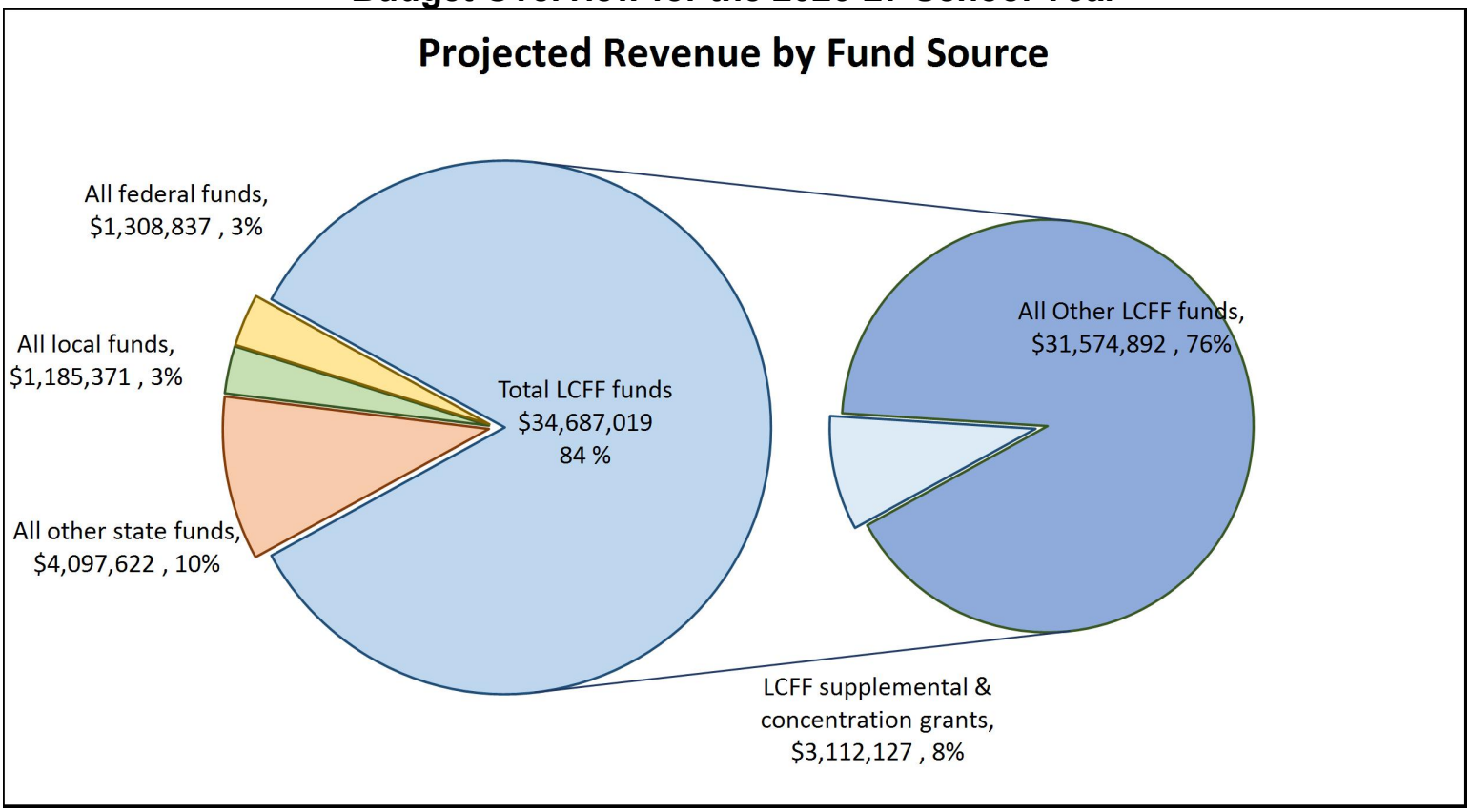
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escalon Unified School District
CDS Code: 39 68502 0000000
School Year: 2026-27
LEA contact information:
Mark Vos
Assistant Superintendent
mvos@escalonusd.org
209-838-3591

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



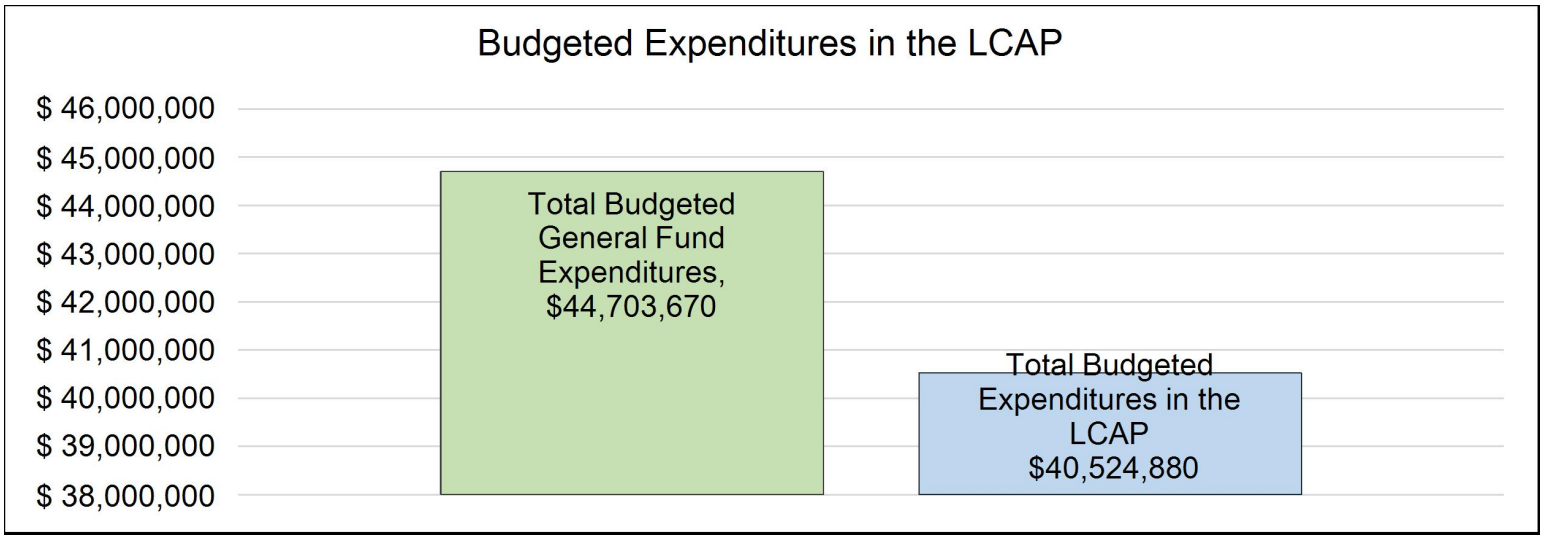
This chart shows the total general purpose revenue Escalon Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Escalon Unified School District is $41,278,849, of which $34,687,019.00 is Local Control Funding Formula (LCFF), $4,097,622.00 is other state funds, $1,185,371.00 is local funds, and $1,308,837.00 is federal funds. Of the $34,687,019.00 in

LCFF Funds, $3,112,127.00 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 Escalon Unified 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: Escalon Unified School District plans to spend $44,703,670.00 for the 2026-27 school year. Of that amount, $40,524,880.00 is tied to actions/services in the LCAP and $4,178,790 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

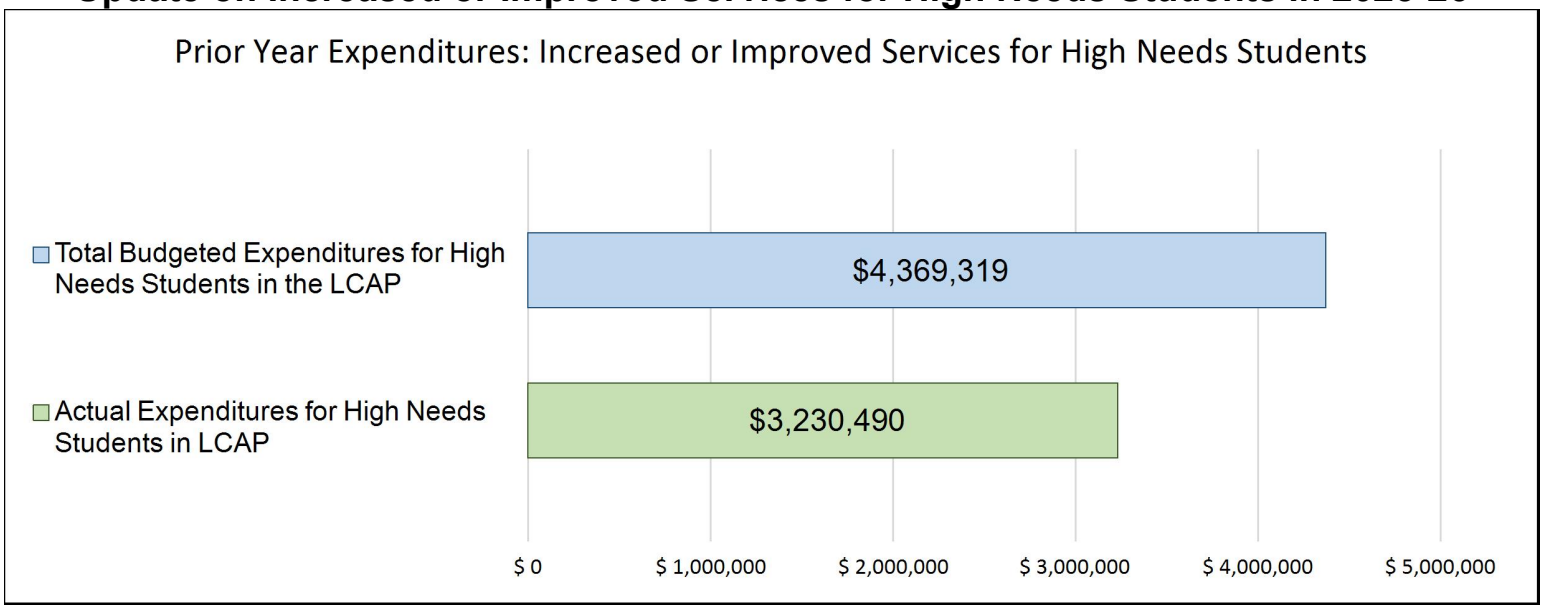
The LCAP does not include several essential, non-instructional services or their costs, such as some utilities, district personnel services, debt service, facility and operational costs not included in MOT costs, and some costs associated with one time funds and grants.

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

In 2026-27, Escalon Unified School District is projecting it will receive $3,112,127.00 based on the enrollment of foster youth, English learner, and low-income students. Escalon Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Escalon Unified School District plans to spend $3,908,668.00 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 Escalon Unified 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 Escalon Unified 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, Escalon Unified School District's LCAP budgeted $4,369,319.00 for planned actions to increase or improve services for high needs students. Escalon Unified School District actually spent $3,230,490.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,138,829 had the following impact on Escalon Unified School District's ability to increase or improve services for high needs students:

The district actually received $437,809 less in supplemental funding from original budget estimates. Although the district did not expend all of the total budgeted expenditures specific for high needs students using supplemental funds, actions and services were not impacted. Some of these costs were paid for with one time funds that were separate from supplemental funding the district receives.

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
Escalon Unified School District	Mark Vos Assistant Superintendent	mvos@escalonusd.org 209-838-3591

Plan Summary [2026-27]

General Information

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

The Escalon Unified School (EUSD) District was formed in 1967 and unified 8 separate districts in the greater Escalon area. Located in a rural agrarian part of Southern San Joaquin County, the district serves the greater communities of Escalon, Farmington, and Collegeville. The district operates 4 elementary schools (Dent Elementary, Van Allen Elementary, Farmington Elementary, and Collegeville Elementary), 1 middle school (El Portal Middle School), 1 comprehensive high school (Escalon High School), and 1 continuation high school (Vista High School). In addition, Escalon Unified School District has 1 charter school (Escalon Charter Academy). (For additional Charter data and information, please consult the LCAP for Escalon Charter Academy.) The district currently serves 2617 students across all school sites and a total of 3034 students, inclusive of the district-dependent charter. Although District enrollment declined in the year during and directly following the COVID-19 pandemic, it has shown a trend toward gradually increasing. Current student demographics indicate that 45.3% of students are White, 49.3% are Hispanic, and 5.4% are from other race/ethnicities. Additionally, 39.8% of the district's students are socioeconomically disadvantaged, 7.8% are English Learners, 0.0% are designated as Foster Youth, and 11.8% are students with identified disabilities. The district is rich with tradition and enjoys extensive community support. Providing a high-quality education for its students has always been the district's top priority, and it has implemented a range of programs to meet the needs of all students. The district has provided extensive training to all staff, adopted new curricular materials, and significantly expanded technology to meet the rigor the Common Core State Standards require. The district's commitment to its students is evidenced by its simple, yet powerful mission statement ~ "We will serve and connect with all students".

Escalon Unified maintains high expectations and a rigorous and relevant academic focus for all learners through purposeful, collaborative

relationships. Our students are highly literate, innovative thinkers who understand the need for continuous self-improvement in their pursuit of excellence. They are socially responsible and value working with others to build positive and productive relationships. They are inspired and prepared to thrive amidst the challenges of the 21st century.
The district values the following:
Focus
- We understand and accept that every decision, action, or change must be based on what is best for our students.

