dashboard Results

Mathematics

The All Student group was 58.9 points below standard on the California School Dashboard representing an improvement of 5.1 points over the previous year. EUSD's performance level went from Orange to Yellow. Asian, Filipino and Two or More Races and White student groups were in the Green performance level. The Asian student group maintained. The Filipino, Two or More Races and White student groups increased by 9.9, 15.2 and 9 points respectively. The English Learner, Hispanic and Socioeconomically Disadvantaged students groups were at the Yellow performance levels. All three groups showed improved results with gains of 6.3, 4.2 and 5.1 points respectively. The African American and Students with Disabilities student groups were at the Orange performance level. The African American student group maintained and the Students with Disabilities student group gained 4.2 points.

At the district level our Homeless and Long Term English Learner student groups are at the lowest performance level (Red) in Mathematics

The following school student groups were at the lowest performance level in the Mathematics:

Hidden Valley and Mission- All Student Group

Mission- English Learners

Hidden Valley and Mission- Long-Term English Learner

Hidden Valley and Oak Hill- Homeless

Hidden Valley and Mission - Hispanic

Hidden Valley and Mission - Socioeconomically Disadvantaged

Bernardo, Central, Conway, Farr Hidden Valley, Juniper, Lincoln, Miller, Mission, North Broadway, Orange Glen, Pioneer, Rock Springs, Rose - Students with Disabilities

Mathematics Growth

The All Student group scored at Average Growth. The Asian and Filipino student groups scored at Accelerated Growth. The African American, English Learner, Hispanic, Long-Term English Learner, Two or More Races, Socioeconomically Disadvantaged and White student groups all had Average Growth. The Homeless and Students with Disabilities student groups had Moderate Growth. We did not have any student groups that showed minimum growth.

English Language Arts

The All Student group was 36 points below standard on the California School Dashboard after improving by .6 points. EUSD's performance level improved from Orange to Yellow. The Asian, Filipino Two or More Races and White student groups were all at the Green performance levels. These student groups increased by 6.2, 8.7, 12.8 and 12.1 points respectively. The African American, Hispanic and Socioeconomically Disadvantaged student groups scored at the Yellow performance level. The groups increased by 14.1, 4.7 and 6.2 points respectively. The English Learner, Homeless and Students with Disabilities student groups were at the Orange performance level. These groups showed increases of 6.3, 6.4 and 9 points respectively.

At the district level our Long-Term English Learners student group is 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:

Central- All Student Group

Central, Del Dios, Hidden Valley, Miller, North Broadway, Oak Hill, Orange Glen- English Learner

Del Dios, Hidden Valley, Mission- Long Term English Learner

Central- Hispanic
Hidden Valley- Homeless
Central - Socioeconomically Disadvantaged
Bernardo, Farr, Felicita, Hidden Valley, Lincoln, North Broadway- Students with Disabilities

English Language Arts Growth

The All Student group was 2 points below Typical Growth. The Asian, Filipino and White student groups were all at Above Typical Growth. The Foster Youth, Homeless, African American and Two or More Races students groups were all at Typical Growth. The English Learners, Long-Term English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities students groups were all at Below Typical Growth

English Learner Progress Indicator

EUSD's 2025 percentage of students making progress towards English language proficiency was 42.1% which is an decline of 1.3% from the previous year. EUSD's performance level for the English Learner Progress Indicator was Orange.

Bear Valley, Central, Glen View, Miller, Orange Glen and Rose received the lowest performance level on the English Learner Performance Index

Chronic Absenteeism

The 2025 California School Dashboard Chronic Absenteeism rate was 23.3% which represented a decline of 4% from the previous year. EUSD's performance level was Yellow. Most student groups showed a decline in Chronic Absenteeism. The English Learner (-4.6%), Filipino (-2.5%), Hispanic(-4.2%), Homeless (-5.5), Long-Term English Learn (-4.5%) and Socioeconomically Disadvantaged (-4.3%) student groups were at the Yellow performance level. All of these student groups showed a decline in Chronic Absenteeism. Our Asian (-0,1%) and Two or More Races (-2.1%) student groups were at the Orange Performance level and showed a modest decline in Chronic Absenteeism. Chronic Absenteeism increased for our African American(+1.4%) and Foster Youth (+14.5%) student groups. These groups were at the Red performance level. 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. Preliminary data for the 2025-26 school year indicates that our Chronic Absenteeism rate will continue to decline.

At the district level our African American and Foster Youth student groups were 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:

Bernardo, North Broadway and Rincon- English Learners
Rincon- Long-term English Learners
Conway, Lincoln, Pioneer, Rincon- Homeless
Conway, Rincon- Students with Disabilities
Orange Glen- White
Miller- Two or More Races

Suspension Rate

The performance level for the All Student group was Green. 2.5% of students were suspended at least one day. There was a decline of 0.7% in the number suspensions between the 2024 and 2025 CA School Dashboard reports. This is the lowest rate we have had in the last 5 years. The Asian student group was in the Blue performance level. Their suspension rate declined by 0.3%. The English Learner (-0.5%), Hispanic, (-0.9%), Two or More Races (-0.5%) and Socioeconomically Disadvantaged (-0.9%) student groups were at the Green performance level. The Filipino (+0.4%), Homeless (-0.5%), Long-Term English Learners (-3.2%), Students with Disabilities (-0.9%) and White (0) student groups were at the Yellow performance level. Our African American (+1.2%) and Foster Youth (+4.3%) student groups were in the Red performance level.

At the district level our African American and Foster Youth student groups were at the lowest performance levels in the area of Suspension Rate

There were no schools with student groups at the lowest performance level in the area of Suspension Rate

No LRBEG funds were expended in the 2025-26 school year.

A needs assessment and an LRBEG plan will be completed during the 2026-27 school year.

Reflections: Technical Assistance

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

Escondido Union School District entered Differentiated Assistance based on 2025 California School Dashboard results indicating performance concerns in Chronic Absenteeism and Suspension Rate for African American and Foster Youth student groups. Both student groups were at the Red performance level in both areas. The Chronic Absenteeism rate in the African American student group went from 24.5% in 2024 to 25.9% in 2025. The Chronic Absenteeism rate in the Foster Youth student group increased from 35.5% in 2024 to 50% in 2025. The Suspension Rate for the African American student group was 5.9% in 2024 and increased to 7% in 2025. The Suspension Rate for the Foster Youth student group was 5.5% in 2024 and increased to 10.7% in 2025. We chose to focus on the suspension rate for the Differentiated Assistance process.

We completed a 5 Whys" analysis of students who were suspended that suggested the current interventions lack the intensity required for students with chronic trauma or significant social-emotional needs. The system lacks a structured Tier 3 Behavioral Intervention Plan (BIP) and specialized de-escalation training for staff specifically tailored to physical safety incidents, leading to a "ceiling" where suspension becomes the only remaining option for safety. Educational Partner Feedback indicated that structured behavioral supports should be a priority.

EUSD is currently working to implement "Intensive Individualized Safety & Support Plans" for any student who has received two or more "other means of correction" without a change in behavior, the team will move beyond general counseling to an ISSP. This includes a Functional Behavioral Assessment (FBA) to identify specific triggers for aggression and the assignment of a "Primary Mentor" who conducts daily check-in/check-outs to de-escalate conflicts before they turn into physical altercations. (See Goal 2, Actions 2.1, 2.2, 2.4, 2.7 and 2.9).

Suspension rates will be monitored for the student groups at risk.

In addition EUSD has focused on Multi-Tiered Systems of Support and the Comprehensive Student Assistance Team process. Staff from each school came together multiple times during the 2024-25 school year to clarify the district expectations and allow each to reflect on their process and enhance their menu of supports for each Tier. As we refine our CSAT process we continue to look to improve our systems for progress monitoring students. We are currently piloting new MTSS/Data Warehouse platforms.

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/Superintendent Trustee Advisory Roundtable - EUSD established the Design Team in early 2019 to collaborate with all educational partners to address district needs. The name of the group was changed to Superintendent Trustee Advisory Roundtable in the fall of 2025. This group has become a key group in providing feedback for the LCAP . The advisory group 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 identified as unduplicated students as well as Students with Disabilities. The Superintendent Trustee Advisory Roundtable met on January 21st, March 18th and May 13th.	As the EUSD Design Team/Superintendent Trustee Advisory Roundtable 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 28th DELAC meeting.	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- Our District Advisory Committee provided feedback at the January 21st 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.
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

Educational Partner(s)	Process for Engagement
	opportunity to answer open ended questions on what they considered EUSDs greatest strengths and asked to list ways EUSD could improve. 146 surveys were completed. The link to the survey was sent out in the district weekly update beginning March 22nd. The survey was open through May 5th. 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.

