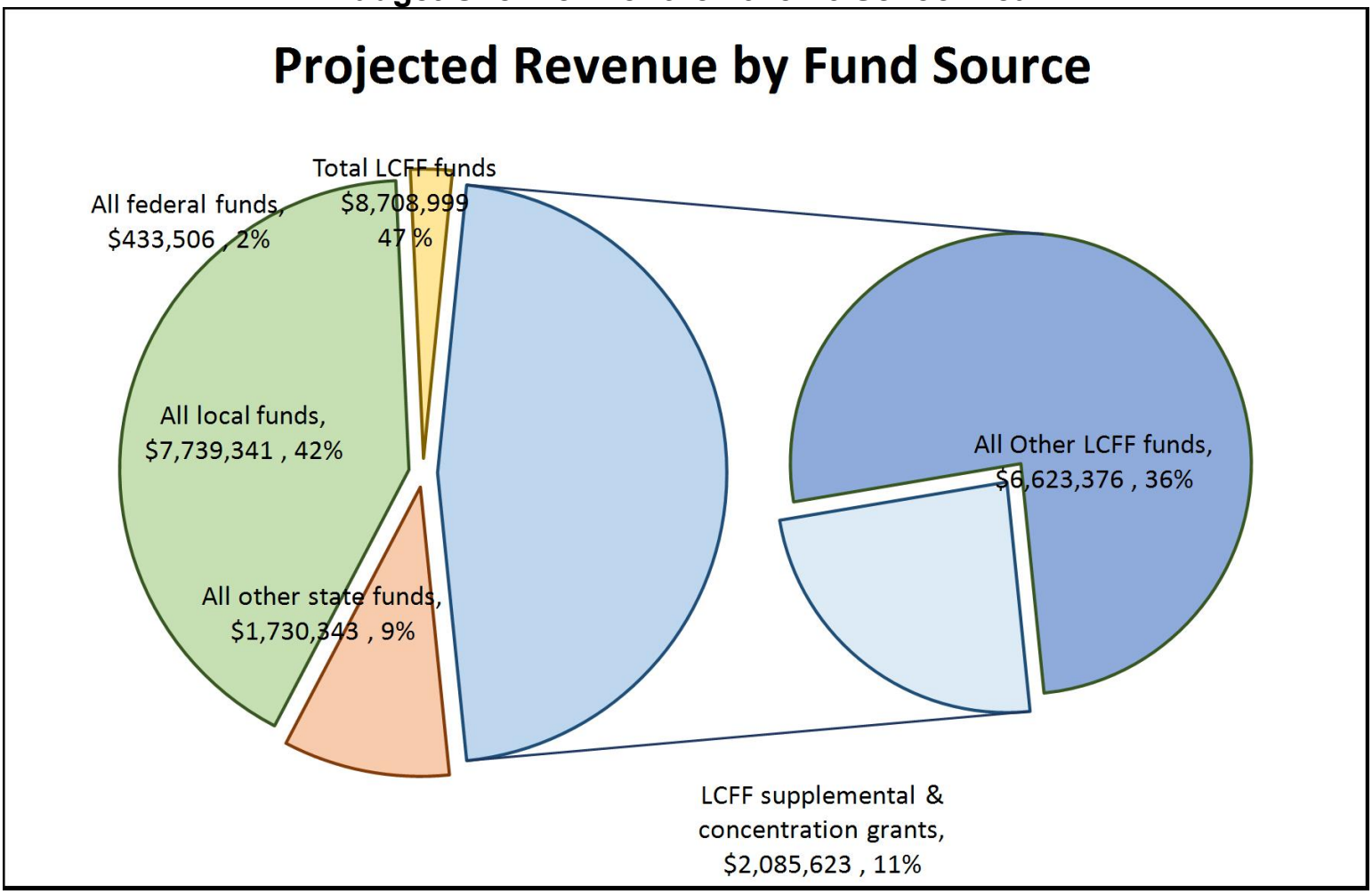
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Emery Unified School District
CDS Code: 01-61168-0000000
School Year: 2025-26
LEA contact information:
Mila Kell
Director, Instructional Programs
mila.kell@emeryusd.org
(510) 601-4950