Collaboration
- We collaborate to promote a shared responsibility and accountability so that all learners reach their full potential.

Effective Learning
- We provide structured ongoing professional learning to identify and implement best practices, so all learners receive targeted and appropriate instruction.

Guaranteed Curriculum
- We guarantee that all learners will receive a viable and appropriate curriculum, so they are college and career ready.

Relationships
- We commit to establishing meaningful relationships with students, staff, and the EUSD community so that all students are successful.

Celebrations
- We celebrate student and staff achievement throughout our school community.

Accountability
- We hold students and staff to high academic, behavioral, and professional standards.

Employees of the Escalon Unified School District are hardworking, devoted individuals who are greatly invested in student success and the community at large. The district continues to grow as a Professional Learning Community (PLC) and consistent with our District values, our educators focus on staff collaboration that embodies professionalism and promotes effective teaching and access to rigorous and relevant curriculum for all our students. As a district, we aim to implement actions and provide services that address the 8 CA state priorities including: access to basic services, implementation of state standards, parent involvement, student achievement, student engagement, school climate, access to a broad course of study, and overall student outcomes. Goals that support the needs of unduplicated pupils include increasing English language proficiency for English learners to ultimately support reclassification. EUSD will continue to deliver instruction that improves both literacy skills and increases mathematical reasoning and problem-solving skills with the final goal of making students career and college ready.

The district will continue to prioritize student needs and through a multi-tiered system of supports, align instruction, programs, services, and practices aimed at ensuring EUSD students continue to learn at high levels.

Vista High School has been identified as an Equity Multiplier school.

Reflections: Annual Performance

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

Upon reflection on student outcomes from the 2025-2026 Local Control Accountability Plan(LCAP), some challenges and successes emerged. Based on a review of state and local indicators, input from educational partners, and other metrics, the areas of greatest progress and identified needs are summarized below.

DASHBOARD PERFORMANCE:

- English Language Arts (ELA): Overall performance “maintained” with an increase of 2.6 points, with the district remaining in the “orange” performance level. The majority of subgroups demonstrated an increase, with English Learners increasing by 14.4 points, Long-Term English Learners increasing by 8.3 points, socioeconomically disadvantaged students increasing by 6.6 points, and students with disabilities maintaining with an increase of 2 points. The SWD group remained in the “red” performance level.
- Mathematics: Overall performance increased by 7.8 points, with the district remaining in the “yellow” performance level. All subgroups, with the exception of SWD, showed an increase. Hispanic, EL, and LTEL showed the largest increases at 14.6, 15.4, and 11.6 point increases, respectively.
- English Learner Progress: Overall performance decreased by 8.5% and moved to a “orange” performance indicator.
- Chronic Absenteeism: Overall rates increased by 0.6% with the district moving into the “orange” performance level. Long-Term English Learners increased by 9.7% and moved into the “red” performance level with 31.5% chronically absent.
- Graduation Rates: The district moved into the “blue” performance level with a 97.3% graduation rate. All subgroups performed at the “blue” performance levels.
- College/Career Readiness: Overall performance decreased by 2.5%, resulting in a “orange” performance level.
- Suspension Rates: Overall suspension rate was maintained with a modest 0.1% decline in the percentage of students suspended at least one day. This resulted in a performance level move from “yellow” to “orange”. English Learners, Long-Term English Learners, and Students with Disabilities all increased by more than 1.5%, resulting in “red” performance levels.
- School climate, as measured by Metric 6C and the locally administered surveys, shows positive growth. The percentage of parents who feel safe sending their student to school increased from 84.0% to 92.9%. Staff members who feel safe at school decreased from 88.9% to 88.7%. The percentage of students who feel safe at school also increased from 79.3% to 87.9%. Relatedly, the percentage of students who feel “connected” or “belong” at their school increased from 73% 79.8%.

LOWEST PERFORMING SCHOOLS AND SUBGROUPS:
A review of the 2025 CA Dashboard also reveals several areas of identified need. Several student groups within the LEA received the lowest performance level (“red”) on one or more state indicators on the 2025 Dashboard.
Those groups included:

- Students with Disabilities received the lowest performance level for academic performance in both English language arts and Mathematics. (Action 1.5, 2.1, 2.4, 2.5)
- English Learners, Long-Term English Learners, and Students with Disabilities received the lowest performance level for Suspension Rate. (Action 3.1, 3.2, 3.3)
- Long-Term English Learners received the lowest performance level for chronic absenteeism. (Action 3.1, 3.2, 3.3)

- English Learners and Long-Term English Learners received the lowest performance level on the College and Career Indicator. (Action 1.1, 1.4, 1.5, 2.1, 2.3, 2.4)

Multiple schools had student groups within the school receive the lowest performance level on one or more state indicators on the 2025 CA Dashboard.
Dent Elementary received the lowest performance level for:
- English Learner Progress (Action 1.5, 2.1, 2.2, 2.4, 2.5)
- Mathematics (Students with Disabilities - Action 1.5, 2.1, 2.2, 2.4, 2.5)

El Portal Middle School received the lowest performance level for:
- Mathematics (Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities - Action 1.5, 2.1, 2.2, 2.4, 2.5)
- English Language Arts (Long-Term English Learners - Action 1.5, 2.1, 2.2, 2.4, 2.5)
- Suspension Rate (English Learners, Hispanic, Students with Disabilities - Action 3.1, 3.2, 3.3)
- Chronic Absenteeism (English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities -Action 3.1, 3.2, 3.3)

Escalon High School received the lowest performance level for:
- English Learner Progress (Action 1.5, 2.1, 2.2, 2.4, 2.5)
- Suspension Rate (Students with Disabilities - Action 3.1, 3.2, 3.3)

LEARNING RECOVERY and EMERGENCY BLOCK GRANT (LREBG)
EUSD has carryover LREBG funds for the 2026-2027 school year in the amount of $1,384,132.00. The LREBG funds will be expensed over the 2026-2027 and 2027-2028 fiscal years. Additional funding is expected in the fall of 2026.

The EUSD needs assessment substantiated findings from the 2025 Dashboard. A review of state and local data shows a need for improvement in ELA and Mathematics. LREGB-funded actions addressing ELA and Mathematics can be found in multiple actions (Action 1.5, 1.7, 2.4, 3.2).

Action 1.5: Tier II and Tier III Staff and Supports states:
EUSD will maintain current levels of staffing and contracted services to provide access to a broad course of study and support student learning including intervention teachers, instructional aides, and related support services.
Aligns with the following allowable uses:
- B ii: Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency or both.
- B iii: Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.

Action 1.5: will address the needs of students requiring improvement in ELA and Math by ensuring a structured, data-driven approach to providing academic, social-emotional, and behavioral support. MTSS allows for small-group and individualized instruction tailored to students struggling in ELA and Math, ensuring they receive the specific support they need. Additionally, the multi-tiered approach addresses issues alongside academics to create a supportive learning environment. Students with behavioral or social-emotional challenges often struggle

academically. MTSS provides strategies to manage these, keeping students engaged and focused on learning.
Research indicates that sustained intervention services (Action 1.5) are critical for improving student outcomes in core subjects. By maintaining these services, Escalon Unified ensures that students needing support in ELA and Math receive the targeted instruction necessary for academic growth and long-term success.

Action 1.7: Targeted Professional Development states:
Escalon Unified will provide all staff with appropriate access to Professional Development in the areas of English Language Arts CCSS, Math CCSS, Next Generation Science Standards, SEL curriculum, and Professional Learning Communities.
Aligns with the following allowable uses:
B vi: Providing professional development and coaching on either or both of the following:

- The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.
- The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

This action directly supports students needing improvement in ELA and Math by ensuring that teachers and staff receive targeted professional development in these critical subject areas. Training in Common Core State Standards (CCSS) for ELA and Math equips educators with effective teaching methodologies, helping them better address student learning gaps while functional Professional Learning Communities (PLCs) allow teachers to collaborate, analyze student performance data, and develop tailored interventions for struggling students. With enhanced knowledge, teachers can modify lessons to meet the diverse needs of students, ensuring those who need extra help receive appropriate support. Professional development ensures a cohesive approach across grade levels, reducing learning gaps as students progress.
Research has shown that strengthening teacher effectiveness through targeted professional development in ELA and Math instruction (Action 1.7) ultimately leads to improved student outcomes in these subjects.

Action 2.1: Student Achievement: Evaluation of Student Performance and Growth:
is a coordinated system of assessment and progress monitoring to assist in informing instruction.
Aligns with the following allowable use:

- E: Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

This Action will address the needs of students requiring improvement in ELA and Math through a structured approach to assessment and progress monitoring. Regular assessments or benchmarks help pinpoint specific areas where students struggle in ELA and Math, allowing for targeted support. By using data from progress monitoring, teachers can adjust instruction to better meet individual student needs, ensuring more effective learning interventions. The implementation of a coordinated system of assessment allows educators to detect learning difficulties early and implement timely interventions to prevent students from falling further behind. Teachers and administrators can use assessment data to inform curriculum adjustments, resource allocation, and instructional practices that directly support student achievement in ELA and Math.
Research supports the use of systematic evaluation of student performance and growth (Action 2.1) to identify struggling students and provide them with the targeted support needed to improve their skills and promote academic success.

Action 2.4: Access to Extended Learning Opportunities and Intervention:

includes interventions beyond the normal school day and opportunities for credit recovery.
Aligns with the following allowable use:

- D: Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

Action 2.4 supports students needing improvement in ELA and Math by providing additional instructional time and targeted support beyond the regular school day. Extended learning opportunities give students extra time to master ELA and Math concepts they may struggle with during regular class hours. Small-group interventions allow educators to address specific learning gaps, providing personalized support tailored to each student's needs. For students who have fallen behind, credit recovery options ensure they can make up missed coursework in ELA and Math, helping them stay on track for graduation. Extended learning opportunities allow for repeated practice and reinforcement of foundational ELA and Math skills, improving retention and confidence.
Research has shown that providing additional support beyond the regular school day increases student achievement. This action ensures that students needing improvement in ELA and Math have multiple opportunities to succeed.

Additionally, a review of data shows the need to address Chronic Absenteeism. The LREGB-funded action can be found in Goal 3, Action 2.
Action 3.2: Positive, Effective and Engaging Learning Environments states: To support positive school climates and maintain student engagement, EUSD will implement positive attendance and Positive Behavior Intervention and Support (PBIS) programs, which will support school connectedness, promoting school attendance.
Aligns with the following allowable use:

- C: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

Action 3.2: Positive, Effective, and Engaging Learning Environments will address chronic absenteeism by fostering a school culture that encourages attendance and engagement. By implementing programs that promote positive interactions between students and staff, EUSD strengthens relationships that encourage students to stay engaged and motivated to attend school regularly. Relatedly, a welcoming and inclusive environment helps students feel safe and valued, reducing anxiety and reluctance to attend school. School services such as counseling, mental health supports, and intentional relationship building address the underlying reasons why students may be chronically absent, such as bullying, academic struggles, or social-emotional issues.
Research has shown that by creating a positive, engaging, and supportive school climate, Action 3.2 will help reduce chronic absenteeism, ensuring students remain in school and engaged in their learning.

A review of the 2023 CA Dashboard also reveals several areas of identified need. Several student groups within the LEA received the lowest performance level (red) on one or more state indicators on the 2023 Dashboard. Those groups included:

- English Learners received the lowest performance level for suspension rate (Action 2.5, 3.2) and academic performance in both English language arts and Mathematics. (Action 1.5, 2.1, 2.2, 2.4, 2.5)
- Socioeconomically Disadvantaged students received the lowest performance level for suspension rate. (Action 2.5, 3.2)
- Students with Disabilities received the lowest performance level for suspension rate(Action 2.5, 3.2) and academic performance in English language arts.(Action 1.5, 2.1, 2.4, 2.5)
- Students who met the criteria of Two or More Races received the lowest performance level for Chronic Absenteeism(Action 3.2).

Multiple schools had student groups within the school receive the lowest performance level on one or more state indicators on the 2023 CA Dashboard.
Dent Elementary received the lowest performance level for academic performance in:

- English language arts (English Learners, Students with Disabilities - Action 1.5, 2.1, 2.2, 2.4, 2.5)
- Suspension rate (Students with Disabilities - Action 2.5, 3.2),
- Chronic Absenteeism (Students with Disabilities - Action 3.2).

El Portal Middle School received the lowest performance level for:

- English language arts (English Learners, Students with Disabilities - Action 1.5, 2.1, 2.2, 2.4, 2.5)
- Mathematics (English Learners, Hispanic - Action 1.5, 2.1, 2.2, 2.4, 2.5) suspension rate (English Learners, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities - Action 2.5, 3.2).

Escalon High School received the lowest performance level for academic performance in:

- Mathematics (Students with Disabilities - Action 1.5, 2.1, 2.4, 2.5) suspension rate (English Learners, Socioeconomically Disadvantaged, Students with Disabilities - Action 2.5, 3.2).