This LCAP continues to be influenced by the work of our Design Team/Superintendent Trustee Advisory Roundtable on the Framework for the Future. The Design Team/Superintendent Trustee Advisory Roundtable, which consists of a wide range of education partners as well as parent groups such as DELAC and DAC 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 will be continued in the plan. Mental health and behavioral supports were highly valued by all groups. As a result, social workers and counselors will be continued. 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 will be continued. 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, security camera monitoring and a resource officer will be continued. Student engagement 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 2024 California School Dashboard shows our student grew by 2.9 points in Mathematics and .5 points in English Language Arts. The Asian, Filipino and White student groups were all Green Performance Level in ELA. The Asian student group was in Blue Performance Level and the Filipino and Two or More Races student groups were at the Green Performance Level in Mathematics. The All Student group scored at an Orange Performance Level in ELA and Math. Areas of concern include the English Learner, Long-Term English Learners, Foster Youth, Homeless and Students with Disabilities student groups who were at the Red Performance Level in ELA. The English Learner, Long-Term English Learner, Homeless and Students with Disabilities student groups were at the Red Performance Level in Mathematics. 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- 2024 English Language Arts Student Groups All Students -42 points below standard English Learners - 77.1 points below standard Socio-economically disadvantaged - 57 points below standard Foster Youth - 98.3 points below standard Hispanic - 55.6 points below standard African American- 33.9 points below standard	California School Dashboard- 2025 English Language Arts Student Groups All Students - 36 points below standard English Learners - 70.8 points below standard Socio-economically disadvantaged - 50.8 points below standard Foster Youth - N/A Hispanic - 50.9 points below standard African American- 19.8 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 African American- 24.6 points below standard	California School Dashboard- 2025 English Language Arts Student Groups All Students- 6.5 point gain English Learners- 1.9 point gain Socio-economically disadvantaged- 5.9 point gain Foster Youth- N/A Hispanic- 5.4 point improvement African American- 20.8 point improvement Students with disabilities- 11.3 point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with disabilities- 111.3 points below standard	Students with disabilities- 102.3 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-2024 Math Student Groups All Students- 64 points below standard English Learners- 97.1 points below standard Socio-economically Disadvantaged- 80 points below standard Foster Youth- 102.7 points below standard Hispanic- 78.7 points below standard African American- 63.8 points below standard	California School Dashboard-2025 Math Student Groups All Students- 58.9 points below standard English Learners- 90.8 points below standard Socio-economically Disadvantaged- 74.9 points below standard Foster Youth- N/A Hispanic- 74.6 points below standard African American- 63 points below standard Students with Disabilities- 125.2	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 African American- 58 points below standard	California School Dashboard-2025 Math Student Groups All Students- 8 point improvement English Learners- 5.6 point improvement Socio-economically 7.2 point improvement Foster Youth- N/A Hispanic- 7.3 point improvement African American- 11 point improvement Students with Disabilities- 6.1 point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities- 129.4 points below standard	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- 19.43% Hispanic- 28.71% African American- 33.33% Students with Disabilities- 10.36%	2023-24 CAASPP ELA Results Percent of Students Meeting or Exceeding the Standard All Students- 35.59% English Learners- 7.05% Socio-economically Disadvantaged- 29.24% Foster Youth- 19.92% Hispanic- 29.78% African American- 40.23% Students with Disabilities- 11.05%	2024-25 CAASPP ELA Results Percent of Students Meeting or Exceeding the Standard All Students- 36.63% English Learners- 7.91% Socio-economically Disadvantaged- 30.43% Foster Youth- N/A Hispanic- 30.53% African American- 38.75% Students with Disabilities- 12.52%	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% Students with Disabilities- 22.36%	2024-25 CAASPP ELA Results Percent of Students Meeting or Exceeding the Standard All Students- 2.23% improvement English Learners- 1.34% decline Socio-economically Disadvantaged- 1.63% Improvement Foster Youth- N/A Hispanic- 1.82% improvement African American- 5.42 improvement Students with Disabilities- 2.16% improvement
1.4	CAASPP Mathematics Percent Proficient	2022-23 CAASPP Math Results	2023-24 CAASPP Math Results	2024-25 CAASPP Math Results	2026-27 CAASPP Math Results	2024-25 CAASPP Math Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	Percent of Students Meeting or Exceeding the Standard All Students- 27.41% English Learners- 7.85% Socio-economically Disadvantaged- 21.31% Foster Youth- 0% Hispanic- 21.55% African American- 33.33% Students with Disabilities- 9.59%	Percent of Students Meeting or Exceeding the Standard All Students- 29.68% English Learners- 9.21% Socio-economically Disadvantaged- 21.31% Foster Youth- N/A Hispanic- 23.67% African American- 33.75% Students with Disabilities- 10.06%	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%	Percent of Students Meeting or Exceeding the Standard All Students- 3.01% improvement English Learners- 1.27% improvement Socio-economically Disadvantaged- .58% improvement Foster Youth- N/A Hispanic- 3.02% improvement African American- 5.8% improvement Students with Disabilities- .23% decline
1.5	California Alternative Assessment ELA	2022-23 CAA ELA Results 13.64% of students scored at Level 3	2023-24 CAA ELA Results 11.32% of students scored at Level 3	2024-25CAA ELA Results 11.76% of students scored at Level 3	2026-27 CAA ELA Results 28.64% of students will score at Level 3	2024-25 CAA ELA Results The percentage of students scoring at Level 3 increased by .44%%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	California Alternative Assessment Mathematics	2022-23 CAA Math Results 6.36% of students scored at Level 3	2023-24 CAA Math Results 4.72% of students scored at Level 3	2024-25 CAA Math Results 5.83% of students scored at Level 3	2026-27 CAA Math Results 15.36% of students will score at Level 3	2024-25 CAA Math Results The percentage of students scoring at Level 3 declined by .53%
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	2024 PFT-98.2% of 5th and 7th grade students completed the Physical Fitness Test	2025 PFT-97.7% 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	2025 PFT-The percentage of 5th and 7th grade students who completed the Physical Fitness Test improved by 1.7%
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	2023-24 English Learner Progress 43.4% of English learners made progress towards English language proficiency	2024-25 English Learner Progress 42.1% of English learners made progress towards English language proficiency	2025-26 English Learner Progress 55% of English learners will make progress towards English language proficiency	2024-25 English Learner Progress The percentage of English learners who made progress towards English language proficiency declined by 6.7%
1.9	English Learner Reclassification Results	2023-24 Reclassification 8% of English learner students who took the annual assessment were reclassified	2024-25 Reclassification 7.2% of English learner students who took the annual assessment were reclassified	2025-26 Reclassification 6.7% 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	2025-26 Reclassification The percentage of English learner students who took the annual assessment who were reclassified declined by 0.8%
1.10	Percentage of students scoring at mid or above	2024 Winter Assessment	2025 Winter Assessment	2026 Winter Assessment	2027 Winter Assessment	2026 Winter Assessment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	grade level on the winter i-Ready ELA Diagnostic	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%	Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- 18% English learner- 4% Hispanic- 12% SED- 12% African American- 18% Foster Youth- 0% Special Education -7%	Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- 17% English learner- 3% Hispanic- 11% SED- 11% African American- 22% Foster Youth- 5% Special Education - 6%	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%	Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- No change English learner- 1% improvement Hispanic- 1% decline SED- 1% decline African American- 7% improvement Foster Youth- 12% decline Special Education -No change
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%	2025 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 11% English learner- 4% Hispanic- 12% SED- 8% African American- 13% Foster Youth- 0% Special Education -5%	2026 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 11% English learner- 3% Hispanic- 7% SED- 7% African American- 7% Foster Youth- 0% 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%	2026 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 1% improvement English learner- 2% improvement Hispanic- No change SED- No change African American- 3% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Foster Youth- 4% decline Special Education- No change
1.12	Stretch Growth i-Ready Reading	2024 Winter Assessment Percentage of Students Who Met More Than 50% of Their i-Ready Stretch Growth Goal All Students- 38.07% English learner- 32.47% Hispanic- 36.41% SED- 36.39% African American- 33.93% Foster Youth- 45% Special Education - 30.61%	2025 Winter Assessment Percentage of Students Who Met More Than 50% of Their i-Ready Stretch Growth Goal All Students- 35.58% English learner- 31.28% Hispanic- 33.92% SED- 33.78% African American- 33.93% Foster Youth- 10% Special Education - 31.18%	2026 Winter Assessment Percentage of Students Who Met More Than 50% of Their i-Ready Stretch Growth Goal All Students- 34.18% English learner- 28.19% Hispanic- 32.13% SED- 32.44% African American- 35.32% Foster Youth- 28.57% Special Education - 27.57%	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%	2026 Winter Assessment Percentage of Students Who Met More Than 50% of Their Stretch Growth Goal All Students-3.89% decline English learner- 4.28% decline Hispanic- 4.28% decline SED- 3.95% decline African American- 1.39% increase Foster Youth- 16.43% decline Special Education - 3.04% decline
1.13	Stretch Growth i-Ready Mathematics	2024 Winter Assessment Percentage of Students Who Met More than 50% of Their i-Ready Stretch Growth Goal All Students- 35.39% English learner- 35.66% Hispanic- 34.65% SED- 34.70%	2025 Winter Assessment Percentage of Students Who Met More than 50% of Their Stretch Growth Goal All Students- 32.64%	2026 Winter Assessment Percentage of Students Who Met More than 50% of Their Stretch Growth Goal All Students- 29.73%	2027 Winter Assessment Percentage of Students Who Met More than 50% of Their Stretch Growth Goal All Students- 45.39%	2026 Winter Assessment Percentage of Students Who Met More than 50% of Their Stretch Growth Goal All Students- 5.66% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American- 38.53% Foster Youth- 48% Special Education - 32.95%	English learner- 31.65% Hispanic- 35.52% SED- 31.57% African American- 38.53% Foster Youth- 30% Special Education - 29.33%	English learner- 29.75% Hispanic- 29.34% SED- 29.02% African American- 25.26% Foster Youth- 22.22% Special Education - 28.43%	English learner- 45.66% Hispanic- 44.65% SED- 44.70% African American- Foster Youth- 58% Special Education -42.95%	English learner- 6.91% decline Hispanic- .5.31% decline SED- 5.68% decline African American- 13.27% decline Foster Youth- 25..78% decline Special Education -4.52%% decline
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	2024-25-EUSD had full implementation of State Standards as measured by district pacing guides	2025-26-EUSD had full implementation of State Standards as measured by district pacing guides	2026-27-Full implementation of State Standards as measured by district pacing guides	No change
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%	2025 Winter Assessment Percentage of English learners at Mid or Above Grade Level on the i-Ready Diagnostics ELA-4% Math- 4%	2026 Winter Assessment Percentage of English learners at Mid or Above Grade Level on the i-Ready Diagnostics ELA-3% Math- 3%	2027 Winter Assessment Percentage of English learners at Mid or Above Grade Level on the i-Ready Diagnostics ELA-16% Math- 15%	2026 Winter Assessment Percentage of English learners at Mid or Above Grade Level on the i-Ready Diagnostics ELA-1% decline Math- No change
1.16	Rate of Fully Credentialed and Appropriately Assigned Teachers	2023-24 >99% of all teachers were fully credential and appropriately assigned.	2024-25 >99% of all teachers were fully credential and appropriately assigned.	2025-26 >99% of all teachers were fully credential and appropriately assigned.	2026-27 >99% of all teachers were fully credential and appropriately assigned.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2024-25 Maintained 100% of students with access to standards aligned textbooks	2025-26 Maintained 100% of students with access to standards aligned textbooks	2026-27 Maintain 100% of students with access to standards aligned textbooks	No change
1.18	School facilities in good repair as measured by the FIT	2023-24 School facilities in good repair as measured by the FIT	2024-25 School facilities were good repair as measured by the FIT	2025-26 School facilities were good repair as measured by the FIT	2026-27 School facilities will be in good repair as measured by the FIT	No change
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	2024-24 Pupil enrollment in a broad course of study as evidenced by the master schedule was maintained.	2025-26 Pupil enrollment in a broad course of study as evidenced by the master schedule was maintained.	2026-27 Maintain pupil enrollment in a broad course of study as evidenced by the master schedule	No change

Goal Analysis [2025-26]

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

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

The actions to achieve Goal 1, (Provide personalized, competency-based, authentic learning experiences to create a foundation for achievement for all learners) were implemented as planned. Implementation of these actions supported Escondido Union School District's efforts to continue to provide supports to help strengthen Tier 1 instruction as well as to continuously work to build on Tier 2 and Tier 3 supports. Supports continue to be designed to align to the EUSD's Framework for the Future. Principals are using their Principal Dashboards to monitor progress.

During the 2025-26 school year, the following actions were implemented as planned:

1.1- Framework for the Future

1.3- Elementary Physical Education Teachers

- 1.4- Extended Day Programs for Kindergarten and Transitional Kindergarten
- 1.5- Paraprofessionals to Support Full Day Kindergarten
- 1.7- Newcomer Assistance Support and Tutoring
- 1.8- Professional Development for Standards-Based English Learner instructional strategies including Designated and Integrated ELD
- 1.9- Home School Program
- 1.10- Support for Middle School AVID Classes
- 1.11- Curriculum, Instruction, Assessment and Accountability Districtwide Support
- 1.12- Special Education Supports
- 1.13- Limitless Learning Program

Examples of successes related to Goal I include:

- Framework for the Future- Ten schools are now engaged in the school redesign process. Teachers from these schools have had the opportunity to participate in professional development and the collaborative design process to implement instruction aligned to the Learning Model.
- Newcomer Assistance Support and Tutoring- More than 200 elementary newcomer students received supplemental, personalized tutoring in ELD over the course of the school year.
- Professional Development for Standards-Based English Learner instructional strategies including Designated and Integrated ELD- 12 professional development in English Learner instructional strategies were offered to TK-8 teachers . In addition teachers in our Teacher Induction program were offered 7 professional development opportunities in the area English Learner instructional strategies.

There were no challenges to implementing the actions as written.

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.

Actions with a material difference between budgeted expenditures and actual expenditures for 2025-26 school year included:

- 1.1- Framework for the Future- This item was funded with other State funds
- 1.3- Elementary Physical Education Teachers- The cost of salaries and benefits for the elementary PE teacher was less than the original projected amount.
- 1.4- Extended Day Programs for Kindergarten and Transitional Kindergarten- The cost of staffing the extended day programs was less than what was originally projected.
- 1.5- Paraprofessionals to Support Full Day Kindergarten- The cost of the paraprofessionals was more than what was originally projected.
- 1.8- Professional Development for Standards-Based English Learner instructional strategies including Designated and Integrated ELD- The trainings were provided by district staff during regular working hours so there was no cost for providing the training

- 1.10- Support for Middle School AVID Classes- Additional funding was allocated to pay for tutors and college field trips
- 1.11- Curriculum, Instruction, Assessment and Accountability Districtwide Support- The costs of the districtwide supports was a little less than the projected amount
- 1.12- Special Education Supports- The cost of the additional staffing for Special Education programs was less than the projected amount.
- 1.13- The cost of staffing the Limitless Learning program was more than the projected amount

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

The overall effectiveness as measured by the metrics listed in each action:

1.1- FRAMEWORK FOR THE FUTURE- (Somewhat Effective)

2025 Winter Assessment K-8

Percentage of Students Who Met More Than 50% of their i-Ready Reading Stretch Growth Goal

All Students- 35.58%

English learner- 31.28%

Hispanic-31.8%

Socioeconomically Disadvantaged- 33.68%

African American-22.8%

Foster Youth- 10%

Students with Disabilities- 21.7%

2026 Winter Assessment K-8

Percentage of Students Who Met More Than 50% of Their i-Ready Reading Stretch Growth Goal

All Students- 34.18%

English learner- 28.19%

Hispanic- 32.13%

Socioeconomically Disadvantaged- 32.44%

African American-35.32%

Foster Youth- 28.57%

Students with Disabilities - 27.57%

2025 Winter Assessment K-8

Percentage of Students Who Met More than 50% of their i-Ready Math Stretch Growth Goal

All Students- 32.64%

English learner- 31.65%

Hispanic-31.8%

Socioeconomically Disadvantaged- 31.57%

African American-38.5%

Foster Youth- 30%

Students with Disabilities- 28.9%

2026 Winter Assessment

Percentage of Students Who Met More than 50% of Their Math Stretch Growth Goal

All Students- 29.73%

English learner- 29.75%

Hispanic- 29.34%

Socioeconomically Disadvantaged- 29.02%

African American- 25.26%

Foster Youth- 22.22%

Special Education - 28.43%

CA School Dashboard English Language Arts Results 2025

All Students- 42 points below standard

English learner- 77.1 points below standard

Hispanic- 55.6 points below standard

Socioeconomically Disadvantaged- 57 points below standard

African American- 33.9 points below standard

Foster Youth- 98.3 points below standard

Special Education - 111.3 points below standard

CA School Dashboard English Language Arts Results 2025

All Students- 36 points below standard

English learner- 70.8 points below standard

Hispanic- 50.9 points below standard

Socioeconomically Disadvantaged- 50.8 points below standard

African American- 19.8 points below standard

Foster Youth- N/A

Special Education - 102.3 points below standard

CA School Dashboard English Math Results 2024

All Students- 64 points below standard
English learner- 97.1 points below standard
Hispanic- 79.7 points below standard
African American- 63.8 points below standard
Foster Youth- 102.7 points below standard
Special Education- 129.4 points below standard

CA School Dashboard English Math Results 2025

All Students- 58.9 points below standard
English learner- 90.8 points below standard
Hispanic- 74.6 points below standard
African American- 63 points below standard
Foster Youth- N/A
Special Education- 125.2 points below standard

ELA and Math results on the 2025 California School Dashboard shows improved results in ELA and Math for all student groups. We did not increase the percentage of students meeting their winter to winter i-Ready Stretch Growth goal over the 2024-25 year.