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 2025-26 School Year



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

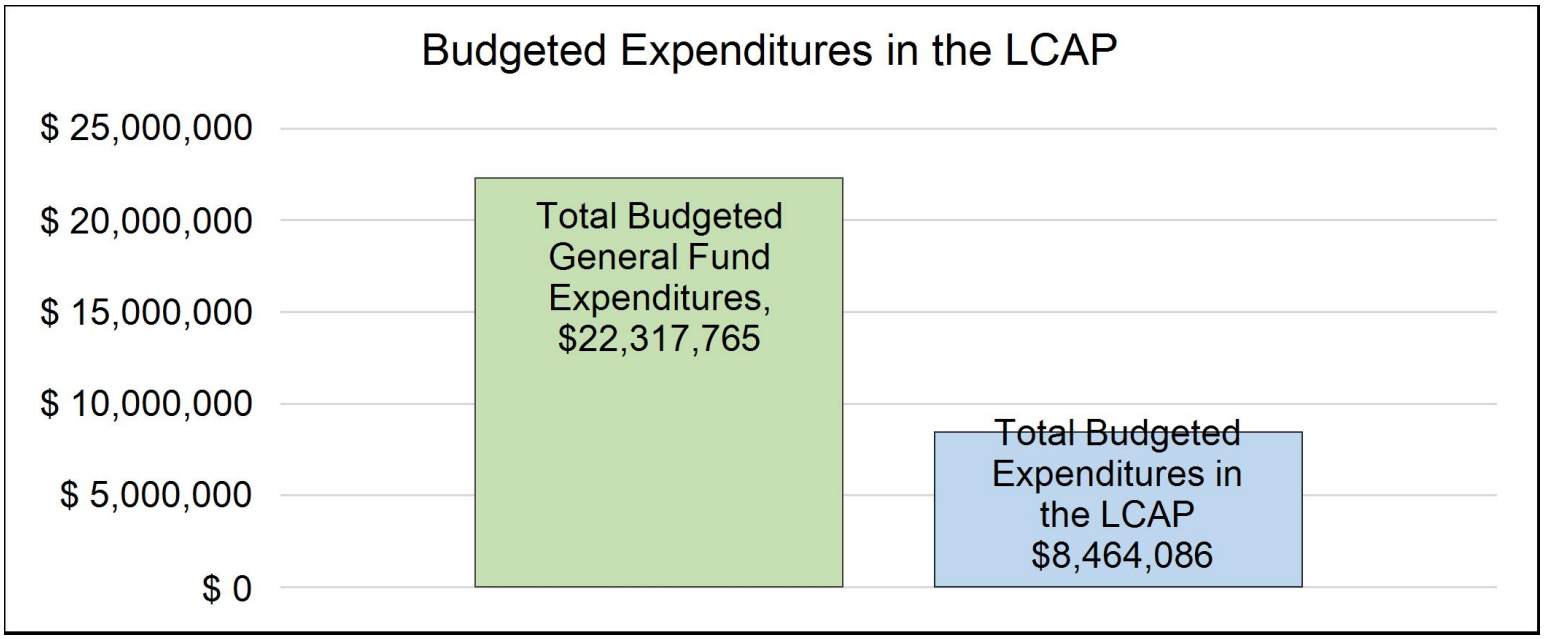
The text description for the above chart is as follows: The total revenue projected for Emery Unified School District is $18,612,189, of which $8,708,999 is Local Control Funding Formula (LCFF), $1,730,343 is other state funds, $7,739,341 is local funds, and $433,506 is federal funds. Of the $8,708,999 in LCFF Funds, $2,085,623 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Emery Unified School District plans to spend for 2025-26. 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: Emery Unified School District plans to spend $22,317,765 for the 2025-26 school year. Of that amount, $8,464,086 is tied to actions/services in the LCAP and $11,153,673 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