Vista High School received the lowest performance level for suspension rate (Socioeconomically Disadvantaged - Action 2.5, 3.2)

Reflections: Technical Assistance

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

Based on the 2025 California Dashboard, EUSD is eligible for Differentiated Assistance for the following groups of students:

- English Learners (EL): Suspension Rate (Red on CA Dashboard), and College/Career Indicator (Red on the CA Dashboard).
- Long Term English Learners (LTEL): English Learner Progress Indicator (Orange on CA Dashboard), Chronic Absenteeism (Red on CA Dashboard), Suspension Rate (Red on CA Dashboard) and College/Career Indicator (Red on CA Dashboard).
- Students with Disabilities(SWD): English Language Arts (Red on CA Dashboard), Mathematics (Red on CA Dashboard), and Suspension Rate (Red on CA Dashboard).

Additionally:

- Suspension Rate indicator based on an overall suspension rate of 5.2%(Orange), with three student groups in the Red performance level.
- College/Career indicator based on two student groups (EL and LTEL) receiving a Red performance level.
- English Learner Progress Indicator for the LTEL student group.
- Chronic Absenteeism for the LTEL student group.
- English Language Arts for the SWD student group.
- Mathematics for the SWD student group.

EUSD worked with the San Joaquin County Office of Education and reviewed performance data on local indicators as well as state data on the CA Dashboard to identify strengths and weaknesses. Through this work, it was determined that English Language Arts is a districtwide area of need, particularly for our Students with Disabilities. It was also determined that EUSD needs support in:

- the transition to a clearly defined RSP inclusion model at the secondary level that strengthens instructional practices, while increasing students' access to grade-level general education curriculum in core content areas (Action 1.7 - professional development, Action 2.1 - Student achievement).
- Develop and implement a comprehensive, research-based early literacy program across all TK–5 sites that ensures consistent, standards-aligned instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Embed the program within an MTSS framework that includes universal screening, data-driven decision-making, and clearly defined Tier I, II, and III supports to ensure timely intervention and improved literacy outcomes for all students (Action 1.3 - Data use, Action 1.7 - professional development, Action 2.5 - Multi-tiered System of Support Maintenance).

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Student input was provided at board meetings by the high school ASB student representative as well as by students who shared input with site and district administration. A student survey was administered on March, 2026. The survey, administered in the classroom via Google Forms, was created as a means of meeting the CDE School Climate (Priority 6) requirements. Students in grades 5, 7, and 10 are given time during the school day to take the survey. The survey does more than just meet the Priority 6 requirement, as it was designed to serve as a metric to track progress toward established site and LCAP goals/actions. The initial implementation will provide a baseline to monitor and track progress toward established LCAP goals.
Parents, teachers, other school personnel, and local bargaining units	EUSD's educational partners were given multiple opportunities to provide input, ask questions, and share concerns as the District reviewed the implementation of the 2025-2026 LCAP goals, actions, and expenditures. Input opportunities were provided via surveys, opportunities for public comment during board meetings, public hearings, meetings with educational partners, and through communication between students, parents, and school sites. In addition, educational partners have been given the opportunity to provide input through ongoing communication with union leadership, school site leadership teams, staff meetings, and parent advisory committees.

Educational Partner(s)	Process for Engagement
	On March 5, 2026, the district began to host “Town Hall" community meetings (using School Site Council meetings as a vehicle) across all school sites. Additionally, a community-wide District Town Hall meeting was held on March 25, 2026. All educational partners (principals, administrators, parents, students, teachers, community members, and the EUTA and CSEA bargaining units) were invited to participate. To ensure all educational partners had the opportunity to participate, school sites placed telephone calls, emails and/or text messages to all parties. The meetings were also posted on school website calendars, social media outlets, and the greater District-wide meeting was advertised through local media outlets. The dates of the meetings include: Farmington Elementary: March 5, 2026 Collegeville Elementary: March 9, 2026 Escalon High School: March 10, 2026 Dent Elementary: March 12, 2026 Vista High School: March 18, 2026 Gateway Charter Academy: March 12, 2026 (Gateway Charter Academy is part of Escalon Charter Academy and also serves as its own LEA) El Portal Middle School: March 18, 2026 Van Allen Elementary: March 19, 2026 To provide access to non-English speakers, translators were available to support the needs of Spanish-speaking parents at all meetings. Meeting participation ranged in size depending on the school site and included a sampling from all educational partners including community members, students, teachers, certificated staff, and administrators. These meetings allowed all participants the opportunity to provide input and feedback on the annual update and additional input as it related to the district’s three LCAP goals, their respective priority areas, and areas of focus/concern. The "EUSD LCAP Educational Partner Survey: 2026" was made available to all Educational Partners and was utilized to solicit responses from parents/guardians, classified personnel, and

Educational Partner(s)	Process for Engagement
	certificated personnel. The survey included opportunities to provide feedback relating to all three goals of the current LCAP. A summary of survey outcomes is provided in the description of how the LCAP was influenced by educational partners is found below.
School Board	The annual LCAP Mid-year report was presented to the board on February 10, 2026. Members of the board were given the opportunity for input and questions as part of the presentation. The Draft LCAP was made available on June 10, at school sites and at the District Office for feedback. A public hearing was held for the District's LCAP and budget at a regularly scheduled board meeting on June 16, 2026. The district's LCAP and budget were formally adopted at a special board meeting on June 17, 2026. Both the district's budget and LCAP were forwarded to the San Joaquin County Office of Education within the five-day post-adoption window.
Principals and Administration	At the July 2025 annual Leadership Retreat, the current LCAP goals/district focus goals were presented and reviewed with the Administration including district initiatives centered on student performance. Team members collaborated on the development of SMART goals related to the LCAP goals and actions found in the LCAP. Throughout the fall, the administration regularly monitored the implementation of each goal and evaluated its effectiveness related to LCAP goals and actions. On April 13, 2026, an LCAP Leadership meeting was held. The Leadership Team, including site administrators, continued their comprehensive review of local performance data, including data published by the California Department of Education (CDE), and other available data including discipline and attendance. The review of data included a critical analysis of current LCAP goals, actions, and metrics and their relative success. Additionally, a summary of the Educational Partner input sessions and surveys were presented. During this review, team members provided input related to the development of the 26-27 LCAP goals.
District English Learner Advisory Committee (DELAC)	The District English Learner Advisory Committee (DELAC) met several times throughout the school year. During the meetings, the advisory committee reviewed District and school site data and

Educational Partner(s)	Process for Engagement
	provided feedback regarding observed needs. District needs were discussed during the 11/20/25, 1/14/26, 3/13/26, and 6/8/26 meetings. Parent Advisory committee members were invited to participate in town hall meetings, especially at town halls that were hosted at their home school sites. On June 8, 2026, District English Learner Advisory Committee (DELAC) members were given an opportunity to review and respond to the proposed actions and services within the 26-27 LCAP.
District Advisory Commitee (DAC)	The District Advisory Committee(DAC) met multiple times during the school year. The March 24, 2026, agenda was designed to allow the District Advisory Committee to provide recommendations and feedback related to progress on current LCAP goals and actions. Additionally, the DAC provided recommendations for consideration as the 26-27 LCAP actions and services are being finalized. On May 21, 2026, the District Advisory Committee (DAC) was given the opportunity to review and respond to the proposed actions and services in the new 2026-27 LCAP.
San Joaquin County Office of Education SELPA	A representative of the SJCOE SELPA consulted with EUSD administration on February 10 in the EUSD District Office.
Vista High School (continuation high school); Equity Multiplier school	Vista High School hosted a community input meeting on March 18, 2026. All Vista educational partners were given the opportunity to provide input, ask questions, and share concerns as the District reviewed the implementation of the 2025-2026 LCAP goals, actions, and expenditures as they relate to Vista High School. The presentation included an explanation of Vista's status as an Equity Multiplier school site. The meeting allowed all participants the opportunity to provide input and feedback on the annual update and input into the district's three LCAP goals as well as Vista's Equity Multiplier goal.

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

The District hosted, in conjunction with a School Site Council meeting, meetings at every school site, one community-wide meeting, District English Learner Advisory Committee (DELAC) meetings, the District Advisory Committee meetings, a student survey, and a district-wide LCAP survey to solicit community feedback and input.

Input from our educational partners was instrumental in validating local priorities and needs and ultimately impacted the LCAP by shaping the goals and actions proposed within the LCAP. Educational partners, including parents, teachers, administrators, students, local bargaining unit members, and community members, were all given the opportunity to provide feedback. All educational partners shared a great desire to maintain and increase access to academic intervention and supports (Actions 1.5, 1.10, 2.5). This may include expanded learning opportunities through summer school sessions(Action 2.4), intervention supports(Action 2.4), access to supplemental curriculum(Action 1.9), and continued access to intervention teachers(Action 1.5). In addition, a need to provide continued access to school-based mental health and behavioral supports(Action 2.5) was reported as a priority. This includes continued access to social-emotional learning programs and implementation of PBIS and MTSS programs(Action 3.2). Requests were made to provide access to a broad course of study including access to Advanced Placement options, music, art, career and technical education, practical math courses, dual enrollment with local college or university, as well as courses that support students seeking employment immediately post-graduation(Action 2.3). District Advisory Committee members and DELAC members indicated the need to provide specific academic support for English Learners and LTELs(Action 2.2) to improve academic performance. Aggregate data suggests these subgroups require additional support. Teachers and other school staff requested targeted professional development, especially in the areas of student inclusion, RTI best practices for intervention and enrichment, early literacy, Designated and Integrated English Language Development, Mathematics, and Professional Learning Communities(Action 1.7). Certificated staff indicated the continued need for protected teacher collaboration time which ultimately supports joint teacher efficacy and is in line with the District's implementation of Professional Learning Communities (PLCs) and Multi-tiered System of Supports(MTSS). Site administration emphasized the need for continued focus on mathematics instruction, social-emotional awareness, and continued priority placed on PBIS or similar programs. District Advisory members and community members at town hall meetings continued to express a desire to maintain school facilities in operational order(Action 1.6), and as permitted by District funds, requested continued facility improvements and expansion. All educational partners indicate a need for the continued implementation of security measures(Action 3.3), facilities upgrades, continued partnerships with local agencies, and consistency of implementation across all school sites. Some educational partner input suggests the continuing need for improved parent outreach and communication(Action 3.1).

Feedback and input shared by educational partners resulted in a desire to continue with and maintain actions and services provided in the prior LCAP. The desire to maintain similar goals and actions was reinforced by ongoing District needs, successes with prior implementation with the need for refinement of some processes, and by educational partners' input and data.

Vista High School (Equity Multiplier)
Feedback and input shared by educational partners resulted in the identification of factors influencing academic progress. One such factor included access to enrichment opportunities to motivate students to attend school and focus on academic/career endeavors. Partners also requested additional enrichment opportunities to increase motivation and knowledge of career-related outcomes. Another factor was providing facility upgrades to the Vista campus, which ultimately promotes campus pride and community, thereby increasing student attendance and academic performance.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Escalon Unified School District will provide the necessary support, resources, and staffing so all students are Career and College Ready upon graduation by implementing a multi-tiered system of support that includes a rigorous standards-based curriculum, a well-rounded educational experience, positive learning environments, and highly qualified staff.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal one is broadly written and aims to ensure EUSD students are provided with the needed supports and services to access their educational program.