1.2- IMPLEMENT TEACHING LEARNING CYCLES (Somewhat Effective)

2025 Winter Assessment K-8
Percentage of Students Who Met More Than 50% of their i-Ready Reading Stretch Growth Goal
All Students- 35.58%
English learner- 31.28%
Hispanic-31.8%
Socioeconomically Disadvantaged- 33.68%
African American-22.8%
Foster Youth- 10%
Students with Disabilities- 21.7%

2026 Winter Assessment K-8
Percentage of Students Who Met More Than 50% of Their i-Ready Reading Stretch Growth Goal
All Students- 34.18%
English learner- 28.19%

Hispanic- 32.13%
Socioeconomically Disadvantaged- 32.44%
African American-35.32%
Foster Youth- 28.57%
Students with Disabilities - 27.57%

2025 Winter Assessment K-8

Percentage of Students Who Met More than 50% of their i-Ready Math Stretch Growth Goal

All Students- 32.64%
English learner- 31.65%
Hispanic-31.8%
Socioeconomically Disadvantaged- 31.57%
African American-38.5%
Foster Youth- 30%
Students with Disabilities- 28.9%

2026 Winter Assessment

Percentage of Students Who Met More than 50% of Their Math Stretch Growth Goal

All Students- 29.73%
English learner- 29.75%
Hispanic- 29.34%
Socioeconomically Disadvantaged- 29.02%
African American- 25.26%
Foster Youth- 22.22%
Special Education - 28.43%

CA School Dashboard English Math Results 2024

All Students- 64 points below standard
English learner- 97.1 points below standard
Hispanic- 79.7 points below standard
African American- 63.8 points below standard
Foster Youth- 102.7 points below standard
Special Education- 129.4 points below standard

CA School Dashboard English Math Results 2025

All Students- 58.9 points below standard
English learner- 90.8 points below standard
Hispanic- 74.6 points below standard
African American- 63 points below standard
Foster Youth- N/A
Special Education- 125.2 points below standard

ELA and Math results on the 2025 California School Dashboard shows improved results in ELA and Math for all student groups. We did not increase the percentage of students meeting their winter to winter i-Ready Stretch Growth goal over the 2024-25 year.

1.3- ELEMENTARY PHYSICAL EDUCATION TEACHERS - (Effective)

2526 Trimester 1 Percentage of TK through 5th Grade EUSD students who received a grade of Met Standard on their Standards-Based Report Card

All Students- 89.56%

English Learners- 91.86%

Socioeconomically Disadvantaged- 90.12%

2526 Trimester 2 Percentage of TK through 5th Grade EUSD students who received a grade of Met Standard on their Standards-Based Report Card

All Students- 90.45%

English Learners- 93.28%

Socioeconomically Disadvantaged- 91.12%

The high percentage of students who are receiving grades of "Met Standard" indicates the effectiveness of the PE program in teaching the Physical Education standards.

1.4- EXTENDED DAY PROGRAMS FOR TRANSITIONAL KINDERGARTEN AND KINDERGARTEN STUDENTS- (Effective)

Transitional Kindergarten:

Habits of Success Percentage of Students Receiving a "Not Yet" on their report card. (English Learners are not identified in Transitional Kindergarten)

Exercises self control and follows rules and directions- The percentage of "Not Yet"

2526 Tri 1

All Students- 10.66%

Socioeconomically Disadvantaged-10.07%

Tri 2

2526 All Students- 5.78%

Socioeconomically Disadvantaged- 4.76%

Manages time, tools and resources- The percentage of "Not Yet" marks declined by 4.99%

2526 Tri 1

All Students- 11.22%

Socioeconomically Disadvantaged-11.74%

Tri 2

2526 All Students- 6.41%

Socioeconomically Disadvantaged- 7.39%

Perseveres to complete assignments- The percentage of "Not Yet" marks declined by 4.23%

2526 Tri 1

All Students- 8.51%

Socioeconomically Disadvantaged-10.22%

Tri 2

2526 All Students- 4.44%

Socioeconomically Disadvantaged- 5.70%

Works collaboratively and respectfully with peers- The percentage of "Not Yet" marks declined by 3.23%

2526 Tri 1

All Students- 6.78%

Socioeconomically Disadvantaged- 6.96%

Tri 2

2526 All Students- 3.68%

Socioeconomically Disadvantaged- 3.74%

Works independently and asks for help when needed- The percentage of "Not Yet" marks declined by 6.16%

2526 Tri 1

All Students- 13.47%

Socioeconomically Disadvantaged- 16.05%

Tri 2

2526 All Students- 7.58%

Socioeconomically Disadvantaged- 9.39%

There was significant growth in the area of Habits for Success as reported on the TK report cards between Trimester 1 and 2. The percentage of students who received a "Not Yet" decreased in all areas between the two reporting periods indicating that there was a positive impact on TK students as a result of the extended school day.

Kindergarten:

Percentage of Students Scoring at "One Grade Level Below" in Reading on the 2025-26 Fall i-Ready Diagnostic

All Students-73.18%

English Learners- 90.56%

Socioeconomically Disadvantaged- 77.85%

Percentage of Students Scoring at "One Grade Level Below" in Reading on the 2024-25 Winter i-Ready Diagnostic

All Students- 47.79%

English Learners- 62.96%

Socioeconomically Disadvantaged- 55.70%

Percentage of Students Scoring at "One Grade Level Below" in Math on the 2025-26 Fall i-Ready Diagnostic

All Students- 86.42%

English Learners- 96.28%

Socioeconomically Disadvantaged- 89.60%

Percentage of Students Scoring at "One Grade Level Below" in Math on the 2024-25 Winter i-Ready Diagnostic

All Students- 67.93%

English Learners- 80.66%

Socioeconomically Disadvantaged-75.15%

There was a significant decline in the numbers of students in all student groups scoring at "One Grade Level Below" in all student groups between Trimester 1 and Trimester 2

These positive results are an indicator of the effectiveness of the Kindergarten extended day program.

1.5- PARAPROFESSIONALS TO SUPPORT FULL DAY KINDERGARTEN- (Somewhat effective)

The percentage of Kindergarten students making more than 50% of their stretch growth on the 2024-25 Winter i-Ready ELA assessment were:

All Students- 32.10%

English Learners- 31.28%

Socioeconomically Disadvantaged- 33.78%

The percentage of Kindergarten students making more than 50% of their stretch growth on the 2025-26 Winter i-Ready ELA assessment were:

All Students- 29.49%

English Learners- 26.67%

Socioeconomically Disadvantaged- 27.01%

The percentage of Kindergarten students making more than 50% of their stretch growth on the 2024-25 Winter i-Ready Math assessment were:

All Students- 40.70%

English Learners- 44.62%

Socioeconomically Disadvantaged- 42.70%

The percentage of Kindergarten students making more than 50% of their stretch growth on the 2025-26 Winter i-Ready Math assessment were:

All Students- 38.61%

English Learners- 41.95%

Socioeconomically Disadvantaged- 40%

There was not an increase in the percentage of students meeting stretch growth between the Winter 2024-25 and Winter 2025-26 i-Ready assessments.

1.8- PROFESSIONAL DEVELOPMENT FOR STANDARDS-BASED ENGLISH LEARNER INSTRUCTIONAL STRATEGIES INCLUDING DESIGNATED AND INTEGRATED ELD- (Somewhat Effective)

We increased the opportunities for teachers to participate in professional development in support of English learners dramatically during the 2025-26 school year. Seven trainings were developed for our teacher induction program. All teachers in the district were invited to attend. Twelve professional developments in the area of English Language Development were offered to TK-8 teachers. We will evaluate ELPAC results once we get the 2025-26 ELPAC results.

1.10- SUPPORT FOR MIDDLE SCHOOL AVID CLASSES (Effective)

Students participating in AVID performed slightly better than the All Students group on the 2025-26 Winter i-Ready Reading assessment. 33.59% of the AVID students made 50% or more of their stretch growth compared to 32.38% All Student group made at least 50% of their stretch growth in reading. AVID students performed better than the all students group on the 2025-26 Winter i-ready Math assessment. 31.40% of the AVID students made 50% or more of their stretch growth goal compared to 25.99% of the All Student group. Students participating in the AVID program report that they have learned skills that they believe will help them in high school. This program has been effective in helping students with organization and study skills.

1.11- CURRICULUM, ASSESSMENT AND ACCOUNTABILITY DISTRICTWIDE SUPPORT- (Somewhat Effective)

2025 i-Ready Reading Winter Assessment

Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic

All Students- 18%

English learner- 4%

Hispanic- 12%

Socioeconomically Disadvantaged- 12%
African American- 17.5%
Foster Youth- 0%
Students with Disabilities 5.91%

2026 Winter Assessment
Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic
All Students- 17%
English learner- 3%
Hispanic- 11%
Socioeconomically Disadvantaged- 11%
African American-22%
Foster Youth- 5%
Students with Disabilities - 6%

2025 i-Ready Math Winter Assessment
Percentage of Students at Mid or Above Grade Level on the Math Diagnostic
All Students- 11%
English learner- 4%
Hispanic-7.4%
Socioeconomically Disadvantaged- 7%
African American-13%
Foster Youth- 0%
Students with Disabilities -4.79%

2026 Winter Assessment
Percentage of Students at Mid or Above Grade Level on the Math Diagnostic
All Students- 11%
English learner- 3%
Hispanic- 7%
Socioeconomically Disadvantaged- 7%
African American-7%
Foster Youth- 0%
Students with Disabilities - 5%

See Action 1.1 for i-Ready Stretch Growth data.

The data shows that there was no significant change in the percentage of students at Mid or Above Grade level in Reading and Math on the Winter i-Ready assessment. We will review spring data when it is available. Districtwide support included increased services including providing robust data sets, professional development for teachers and principals, assistance with progress monitoring and principal coaching.

1.12- SPECIAL EDUCATION SUPPORTS (Effective)

2025 Winter Assessment

Percentage of Students Who Met More Than 50% of Their i-Ready Reading Stretch Growth Goal
Students with Disabilities -31.85%

2026 Winter Assessment

Percentage of Students Who Met More Than 50% of Their i-Ready Reading Stretch Growth Goal
Students with Disabilities -27.66%

2025 Winter Assessment

Percentage of Students Who Met More Than 50% of Their i-Ready Math Stretch Growth Goal
Students with Disabilities -29.33%

2026 Winter Assessment

Percentage of Students Who Met More Than 50% of Their i-Ready Math Stretch Growth Goal
Students with Disabilities -28.45%

The Students with Disabilities student group showed gains in the area of Reading and a decline in the area of Mathematics. The supports that are in place are providing for additional much needed supports for students. While work needs to continue to enhance current structures the additional support is effective.

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.

1.10- Support for Middle School AVID Classes- Additional funding will be allocated to cover the cost of tutors and programming.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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 2025 California School Dashboard ELA and Mathematics. See the link below for a list of the schools and groups. https://docs.google.com/document/d/1239n_viqNq80Zhck5c-HMic34NUomwxRrCctmXiMrk0/edit?usp=sharing		
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 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	\$2,705,705.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	\$6,946,440.00	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 interventions. 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.	\$2,500,795.00	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. 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	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		experience both Transitional Kindergarten and Kindergarten which will increase their chances of success in First Grade and beyond.- This action is no longer being funded by local LCFF funding as TK is now fully funded by the State of California for all students who will have their fourth birthday by September 1 of the 2025-26 school year.		
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 English Learner instructional strategies including 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 in SEI and DLP programs. This action is designed to support our long term English learner group as well as the schools who scored at the lowest performance level on the 2025 California School Dashboard English Learner Progress Indicator See the link below for a list of the groups: https://docs.google.com/document/d/1bfj68m4Uqsn_2pOrkCpjXpu5ocF3AdIJ8NppVdXeRr0/edit?usp=sharing	\$24,924.00	Yes
1.9	Home School Program	Families of unduplicated students 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.	\$207,737.00	Yes

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 under represented 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.	\$76,736.00	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, 2 Secretary IIs, ,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	\$1,053,956.00	Yes
1.12	Special Education Supports	72% of our approximately 3,291 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 Maintain Additional SAI teachers to maintain reduced class size Supplemental SPED Paraprofessionals 1 School Psych	\$11,427,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SpEd Behavior Specialist 5 Additional Sped Instructional Aides at MS 2 bilingual translators to translate IEPs for English learner parents		
1.13	Limitless Learning Program	(New Action) Families of unduplicated students in EUSD indicated a need to have varied options of educational settings to best meet the needs of their students. The Limitless Learning Program will offer students the opportunity to participate in an independent study program that includes daily synchronous instruction, daily personalized asynchronous instruction as well as synchronous and in person enrichment.	\$604,751.00	Yes