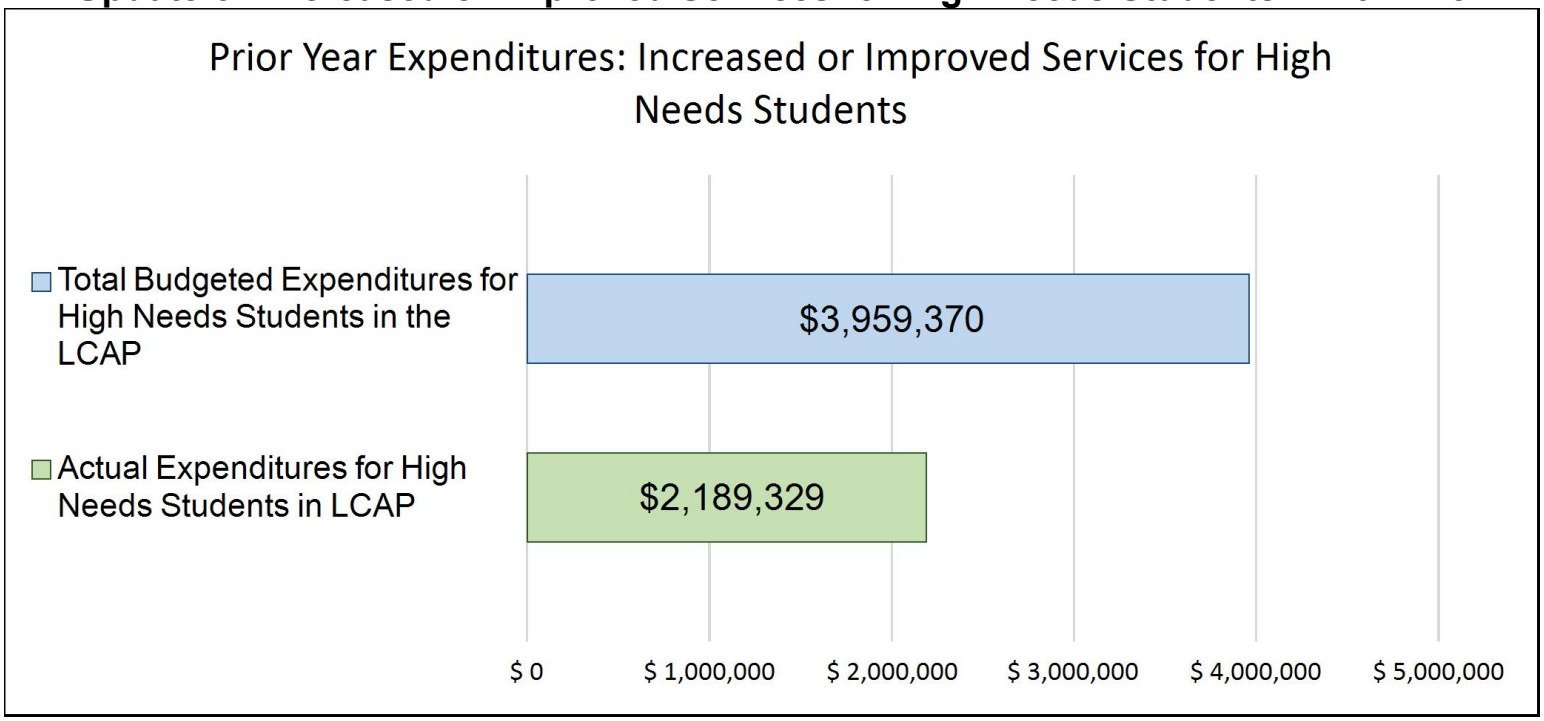
Some of the General Funds Budget Expenditures for the school year were not included in the LCAP. For instance, many district expenditures that have to do with the physical plant were not included in this plan. Similarly, the cost of the food services and the food personnel were not included in LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Emery Unified School District is projecting it will receive $2,085,623 based on the enrollment of foster youth, English learner, and low-income students. Emery Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Emery Unified School District plans to spend $2,700,006 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 2024-25



This chart compares what Emery 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 Emery 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 2024-25, Emery Unified School District's LCAP budgeted $3,959,370 for planned actions to increase or improve services for high needs students. Emery Unified School District actually spent $2,189,329 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,770,041 had the following impact on Emery Unified School District’s ability to increase or improve services for high needs students:

Some of the actions and services were not delivered. For example, the district had to re-assign our ELD Coordinator to a regular classroom due to the shortage of the classroom personnel. Hence, the budgeted funds for the Coordinator's position were not spent. As a result, unfortunately, our elementary students didn't receive designated ELD instruction. Many other services were not affected despite the reduction in actual expenditures because the district was able to provide some professional development in-house at no additional cost. Finally, the district used some of the one-time grants to pay for various services that were originally a part of the LCFF budget in 2023-24 LCAP.

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
Emery Unified School District	Mila Kell Director, Instructional Programs	mila.kell@emeryusd.org (510) 601-4950

Plan Summary [2025-26]

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.