The actions within this goal are designed to provide our students with highly qualified teachers working within safe school facilities. All students will be provided access to and the necessary instructional supports and materials to promote mastery of the adopted academic standards. The actions within this goal provide targeted professional development that supports best instructional practices, including differentiated supports consistent with individual student needs. We will monitor and evaluate the actions within this goal through the review of data, including state assessments, instructional materials, technology inventory, staff participation in professional learning, and facility maintenance reviews.
Additionally, educational partner feedback will be solicited throughout the year to provide evidence of the impact of the actions on the implementation of state-adopted academic and performance standards, and equal representation of the specific student groups (Socio-economically disadvantaged, English Learners, Redesignated students, and students with disabilities) in courses such as HS Music, AP, high-level World Language, VAPA, and CTE/Ag classes. The included metrics encompass the broad goal and actions described. Grouping the actions that target Conditions of Learning together will allow the District to measure its ability to implement the CCSS while providing access to basic services and a broad course of study for all pupils. In this way, EUSD will prepare students for college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A	1A. Percentage of teachers appropriately assigned and fully credentialed in the subject areas, and, for the students they are teaching	96.7% 2023-2024 SARC	96.6% 2024-2025 SARC	97% 2025-2026 SARC	100%	0.3% above the baseline
1B	1B. Percentage of students who have sufficient access to standards aligned instructional materials	100% 2023-2024 SARC	100% 2024-25 SARC Data	100% 2025-26 SARC Data	100%	Continued to meet established target.
1C	1C. Percentage of school facilities are maintained in 'Good' Repair	100% 2023-2024 Facility Inspection Tool, SARC	100% 2024-25 Facility inspection Tool, SARC Data	100% 2025-26 Facility inspection Tool, SARC Data	100%	Continued to meet established target.
2A Priority 2: State Self Reflection tool	2A. Self Reflection rating on Question 1 of the Implementation of State Academic Standards including how programs and services will enable ELs to access the Common Core academic content standards and ELD Standards (Local Indicator, Priority 2 Reflection Tool) Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 4 History/Social Science: 4 2023-24 Local Indicator Self Reflection Tool	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 4 History/Social Science: 4	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 4 History/Social Science: 4	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5	No change from prior year or baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability		2024-25 Local Indicator Self-Reflection Tool	2025-26 Local Indicator Self-Reflection Tool		
2B Priority 2: State Self reflection tool	2B. Self Reflection rating on Question 2 of the Implementation of State Academic Standards including how programs and services will enable ELs to access the Common Core academic content standards and ELD Standards (Local Indicator, Priority 2 Reflection Tool) Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability	Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5 2023-24 Local Indicator Self Reflection Tool	Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5 2024-25 Local Indicator Self-Reflection Tool	Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5 2025-26 Local Indicator Self-Reflection Tool	Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5	The rating for ELD changed from 4 to 5 thereby exceeding the baseline. All other metrics remain the same as the baseline.
4A (ELA)	4A. Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP)	CAASPP: ELA All = 42.42% EL = 7.91% SED = 30.25% SWD = 10.07% 2023 State Assessment Results	CAASPP: ELA All = 41.69% EL = 7.54% SED = 32.25% SWD = 7.78% 2024 State Assessment Results	CAASPP: ELA All = 39.39% EL = 6.38% SED = 31.75% SWD = 7.18% 2025 State Assessment Results	CAASPP: ELA All = 51% EL = 16% SED = 38% SWD = 18% STAR Assessments:	CAASPP: ELA All = 3.03% below the baseline EL = 1.53% below the baseline SED = 1.5% above the baseline SWD = 2.89% below the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students in grades 2-11 whose performance on the STAR Reading Assessments met or exceed standard	STAR Assessments: Reading All = 34% EL = 12% SED = 25% SWD = 11% 2024 Spring Local Assessment Results	STAR Assessments: Reading All = 48% EL = 9% SED = 37% SWD = 12.2% 2025 Spring Local Assessment	STAR Assessments: Reading All = 50% EL = 21% SED = 42% SWD = 20% 2026 Spring Local Assessment	All = 43% EL = 21% SED = 34% SWD = 20%	STAR Assessments: Reading All = 16% above the baseline EL = 9% above the baseline SED = 17% above the baseline SWD = 9% above the baseline
4A (Math)	4A. Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP) Percentage of students in grades 2-11 whose performance on the STAR Math Assessments met or exceed standard	CAASPP:Mathematics All = 30.43% EL = 7.30% SED = 20.29% SWD = 9.33% Hispanic = 19.83% 2023 State assessment Results STAR Assessments: Math All = 46% EL = 15% SED = 35% SWD = 17% Hispanic = 34% 2024 Spring Local Assessment Results	CAASPP: Math All = 29.41% EL = 6.73% SED = 22.64% SWD = 9.94% Hispanic = 20.83% 2024 State Assessment Results STAR Assessments: Math All = 33.3% EL = 9.2% SED = 26.6% SWD = 12.8% Hispanic = 25.6% 2025 Spring Local Assessment	CAASPP: Math All = 30.39% EL = 2.05% SED = 20.72% SWD = 5.5% Hispanic = 22.46% 2025 State Assessment Results STAR Assessments: Math All = 36% EL = 13% SED = 29% SWD = 20% Hispanic = 27% 2026 Spring Local Assessment	CAASPP: Math All = 39% EL = 15% SED = 29% SWD = 18% Hispanic = 28% STAR Assessments: All = 53% EL = 22% SED = 42% SWD = 24% Hispanic = 41%	CAASPP: Math All = 0.04% below baseline EL = 5.25% below the baseline SED = 0.43% above the baseline SWD = 3.83% below the baseline Hispanic = 2.63 above the baseline STAR Assessments: Math All = 10% below the baseline EL = 2% below the baseline SED = 6% below the baseline SWD = 3% above the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Hispanic = 1.4% above last year's established baseline
4A (Science)	4A. Percentage of students who meet or exceed standards on Statewide Science Assessments (CAST)	CAST: Science All = 23.19% EL = 2.0% SED = 16.21% SWD = 3.66% 2023 State Assessment Results	CAST: Science All = 21.44% EL = 1.49% SED = 11.79% SWD = 0.0% 2024 State Assessment Results	CAST: Science All = 25.17% EL = 0.0% SED = 17.78% SWD = 8.82% 2025 State Assessment Results	CAST: Science All = 32% EL = 10% SED = 25% SWD = 12%	CAST: Science All = 1.98% above the baseline EL = 2.0% below the baseline SED = 1.57% above the baseline SWD = 5.16% above the baseline
4G	4G. Percentage of pupils who pass an AP exam (3+)	78.64% 2023 AP Score Report for Educators	66.99% AP Score Report for Educators	64.22% AP Score Report for Educators	69%	14.42% below the baseline
7A	7A. Broad Course of Study All students are offered access to a broad course of study, as verified by CALPADS and the master schedule. The percentage of students enrolled in high school should mirror enrollment in specific courses.	Percent of high school students enrolled in: Music Classes: 17.0% AP Classes: 16.4% Higher Level World Language Classes: 30.6% Percent of ELs and RFEP Students enrolled in: High School: 34.1% Music Classes: 27.2% AP Classes: 33.0% Higher Level World Language Classes: 42.0%	Percent of high school students enrolled in: Music Classes: 15.0% AP Classes: 12.4% Higher Level World Language Classes: 27.2% Percent of ELs and RFEP Students enrolled in: High School: 35.8% Music Classes: 36.1%	Percent of high school students enrolled in: Music Classes: 14.2% AP Classes: 24.3% Higher Level World Language Classes: 27.0% Percent of ELs and RFEP Students enrolled in: High School: 33.4% Music Classes: 30.0%	Representation in classes should be equal to or above the EL/RFEP and SED student percentage enrolled in high school.	Percent of high school students enrolled in: Music Classes: 2.8 below baseline AP Classes: 7.9% above baseline Higher Level World Language Classes: 3.6% below baseline Percent of ELs and RFEP Students enrolled in: High School: 0.7% below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percent of SED students enrolled in: High School: 47.5% Music Classes: 44.9% AP Classes: 41.7% Higher Level World Language Classes: 46.1% 2023-2024 Local SIS	AP Classes: 49.5% Higher Level World Language Classes: 34.4% Percent of SED students enrolled in: High School: 48.4% Music Classes: 47.5% AP Classes: 70.3% Higher Level World Language Classes: 43.9% 2024-25 Local SIS	AP Classes: 27.1% Higher Level World Language Classes: 33.9% Percent of SED students enrolled in: High School: 38.9% Music Classes: 35.5% AP Classes: 29.8% Higher Level World Language Classes: 36.4% 2025-26 Local SIS		Music Classes: 2.8% above current enrollment AP Classes: 5.9% below current enrollment Higher Level World Language Classes: 8.1% below current enrollment Percent of SED students enrolled in: High School: 8.6% below baseline Music Classes: 9.4% below current enrollment AP Classes: 11.9% below current enrollment Higher Level World Language Classes: 9.7% below current enrollment
7B	7B. EL and SED access to programs and services The percentage of students enrolled in high school should mirror	Percentage of EL/SED enrolled in: High School: 48.8% CTE/ Ag classes: 39.9% VAPA Classes: 41.6% World Language Classes: 59.2%	Percentage of EL/SED enrolled in: High School: 50.1% CTE/ Ag classes: 56.3%	Percentage of EL/SED enrolled in: High School: 40.6% CTE/ Ag classes: 49.9%	Representation in classes should be equal to or near the EL and SED student percentage enrolled in high school.	Percentage of EL/SED enrolled in: High School: 8.2% below baseline CTE/ Ag classes: 10% above current enrollment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	enrollment in specific courses.	2023-2024 Local SIS	VAPA Classes: 58.6% World Language Classes: 57.7% 2024-25 Local SIS	VAPA Classes: 46.4% World Language Classes: 51.8% 2025-26 Local SIS		VAPA Classes: 4.8% above current enrollment World Language Classes: 7.4% below current enrollment
7C	7C. SWD access to programs and services The percentage of students enrolled in high school should mirror enrollment in specific courses.	Percentage of SWD enrolled in: High School: 9.6% CTE/ Ag classes: 1.3% VAPA Classes: .9% World Language Classes: .9% 2023-2024 Local SIS	Percentage of SWD enrolled in: High School: 10.5% CTE/ Ag classes: 16.8% VAPA Classes: 21.5% World Language Classes: 12.7% 2024-25 Local SIS	Percentage of SWD enrolled in: High School: 10.0% CTE/ Ag classes: 9.5% VAPA Classes: 9.6% World Language Classes: 3.0% 2025-26 Local SIS	Representation in classes should be equal to or near SWD student percentage enrolled in high school.	Percentage of SWD enrolled in: High School: 0.4% above baseline CTE/ Ag classes: 8.2% above current enrollment VAPA Classes: 8.7% above current enrollment World Language Classes: 2.1% above current enrollment

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.

Nine out of ten actions were implemented as planned. Action 1.7 We had planned to provide training in the new CA Mathematics framework and pilot new math curriculum across multiple grade levels. The delay in the CDE providing recommended curricula has delayed this planned portion of the action. It remains a priority with piloting scheduled for the 2026-2027 school year, followed by a recommendation for adoption and ultimately implementation across the district. Professional development for the DLI program and for math instructors did take place through partnerships with the Language and Literacy and Math Departments of the San Joaquin County Office of Education. Training was provided to all instructional staff members through a multitude of opportunities, including two district-wide professional development days provided on the EHS campus.

A summary of implementation follows:

Goal 1, Action 1, and Action 5: The district was able to offset the costs of AP tests to decrease the financial burden and encourage participation. The goal of offering increased post-secondary options remains an important part of the goal.
Goal 1, Action 2: The district was able to maintain access to 1:1 devices for all students and retire devices that had aged out of usefulness. Maintaining current technology for district staff and students remains a priority as we strive to provide the necessary supports and resources for students to be college and career-ready.
Goal 1, Action 3: The district continues to use the Renaissance platform (STAR Reading and STAR Math) and partner platforms, including Freckle and Aimsweb. The Amplify mClass Early Reading Screener was implemented at the start of the 2025-2026 school year.
Goal 1, Action 4: EUSD was able to fully staff all certificated positions within the district. This includes fully credentialed educational specialists to support the needs of students with disabilities, single and multiple subject teachers, support staff, and classified personnel. This action was supported by the district's ongoing efforts to begin recruitment early, foster partnerships with local universities, and early analysis of master schedules and teacher credentials to determine staffing needs. The district has been able to maintain teachers with the necessary added authorizations to teach departmentalized designated ELD at the middle school and high school and Career and Technical Education (CTE) teachers for offered career and technical pathways. Relatedly, EUSD was able to fulfill BCLAD credential needs to meet the DLI cohort needs.
Goal 1, Action 6: EUSD provided the staffing and needed funding to provide safe learning environments and transportation.
Goal 1, Action 7: Escalon Unified continued its focus on professional development, which included the continued growth of our Professional Learning Communities (PLC). Collaboration Days are student-focused, while staff continue to answer the four PLC questions: 1. What do we want students to learn? 2. How do we know if they learned it? 3. What will we do if they do not learn it? 4. What will we do if they already know it? Relatedly, elementary schools continue to facilitate grade-level site PLC meetings during minimum days, while the middle school and high school facilitate site content PLC meetings during their minimum days. The district plans on continuing the development and utilization of PLCs to ensure access to Common Core State Standards(CCSS) for all students and ensuring that Guaranteed Standards are taught to all EUSD students. Credential teachers participated in a variety of professional development opportunities including but not limited to: DLI and Math professional development provided through PD agreements with SJCOE, emergency response procedures, the SJCOE-sponsored Language Essentials for Teachers of Reading and Spelling (LETRS) cohort, numerous Mathematic trainings (Progression of Number Fluency, Weaving Literacy into Numeracy, Building Thinking Classrooms Summer Institute,...), CA ELD Standards Institute, training for Ed Specialists, and Art and Music Conferences. Classified personnel participated in professional development activities during the 2025-2026 school year, included: job-specific training for food service personnel, instructional assistants, and maintenance and operations personnel.
Goal 1, Action 8: The district adopted new curricula for the D-ELD courses at the high school.
Goal 1, Action 9: EUSD unduplicated students received supplemental intervention via online supplemental platforms including but not limited to Lexia Reading, Happy Numbers and Imagine Learning in Math, Mystery Science, and Star Lab from SJCOE.
Goal 1, Action 10: Supplemental staff provided Tier 2 services for our unduplicated students.

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

The district has identified the material differences threshold at 15% variance between total expected and actual expenditures for each action. A review of the actions and any material differences follows below:

Action 1.1: A material difference of 29%, under the budgeted expenditures, occurred for action 1.1. This is attributable to materials and contracted services purchased through one-time funding sources which were not included in the original LCAP budget estimates.

Action 1.2: A material difference of 20%, over the budgeted expenditures, occurred for action 1.2. EUSD purchased approximately 25 more devices than originally budgeted and continued to replace classroom projectors with interactive smart screens. Technology costs have also increased over the last year.

Action 1.3: A material difference of 33%, under the budgeted expenditures, occurred for action 1.3. EUSD did not renew the software subscription for Aimsweb during the 2026-27 school year. This was replaced with Amplify, which was funded with supplemental funds.

Action 1.4: No Material Differences

Action 1.5: No Material Differences

Action 1.6: No Material Differences

Action 1.7: A material difference of 16%, over the budgeted expenditures, occurred for action 1.7. EUSD used Educator Effectiveness to fund professional development in many areas across the district, including the cost of substitutes. Math PD was also contracted with the COE for all teachers throughout the year. Some of the costs for these PD opportunities were not originally budgeted.

Action 1.8: A material difference of 90%, under the budgeted expenditures, occurred for action 1.8. At budget, the district partially budgeted for the adoption of a new math curriculum. The district chose to delay the piloting process and thereby the approval of new math curriculum into the 2026-27 school year.