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 2025 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% Socioeconomically Disadvantaged 90.32%	2023-24 Positive Attendance Rate All Students 91.68% English Learners 91.69% Hispanic 91.68%	2025-26 Positive Attendance Rate All Students 92.64% English Learners 92.45% Hispanic 92.33%	2026-27 Positive Attendance Rate Goals All Students 95.23% English Learners 95.03% Hispanic 95%	2025-26 Positive Attendance Rate All Students-Improvement of 2.52% English Learners - Improvement of 2.63%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities 87.99% Foster Youth 88.31% Homeless 87.88%	Socioeconomically Disadvantaged 91.43% Students with Disabilities 89.81% Foster Youth 89.87% Homeless 89.11%	Socioeconomically Disadvantaged 92.10% Students with Disabilities 90.90% Foster Youth 83.66% Homeless 89.60%	Socioeconomically Disadvantaged 95.53% Students with Disabilities 93.2% Foster Youth 93.52% Homeless 93.09%	Hispanic-Improvement of 2.54% Socioeconomically Disadvantaged-Improvement of 1.78% Students with Disabilities - Improvement of 2.91% Foster Youth-Decline of 4.65% Homeless-Improvement of 1.72%
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%	2024-25 Chronic Absenteeism Rate All students- 27.3% English learners- 28.2% Hispanic 29.3% Socioeconomically Disadvantaged - 28.4% Students with Disabilities-31.4% Foster Youth 33.3% Homeless 42%	2025-26 Chronic Absenteeism Rate All students- 23.33% English learners- 24% Hispanic 25% Socioeconomically Disadvantaged - 26.1% Students with Disabilities-30.6% Foster Youth 50% Homeless 36.7%	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%	2024-25 Chronic Absenteeism Rate All students- Decline of 13.37% English learners- Decline of 14.2% Hispanic- Decline of 13.8% Socioeconomically Disadvantaged - Decrease of 13.5% Students with Disabilities- Decline of 14% Foster Youth- Decline of 7.5% Homeless - Decline of 13.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	2023-24 Middle School Dropout Rate 1 middle school student disenrolled and did not re-enroll in another CA school.	2025-26 Middle School Dropout Rate 6 middle school student 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.	2023-24 Middle School Dropout Rate Declined by 1 student who disenrolled and did not re-enroll in another CA school.
2.4	Expulsion Rate	2022-23 Expulsion Rate 0.2% of students were expelled	2023-24 Expulsion Rate 0.1% of students were expelled	2025-26 Expulsion Rate 0.1% of students were expelled	2026-27 Expulsion Rate Goal .05% of students will be expelled	2023-24 Expulsion Rate There was a decline in expulsions of 0.1%
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%	2024-25 Suspension Rate Percent of students suspended at least once: All Students 3.4% English learners 3.6% Hispanic-3.6.% Socioeconomically Disadvantaged- 3.9% Students with Disabilities- 5.5% Foster Youth- 6.5% Homeless- 4.3%	2025-26 Suspension Rate Percent of students suspended at least once: All Students 2.5% English learners 2.9% Hispanic-2.6.% Socioeconomically Disadvantaged- 2.9% Students with Disabilities- 4.5% Foster Youth- 10.7% Homeless- 3.5%	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%	2024-25 Suspension Rate Percent of students suspended at least once: All Students - Decline of 1.1% English learners- Decline of 1.4% Hispanic- Decline of 1.4.% Socioeconomically Disadvantaged- Decline of 1.2% Students with Disabilities- Decline of 0.7% Foster Youth- Decline of 3.9% Homeless- Decline of 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Climate- CHKS School Connectedness and School Safety	2023-2024 Climate-CHKS Results School Connectedness 66% of 5th 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. 52% 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	2024-2025 Climate- CHKS Results School Connectedness 70% of 5th grade students completing the California Healthy Kids Survey during the 2024-2025 school year reported feeling connected to school most or all of the time. 53% of 7th grade students completing the California Healthy Kids Survey during the 2024-2025 school year reported feeling connected to school most or all of the time. School Safety 75% of 5th grade students completing the California Healthy Kids Survey during the 2024-2025 school year	2025-2026 Climate- CHKS Results School Connectedness 69% of 5th grade students completing the California Healthy Kids Survey during the 2025-2026 school year reported feeling connected to school most or all of the time. 55% of 7th grade students completing the California Healthy Kids Survey during the 2025-2026 school year reported feeling connected to school most or all of the time. School Safety 77% of 5th grade students completing the California Healthy Kids Survey during the 2025-2026 school year	2026-27 Climate-CHKS Results School Connectedness 75% of 5th grade students who complete the California Healthy Kids Survey during the 2026-2027 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 2026-2027 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 2026-2027 school year will report feeling safe	2025-26Climate-CHKS Results School Connectedness The percentage of 5th grade students who completed the 2526 California Healthy Kids Survey who reported feeling connected to school most or all of the time increased by 3%. The percentage of 7th grade students who completed the 2526 California Healthy Kids Survey who reported feeling connected to school most or all of the time increased by 3%. School Safety The percentage of 5th grade students who completed the 2526 California Healthy Kids Survey who reported feeling safe at school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school most or all of the time.	reported feeling safe at school most or all of the time. 57% of 7th grade students completing the California Healthy Kids Survey during the 2024-2025 school year reported feeling safe at school most or all of the time.	reported feeling safe at school most or all of the time. 61% of 7th grade students completing the California Healthy Kids Survey during the 2025-2026 school year reported feeling safe at school most or all of the time.	at school most or all of the time. 68% of 7th grade students who complete the California Healthy Kids Survey during the 2026-2027 school year will report feeling safe at school most or all of the time	most or all of the time increased by 6%. The percentage of 7th grade students who completed the 2526 California Healthy Kids Survey who reported feeling safe at school most or all of the time increased by 7%.
2.7	Parent Needs Assessment School Connectedness and School Safety	2023-24 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.	2024-25 Parent Needs Assessment 80% of parents who responded to the survey indicated that they either strongly agreed or agreed that they feel welcome at their child's school. 79% of parents who responded to the survey indicated that they either strongly agreed or agreed that they feel	2025-26 Parent Needs Assessment 69% of parents who responded to the survey indicated that they either strongly agreed or agreed that they feel welcome at their child's school. 56% of parents who responded to the survey indicated that they either strongly agreed or agreed that they feel	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	2025-26 Parent Needs Assessment The percentage of parents who responded to the survey and indicated that they either strongly agreed or agreed that they feel welcome at their child's school declined by 7% in the 2024-25 school year. The percentage of parents who

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			valued and safe at their child's school	valued and safe at their child's school	safe at their child's school.	responded to the survey and indicated that they either strongly agreed or agreed that they feel valued and safe at their child's school increased by 0.6% in the 2024-25 school year.
2.8	Teacher Survey School Connectedness and School Safety	2023-24 Teacher Climate Survey 72% of teachers who responded to the survey indicated that they agreed or strongly agreed that safety concerns at school sites are adequately addressed 71% of teachers who responded to the survey indicated that they agreed or strongly agreed that overall staff morale at their school is positive.	2024-25 Teacher Climate Survey 81% of teachers who responded to the survey indicated that they agreed or strongly agreed that safety concerns at school sites are adequately addressed. 63% of teachers who responded to the survey indicated that they agreed or strongly agreed that overall staff morale at their school is positive.	2025-26 Teacher Climate Survey 51% of teachers who responded to the survey indicated that they agreed or strongly agreed that overall staff morale at their school is positive. The safety concern question has been discontinued in the survey.	2026-27 Teacher 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 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	2025-26 Teacher Climate Survey The safety concern question has been discontinued in the survey. The percentage of teachers who responded to the survey and indicated that they agreed or strongly agreed that overall staff morale at their school is positive declined by 20%.
2.9	Number of parent workshops and other events for English	2023-24 1763 parent engagement workshops	2024-25 2049 parent engagement	2025-26 2190 parent engagement	2026-27 1625 parent engagement	2025-26 Parent Engagement Workshops

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	learners, socioeconomically disadvantaged, foster youth and students with disabilities.	and events were offered for parents throughout the district	workshops and events were offered for parents throughout the district	workshops and events were offered for parents throughout the district	workshops and events will be offered for parents throughout the district	2190 parent engagement workshops and events were offered for parents throughout the district representing an increase of 427 parent engagement workshops
2.10	The number of parents/guardians participating in workshops or other events	2023-24, 34,543 parents (duplicated count) engaged in workshops and events that were offered for parents throughout the district.	2024-25 91,314 parents (duplicated count) engaged in workshops and events that were offered for parents throughout the district.	2025-26 81,812 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.	2025-26 Number of Parents/Guardians Participating in Workshops or Other Events 81,812 parents (duplicated count) engaged in workshops and events that were offered for parents throughout the district representing an increase of 47,269 parents (duplicated count).
2.11	Participation on leadership committees at the school and district level	2023-24 The number of parents or guardians in leadership roles in the district including SSC, ELAC, DELAC, DAC,	2024-25 The number or parents or guardians in leadership roles in the district	2025-26 The number or parents or guardians in leadership roles in the district	2026-27 The number of parents or guardians in leadership roles in the district	2025-26 The Number of Parents or Guardians in Leadership Roles

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PTA and Design Team was 361	including SSC, ELAC, DELAC, DAC, PTA and Design Team was 351	including SSC, ELAC, DELAC, DAC, PTA and Design Team was 311	including SSC, ELAC, DELAC, DAC, PTA and Design Team will be 330	The number of parents or guardians in leadership roles in the district including SSC, ELAC, DELAC, DAC, PTA and Design Team were 311 representing a decrease of 50 parents from the baseline year.

Goal Analysis [2025-26]

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

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

The actions to achieve Goal 2 (Build a culture centered on whole learner outcomes including: engagement, social-emotional, cognitive and mental health needs of learners), were implemented as planned. Implementation of these actions contributed to our Framework for the Future work of building engaging and supportive learning environments to give students the opportunity to thrive academically as well as develop a sense of belonging. Principals are using their Principal Dashboards to monitor progress.

During the 2025-26 school year, the following actions were implemented as planned:

- 2.1- Social Worker/Counselor Support
- 2.2- Two School Counselors at Each Middle School
- 2.4- Behavioral Technician Supports
- 2.5- TREC (Trust, Relationships, Empowerment, Choice) Program
- 2.6- Juvenile Diversion/Resource Officer
- 2.7- District Pupil Reengagement Team
- 2.8- Bilingual Family Liaisons at Each School
- 2.9- Foster Youth Progress Monitoring
- 2.10- Enrichment Wheel
- 2.11- Field Work Experiences

- 2.12- Four Elementary Music Teachers
- 2.13- Visual and Performing Arts Enrichment Opportunities
- 2.14- Roving Social Workers/Counselors
- 2.15- Gifted and Talented Enrichment
- 2.16- Welcome Assessment Center
- 2.17- Specialty School Funding for Conway
- 2.18- District/School Website and Communication Tool
- 2.19- Integrated Student Services District Supports

Examples of success related to Goal 2 include:

- Social Workers/Counselors and Counselors at Each Middle School- 420 students received individual counseling from either a social worker or a counselor. These students received a total of 72,472 minutes of counseling. Support was also provided to groups of students
- Behavioral Technician Supports/Integrated Student Services District Supports- Behavioral Technician supports and other district supports have contributed to a significant decrease in suspensions and office discipline referrals.
- Bilingual Family Liaisons- Bilingual Family Liaisons worked to increase the sense of belonging at each school and offered more family workshops attended by more families than the previous school year.
- Enrichment Wheel- A responses to survey given to students participating in the Enrichment Wheel indicated that the experience has been effective in increasing student engagement in school. The Enrichment Wheel and had the added benefit of allowing for teacher release time to review data, set goals and metrics, plan instruction and evaluate plans.

There were no challenges to implementing the actions as written.

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.

Actions with material differences between budgeted expenditures and estimated actual expenditures are as follows:

- 2.1- Social Worker/Counselor Support- The cost of this action was more than was projected because three additional social workers were added.
- 2.3- Two School Counselors at Each Middle School- The cost of the counselors was more than was originally projected.
- 2.6- Juvenile Diversion- The cost of the contract was less than what was projected.
- 2.8- Bilingual Family Liaisons- A few positions were open during part of the school year which resulted in the cost being less than what was projected.
- 2.10- Enrichment Wheel- The cost of staffing and materials was more than what was originally projected.

- 2.11- Fieldwork Experiences- The cost of the field work experiences was less than what was originally projected.
- 2.12- Elementary Music Teachers- The cost of staffing the elementary music program was more than what was originally projected.
- 2.13- Visual and Performing Arts Enrichment Opportunities- The cost of the enrichment experiences was less than what was originally projected.
- 2.16- Welcome Assessment Center- The cost of staffing the Welcome Assessment Center was less than what was originally projected.
- 2.19- Integrated Student Services District Supports- The cost of staffing the department was less than what was projected.

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

2.1- SOCIAL WORKER COUNSELOR SUPPORT, 2.2- TWO COUNSELORS AT EACH MIDDLE SCHOOL, 2.14- ROVING SOCIAL WORKERS/COUNSELORS (Effective)

During the 2025-26 school year 4209 students received individual counseling from either a social worker or a counselor. These students received a total of 133,919 minutes of counseling. Social workers and counselors also worked with groups of students, provided support with SEL lessons, and assisted with the MTSS process for students who were struggling. These actions were effective in meeting multiple student needs.

2.4- BEHAVIORAL TECHNICIAN SUPPORTS (Somewhat Effective)

The number of office discipline referrals as of the end of May in 2025-26 was 2884. The number of office discipline referrals in 2024-25 was 2682 representing an increase of 202 referrals. In the current year we have had 383 suspensions affecting 143 students. During the 2024-25 school year we had 447 suspension incidences, affecting 299 students. There was a significant decline in the number of suspensions. The districtwide behavioral supports that have been effective in decreasing behavior incidences.

2.5- TREC (TRUST, RELATIONSHIPS, EMPOWERMENT, CHOICE) PROGRAM (Effective)

The TREC program provided academic and social emotional supports that helped 30 students in the program learn to navigate the school setting. 6% of the students in the program were expelled, representing a decline over the previous year. The district expulsion rate declined dramatically over the previous school year.

2.6- JUVENILE DIVERSION (Effective)

197 students were served through Juvenile Diversion services, representing a significant increase over the prior year. An Escondido Police Department resource officer was funded to provide services to schools and students throughout the district. The services provided through this action have had a positive impact on our unduplicated students.

2.7- DISTRICT PUPIL RE-ENGAGEMENT TEAM (Somewhat Effective)

Chronic Absenteeism- Preliminary data indicates that Chronic Absenteeism at the elementary level went down about 1% in the current schools year. The attendance rate is about the same as it was last year.

The work of the District Re-Engagement Team with schools has been effective in decreasing chronic absenteeism and increasing average daily attendance.

2.8- BILINGUAL FAMILY LIAISONS AT EACH SCHOOL(Effective)

EUSD's bilingual family liaisons worked tirelessly to promote family engagement at their school sites. District-wide family liaisons offered 2049 engagement activities with a duplicated total of 91,314 participants. This was an of 286 engagement events and an increase of 56,771 parent/guardian participants (duplicated count). The number of parents or guardians in leadership roles decreased by 10. This school year was the first year of our Community Schools Grant which included funding for 16 of our schools. While the family liaisons were funded with LCFF Supplemental/Concentration funding, the Community Schools focus helped to enhance the existing supports provided by the family liaisons.

2.9- FOSTER YOUTH PROGRESS MONITORING (Effective)

Our Foster Youth group is less than half the size of the group enrolled in the 2024-25 school year. There are less than 15 students. The individual students were monitored. Most students are scoring at "Early On Grade Level" or "One Year Below Grade Below" on the i-Ready Reading and Math assessments. This is a significant improvement over the previous school year. This action has been effective.

2.10- ENRICHMENT WHEEL (Effective)

Students survey results indicated strong student engagement in the wheel classes:

90.5% of the students who responded to the survey indicated that they look forward to coming to school on days that they have wheel classes.

86.2% of the students who responded to the survey indicated that they either "Absolutely Enjoyed" or "Enjoyed" their wheel class experience. The Enrichment Wheel has been effective in increasing student engagement in school and has had the added benefit of allowing for teacher release time to review data, set goals and metrics, plan instruction and evaluate plans.

2025 Winter Assessment K-8

Percentage of Students Who Met More Than 50% of their i-Ready Reading Stretch Growth Goal

All Students- 35.58%

English learner- 31.28%

Hispanic-31.8%

Socioeconomically Disadvantaged- 33.68%

African American-22.8%

Foster Youth- 10%

Students with Disabilities- 21.7%

2026 Winter Assessment K-8

Percentage of Students Who Met More Than 50% of Their i-Ready Reading Stretch Growth Goal

All Students- 34.18%

English learner- 28.19%
Hispanic- 32.13%
Socioeconomically Disadvantaged- 32.44%
African American-35.32%
Foster Youth- 28.57%
Students with Disabilities - 27.57%

2025 Winter Assessment K-8

Percentage of Students Who Met More than 50% of their i-Ready Math Stretch Growth Goal

All Students- 32.64%
English learner- 31.65%
Hispanic-31.8%
Socioeconomically Disadvantaged- 31.57%
African American-38.5%
Foster Youth- 30%
Students with Disabilities- 28.9%

2026 Winter Assessment

Percentage of Students Who Met More than 50% of Their Math Stretch Growth Goal

All Students- 29.73%
English learner- 29.75%
Hispanic- 29.34%
Socioeconomically Disadvantaged- 29.02%
African American- 25.26%
Foster Youth- 22.22%
Special Education - 28.43%

CA School Dashboard English Language Arts Results 2025

All Students- 42 points below standard
English learner- 77.1 points below standard
Hispanic- 55.6 points below standard
Socioeconomically Disadvantaged- 57 points below standard
African American- 33.9 points below standard
Foster Youth- 98.3 points below standard
Special Education - 111.3 points below standard

CA School Dashboard English Language Arts Results 2025

All Students- 36 points below standard

English learner- 70.8 points below standard
Hispanic- 50.9 points below standard
Socioeconomically Disadvantaged- 50.8 points below standard
African American- 19.8 points below standard
Foster Youth- N/A
Special Education - 102.3 points below standard

CA School Dashboard English Math Results 2024

All Students- 64 points below standard
English learner- 97.1 points below standard
Hispanic- 79.7 points below standard
African American- 63.8 points below standard
Foster Youth- 102.7 points below standard
Special Education- 129.4 points below standard

CA School Dashboard English Math Results 2025

All Students- 58.9 points below standard
English learner- 90.8 points below standard
Hispanic- 74.6 points below standard
African American- 63 points below standard
Foster Youth- N/A
Special Education- 125.2 points below standard

ELA and Math results on the 2025 California School Dashboard shows improved results in ELA and Math for all student groups. We did not increase the percentage of students meeting their winter to winter i-Ready Stretch Growth goal over the 2024-25 year.

2.11- FIELDWORK EXPERIENCES (Effective)

The California Science Test Results 2024

20.90% of students who took the California Science Test scored at Met or Exceeded

The California Science Test Results 2025

22.86% of students who took the California Science Test scored at Met or Exceeded

The percentage of students scoring at Met or Exceeded increased by 1.96%.

The project-based learning activities aligned to the field work and the field work experiences have contributed to the gain in the percentage of students scoring at Met or Exceeded.

2.12- FOUR ELEMENTARY MUSIC TEACHERS (Effective)

Students take music classes during the wheel time. Instead of taking a variety of classes they take only music.

Students survey results indicated strong student engagement in the wheel classes:

90.5% of the students who responded to the survey indicated that they look forward to coming to school on days that they have wheel classes.

86.2% of the students who responded to the survey indicated that they either "Absolutely Enjoyed" or "Enjoyed" their wheel class experience.

The Enrichment Wheel has been effective in increasing student engagement in school and has had the added benefit of allowing for teacher release time to review data, set goals and metrics, plan instruction and evaluate plans.

2.13- VISUAL AND PERFORMING ARTS OPPORTUNITIES (Effective)

EUSD continues to get receive positive parent and community feedback regarding our arts showcase events. Our SmART festival provided the venue for thousands of TK through 8th grade students to display their 2 dimensional and 3 dimensional art pieces at the California Center for the Arts, Escondido. Student groups also had the opportunity to perform before a packed audience in theater as part of the festival. 130 middle school advanced band students had the opportunity to perform at our Middle School Bands concert which took place in the Concert Hall at the California Center for the Arts, Escondido.

2.15- GIFTED AND TALENTED ENRICHMENT (Effective)

72.06 of students identified as GATE scored at Mid or Above Grade Level on the Winter i-Ready Reading Assessment

45.10% of students identified as GATE met at least 50% of their Stretch Growth goal on the Winter i-Ready Reading Assessment

61.82% of students identified as GATE scored at Mid or Above Grade Level on the Winter i-Ready Math Assessment

36.97% of students identified as GATE met at least 50% of their Stretch Growth goal on the Winter i-Ready Math Assessment

This action fund GATE testing and some GATE programming for students. We have received positive feedback on the GATE testing programs and parents have shared that it is a priority. GATE students are performing at a higher level than other students. The data indicates that this action is effective.

2.16- WELCOME ASSESSMENT CENTER (Effective)

The Welcome Assessment Center continues to provide a welcoming environment for our new English learner families. Families have an opportunity to learn about our educational programs so that they can select the English program that will be the best fit for their student. 90% of the English learner parents who responded to the needs assessment survey indicated that they knew what services their students are receiving.

2.17- SPECIALTY SCHOOL FUNDING FOR CONWAY (Somewhat Effective)

2025 Conway i-Ready Reading Winter Assessment
Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic
All Students- 19.39%
English learner- 8.92%
SED- 16.24%

2026 Conway i-Ready Reading Winter Assessment
Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic
All Students- 12.58%
English learner- 4.70%
SED- 9.23%

2025 Conway i-Ready Math Winter Assessment
Percentage of Students at Mid or Above Grade Level on the Math Diagnostic
All Students- 13.48%
English learner- 5.96%
SED- 11.81%

2026 Conway i-Ready Math Winter Assessment
Percentage of Students at Mid or Above Grade Level on the Math Diagnostic
All Students- 9.60%
English learner- 3.50%
SED- 6.58%

2025 Conway Winter Assessment
Percentage of Students Who Met More Than 50% of their i-Ready Reading Stretch Growth Goal
All Students- 40.49%
English learner- 35.95%
Socioeconomically Disadvantaged- 39.18%

2026 Conway Winter Assessment
Percentage of Students Who Met More Than 50% of their i-Ready Reading Stretch Growth Goal
All Students- 29.67%
English learner- 25.34%
Socioeconomically Disadvantaged- 27.75%

2025 Conway Winter Assessment
Percentage of Students Who Met More than 50% of their i-Ready Math Stretch Growth Goal
All Students- 33.84%
English learner- 39.07%

Socioeconomically Disadvantaged- 36.48%

2026 Conway Winter Assessment

Percentage of Students Who Met More than 50% of their i-Ready Math Stretch Growth Goal

All Students- 25.26%

English learner- 24.11%

Socioeconomically Disadvantaged-24.43%

While Conway's i-Ready stretch growth was not as strong on the 2025 Winter i-Ready Assessment, the percentage of students who scored at Mid or Above Grade Level on remained about the same on the Reading Assessment and increased by nearly 2% in Math.

2.18- DISTRICT/SCHOOL WEBSITE AND COMMUNICATION TOOLS (Somewhat Effective)

34.5% of parents/guardians and community members identified the school district/school website and communication tools as a priority on the LCAP Priorities Survey. Parents have provided positive feedback regarding weekly district communication, school communications and teacher communication via Rooms.

2.19- INTEGRATED STUDENT SERVICES DISTRICT SUPPORTS (Somewhat Effective)

Chronic Absenteeism- Preliminary data indicates an approximate 1% decrease in the number of students in elementary grades who have been chronically absent.

Average Daily Attendance- Preliminary data indicates that our districtwide Average Daily Attendance is about the same as it was in 2025-25. The number of office discipline referrals as of the end of May in 2025-26 was 2884. The number of office discipline referrals in 2024-25 was 2682 representing a increase of 202 referrals. In the current year we have had 383 suspensions affecting 143 students. . During the 2024-25 school year we had 447 suspension incidences, affecting 299 students. There was a significant decline the number of suspensions. The districtwide behavioral supports that have been effective in decreasing behavior incidences.

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.

Action 2.4- A coordinator and additional certificated and classified support was added during the 2025-26 school year. These additional support staff will help to provide behavioral support to more unduplicated students.

Action 2.10- An additional teacher was added to the Enrichment Wheel staff to ensure that all unduplicated students received enrichment experiences from Enrichment Wheel teachers.