Action 1.9: A material difference of 63%, under the budgeted expenditures, occurred for action 1.9. One-time funds were utilized for much of the purchasing of supplemental materials, professional development, and services.

Action 1.10: No Material Differences.

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

The district was able to make the following progress toward established goals and actions:
Goal 1, Action 1 and Action 8: Standards-aligned curricular materials continue to be implemented, and the district has ensured 100% access to textbooks and materials, as reflected in the SARC sufficiency of textbooks resolution. In addition, curriculum for the high school D-ELD classes was adopted and implemented during the 2025-2026 school year (Metric 1B).
Goal 1, Action 2: The district maintained a 1:1 device-to-student ratio, ensuring all students had access to curricular platforms and supporting the implementation of both district and state benchmark assessments(Metrics 1B and 2B).
Goal 1, Action 3: Classroom instructors use assessment data to inform and guide their instruction. A review of the data indicates room for improvement in ELA, Math, and Science. The action was proven to be effective as evidenced by the growth shown over the established

baseline by SED students in ELA, SED and Hispanic students in Math, and SED, SWD and all student groups in Science (Metrics 4A ELA, 4A Math, and 4A Science).
Goal 1, Action 4 and Action 5: The district successfully filled all instructional and academic support staff positions, including intervention positions in grades K-5. Early recruitment efforts were implemented in anticipation of vacancies, and participation in job fairs, along with posting positions on EdJoin, proved to be effective strategies. When necessary, Local Assignment Options (LAOs) were used to ensure qualified teachers were assigned to appropriate courses (Metric 1A).
Goal 1, Action 6: The district maintained 100% of its facilities in “good” repair from the 2024-2025 school year through the 2025-2026 school year, as evidenced by the Facility Inspection Tool in the SARC report. Additionally, the district initiated multiple projects providing safe and positive learning environments (Metric 1C).
Goal 1, Action 7: The district implemented most aspects of its professional development plan. Effectiveness is confirmed by the ratings on the Local Indicator self-reflection tool remained at “full implementation” (Metric 2A).
Goal 1, Action 9: The district's use of supplemental funds to provide additional staff and services proved to be effective in providing access to a broad course of study, as demonstrated by Metrics 7A, 7B, and 7C. Effectiveness is also substantiated by the growth shown over baseline by SED students in ELA, SED and Hispanic students in Math, and SED, SWD and all student groups in Science(Metrics 4A ELA, 4A Math, 4A Science, and 7A, 7B, and 7C).
Goal 1, Action 10: The district's use of funds to support low-income, foster youth, and English learners with access to academic counseling as well as mental health supports through school counselors, school psychologists, and mental health clinicians has shown mixed results when compared to the prior year. EL and SED students’ ELA and Math performance, as measured by CAASPP results, declined, with fewer students meeting or exceeding standards. EL students showed declines in the percentage of students who met or exceeded standards in ELA, Math, and Science. While effectiveness is substantiated by the growth over baseline shown by SED students in ELA, SED and Hispanic students in Math, and SED, SWD and all student groups in Science (4A ELA, 4A Math, and 4A Science).

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.

Consistent with input provided by educational partners, the planned broad goal and related actions and metrics remain the same. Please note that updated LREBG years and amounts are found in Actions 5 and 7.

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	Access to Common Core State Standards (CCSS)	Provide Common Core State Standards (CCSS) appropriate materials, supplies, contracted services and capital outlay to all students.	$810,475.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Access to Technological Supports and Literacy	Access to Technological Supports and Literacy: EUSD will ensure continued access to student chromebook devices and technology. New Chromebooks will continue to be purchased to ensure student access to instructional programs. Currently, EUSD is supporting a 1:1 instructional device program. The District will budget funds to maintain all current devices updated and operational. In addition, outdated devices reaching end of life will need to be updated. EUSD will provide access to Professional Development and training on classroom-based technology platforms as well as training on District universal assessment platforms.	$159,626.00	No
1.3	State and District Benchmark Assessments: Use & Literacy	Allow opportunities for staff training and ongoing use of CAASPP Interim (IAB's) and Practice (ICA's) assessments. Allow opportunities for staff training and ongoing use of District-adopted Benchmark Assessment platforms including Renaissance Star Reading/Star Math Assessments and partnering assessment platforms, including Freckle and Aimsweb.	$94,402.00	No
1.4	Employee Staffing	EUSD will maintain current levels of staffing to provide access to a broad course of study and support student learning including salaries for Special Day Class teachers, Educational Specialists, and other itinerant service providers who support the needs of students with disabilities.	$25,277,705.00	No
1.5	Tier II and Tier III Staff and Supports	LREBG Action EUSD will maintain current levels of staffing and contracted services to provide access to a broad course of study and support student learning including intervention teachers, instructional aides and related support services (Metric 1A). LREBG Year 2: $531,194 LREBG Year 3: $538,055	$2,238,127.00	No
1.6	Facility Maintenance and Student Transportation	EUSD will provide adequate funding and resources to provide safe facilities and transportation for all students.	$5,839,662.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Targeted Professional Development	LREBG Action Escalon Unified will provide all staff with appropriate access to Professional Development in the areas of English Language Arts CCSS, Math CCSS, Next Generation Science Standards, SEL curriculum, and Professional Learning Communities (Metric 2A). LREBG Year 2: $4,032 LREBG Year 3: $9,000	$230,229.00	No
1.8	Access to CCSS Instructional Materials	Escalon Unified will provide access to Common Core State Standards curriculum that are in line with the state content area frameworks.	$330,000.00	No
1.9	Additional Supplemental Services and Materials	EUSD will provide additional materials and contracted services to support student learning. Materials and services provided over the LCFF base and funded with supplemental funding.	$832,126.00	Yes
1.10	Supplemental Staff and Services	To provide additional staffing above the base program, such as CTE instructor, RTI aide(s) and librarian.	$1,500,615.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Escalon Unified School District will implement a multi-tiered system of support that provides all students access to rigorous academic programs and develops the requisite skills to be Career and College Ready upon graduation.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal two is broadly written and aims to ensure EUSD students are provided with the needed supports and services to not only access their educational program but also to ultimately support them in preparing for post-secondary goals.
The goal targets student outcomes and hits on the following 2 priorities: 4-Student Achievement, 6-School Climate, and 8-Student Outcomes

This goal was developed to ensure all students, are provided with the needed supports and services to not only access their educational program but also to ultimately support them in preparing for post-secondary goals. The actions within this goal are designed to promote student academic achievement regardless of present levels, language acquisition status or the need for additional supports and services. The implementation of a coordinated system of assessment and progress monitoring, coupled with ongoing data analysis and supported through a strategic multi-tiered system of supports as measured by state (CAASPP and CAST) and local assessments (Star Reading and Star Math), student access to A-G approved courses and Career and Technical Education, student access to Advanced Placement courses and appropriate English language development instruction will prepare EUSD students to access both college and the workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A (ELA)	4A. Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP)	CAASPP: ELA All = 42.42% EL = 7.91% SED = 30.25% SWD = 10.07%	CAASPP: ELA All = 41.69% EL = 7.54% SED = 32.25% SWD = 7.78%	CAASPP: ELA All = 39.39% EL = 6.38% SED = 31.75% SWD = 7.18%	CAASPP: ELA All = 51% EL = 16% SED = 38% SWD = 18%	CAASPP: ELA All = 3.03% below the baseline EL = 1.53% below the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students in grades 2-11 whose performance on the STAR Reading Assessments meet or exceed standard	2023 State Assessment Results STAR Assessments: Reading All = 34% EL = 12% SED = 25% SWD = 11% 2024 Spring Local Assessment Results	2024 State Assessment Results STAR Assessments: Reading All = 48% EL = 9% SED = 37% SWD = 12.2% 2025 Spring Local Assessment	2025 State Assessment Results STAR Assessments: Reading All = 50% EL = 21% SED = 42% SWD = 20% 2026 Spring Local Assessment	STAR Assessments: All = 43% EL = 21% SED = 34% SWD = 20%	SED = 1.5% above the baseline SWD = 2.89% below the baseline STAR Assessments: Reading All = 16%above the baseline EL = 9% above the baseline SED = 17% above the baseline SWD = 9% above the baseline
4A (Math)	4A. Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP) Percentage of students in grades 2-11 whose performance on the STAR Math Assessments meet or exceed standard	CAASPP: Mathematic All = 30.43% EL = 7.30% SED = 20.29% SWD = 9.33% Hispanic = 19.83% 2023 State assessment Results STAR Assessments: Math All = 46% EL = 15% SED = 35% SWD = 17% 2024 Spring Local Assessment Results	CAASPP: Math All = 29.41% EL = 6.73% SED = 22.64% SWD = 9.94% Hispanic = 20.83% 2024 State Assessment Results STAR Assessments: Math All = 33.3% EL = 9.2% SED = 26.6% SWD = 12.8% Hispanic = 25.6% 2025 Spring Local Assessment	CAASPP: Math All = 30.39% EL = 2.05% SED = 20.72% SWD = 5.5% Hispanic = 22.46% 2025 State Assessment Results STAR Assessments: Math All = 36% EL = 13% SED = 29% SWD = 20% Hispanic = 27% 2026 Spring Local Assessment	CAASPP: Math All = 39% EL = 15% SED = 29% SWD = 18% Hispanic = 28% STAR Assessments: All = 53% EL = 22% SED = 42% SWD = 24% Hispanic = 41%	CAASPP: Math All = 0.04% below baseline EL = 5.25% below the baseline SED = 0.43% above the baseline SWD = 3.83% below the baseline Hispanic = 2.63 above the baseline STAR Assessments: Math All = 10% below the baseline EL = 2% below the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SED = 6% below the baseline SWD = 3% above the baseline Hispanic = 1.4% above last year's established baseline
4A (Science)	4A. Percentage of students who meet or exceed standards on Statewide Science Assessments (CAST)	CAST: Science All = 23.19% EL = 2.0% SED = 16.21% SWD = 3.66% 2023 State Assessment Results	CAST: Science All = 21.44% EL = 1.49% SED = 11.79% SWD = 0.0% 2024 State Assessment Results	CAST: Science All = 25.17% EL = 0.0% SED = 17.78% SWD = 8.82% 2025 State Assessment Results	CAST: Science All = 32% EL = 10% SED = 25% SWD = 12%	CAST: Science All = 1.98% above the baseline EL = 2.0% below the baseline SED = 1.57% above the baseline SWD = 5.16% above the baseline
4B	4B. Percentage of students who meet CSU/UC a-g college entrance requirements	All = 33.3% EL = 0% SED = 24.8% SWD = 0% 2023 CA School Dashboard, Additional Reports	All = 28.8% EL = 7.9% SED = 23.8% SWD = 0.0% 2024 CA School Dashboard, Additional Reports	All = 28.1% EL = 2.4% SED = 20.4% SWD = 0.0% 2025 CA School Dashboard, Additional Reports	All = 42% EL = 9% SED = 34% SWD = 5%	All = 5.2% below the baseline EL = 2.4% above the baseline SED = 4.4% below the baseline SWD = equal to the baseline
4C	4C. Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-approved career technical education standards and frameworks	All = 36.8% EL = 27.8% SED = 34.5% SWD = 21.7% Fall 2023 CA School Dashboard, Additional Reports	All = 38.9% EL = 13.2% SED = 31.5% SWD = 35.5% 2024 CA School Dashboard, Additional Reports	All = 39.7% EL = 14.6% SED = 35.4% SWD = 24.1% 2025 CA School Dashboard, Additional Reports	All = 42% EL = 33% SED = 39% SWD = 26%	All = 2.9% above the baseline EL = 13.2% below the baseline SED = 0.9% above the baseline SWD = 2.4% above the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4D	4D. Percentage of pupils who have successfully completed both types of courses described in B & C	All = 10.0% EL = 0% SED = 8.8% SWD = 0% Fall 2023 CA School Dashboard, Additional Reports	All = 13.9% EL = 5.3% SED = 9.2% SWD = 0% 2024 CA School Dashboard, Additional Reports	All = 9.8% EL = 0.0% SED = 5.4% SWD = 0.0% 2025 CA School Dashboard, Additional Reports	All = 15% EL = 4% SED = 13% SWD = 3%	All = 0.2% below the baseline EL = equal to the baseline SED = 3.4% below the baseline SWD = equal to the baseline
4E	4E. Percentage of EL students who make progress toward English proficiency by improving one level from prior test administration on the ELPAC	54.0% Fall 2023 CA School Dashboard	55.8% Fall 2024 CA School Dashboard	47.3% Fall 2025 CA School Dashboard	60%	6.7% below the baseline
4F	4F. Percentage of English Learners who meet EUSD standards to be redesignated as Fluent English Proficient.	20% Data Source: CalPads 2.16, Local SIS 22-23 data	23.25% Data Source: CalPads 2.16, Local SIS 23-24 data	25.42 % Data Source: CalPads 2.16, Local SIS 24-25 data	25%	5.42% above baseline
4G	4G. Percentage of pupils who pass an AP exam (3+)	78.64% 2023 AP Score Report for Educators	66.99% 2024 AP Score Report for Educators	64.22% 2025 AP Score Report for Educators	80%	14.42% below the baseline
4H	4H. Percentage of pupils who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP exam in English Language Arts and Math	ELA = 51.95% Math = 17.24% 2023 CAASPP Results	ELA = 51.62% Math 18.14% 2024 CAASPP Results	ELA = 58.2% Math 23.12% 2025 CAASPP Results	ELA = 63% Math = 30%	ELA = 6.25% above the baseline Math = 5.88% above the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6A	6A. Percentage of students who are suspended at least once during the academic year	All = 6.4% EL = 8.4% SED = 8.8% SWD = 11.7% Hispanic = 7.2% 2022-23 DataQuest	All = 5.4% EL = 7.0% SED = 6.9% SWD = 7.3% Hispanic = 6.1% 2023-24 DataQuest	All = 5.2% EL = 8.6% SED = 6.3% SWD = 9.3% Hispanic = 6.1% 2024-25 DataQuest	All groups below 4%	All = 1.2% below the baseline EL = 0.2% above the baseline SED = 2.5% below the baseline SWD = 2.6% below the baseline Hispanic = 1.1% below the baseline
6B	6B. Percentage of students who are expelled from the district during the academic year	All = 0.3% EL = 0.6% SED = 0.4% SWD = 0.3% 2022-23 DataQuest	All = 0.2% EL = 0.6% SED = 0.2% SWD = 0.0% 2023-24 DataQuest	All = 0.4% EL = 1.0% SED = 0.5% SWD = 0.7% 2024-25 DataQuest	Maintain a yearly rate below 1% for all student groups	All = 0.1% above the baseline EL = 0.4% above the baseline SED = 0.1% above the baseline SWD = 0.4% above the baseline
8	8. Percentage of students "prepared" for college and career.	All = 34.2% EL = 0.0% SED = 27.9% Fall 2023 CA School Dashboard, Additional Reports	All = 40.5% EL = 16.7% SED = 33.9% 2024 CA School Dashboard, Additional Reports	All = 39.9% EL = 5.1% SED = 32.4% 2025 CA School Dashboard, Additional Reports	All = 43% EL = 12% SED = 40%	All = 5.7% above the baseline EL = 5.1% above the baseline SED = 4.5% above the baseline