Action 2.14- An additional existing roving counselor will be funded under this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$2,830,886.00	Yes
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.	\$1,324,064.00	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. This action is no longer being funded.	\$0.00	No
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.	\$989,596.00	Yes
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,	\$462,003.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	\$120,208.00	Yes
2.7	District Student Engagement and Attendance Team (SEAT)	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 Coordinator and full time attendance clerk will be funded for the district SEAT 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 2024 California School Dashboard Chronic Absenteeism rate: https://docs.google.com/document/d/1hj--buRmPK40MEpxtBkUxiDZJtSvN2W7OZAim2kqNiY/edit?usp=sharing	\$310,813.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 Student Attendance and Engagement Team. The family liaisons will be supported by the Coordinator or Student, Family and Community Engagement.	\$1,878,634.00	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 enrichment courses focused on the arts. 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. Enrichment Wheel classes will be scheduled for every other week.	\$342,315.00	Yes
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	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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	\$475,492.00	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.	\$129,861.00	Yes
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.	\$371,774.00	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	\$24,977.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	\$127,767.00	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.	\$27,500.00	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.	\$120,540.00	Yes
2.19	Integrated Student Services District Supports	The Coordinator of Student Supports and a .5 FTE Coordinator 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'	\$1,280,802.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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/1LSOmVOVfq1YopVWVoFCIlogGUo3z8wf6GI7KJLHHHvg/edit?usp=sharing		

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 actions 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.	0% of the surveys have met this goal because the survey has not been implemented yet.	Metric discontinued	Metric discontinued	2025-26- Assessment results from grade level PLC cycles will show that at least 75% of students met their growth goal.	Metric discontinued.
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.	2024-25 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.	2025-26 School Safety 77% of 5th grade students completing the California Healthy Kids Survey during the 2025-2026 school year reported feeling safe at school most or all of the time. 61% of 7th grade students completing the California Healthy Kids Survey during the 2025-2026 school year reported feeling safe at school most or all of the time.	2026-27 School Safety- CHKS Results School Safety 83% of 5th grade students who complete the California Healthy Kids Survey during the 2026-2027 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 2026-2027 school year will report feeling safe at school most or all of the time	2025-26 School Safety The percentage of 5th grade students completing the California Healthy Kids Survey during the 2025-2026 school year reporting that they felt safe at school most or all of the time increased by 6%. 2025-26 School Safety The percentage of 7th grade students completing the California Healthy Kids Survey during the 2025-2026 school year reporting that they felt safe at school most or all of the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						time increased by 6%.
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%	2025 Winter Assessment Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- 18% English learner- 4% Hispanic- 12% SED- 12% African American- 18% Foster Youth- 0% Special Education -7%	2026 Winter Assessment Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- 17% English learner- 3% Hispanic- 11% SED- 11% African American- 22% Foster Youth- 5% 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%	2025 Winter Assessment Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic All Students- 1% gain English learner- 2% gain Hispanic- No change SED- No change African American- 3% gain Foster Youth- 17% decline Special Education -1% gain
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%	2025 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 11% English learner- 4% Hispanic- 7% SED- 7%	2026 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 11% English learner- 3% Hispanic- 7% SED- 7%	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%	2025 Winter Assessment Percentage of Students at Mid or Above Grade Level on the Math Diagnostic All Students- 1% gain English learner- 2% gain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Special Education -5%	African American- 13% Foster Youth- 0% Special Education- 5%	African American- 7% Foster Youth- 0% Special Education- 5%	African American- 20% Foster Youth- 14% Special Education -15%	Hispanic- No change SED- No change African American- 3% gain Foster Youth- 4% decline Special Education- No change

Goal Analysis [2025-26]

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

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

The actions in Goal 3 (Ensure enabling conditions are in place for optimal learning that includes a shared vision, supportive policies, aligned resource allocation, trust, and safety), were implemented as planned. The focus of the actions in this goal were to provide enabling conditions for students to engage authentic competency based learning.

During the 2025-26 school year, the following actions were implemented:

- 3.1- Professional Learning Time for Teachers
- 3.3- Degree Stipends
- 3.4- New Escondido Teacher Support (Teacher Induction)
- 3.5- Devices and Digital Platforms to Enhance and Support Rigorous Standards-Based Instruction
- 3.6- Performance Matters Data Warehouse
- 3.7- Enhanced Noon Time Duty Support, Safety, Crossing Guards and Security Camera Monitoring
- 3.8- Health Tech Additional Hours and Additional School Nurse
- 3.9- School Site Allocations

Examples of success related to Goal 3 include:

- New Escondido Teacher Support (Teacher Induction)-100% of teachers participating in NETS who responded to a mid-year survey indicated that the NETS Induction program was either very impactful or impactful in developing the skills, habits or tools needed to continue their career as a teacher.

- Enhanced Noon Time Duty Support, Safety, Crossing Guards and Security Camera Monitoring-78.6% of parents who completed the LCAP Priorities survey indicated that they agreed or strongly agreed that their child is safe at school. The percentage of 7th grade students who reported feeling safe at school most or all of the time increased by 9% during the 2024-25 school year.

There were no challenges to implementing the actions as written.

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.

Actions with material differences between budgeted expenditures and estimated actual expenditures are as follows:

3.1- Professional Learning Time for Teachers - The cost for the professional learning time was less than originally projected.

3.5- Devices and Digital Platforms to Enhance and Support Rigorous Standards-Based Instruction- More devices were leased than were originally planned.

3.7- Enhanced Noon Time Duty Support , Crossing Guards, Security Room- The costs were less than originally projected.

3.8- Health Tech Additional Hours and additional school nurse- Vendor services were needed to cover some of the positions. In addition, the cost of the district employed health techs increased from the original estimate.

3.9- School Site Allocations- School sites did not spend all of their allocations.

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

3.1- PROFESSIONAL LEARNING TIME FOR TEACHERS, 3.5- DEVICES AND DIGITAL PLATFORMS TO ENHANCE AND SUPPORT TIGOROURS STANDARDS-BASED (Somewhat Effective)

2025 i-Ready Reading Winter Assessment

Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic

All Students- 18%

English learner- 4%

Hispanic- 12%

Socioeconomically Disadvantaged- 12%

African American- 17.5%

Foster Youth- 0%

Students with Disabilities 5.91%

2026 Winter Assessment

Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic

All Students- 17%

English learner- 3%
Hispanic- 11%
Socioeconomically Disadvantaged- 11%
African American-22%
Foster Youth- 5%
Students with Disabilities - 6%

2025 i-Ready Math Winter Assessment
Percentage of Students at Mid or Above Grade Level on the Math Diagnostic
All Students- 11%
English learner- 4%
Hispanic-7.4%
Socioeconomically Disadvantaged- 7%
African American-13%
Foster Youth- 0%
Students with Disabilities -4.79%

2026 Winter Assessment
Percentage of Students at Mid or Above Grade Level on the Math Diagnostic
All Students- 11%
English learner- 3%
Hispanic- 7%
Socioeconomically Disadvantaged- 7%
African American-7%
Foster Youth- 0%
Students with Disabilities - 5%

3.2- MINIMIZE THE NUMBER OF COMBINATION CLASSROOMS- This action was not funded in the 2025-26 school year.

3.3- DEGREE STIPEND (Somewhat Effective)

We continue to have staff seek higher degrees each year, increasing the knowledge and skills staff have to work with unduplicated students to improve academics and social emotional needs.

Ready Reading Winter Assessment
Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic
All Students- 18%
English learner- 4%
Hispanic- 12%
Socioeconomically Disadvantaged- 12%
African American- 17.5%
Foster Youth- 0%

Students with Disabilities 5.91%

2026 Winter Assessment

Percentage of Students at Mid or Above Grade Level on the ELA Diagnostic

All Students- 17%

English learner- 3%

Hispanic- 11%

Socioeconomically Disadvantaged- 11%

African American-22%

Foster Youth- 5%

Students with Disabilities - 6%

2025 i-Ready Math Winter Assessment

Percentage of Students at Mid or Above Grade Level on the Math Diagnostic

All Students- 11%

English learner- 4%

Hispanic-7.4%

Socioeconomically Disadvantaged- 7%

African American-13%

Foster Youth- 0%

Students with Disabilities -4.79%

2026 Winter Assessment

Percentage of Students at Mid or Above Grade Level on the Math Diagnostic

All Students- 11%

English learner- 3%

Hispanic- 7%

Socioeconomically Disadvantaged- 7%

African American-7%

Foster Youth- 0%

Students with Disabilities - 5%

3.4- NEW ESCONDIDO TEACHER SUPPORT (TEACHER INDUCTION) (Effective)

100% of teachers participating in NETS who responded to a mid-year survey indicated that the NETS Induction program was either very impactful or impactful in developing the skills, habits or tools needed to continue their career as a teacher.

3.6 DATA WAREHOUSE-(Somewhat Effective)

2025 Winter Assessment K-8

Percentage of Students Who Met More Than 50% of their i-Ready Reading Stretch Growth Goal

All Students- 35.58%
English learner- 31.28%
Hispanic-31.8%
Socioeconomically Disadvantaged- 33.68%
African American-22.8%
Foster Youth- 10%
Students with Disabilities- 21.7%

2026 Winter Assessment K-8

Percentage of Students Who Met More Than 50% of Their i-Ready Reading Stretch Growth Goal

All Students- 34.18%
English learner- 28.19%
Hispanic- 32.13%
Socioeconomically Disadvantaged- 32.44%
African American-35.32%
Foster Youth- 28.57%
Students with Disabilities - 27.57%

2025 Winter Assessment K-8

Percentage of Students Who Met More than 50% of their i-Ready Math Stretch Growth Goal

All Students- 32.64%
English learner- 31.65%
Hispanic-31.8%
Socioeconomically Disadvantaged- 31.57%
African American-38.5%
Foster Youth- 30%
Students with Disabilities- 28.9%

2026 Winter Assessment

Percentage of Students Who Met More than 50% of Their Math Stretch Growth Goal

All Students- 29.73%
English learner- 29.75%
Hispanic- 29.34%
Socioeconomically Disadvantaged- 29.02%
African American- 25.26%
Foster Youth- 22.22%
Special Education - 28.43%

CA School Dashboard English Language Arts Results 2025

All Students- 42 points below standard
English learner- 77.1 points below standard
Hispanic- 55.6 points below standard
Socioeconomically Disadvantaged- 57 points below standard
African American- 33.9 points below standard
Foster Youth- 98.3 points below standard
Special Education - 111.3 points below standard

CA School Dashboard English Language Arts Results 2025

All Students- 36 points below standard
English learner- 70.8 points below standard
Hispanic- 50.9 points below standard
Socioeconomically Disadvantaged- 50.8 points below standard
African American- 19.8 points below standard
Foster Youth- N/A
Special Education - 102.3 points below standard

CA School Dashboard English Math Results 2024

All Students- 64 points below standard
English learner- 97.1 points below standard
Hispanic- 79.7 points below standard
African American- 63.8 points below standard
Foster Youth- 102.7 points below standard
Special Education- 129.4 points below standard

CA School Dashboard English Math Results 2025

All Students- 58.9 points below standard
English learner- 90.8 points below standard
Hispanic- 74.6 points below standard
African American- 63 points below standard
Foster Youth- N/A
Special Education- 125.2 points below standard

ELA and Math results on the 2025 California School Dashboard shows improved results in ELA and Math for all student groups. We did not increase the percentage of students meeting their winter to winter i-Ready Stretch Growth goal over the 2024-25 year.

3.7- ENHANCED NOON TIME DUTY SUPPORT, SAFETY, CROSSING GUARDS

2025-26 California Healthy Kids Results

School Safety

77% of 5th grade students completing the California Healthy Kids Survey during the 2025-2026 school year reported feeling safe at school most or all of the time.

61% of 7th grade students completing the California Healthy Kids Survey during the 2025-2026 school year reported feeling safe at school most or all of the time.

3.8- HEALTH TECH ADDITIONAL HOURS AND ADDITIONAL SCHOOL NURSE (Somewhat Effective)

56% of parents who completed the LCAP Priorities survey indicated that they agreed or strongly agreed that their child is safe at school.

3.9- SCHOOL SITE ALLOCATIONS (Somewhat Effective)

2025 Winter Assessment K-8

Percentage of Students Who Met More Than 50% of their i-Ready Reading Stretch Growth Goal

All Students- 35.58%

English learner- 31.28%

Hispanic-31.8%

Socioeconomically Disadvantaged- 33.68%

African American-22.8%

Foster Youth- 10%

Students with Disabilities- 21.7%

2026 Winter Assessment K-8

Percentage of Students Who Met More Than 50% of Their i-Ready Reading Stretch Growth Goal

All Students- 34.18%

English learner- 28.19%

Hispanic- 32.13%

Socioeconomically Disadvantaged- 32.44%

African American-35.32%

Foster Youth- 28.57%

Students with Disabilities - 27.57%

2025 Winter Assessment K-8

Percentage of Students Who Met More than 50% of their i-Ready Math Stretch Growth Goal

All Students- 32.64%
English learner- 31.65%
Hispanic-31.8%
Socioeconomically Disadvantaged- 31.57%
African American-38.5%
Foster Youth- 30%
Students with Disabilities- 28.9%

2026 Winter Assessment

Percentage of Students Who Met More than 50% of Their Math Stretch Growth Goal

All Students- 29.73%
English learner- 29.75%
Hispanic- 29.34%
Socioeconomically Disadvantaged- 29.02%
African American- 25.26%
Foster Youth- 22.22%
Special Education - 28.43%

CA School Dashboard English Language Arts Results 2025

All Students- 42 points below standard
English learner- 77.1 points below standard
Hispanic- 55.6 points below standard
Socioeconomically Disadvantaged- 57 points below standard
African American- 33.9 points below standard
Foster Youth- 98.3 points below standard
Special Education - 111.3 points below standard

CA School Dashboard English Language Arts Results 2025

All Students- 36 points below standard
English learner- 70.8 points below standard
Hispanic- 50.9 points below standard
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Foster Youth- N/A
Special Education - 102.3 points below standard

CA School Dashboard English Math Results 2024

All Students- 64 points below standard
English learner- 97.1 points below standard
Hispanic- 79.7 points below standard
African American- 63.8 points below standard
Foster Youth- 102.7 points below standard
Special Education- 129.4 points below standard

CA School Dashboard English Math Results 2025

All Students- 58.9 points below standard
English learner- 90.8 points below standard
Hispanic- 74.6 points below standard
African American- 63 points below standard
Foster Youth- N/A
Special Education- 125.2 points below standard

ELA and Math results on the 2025 California School Dashboard shows improved results in ELA and Math for all student groups. We did not increase the percentage of students meeting their winter to winter i-Ready Stretch Growth goal over the 2024-25 year.