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.

All actions within goal two were implemented as planned with no challenges. The district continues to provide both Designated and Integrated English Language Development (ELD) to English Learners during designated times consistent with students' present levels and needs. The district continues to support English Learners by providing protected designated ELD at all sites. Professional development and coaching emphasize best instructional practices.

A summary of implementation follows:
Goal 2, Action 1: The district successfully implemented a system of assessment and progress monitoring.
Goal 2, Action 2: The district successfully implemented master schedules at both the middle and high school levels to ensure designated ELD instruction is provided to all English Learners.
Goal 2, Action 3: The district continues to offer a variety of career and technical education (CTE) explorations, in addition to established pathways at the high school. The district continues to develop additional dual enrollment opportunities that include CTE-focused courses.
Goal 2, Action 4: The district continues to offer credit recovery options to our credit deficient students as well as a robust Summer Program across grade levels.
Goal 2, Action 5: The district continues to implement a Multi-Tier System of Supports.

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

The district has identified the material differences threshold at 15% variance between total expected and actual expenditures for each action. A review of the actions and any material differences follows below:

Action 2.1: No Material Differences

Action 2.2: No Material Differences

Action 2.3: No Material Differences

Action 2.4: A material difference of 45%, over the budgeted expenditures, occurred for action 2.4. Although not originally budgeted, the district was able to expand after-school programming to all eligible sites and also purchased classroom equipment for the programs.

Action 2.5: No Material Differences

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

The district was able to make the following progress toward established goals and actions:
Goal 2, Action 1: A review of state summative assessment results, using the 2023 CAASPP performance data as a baseline, indicates the percentage of students who were identified as having met or exceeded standards in English Language Arts and in mathematics is below the baseline. The percentage of students who met or exceeded standards on Statewide Science Tests (CAST) rose above the 2023 established baseline. English Language Arts scores dropped by 2.3% to 39.39% of students meeting or exceeding standards. This is 3.03% below the 2023 established baseline of 42.24% of students meeting or exceeding standards. The percentage of students meeting or exceeding standards in mathematics rose .98%% from 29.41% to 30.39%. This is .04% below the 2023 established baseline of 30.43% of students meeting or exceeding standards. The percentage of students meeting or exceeding standards in Science rose 3.73% from 21.44% to 25.17%. This is 1.98% above the 2023 established baseline of 23.19% of students meeting or exceeding standards. Growth was shown over the established baseline by SED students in ELA, SED and Hispanic in Math, and SED, SWD, and the all student groups in Science. A review of data generated through the administration of the STAR Reading and Math Assessments showed varied outcomes. STAR Reading

results showed the overall effectiveness of the action when compared to the 2023 established baselines. The all students group showed an increase of 16%, EL students increased by 9%, the SED student group increased 17%, and the SWD student group increased by 9% in their STAR Reading scores. STAR Math scores showed improvement over the prior year but showed mixed results when compared to 2023 established baselines. The all student group decreased by 10%, the EL group decreased 2%, and the SED group decreased by 6%. Conversely, the SWD group increased by 3% while the Hispanic student group increased by 1.4% over the prior year's established baseline. While growth on all metrics was not achieved, the action was proven effective as a means of monitoring overall student academic growth (Metrics 4a ELA, 4A Math, and 4A Science).
Goal 2, Action 2: EL student progress continued to support the implementation of a designated ELD course for second language learners. The percentage of students who met all four criteria for reclassification continues to be positive with a reclassification rate of 25.42% which is 5.42% above the 2023 established baseline. Relatedly, the percentage of students making progress toward English proficiency by improving one level from the prior administration of ELPAC decreased by 8.5% to 47.3% which is below the 2023 established baseline(Metrics 4E and 4F).
Goal 2, Action 3: This action proved to be effective as the district offered some career and technical education career explorations in grades K-8 while also providing career and technical pathways at the high school. The percentage of students "prepared" for college and career, as measured by the CA School Dashboard, is 39.9%, which is 5.7% above the 2023 established baseline of 34.2%. The English Learner(EL) and socioeconomically disadvantaged(SED) subgroups' percentage "prepared" is above the 2023 established baseline, with the EL group at 5.1%(0.0% = baseline) and the SED group at 32.4% (27.9% = baseline)(Metrics 4B, 4C, 4D, 4H, and 8).
Goal 2, action 4: Students who met CSU/UC a-g college entrance requirements decreased to 28.1% from the prior year's 28.8% and is 5.2% below the 2023 established baseline. Conversely, EUSD saw gains in the percentage of students completing a course sequence that aligns with SBE-approved career and technical education standards and frameworks from 38.9% to 39.7%, which is 2.9% above the 2023 established baseline. The percentage of students "prepared" for college and career increased over the established baseline for EL(5.1%), SED(4.5%), and All students(5.7%). (Metrics 4B, 4C, 4D, 4H, and 8).
Goal 2, action 5: EUSD intervention teachers provide Tier II interventions to eligible students, including English learners, socioeconomically disadvantaged, and foster students, based on academic performance and assessment results. These interventions have proven to be effective based on suspension rate decreasing and expulsion rates remaining mostly unchanged(Metrics 6A, and 6B).

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 2.2 was updated to include specific supports offered to LTEL students. Please note that updated LREBG years and amounts are found in Action 4.

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	Student Achievement: Evaluation of Student Performance and Growth	Escalon Unified School District will utilize a coordinated system of assessment and progress monitoring that includes local assessments as well as state formative and summative assessments. Ongoing data analysis through Professional Learning Communities will monitor student performance, support placement and intervention, and assist in informing instruction. The analysis of student data and assessment results will assist in increasing student achievement on Statewide Summative Assessments, and Advanced Placement Tests and will support students in meeting college eligibility requirements (Metrics: 4A and 4G).	$0.00	No
2.2	Access to Designated/Integrated English Development	Escalon Unified will continue to provide Designated and Integrated English Language Development (ELD) to English Learners and Long-Term English Learners (LTEL) during designated times, consistent with students' present levels and needs. Students will be taught the English Language Arts (ELA) and English Language Development (ELD) CCSS state standards in tandem. LTEL students receive targeted instruction in academic vocabulary, structured academic discourse, and writing development, all aligned to support their success on the ELPAC exam. Ongoing professional development and coaching will be provided to assist with the implementation of instruction.	$811,929.00	Yes
2.3	Career and Technical Education Exploration	Escalon Unified will increase access to career and college readiness, by implementing career exploratory activities in grades Kinder through 8th grade. At the High School level, the District will monitor enrollment in current offered pathways and explore certification options, as well as access to internships and externships and job shadowing opportunities.	$302,719.00	No
2.4	Access to Extended Learning Opportunities and Intervention	LREBG Action Escalon Unified will provide access to extended learning opportunities, and access to targeted intervention (including interventions beyond the regular school day) to support students' access to grade level CCSS. At the secondary level, opportunities for credit recovery will be offered to support with the completion of graduation requirements as well as increase access to a-g classes and CTE courses (Metrics: 4B, 4C, 4D, 4H, 8).	$1,249,130.00	No

Action #	Title	Description	Total Funds	Contributing
		LREBG Year 2: $135,036 LREBG Year 3: $163,815		
2.5	Multi-Tiered System of Support Maintenance	Escalon Unified will continue implementing a Multi-Tiered System of Supports to meet the needs of the whole child, including academic, social emotional, and behavioral. Additional supports will be used to provide small group and individual targeted instruction as well as the staff to support the implementation of these.	$493,132.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Escalon Unified School District will enlist input and participation from educational partners to create welcoming student-centered learning environments that are effective and engaging.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal three is broadly written and aims to increase stakeholder participation, especially for parents/guardians of unduplicated pupils. The goal targets engagement and hits on the following 3 priorities: 3-Parent Involvement, 5-Student Engagement, 6-School Climate

This goal was developed to increase the participation of educational partners, especially for parents/guardians of unduplicated pupils. The actions within this goal are designed to promote, build, and support meaningful relationships among parents, students, teachers, community members, and other relevant educational partners. Feedback from educational partners and a review of survey data will provide evidence of the impact of engagement efforts and community partnerships by monitoring and evaluating student attendance, chronic absenteeism, graduation, and dropout rates to measure the impact of actions specific to increasing school connectedness, safety, and collaborative relationships.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3A Priority 3: Self reflection Tool	3A. 3. Self-reflection rating on Parent and Family Engagement: Section 1: Building Relationships - Question #4	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication	Increased one rating level above the established baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Local Indicator, Priority 3 Reflection Tool) Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 -Full Implementation and Sustainability	understandable and accessible to families. 3 - Initial Implementation 2023-24 Local Indicator, Self-Reflection Tool	between families and educators using language that is understandable and accessible to families. 3 - Initial Implementation 2024-25 Local Indicator, Self-Reflection Tool	between families and educators using language that is understandable and accessible to families. 4 - Full Implementation 2025-26 Local Indicator, Self-Reflection Tool	between families and educators using language that is understandable and accessible to families. 5 - Full Implementation and Sustainability	
3B Priority 3: Self reflection Tool	3B. 3. Self-reflection rating on Parent and Family Engagement: Section 3: Seeking Input for Decision Making - Question #9 (Local Indicator, Priority 3 Reflection Tool) Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 -Full Implementation and Sustainability	Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making 3 - Initial Implementation 2023-24 Local Indicator, Self-Reflection Tool	Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making 3 - Initial Implementation 2024-25 Local Indicator, Self-Reflection Tool	Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making 4 - Full Implementation 2025-26 Local Indicator, Self-Reflection Tool	Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making 5 - Full Implementation and Sustainability	Increased one rating level above the established baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3C Priority 3: Self reflection Tool	3C. 3. Self-reflection rating on Parent and Family Engagement: Section 3: Seeking Input for Decision Making - Question #11 (Local Indicator, Priority 3 Reflection Tool) Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 -Full Implementation and Sustainability	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 3 - Initial Implementation 2023-24 Local Indicator, Self-Reflection Tool	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 3 - Initial Implementation 2024-25 Local Indicator, Self-Reflection Tool	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 4 - Full Implementation 2025-26 Local Indicator, Self-Reflection Tool	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 3 - Initial Implementation	Increased one rating level above the established baseline.
5A	5A. Percentage of pupils attending school daily on average	95.62% 2023-2024 P8 Attendance Reports, SIS	95.74% 2024-2025 P8 Attendance Reports, SIS	95.84% 2025-26 P8 Attendance Reports. SIS	Attendance rate at 96% or above.	.22% above the baseline
5B	5B. Percentage of students(K-12) identified as chronically absent: students who are absent from school 10% or more for the total number of days that they are enrolled in school	All = 17% EL = 18.9% SED = 21.5% SWD = 25.2% 2023 CA School Dashboard	All = 11.5% EL = 11.3% SED =13.9% SWD = 16.8% 2024 CA School Dashboard	All = 12.1% EL = 13.3% SED =13.9% SWD = 17.8% 2025 CA School Dashboard	All = 8% EL = 10% SED = 13% SWD = 16%	All = 4.9% below the baseline EL = 5.6% below the baseline SED = 7.6% below the baseline SWD = 7.4% below the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5C	5C. Middle School dropout rate - the percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school	0% 2022-23 CALPADS	0% 2023-2024 CALPADS	0% 2024-2025 CALPADS	0%	At baseline
5D	5D. High school dropout rate - percentage of students in grades 9-12 who stop coming to school and who do not enroll in another school	4.0% 2022-23 DataQuest	2.4% 2023-24 DataQuest	2.4% 2024-25 DataQuest	0%	1.6% below the baseline
5E	5E. High school graduation rate - the percentage of students in the four year cohort who meet EUSD graduation requirements	All = 92.5% EL = 61.1% SED = 88.5% SWD = 82.6% 2023 CA School Dashboard	All = 92.8% EL = 81.6% SED = 90.8% SWD = 71.0% 2024 CA School Dashboard	All = 97.3% EL = 95.1% SED = 96.6% SWD = 86.2% 2025 CA School Dashboard	All = 98% EL = 75% SED = 92% SWD = 86%	All = 4.8% above the baseline EL = 34% above the baseline SED = 8.1% above the baseline SWD = 3.6% above the baseline
6A	6A. Percentage of students who are suspended at least once during the academic year	All = 6.4% EL = 8.4% SED = 8.8% SWD = 11.7% Hispanic = 7.2% 2022-23 DataQuest	All = 5.4% EL = 7.0% SED = 6.9% SWD = 7.3% Hispanic = 6.1% 2023-24 DataQuest	All = 5.2% EL = 8.6% SED = 6.3% SWD = 9.3% Hispanic = 6.6% 2024-25 DataQuest	All student groups below 4%	All = 1.2% below the baseline EL = 0.2% above the baseline SED = 2.5% below the baseline SWD = 2.4% below the baseline Hispanic = 0.6% below the baseline
6B	6B. Percentage of students who are expelled from the district	All = 0.3% EL = 0.6% SED = 0.4% SWD = 0.3%	All = 0.2% EL = 0.6% SED = 0.2% SWD = 0.0%	All = 0.4% EL = 1.0% SED = 0.5% SWD = 0.7%	Maintain a yearly rate below 1% for all student groups	All = 0.1% above the baseline EL = 0.4% above the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	during the academic year	2022-23 DataQuest	2023-24 DataQuest	2024-25 DataQuest		SED = 0.1% above the baseline SWD = 0.4% above the baseline
6C	6C. Percentage of students, parents, and teachers who feel the school is safe based on survey results. Percentage of students, parents, and teachers who feel connected to school based on survey results.	Feel School is Safe Students = 79% Parents = 75.3% Teachers = 88.5% Feels Connected to School Students = 81% Parents = 75.3% Teachers = 76.9% 2023-2024 Local Surveys	Feel School is Safe Students = 79.3% Parents = 84.0% Teachers = 88.9% Feels Connected to School Students = 73.0% Parents = 81.3% Teachers = 80.0% 2024-2025 Local Surveys	Feel School is Safe Students = 87.9% Parents = 92.9% Teachers = 88.7% Feels Connected to School Students = 79.8% Parents = 87.7% Teachers = 73.3% 2025-2026 Local Surveys	Feel School is Safe Students = 90% Parents = 90% Teachers = 90% Feels Connected to School Students = 90% Parents = 90% Teachers = 90% Local Surveys	Feel School is Safe Students = 8.9% above the baseline Parents = 17.6% above the baseline Teachers = 0.2% above the baseline Feels Connected to School Students = 1.2% below the baseline Parents = 12.4% above the baseline Teachers = 3.6% below the baseline