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

Action 3.5- Devices and Digital Platforms - Less funding will be spent on devices than was spent in the 2025-26 year as fewer devices need to be leased.

Action 3.6- Data Warehouse- A new MTSS/Data Warehouse product will replace the current Data Warehouse product in the 2026-27 school year.

Action 3.7- Enhanced Noon Time Duty Support, Safety, Crossing Guards and Security Camera Monitoring- More funding will be allocated to this action to cover increased costs.

Action 3.8- Health Tech Additional Hours and Additional School Nurse- More funding will be allocated for the 2026-27 to cover the cost of additional vendor services

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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. Three non-student work days will continue to be included in the calendar to 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 .	\$2,503,171.00	Yes
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. This action will not be funded in the 2025-26 school year	\$0.00	No
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.	\$1,337,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$330,841.00	Yes
3.5	Devices and Digital Platforms to Enhance and Support Rigorous Standards-Based Instruction	EUSD will purchase 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.	\$2,584,358.00	Yes
3.6	Data Warehouse	EUSD will continue to implement and a data warehouse to store and track student data. A 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. A robust reporting system which allows principals and teachers to track data, identify students for tiered intervention and adjust instruction is a key element for the data warehouse. 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.	\$135,000.00	Yes
3.7	Enhanced Noon Time Duty Support , Safety, Crossing	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	\$2,878,209.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Guards and Security Camera Monitoring	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.		
3.8	Health Tech Additional Hours and Additional School Nurse	Both the Design Team and educational partners identified safety as a priority. for our unduplicated students. Access to healthcare needs for our 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. A fourth district nurse will be funded to better meet the health care needs of unduplicated students.	\$1,243,891.00	Yes
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	\$996,725.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$44,550,861	\$5,094,257

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
30.367%	0.000%	\$0.00	30.367%

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
1.3	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.	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	Metric 1.14 Metric The percentage of students who receive a report card grade of "Meets Grade Level Standard" will increase.

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	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.	
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 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	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.	Metric 1.14 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 and Math i-Ready Diagnostic
1.5	Action: Paraprofessionals to Support Full Day Kindergarten Need:	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	Metric 1.12 & 1.13 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
	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	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.	
1.9	Action: Home School Program Need: We have select UPP students whose academic and or social/emotional needs are not being met in traditional school settings. Families have requested a home school program and social workers/counselors have identified the need to provide a setting that allows parents to home school their UPP students. The home school setting allows for personalized instruction and helps to meet some unique needs of UPP students that a traditional school may not be able to meet. Scope: LEA-wide	UPP students in the home school program will have access to a home school teacher. This teacher will work with parents to provide personalized standards-based instruction for their students. The teacher will provide guidance and professional development for the parents who are home schooling their student. The teacher will also check in on the students on a regular basis and provide additional personalized instruction when necessary. The home school teacher will also ensure that the home school students are regularly assessed. The teacher will use the assessment data and observations to progress monitor and work with the parents to adjust instruction to meet the needs of the students. Providing UPP students a Home school teacher will provide much needed support for the families of UPP students wishing to home their students. However, we expect that all students in the home school program will benefit, so this action will be provided program-wide.	Metrics 1.3, 1.4, 1.12 & 1.13 i-Ready Stretch Growth CAASPP Results
1.11	Action: Curriculum, Instruction, Assessment and Accountability Districtwide Support	In order to implement and monitor effective districtwide systems of support for the MTSS framework that includes engaging tiered	Metrics 1.10, 1.11, 1.12 & 1.13

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: 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	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 Winter 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 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	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 making academic gains. However, because, we expect that all students with disabilities will benefit, this action is being offered on an LEA-wide basis.	Metrics 1.12 & 1.13 i-Ready ELA and Math Stretch Growth Results
1.13	Action: Limitless Learning Program Need:	The Limitless Learning program will address the needs of unduplicated students by providing daily synchronous virtual instructions based on the needs of the students. In addition to Tier I instruction, students will be offered Tier 2 and Tier	Metrics 1.3, 1.4, 1.12 & 1.13 i-Ready Stretch Growth CAASPP 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
	Social workers, counselors and parents have identified the need for select UPP students to receive personalized online virtual instruction to meet student academic and or social emotional needs and to help engage students in instruction. These UPP students need daily synchronous online instruction designed to meet their unique needs. Scope: LEA-wide	3 supports during Universal Access time which students can attend either virtually or in person. Students will also be offered enrichment classes based on their unique interests as part of the plan to continue to engage the students enrolled in the program. The Limitless Learning program will give UPP students who are not comfortable in a traditional school setting the opportunity to fully engage in a positive learning experience. While this program has been designed for UPP students, we expect all students to benefit so the program is being offered to all 2nd through 8th grade students.	
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.	Metric 2.6 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:	The counselors will provide an extra layer of support for students who are English learners,	Metric 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Two School Counselors at Each Middle School Need: 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	socioeconomically disadvantaged, students with disabilities or foster youth. An additional person to 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 sessions for students with a request for services. Number of counseling minutes for students with a request for 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: LEA-wide	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.	Metrics 2.4 & 2.5 The number of office disciplinary referrals. The number of suspensions
2.5	Action: TREC (Trust, Relationships, Empowerment, Choice) Program Need: Social workers, counselors and administrators and identified the need for additional social	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	Metric 2.4 The number of students enrolled in TREC who were expelled.

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
	emotional, behavioral and academic interventions for our students with significant social emotional and behavioral needs among our unduplicated students. Scope: LEA-wide	will benefit from this program, this action will be provided on a LEA-wide basis.	
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.	Metrics 2.4 & 2.5 The number of students who received services through the Juvenile Diversion Program.
2.7	Action: District Student Engagement and Attendance Team (SEAT) 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.	We expect that the attendance rate for unduplicated students will increase significantly as 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	Metrics 2.1 & 2.2 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
	Scope: LEA-wide		
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.	Metrics 2.9, 2.10 & 2.11 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 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.	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 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 .	Metric 2.6 Enrichment Wheel Student Survey Percentage of students scoring at Met/Above on the Winter i-Ready Diagnostic 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
	Scope: LEA-wide		
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.	Metric 2.6 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 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:	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	Metric 2.6 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
	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.	Metric 2.6 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. Scope: LEA-wide	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 are likely to benefit, these actions are being provided on an LEA-wide basis.	Metric 2.6 Percentage of GATE students scoring at Mid or Above on i-Ready Diagnostic 2. Percentage of GATE students making Stretch Growth on i-Ready Diagnostic 2.
2.17	Action: Specialty School Funding for Conway Need: The staff at Conway School sought to become an Expeditionary Learning school because	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 that have been found to meet the academic and social emotional needs of English	Metric 2.6 Percentage of students who score at Mid or Above Grade Level 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
	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	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.	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 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:	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 students. However, all students might benefit from this application, it is being provided on an LEA-wide basis.	Metrics 2.6 & 2.7 Parent and staff survey results on communication via the website and Thrillshare.

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		
2.19	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	Metrics 2.1, 2.2,, 2.4, 2.5 7 2.6 Absence Rate Chronic Absenteeism Rate Suspension Rate Office Discipline Referrals
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	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	Metrics 3.3 & 3.4 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
	CAASPP ELA and Math and the i-Ready Diagnostics in 2023-24 Scope: LEA-wide	Tier I and Tier II instruction, we expect that all students will benefit. This action will be provided on an LEA-wide basis.	
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	Metrics 3.3 & 3.4 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	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	Metrics 3.3 & 3.4 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
	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 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	unduplicated students in their classroom so this action will be provided on an LEA-wide basis	
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.	Metrics 3.3 & 3.4 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: Data Warehouse Need:	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	Metrics 3.3 & 3.4 Percentage of students who score at Mid or Above Grade Level on the i-

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
	Root cause analysis, reflection and feedback have all shed light on the importance of using Performance Matters to progress monitoring our English learners, socioeconomically disadvantaged, students with disabilities and Foster Youth who are performing at a lower level on assessments than our All Student group. Scope: LEA-wide	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 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.	Ready Diagnostic 2 Assessment The percentage of students making Stretch Growth on the i-Ready Diagnostic 2 assessment.
3.7	Action: Enhanced Noon Time Duty Support , Safety, Crossing Guards and Security Camera Monitoring 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.	Metrics 3.2 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.

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
3.8	Action: Health Tech Additional Hours and Additional School Nurse Need: 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	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 students will benefit from this action so this action is being provided on an LEA basis.	Metric 3.2 Survey results around parent and guardians sense of safety in regards to supports at school to assist students with illness or injury.
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.	Metrics 3.3 & 3.4 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: 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)	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 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.	Metrics 1.12 & 1.13 i-Ready ELA and Math Stretch Growth results will be monitored after the 2nd and 3rd diagnostics.
1.8	Action: Professional Development for Standards-Based English Learner instructional strategies including Designated and Integrated ELD	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	Metric 1.15 Reclassification Rate ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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 content and become proficient in academic English. Scope: Limited to Unduplicated Student Group(s)	content and will gain full proficiency in English more rapidly and meet reclassification criteria sooner.	
1.10	Action: Support for Middle School AVID Classes Need: Assessment results have shown a consistent achievement gap among middle school English Learners, low income and Foster Youth students. Students struggle with study skills and executive functioning skills which hinder achievement. A program designed to provide tutoring and help students with these skills is a determined need. Scope: Limited to Unduplicated Student Group(s)	UPP students in AVID classes will be provided with tutoring and learn collaborative, organizational and study skills which they will apply to the assignments in the their regular classes. We anticipate that these services, that were designed for UPP students, will result in better grades and assessment results for UPP students. This support is being offered for all middle school AVID programs in order to maximize the impact to students and increase the number of students who are proficient in grade level standards.	Metric 1.12 & 1.13 i-Ready ELA and Math Stretch Growth Results
2.4	Action: Behavioral Technician Supports Need:	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	Metrics 2.4 & 2.5 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
	Our unduplicated student population has a higher rate of 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: Limited to Unduplicated Student Group(s)	and strategies are designed to meet the behavioral needs of unduplicated students.	
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.	Metric 2.1 & 2.2 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:	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	Metric 2.6 Number of counseling sessions 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
	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: Limited to Unduplicated Student Group(s)	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 minutes for students with a request for services.
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.	Metric 2.7 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 was divided by the Supplemental/Concentration allocation.

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 was divided by the Supplemental/Concentration allocation.

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	1:75 Bernardo, LR Green, Quantum Academy, Reidy Creek	1:80 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	1:21 Bernardo, LR Green, Quantum Academy, Reidy Creek	1:22 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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$146,708,478	\$44,550,861	30.367%	0.000%	30.367%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$48,267,770.00	\$207,437.00	\$0.00	\$300,000.00	\$48,775,207.00	\$42,204,230.00	\$6,570,977.00

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	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.2	Implement Teaching Learning Cycles	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	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	\$2,705,705.00	\$0.00	\$2,705,705.00				\$2,705,705.00	
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	\$6,946,440.00	\$0.00	\$6,946,440.00				\$6,946,440.00	
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	\$2,500,795.00	\$0.00	\$2,500,795.00				\$2,500,795.00	
1	1.6	Early Admittance to Transitional Kindergarten	All	No			All Schools Specific Schools: Elementary Schools Transitional Kindergarten	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.7	Newcomer Assistance Support and Tutoring	English Learners	No			All Schools	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
1	1.8	Professional Development for Standards-Based English Learner instructional strategies including Designated and Integrated ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$14,924.00	\$10,000.00	\$24,924.00				\$24,924.00	
1	1.9	Home School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Home School K-8	Ongoing	\$207,437.00	\$300.00	\$300.00	\$207,437.00			\$207,737.00	
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	\$27,426.00	\$49,310.00	\$76,736.00				\$76,736.00	
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	\$962,905.00	\$91,051.00	\$1,053,956.00				\$1,053,956.00	
1	1.12	Special Education Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$10,550,321.00	\$877,175.00	\$11,427,496.00				\$11,427,496.00	
1	1.13	Limitless Learning Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$604,751.00	\$0.00	\$604,751.00				\$604,751.00	
2	2.1	Social Worker/Counselor Support	English Learners Foster Youth Low Income	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,	Ongoing	\$2,830,886.00	\$0.00	\$2,830,886.00				\$2,830,886.00	

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
							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	\$1,324,064.00	\$0.00	\$1,324,064.00				\$1,324,064.00	
2	2.3	Care Solace	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
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	\$989,596.00	\$0.00	\$989,596.00				\$989,596.00	
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	\$462,003.00	\$0.00	\$462,003.00				\$462,003.00	
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	\$120,208.00	\$120,208.00				\$120,208.00	
2	2.7	District Student Engagement and Attendance Team (SEAT)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$301,168.00	\$9,645.00	\$310,813.00				\$310,813.00	
2	2.8	Bilingual Family Liaisons at Each School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,878,634.00	\$0.00	\$1,878,634.00				\$1,878,634.00	
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	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$292,315.00	\$50,000.00	\$342,315.00				\$342,315.00	
2	2.11	Fieldwork Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 2	Ongoing	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	

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
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	\$453,438.00	\$22,054.00	\$475,492.00				\$475,492.00	
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	\$1,227.00	\$128,634.00	\$129,861.00				\$129,861.00	
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	\$371,774.00	\$0.00	\$371,774.00				\$371,774.00	
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	\$3,514.00	\$21,463.00	\$24,977.00				\$24,977.00	
2	2.16	Welcome Assessment Center	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$127,767.00	\$0.00	\$127,767.00				\$127,767.00	
2	2.17	Specialty School Funding for Conway	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Conway School	Ongoing	\$0.00	\$27,500.00	\$27,500.00				\$27,500.00	
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	\$120,540.00	\$0.00	\$120,540.00				\$120,540.00	
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	\$1,280,802.00	\$0.00	\$1,280,802.00				\$1,280,802.00	
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	\$2,503,171.00	\$0.00	\$2,503,171.00				\$2,503,171.00	
3	3.2	Minimize the Number of Combination Classes	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Degree Stipend	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,337,240.00	\$0.00	\$1,337,240.00				\$1,337,240.00	
3	3.4	New Escondido Teacher Support (Teacher Induction)	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$310,341.00	\$20,500.00	\$330,841.00				\$330,841.00	

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										
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	\$232,952.00	\$2,351,406.00	\$2,584,358.00				\$2,584,358.00	
3	3.6	Data Warehouse	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$135,000.00	\$135,000.00				\$135,000.00	
3	3.7	Enhanced Noon Time Duty Support , Safety, Crossing Guards and Security Camera Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,896,709.00	\$981,500.00	\$2,878,209.00				\$2,878,209.00	
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	\$478,921.00	\$764,970.00	\$1,243,891.00				\$1,243,891.00	
3	3.9	School Site Allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$186,464.00	\$810,261.00	\$996,725.00				\$996,725.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$146,708,478	\$44,550,861	30.367%	0.000%	30.367%	\$48,267,770.00	5.005%	37.905 %	Total:	\$48,267,770.00
								LEA-wide Total:	\$44,808,183.00
								Limited Total:	\$1,590,797.00
								Schoolwide Total:	\$2,858,386.00

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	1.2	Implement Teaching Learning Cycles	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	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	\$2,705,705.00	
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	\$6,946,440.00	
1	1.5	Paraprofessionals to Support Full Day Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Kindergarten	\$2,500,795.00	
1	1.6	Early Admittance to Transitional Kindergarten				Specific Schools: Elementary Schools Transitional Kindergarten	\$0.00	
1	1.8	Professional Development for Standards-Based	Yes	Limited to Unduplicated	English Learners	All Schools	\$24,924.00	

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 (%)
		English Learner instructional strategies including Designated and Integrated ELD		Student Group(s)				
1	1.9	Home School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300.00	
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	\$76,736.00	
1	1.11	Curriculum, Instruction, Assessment and Accountability Districtwide Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,053,956.00	
1	1.12	Special Education Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,427,496.00	
1	1.13	Limitless Learning Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$604,751.00	
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	\$2,830,886.00	
2	2.2	Two School Counselors at Each Middle School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,324,064.00	
2	2.4	Behavioral Technician Supports	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$989,596.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	TREC (Trust, Relationships, Empowerment, Choice) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6th through 8th Grade	\$462,003.00	
2	2.6	Juvenile Diversion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,208.00	
2	2.7	District Student Engagement and Attendance Team (SEAT)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$310,813.00	
2	2.8	Bilingual Family Liaisons at Each School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,878,634.00	
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	English Learners Foster Youth Low Income	All Schools	\$342,315.00	
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	\$475,492.00	
2	2.13	Visual and Performing Arts Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$129,861.00	
2	2.14	Roving Social Workers/Counselors	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$371,774.00	
2	2.15	Gifted and Talented Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,977.00	
2	2.16	Welcome Assessment Center	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$127,767.00	

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	2.17	Specialty School Funding for Conway	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Conway School	\$27,500.00	
2	2.18	District/School Website and Communication Tool	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,540.00	
2	2.19	Integrated Student Services District Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,280,802.00	
3	3.1	Professional Learning Time for Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,503,171.00	
3	3.3	Degree Stipend	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,337,240.00	
3	3.4	New Escondido Teacher Support (Teacher Induction)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$330,841.00	
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	\$2,584,358.00	
3	3.6	Data Warehouse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,000.00	
3	3.7	Enhanced Noon Time Duty Support , Safety, Crossing Guards and Security Camera Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,878,209.00	
3	3.8	Health Tech Additional Hours and Additional School Nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,243,891.00	
3	3.9	School Site Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$996,725.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$47,311,702.00	\$46,780,426.00

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	Framework for the Future	No	\$457,213.00	\$0.00
1	1.2	Implement Teaching Learning Cycles	Yes	\$0.00	\$0.00
1	1.3	Elementary Physical Education Teachers	Yes	\$2,830,234.00	\$2,750,909.00
1	1.4	Extended Day Programs for Kindergarten and Transitional Kindergarten	Yes	\$7,224,254.00	\$6,882,983.00
1	1.5	Paraprofessionals to Support Full Day Kindergarten	Yes	\$1,488,744.00	\$1,956,379.00
1	1.6	Early Admittance to Transitional Kindergarten	No	\$0.00	\$0.00
1	1.7	Newcomer Assistance Support and Tutoring	No	\$300,000.00	\$275,549.00
1	1.8	Professional Development for Standards-Based English Learner instructional strategies including Designated and Integrated ELD	Yes	\$25,000.00	\$0.00
1	1.9	Home School Program	Yes	\$210,481.00	\$201,663.00
1	1.10	Support for Middle School AVID Classes	Yes	\$50,736.00	\$58,736.00

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	1.11	Curriculum, Instruction, Assessment and Accountability Districtwide Support	Yes	\$1,043,149.00	\$984,513.00
1	1.12	Special Education Supports	Yes	\$11,868,824.00	\$10,595,168.00
1	1.13	Limitless Learning Program	Yes	\$523,257.00	\$ 578,140.00
2	2.1	Social Worker/Counselor Support	Yes	\$2,549,788.00	\$ 3,178,997.00
2	2.2	Two School Counselors at Each Middle School	Yes	\$1,264,380.00	\$ 1,313,897.00
2	2.3	Care Solace	No	\$0.00	\$0.00
2	2.4	Behavioral Technician Supports	Yes	\$483,541.00	\$ 490,184.00
2	2.5	TREC (Trust, Relationships, Empowerment, Choice) Program	Yes	\$454,756.00	\$ 446,607.00
2	2.6	Juvenile Diversion	Yes	\$120,208.00	\$ 100,208.00
2	2.7	District Student Engagement and Attendance Team (SEAT)	Yes	\$302,557.00	\$ 312,942.00
2	2.8	Bilingual Family Liaisons at Each School	Yes	\$1,851,130.00	\$ 1,783,018.00
2	2.9	Foster Youth Progress Monitoring	Yes	\$0.00	\$0.00
2	2.10	Enrichment Wheel	Yes	\$50,000.00	\$ 287,129.00
2	2.11	Fieldwork Experiences	Yes	\$100,000.00	\$ 64,432.00

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	2.12	Four Elementary Music Teachers	Yes	\$501,139.00	\$ 528,104.00
2	2.13	Visual and Performing Arts Enrichment Opportunities	Yes	\$129,861.00	\$ 97,156.00
2	2.14	Roving Social Workers/Counselors	Yes	\$495,066.00	\$ 483,121.00
2	2.15	Gifted and Talented Enrichment	Yes	\$25,000.00	\$ 24,982.00
2	2.16	Welcome Assessment Center	Yes	\$119,045.00	\$ 108,542.00
2	2.17	Specialty School Funding for Conway	Yes	\$27,500.00	\$ 27,500.00
2	2.18	District/School Website and Communication Tool	Yes	\$117,945.00	\$ 121,967.00
2	2.19	Integrated Student Services District Supports	Yes	\$1,910,972.00	\$ 1,249,475.00
3	3.1	Professional Learning Time for Teachers	Yes	\$2,470,484.00	\$ 2,243,166.00
3	3.2	Minimize the Number of Combination Classes	No	\$0.00	\$0.00
3	3.3	Degree Stipend	Yes	\$1,331,912.00	1,331,912.00
3	3.4	New Escondido Teacher Support (Teacher Induction)	Yes	\$337,329.00	\$ 324,326.00
3	3.5	Devices and Digital Platforms to Enhance and Support Rigorous Standards-Based Instruction	Yes	\$2,062,321.00	\$ 3,147,065.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Data Warehouse	Yes	\$135,000.00	\$ 135,000.00
3	3.7	Enhanced Noon Time Duty Support , Safety, Crossing Guards and Security Camera Monitoring	Yes	\$2,783,830.00	\$ 2,563,290.00
3	3.8	Health Tech Additional Hours and Additional School Nurse	Yes	\$616,469.00	\$ 1,232,993.00
3	3.9	School Site Allocations	Yes	\$1,049,577.00	\$ 900,373.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$44,000,925	\$46,554,489.00	\$46,504,877.00	\$49,612.00	0.010%	0.010%	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	1.2	Implement Teaching Learning Cycles	Yes	\$0.00		.005	.005
1	1.3	Elementary Physical Education Teachers	Yes	\$2,830,234.00	\$2,750,909.00		
1	1.4	Extended Day Programs for Kindergarten and Transitional Kindergarten	Yes	\$7,224,254.00	\$6,882,983.00		
1	1.5	Paraprofessionals to Support Full Day Kindergarten	Yes	\$1,488,744.00	\$1,956,379.00		
1	1.8	Professional Development for Standards-Based English Learner instructional strategies including Designated and Integrated ELD	Yes	\$25,000.00	\$0.00		
1	1.9	Home School Program	Yes	\$210,481.00	\$201,663.00		
1	1.10	Support for Middle School AVID Classes	Yes	\$50,736.00	\$58,736.00		
1	1.11	Curriculum, Instruction, Assessment and Accountability Districtwide Support	Yes	\$1,043,149.00	\$984,513.00		
1	1.12	Special Education Supports	Yes	\$11,868,824.00	\$10,595,168.00		
1	1.13	Limitless Learning Program	Yes	\$523,257.00	\$578,140.00		

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	2.1	Social Worker/Counselor Support	Yes	\$2,549,788.00	\$3,178,997.00		
2	2.2	Two School Counselors at Each Middle School	Yes	\$1,264,380.00	\$1,313,897.00		
2	2.4	Behavioral Technician Supports	Yes	\$483,541.00	\$490,184.00		
2	2.5	TREC (Trust, Relationships, Empowerment, Choice) Program	Yes	\$454,756.00	\$446,607.00		
2	2.6	Juvenile Diversion	Yes	\$120,208.00	\$100,208.00		
2	2.7	District Student Engagement and Attendance Team (SEAT)	Yes	\$302,557.00	\$312,942.00		
2	2.8	Bilingual Family Liaisons at Each School	Yes	\$1,851,130.00	\$1,783,018.00		
2	2.9	Foster Youth Progress Monitoring	Yes	\$0.00		.005	.005
2	2.10	Enrichment Wheel	Yes	\$50,000.00	\$287,129.00		
2	2.11	Fieldwork Experiences	Yes	\$100,000.00	\$64,432.00		
2	2.12	Four Elementary Music Teachers	Yes	\$501,139.00	\$528,104.00		
2	2.13	Visual and Performing Arts Enrichment Opportunities	Yes	\$129,861.00	\$97,156.00		
2	2.14	Roving Social Workers/Counselors	Yes	\$495,066.00	\$483,121.00		
2	2.15	Gifted and Talented Enrichment	Yes	\$25,000.00	\$24,982.00		
2	2.16	Welcome Assessment Center	Yes	\$119,045.00	\$108,542.00		
2	2.17	Specialty School Funding for Conway	Yes	\$27,500.00	\$27,500.00		
2	2.18	District/School Website and Communication Tool	Yes	\$117,945.00	\$121,967.00		
2	2.19	Integrated Student Services District Supports	Yes	\$1,910,972.00	\$1,249,475.00		

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)
3	3.1	Professional Learning Time for Teachers	Yes	\$2,470,484.00	\$2,243,166.00		
3	3.3	Degree Stipend	Yes	\$1,331,912.00	\$1,331,912.00		
3	3.4	New Escondido Teacher Support (Teacher Induction)	Yes	\$337,329.00	\$324,326.00		
3	3.5	Devices and Digital Platforms to Enhance and Support Rigorous Standards-Based Instruction	Yes	\$2,062,321.00	\$3,147,065.00		
3	3.6	Data Warehouse	Yes	\$135,000.00	\$135,000.00		
3	3.7	Enhanced Noon Time Duty Support , Safety, Crossing Guards and Security Camera Monitoring	Yes	\$2,783,830.00	\$2,563,290.00		
3	3.8	Health Tech Additional Hours and Additional School Nurse	Yes	\$616,469.00	\$1,232,993.00		
3	3.9	School Site Allocations	Yes	\$1,049,577.00	\$900,373.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$143,166,291	\$44,000,925	0%	30.734%	\$46,504,877.00	0.010%	32.493%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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