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.

All actions within goal three were implemented as planned with no significant challenges to implementation.
A summary of implementation follows:
Goal 3, Action 1: The district continues to provide meaningful outreach to all educational partners in an effort to seek their input.
Goal 3, Action 2: This action was largely implemented as planned.
Goal 3, Action 3: The district addressed this action by adding and filling additional campus monitor positions at the middle school and the high school.

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

The district has identified the material differences threshold at 15% variance between total expected and actual expenditures for each action. A review of the actions and any material differences follows below:

Action 3.1: A material difference of 50%, under the budgeted expenditures, occurred for action 3.1. EUSD did not use contracted communication services at the budgeted rate. The district utilized internal staff to carry out these duties.

Action 3.2: A material difference of 16%, over the budgeted expenditures, occurred for action 3.2. Many sites have introduced and expanded incentive-based programs to support PBIS.

Action 3.3: A material difference of 68%, under the budgeted expenditures, occurred for action 3.3. This was due to the SRO contract being paid with unrestricted funds, rather than supplemental. Also, the new campus supervisor positions were not filled until later in the school year, which decreased the cost of those salaries.

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

The district was able to make the following progress toward established goals and actions:
Action 3.1: To ensure that all families had relevant information, all District communication came through multiple channels (e.g., phone calls, emails, text messages, social media posts such as Facebook and Instagram and using the district website). In addition, information was provided both in Spanish and English to ensure that all our families had the necessary information. Community participation and engagement in school activities and events increased as a result of these efforts, indicating the effectiveness of this action. EUSD utilized educational partner meetings at all sites to solicit feedback regarding the established LCAP goals and actions. Relatedly, the EUSD LCAP Educational Partner Survey was utilized to solicit feedback information from three targeted groups: parents, certificated employees, and classified employees. A second survey was used to solicit feedback from all 5th, 7th, and 10th-grade students. The district will continue to identify and use various modes of communication to engage educational partners while also keeping them informed (Metrics 3A, 3B, and 3C)

Action 3.2: EUSD experienced a varying degree of success in regard to Action 2. PBIS Rewards and having PBIS programs were implemented at multiple sites. EUSD saw a decrease in the percentage of students suspended at least once. It dropped from 5.4% in 2023-24 to 5.2% in 2024-25. Relatedly, suspension rates are below the established baseline for several student groups. This includes All students at 1.2% below baseline, SED at 2.5% below baseline, SWD at 2.4% below baseline, and Hispanic students at 0.6% below baseline (Metric 6A). The District continues to implement efforts to support students in meeting graduation requirements. A review of District graduation rates for the 2024-2025 school year revealed a graduation rate of 97.3%, which is higher than the state average of 87.8%. This indicates an increase from the prior year, when the EUSD graduation rate was reported to be 92.0%. The graduation rate for several student groups is above the established baseline, including All students at 4.8% above the baseline, EL at 34% above the baseline, SED at 8.1% above the baseline, and SWD at 3.6% above the baseline. The previously reviewed metrics substantiate the effectiveness of this action (Metrics 5A, 5E, and 6A).

Action 3.3: EUSD has effectively addressed this action through maintaining and adding staff specifically devoted to campus safety and supervision. This included keeping the School Resource Office(SRO) position through an agreement with Escalon Police Department and two campus monitor positions at both the middle school and the high school. Relatedly, suspension rates are below the established baseline for several student groups. This includes All students at 1.2% below baseline, SED at 2.5% below baseline, SWD at 2.4% below baseline, and Hispanic students at 0.6% below baseline(Metric 6A). A review of expulsion rates shows relatively low expulsion rates but a slight increased above the established baselines with All students increasing by 0.1% above the baseline, EL by 0.4% above the baseline, SED by 0.1% above the baseline, and SWD by 0.4% above the baseline(Metric 6B). Based on the decline in suspension rates, this action remains effective(Metrics 6A, 6B, and 6C).

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.

Consistent with input provided by educational partners, the planned broad goal and related actions and metrics remain the same. Please note that updated LREBG years and amounts are found in Action 2.

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	Stakeholder Outreach	Escalon Unified will continue to provide meaningful outreach to all educational partners to seek input on decision-making, using various communication means, including phone calls, emails, text messages, use of District and School Websites, and social media outlets including, Facebook and Instagram in order to promote safe and welcoming school environments that promote positive school culture.	$16,540.00	No
3.2	Positive, Effective and Engaging Learning Environments	LREBG Action To support positive school climates and maintain student engagement, EUSD will implement positive attendance and Positive Behavior Intervention and Support (PBIS) programs which will support school connectedness, promoting school attendance, and support middle school promotion and high school graduation (Metrics: 5A, 5E, 6A). LREBG Year 2: $1,500 LREBG Year 3: $1,500	$15,900.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Campus Safety and Supervision	Escalon Unified will continue to support school site safety and security by providing the necessary staffing for increased campus monitoring effectiveness.	$270,866.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, Escalon Unified School District will provide Vista High School with the necessary resources to implement a rigorous, standards-based curriculum and offer academic and career enrichment opportunities that support college and career readiness. These supports aim to reduce the percentage of students suspended at least once, including Hispanic and socioeconomically disadvantaged students, to below 4%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal four is broadly written and aims to ensure Vista High School students are provided with the needed supports and services to access their educational program.

Vista High School, largely due to its small size, had no student groups receive the lowest performance level on any state indicator on the 2025 CA Dashboard.

Despite no state indicator, Suspension Rate remains high at 32.1% of students suspended at least one day. Feedback from educational partners indicates that greater needs lie in access to enhanced technological supports, extended learning opportunities, and improved campus learning environments. Educational partners noted that the vast majority of suspensions were related to student vaping. The action description below reflects this input from educational partners.
The actions within this goal are designed to provide Vista students with the technology needed to access a broad range of study, as well as rigorous curriculum options (Action 4.1). Educational partners emphasized the need for improved technology to support student access to these curricular opportunities (Metric 1B). Research shows that when used effectively, technology fosters a more engaging learning environment by encouraging active participation, accommodating different learning styles, improving collaboration, and better preparing students for college and careers. This action also addresses educational partner input by providing additional career and academic-based enrichment opportunities (Action 4.2). Increasing access to these opportunities will boost student engagement and better prepare them for graduation. Research indicates that students who are more engaged and connected to their school and educational experience tend to perform better and are more likely to succeed, including achieving on-time graduation (Metric 5E).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1B	1B. Percentage of students who have sufficient access to standards aligned instructional materials	100% 2024-25 SARC Data	Same as Baseline as this is the first year of Goal 4.	100% 2025-26 SARC Data	100%	Same as Baseline
5E	5E. High school graduation rate - the percentage of students in the four year cohort who meet EUSD graduation requirements	All = 81.8%% SED = 88.3% Hispanic = 83.3% 2024 CA School Dashboard	Same as Baseline as this is the first year of Goal 4.	All = 78.6% SED = 78.6% Hispanic = 84.6% 2025 CA School Dashboard	All = 90% SED = 90% Hispanic = 90%	All = 3.2% below baseline SED = 9.7% below baseline Hispanic = 1.3% above baseline
6A	6A. Percentage of students who are suspended at least once during the academic year	All = 20,5% SED = 24.3% Hispanic = 20.0% 2024 CA School Dashboard	Same as Baseline as this is the first year of Goal 4.	All = 32.1% SED = 33.3% Hispanic = 29.2% 2025 CA School Dashboard	All student groups below 10%	All = 11.6% above baseline SED = 9.0% above baseline Hispanic = 9.2% above baseline

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.

All actions within goal 4 were implemented as planned with no challenges.
A summary of implementation follows:
Goal 4, Action 1: The district purchased updated technology for the Vista High School Campus. This included the installation of interactive panels and 1:1 device access. Chromebook carts are equipped with new and updated devices that students can access throughout the school day for instruction, assignments, and assessments. These devices are also available for short-term checkout when students need additional support.
Goal 4, Action 2: The district provided a variety of extended educational opportunities. Extended learning opportunities included Artist in Schools sessions, STEM learning experiences, and other experiences designed to connect classroom content to real-world applications. These opportunities are further enhanced through monthly guest speakers and structured college and career exposure activities, strengthening student engagement and postsecondary awareness.

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

The district has identified the material difference threshold at 15% variance between total expected and actual expenditures for each action. A review of the actions and any material differences follows below:

Action 4.1: No Material Differences

Action 4.2: A material difference of 47%, under the budgeted expenditures, occurred for action 4.2. Although Vista High School did implement new opportunities for extended learning for students, the cost was less than originally budgeted. Vista will continue these extended opportunities and will further expand opportunities through a partnership with SJCOE.

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

The district was able to make the following progress toward established goals and actions:
Action 4.1: The district was able to make technology enhancements across the campus. This included interactive screens in all the classrooms, as well as new devices for student use. All students have access to sufficient instructional materials (Metric 1B).
Action 4.2: The district was able to support Vista High School in providing a positive learning environment and a variety of enhanced educational opportunities to students. While data does not currently reflect the desired growth, we expect to see growth in the future by providing these additional learning opportunities (Metric 5E and 6A).

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.

Consistent with input provided by educational partners, the planned broad goal and related actions and metrics remain the same. Please note that these have been updated to reflect 2025 Dashboard Data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Access and Maintainance of Technological Supports and Literacy	EUSD will ensure that Vista students have access to updated chromebook devices and technology. Vista will ensure 1:1 device access for all students.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Access to Extended Learning Opportunities	EUSD will provide Vista High School students access to extended educational opportunities.	$48,697.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,112,127.00	$0

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
10.052%	2.420%	$730,695.51	12.472%

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
1.9	**Action:** Additional Supplemental Services and Materials **Need:** CAASPP: ELA All = 39.39% EL = 6.38% SED = 31.75% 2025 State Assessment Results	These expenditures will provide Tier 2 (supplemental intervention) services for our unduplicated students, who typically have the greatest needs. Examples of supplemental instructional materials, specifically online supplemental platforms, include Lexia Reading and Reading Eggs in ELA, Happy Numbers and Imagine Learning in Math, and Mystery Science and Star Lab from SJCOE in Science.	Metrics 4A(ELA), 4A(Math), and 4A(Science)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	STAR Assessments: Reading All = 50% EL = 21% SED = 42% 2026 Spring Local Assessment CAASPP: Math All = 30.39% EL = 2.05% SED = 20.72% 2025 State Assessment Results STAR Assessments: Math All = 36% EL = 13% SED = 29% 2026 Spring Local Assessment CAST: Science All = 25.17% EL = 0.0% SED = 17.78% 2025 State Assessment Results In reviewing our data, we noticed that the English Learner and Socioeconomically Disadvantaged groups score lower on English Language Arts, Mathematics, and Science metrics than All students. **Scope:** LEA-wide	A systematic approach focusing on intervention services for the neediest of students was determined to be the most effective strategy for ensuring students receive high-quality instruction as well as access to a broad course of study. The approach is based on research showing that good first instruction is the best means of preventing student needs for additional supports thereby making this approach the best use of funds. These practices when implemented together provide the best means of increasing student achievement in English Language Arts, Mathematics, and Science. The action is being provided on an LEA-wide basis to maximize the impact by addressing the needs of all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.10	**Action:** Supplemental Staff and Services **Need:** CAASPP: ELA All = 39.39% EL = 6.38% SED = 31.75% 2025 State Assessment Results STAR Assessments: Reading All = 50% EL = 21% SED = 42% 2026 Spring Local Assessment CAASPP: Math All = 30.39% EL = 2.05% SED = 20.72% 2025 State Assessment Results STAR Assessments: Math All = 36% EL = 13% SED = 29% 2026 Spring Local Assessment CAST: Science All = 25.17% EL = 0.0% SED = 17.78% 2025 State Assessment Results	Funds have been allocated to positions that provide direct services to the district's neediest students and to increase student course access to a broader course of study. Expenditures will provide Tier 2 (supplemental intervention) services for our unduplicated students, who typically have the greatest needs. The personnel expenditures, included in Action 1.10, are principally directed to provide services for our unduplicated students. Some examples of positions include: 40% of librarians, elementary music, CTE instructor, Ag instructor, portions of RTI aides, portions of ELD teachers at the secondary level, portions of an instructional coach at the secondary level, portion of an LVN, and a portion of a psychologist. The approach grants greater access to Tier II supports, which are both proven to increase student success as related to the applied metrics, thereby making this approach the best use of funds. The increase in staffing in these positions will increase student achievement in English Language Arts, Mathematics, and Science. These actions are being provided on an LEA-wide basis to maximize their impact by addressing the needs of all students.	Metrics 4A(ELA), 4A(Math) and 4A(Science) (Metric 2A).

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
	In reviewing our data, we noticed that the English Learner and Socioeconomically Disadvantaged groups score lower on English Language Arts, Mathematics, and Science metrics than All students **Scope:** LEA-wide		
2.2	**Action:** Access to Designated/Integrated English Development **Need:** **Scope:** LEA-wide		
2.5	**Action:** Multi-Tiered System of Support Maintenance **Need:** 6A. Percentage of students who are suspended at least once during the academic year All = 5.2% EL = 8.6% SED = 6.3% 2024-25 DataQuest 6B. Percentage of students who are expelled from the district during the academic year All = 0.4%	This action will provide a Multi-Tiered System of Support. The district will continue to implement Student Data Review Teams(SDRT) to review the needs of the whole child including academic, social emotional, and behavioral needs. Teams will utilize data from SDRT to align services to identified student needs. SDRT will take place during the spring and fall semesters. The continued implementation of PBIS will support positive reinforcements and outcomes as an alternative to assertive discipline. These practices when implemented together provide the best means of decreasing suspension and expulsion rates for the unduplicated pupils. These actions are being provided on an LEA-wide basis to	Metrics 6A and 6B

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL = 1.0% SED = 0.5% 2024-25 DataQuest In reviewing our data, we noticed that the English Learner and Socioeconomically Disadvantaged groups have higher suspension and equal or higher expulsion rates than All students. **Scope:** LEA-wide	maximize their impact by addressing the needs of all students thereby making this approach the best use of funds.	
3.3	**Action:** Campus Safety and Supervision **Need:** Educational partners repeatedly request additional/adequate campus supervision to increase campus safety and security. A review of data reveals English Learners, Socioeconomically Disadvantaged, and students with disabilities are suspended and expelled at higher rates than the average for all students. 6A. Percentage of students who are suspended at least once during the academic year All = 5.2% EL = 8.6% SED = 6.3% 2024-25 DataQuest	This action allocates funds to positions that provide direct supervision of students. Expenditures will provide increased supervision for all students including students with the greatest needs who are suspended and expelled at higher rates than their peers. The approach will provide greater access to supervision as well as behavioral interventions. The increase in staffing will decrease the percentage of suspended and expelled students and result in a greater feeling of safety across campus. This action is being provided on an LEA-wide basis to maximise its impact by addressing the needs of all students.	Metric 6A and 6B

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
	6B. Percentage of students who are expelled from the district during the academic year All = 0.4% EL = 1.0% SED = 0.5% 2024-25 DataQuest **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** Access to Designated/Integrated English Development **Need:** Percentage of EL students who make progress toward English proficiency by improving one level from prior test administration on the ELPAC: 47.3% Percentage of English Learners who meet EUSD standards to be redesignated as Fluent English Proficient:	This action includes strategies specifically put into place for the EL student populations. The continued use of the Ellevation platform allows for monitoring of EL student progress toward reclassification as well as post-reclassification. Ellevation includes access to differentiated lessons and instructional tools for teachers. District professional development efforts will target ELD instruction and include the utilization of an EUSD instructional coach along with other outside entities to provide PD related to the ELD standards and best instructional practices. Additionally, Escalon High School and El Portal Middle School will continue to provide departmentalized	Metric 4E and 4F

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	25.42% A review of the data shows a need to redesignate English Learner Students at a higher rate. **Scope:** Limited to Unduplicated Student Group(s)	designated ELD instruction to EL students. Implementing these tactics together will provide EUSD English learners with the services they need to progress toward English language fluency. This targeted approach has proven to be successful as ELPI scores and reclassification rates have shown positive growth.	

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

N/A

Additional Concentration Grant Funding

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

NA

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	30,961,141.00	3,112,127.00	10.052%	2.420%	12.472%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$30,568,092.00	$3,711,708.00	$4,641,676.00	$1,603,404.00	$40,524,880.00	$34,740,909.00	$5,783,971.00

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	Access to Common Core State Standards (CCSS)	All	No			All Schools	Ongoing	$0.00	$810,475.00	$341,633.00	$202,861.00	$104,500.00	$161,481.00	$810,475.00	
1	1.2	Access to Technological Supports and Literacy	All	No			All Schools	Ongoing	$0.00	$159,626.00	$50,000.00	$106,750.00	$0.00	$2,876.00	$159,626.00	
1	1.3	State and District Benchmark Assessments: Use & Literacy	All	No			All Schools	Ongoing	$0.00	$94,402.00	$0.00	$94,402.00	$0.00	$0.00	$94,402.00	
1	1.4	Employee Staffing	All	No			All Schools	Ongoing	$25,277,705.00	$0.00	$21,908,662.00	$743,425.00	$1,559,713.00	$1,065,905.00	$25,277,705.00	
1	1.5	Tier II and Tier III Staff and Supports	All	No			All Schools	Ongoing	$2,238,127.00	$0.00	$0.00	$535,276.00	$1,543,188.00	$159,663.00	$2,238,127.00	
1	1.6	Facility Maintenance and Student Transportation	All	No			All Schools	Ongoing	$3,772,227.00	$2,067,435.00	$4,312,729.00	$150,193.00	$1,376,740.00	$0.00	$5,839,662.00	
1	1.7	Targeted Professional Development	All	No			All Schools	Ongoing	$211,979.00	$18,250.00	$12,000.00	$4,750.00	$0.00	$213,479.00	$230,229.00	
1	1.8	Access to CCSS Instructional Materials	All	No			All Schools	Ongoing	$0.00	$330,000.00	$0.00	$330,000.00	$0.00	$0.00	$330,000.00	
1	1.9	Additional Supplemental Services and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$832,126.00	$832,126.00	$0.00	$0.00	$0.00	$832,126.00	
1	1.10	Supplemental Staff and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,500,615.00	$0.00	$1,500,615.00	$0.00	$0.00	$0.00	$1,500,615.00	
2	2.1	Student Achievement: Evaluation of Student	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Performance and Growth														
2	**2.2**	Access to Designated/Integrated English Development	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$811,929.00	$0.00	$811,929.00				$811,929.00	
2	**2.3**	Career and Technical Education Exploration	All	No			All Schools	Ongoing	$79,200.00	$223,519.00	$27,000.00	$275,719.00	$0.00	$0.00	$302,719.00	
2	**2.4**	Access to Extended Learning Opportunities and Intervention	All	No			All Schools	Ongoing	$170,130.00	$1,079,000.00	$0.00	$1,197,595.00	$51,535.00	$0.00	$1,249,130.00	
2	**2.5**	Multi-Tiered System of Support Maintenance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$467,132.00	$26,000.00	$493,132.00	$0.00	$0.00	$0.00	$493,132.00	
3	**3.1**	Stakeholder Outreach	All	No			All Schools	Ongoing	$0.00	$16,540.00	$3,500.00	$7,040.00	$6,000.00	$0.00	$16,540.00	
3	**3.2**	Positive, Effective and Engaging Learning Environments	All	No			All Schools	Ongoing	$0.00	$15,900.00	$3,900.00	$12,000.00	$0.00	$0.00	$15,900.00	
3	**3.3**	Campus Safety and Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$210,866.00	$60,000.00	$270,866.00	$0.00	$0.00	$0.00	$270,866.00	
4	**4.1**	Access and Maintainance of Technological Supports and Literacy	All	No			Specific Schools: Vista High School	Ongoing	$0.00	$3,000.00	$0.00	$3,000.00	$0.00	$0.00	$3,000.00	
4	**4.2**	Access to Extended Learning Opportunities	All	No			Specific Schools: Vista High School	Ongoing	$999.00	$47,698.00	$0.00	$48,697.00	$0.00	$0.00	$48,697.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
30,961,141.00	3,112,127.00	10.052%	2.420%	12.472%	$3,908,668.00	0.000%	12.624 %	**Total:**	$3,908,668.00
								LEA-wide Total:	$3,908,668.00
								Limited Total:	$811,929.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Additional Supplemental Services and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$832,126.00	
1	1.10	Supplemental Staff and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,615.00	
2	2.2	Access to Designated/Integrated English Development	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$811,929.00	
2	2.5	Multi-Tiered System of Support Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$493,132.00	
3	3.3	Campus Safety and Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$270,866.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$41,180,373.00	$41,935,941.08

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**	Access to Common Core State Standards (CCSS)	No	$1,073,211.00	$760,069.90
1	**1.2**	Access to Technological Supports and\ Literacy	No	$399,337.00	$499,416.04
1	**1.3**	State and District Benchmark Assessments: Use & Literacy	No	$12,060.00	$8,010.02
1	**1.4**	Employee Staffing	No	$24,305,170.00	$24,913,103.87
1	**1.5**	Tier II and Tier III Staff and Supports	No	$2,118,471.00	$2,086,073.47
1	**1.6**	Facility Maintenance and Student Transportation	No	$5,324,468.00	$6,177,981.17
1	**1.7**	Targeted Professional Development	No	$485,469.00	$577,995.20
1	**1.8**	Access to CCSS Instructional Materials	No	$630,000.00	$65,455.97
1	**1.9**	Additional Supplemental Services and Materials	Yes	$1,368,898.00	$504,875.00
1	**1.10**	Supplemental Staff and Services	Yes	$1,432,163.00	$1,423,229.00

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	**2.1**	Student Achievement: Evaluation of Student Performance and Growth	No	$0.00	$0.00
2	**2.2**	Access to Designated/Integrated English Development	Yes	$809,617.00	$750,844.00
2	**2.3**	Career and Technical Education Exploration	No	$1,120,799.00	$1,283,345.07
2	**2.4**	Access to Extended Learning Opportunities and Intervention	No	$1,241,681.00	$2,256,238.81
2	**2.5**	Multi-Tiered System of Support Maintenance	Yes	$558,641.00	$488,129.00
3	**3.1**	Stakeholder Outreach	No	$35,853.00	$18,039.44
3	**3.2**	Positive, Effective and Engaging Learning Environments	No	$14,000.00	$16,633.46
3	**3.3**	Campus Safety and Supervision	Yes	$200,000.00	$63,413.00
4	**4.1**	Access to Technological Supports and Literacy	No	$25,536.00	$29,939.33
4	**4.2**	Access to Extended Learning Opportunities	No	$24,999.00	$13,149.33

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)
$3,144,916.00	$4,369,319.00	$3,230,490.00	$1,138,829.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.9	Additional Supplemental Services and Materials	Yes	$1,368,898.00	$504,875.00		
1	1.10	Supplemental Staff and Services	Yes	$1,432,163.00	$1,423,229.00		
2	2.2	Access to Designated/Integrated English Development	Yes	$809,617.00	$750,844.00		
2	2.5	Multi-Tiered System of Support Maintenance	Yes	$558,641.00	$488,129.00		
3	3.3	Campus Safety and Supervision	Yes	$200,000.00	$63,413.00		

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)
$30,198,650.00	$3,144,916.00	2.703%	13.117%	$3,230,490.00	0.000%	10.697%	$730,695.51	2.420%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(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 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024