Emery Unified School District (EUSD) is an urban school district comprised of three schools - Anna Yates Elementary, serving students in grades TK-5, Anna Yates Middle School for grades 6-8, and Emery Secondary School - grades 9-12. The total enrollment in 2024-2025 is 590 youngsters. 75% of the district students are socioeconomically disadvantaged, 2.54% are homeless, 1.19% are Foster Youth, 13.73% are students with disabilities, and 14% are English Learners who speak 19 different languages, most common among them Spanish and Arabic. The district works in collaboration with many educational partners - parents and guardians, community members, the staff of the City of Emeryville, district office personnel, EUSD teachers, and various vendors. Emery Unified School District and its partners strive to provide students with equitable and rigorous educational opportunities.

All the core programs taught at the district are research-based and aligned with the CA State Standares. During the 2024-2025 school year, at the elementary level, EUSD continued the implementation of Reach for Reading!, an English Language Arts (ELA)/English Language Development (ELD) program. This curriculum, created by National Geographic and published by Cengage Learning, was implemented along with a supplemental writing program designed by our teachers. At the secondary level, in English Language Arts students participate in novel study and also work with many non-fictional texts using NewsELA and other instructional resources. In mathematics, our district is in its eleventh year of implementing Eureka Math in grades TK-6 and Reveal Algebra in grades 7-12 along with the Discreet Math program.

In addition to the core programs, our scholars benefit from many extra-curricular and enrichment activities. At the elementary site, students can participate in performing arts, band (middle school only), science, visual arts in collaboration with Kala, social skill groups, lunchtime alternatives including Kala Art Club, Lion's Loot Incentives Program, which reinforces schoolwide norms, Trimester Award Student Awards and incentives such as pancake breakfasts, as well as jumpers, Scientific Adventures for Girls, and swim lessons.

At Anna Yates Middle School, our scholars have a choice of band, Spanish as a world language, hip hop, dance, and creative art after-school club.

At Emery Secondary School, students participate in EUSD Debate Club, which routinely earns top awards in regional and even national competitions, as well as in Creative Writing Club, Muslim Student Association, Car Club, Social Justice Club, Sewing Circle, Bay Area Urban Debate League, boys basketball, girls and boys volleyball, boys soccer, girls soccer, Cross Country, Track and Field, football, cheer and dance. In addition, vendors offering the archery club, martial arts, and the cooking club make intermittent visits to work with our students.

To provide greater academic challenge, our high school students are encouraged to take advantage of dual enrollment courses with Berkeley City College and/or enroll in chemistry, mathematics, and art advanced placement (AP) courses. The EUSD advanced placement offerings include AP Psychology, AP 2-D Art, AP Statistics, AP Calculus AB, AP Human Geography, and AP Environmental Science. Emery offers significant student support, three days a week after school tutoring and 24/7 online tutoring access with Tutor.com. The district's high school allows students to re-take tests and exams to ensure equitable assessment practices.

A variety of our district's after-school enrichment programs are offered through collaborations with community partners, such as the Emery Center for Community Life (ECCL), The People's Conservatory, and Kala Art Institute. These experiences provide fertile ground for developing our scholars' talents, advancing their social and entrepreneurial skills, and promoting spirit of teamwork.

As part of the EUSD Expanded Learning Program, our students in grades TK-8 have an option of a 9-hour school day offering academic, enrichment, and sports classes in collaboration with the City of Emeryville and with several community organizations.

Professional learning for our staff is an important priority at EUSD. The district staff regularly engages in collegial collaboration as a part of professional learning networks and participates in professional development to enhance and strengthen best practices in the classrooms. The EUSD educators engage in professional learning during their collaboration times on Wednesdays, as well as during the districtwide professional development days. In addition, the EUSD educators can take courses on their own time with a choice of a variety of topics ranging from subject-specific pedagogy to social-emotional learning, gender identity, equity, and racial justice. This ensures that our educators' professional learning is differentiated and individualized based on their needs. The district funds these professional development opportunities, and our staff receive compensation for taking them on their personal time. Professional learning at Emery Unified School

District is further strengthened through a variety of partnerships, such as one with theTeachers' Development Group. These collaborations support our educators in enhancing their instructional and leadership skills.

Reflections: Annual Performance

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

In 2023-2024, the district made strides in improving student performance in English Language Arts (ELA). As evidenced by the CA School Dashboard, our students' scores increased by 9.4 points in ELA. Although still 15.2 points below standard in ELA, this distance from standard decreased by about half as compared to 2019, the year before the COVID-19 Pandemic. This demonstrates that many of the district's strategies for improvement in ELA are working. Notably, the district's schools performed differently - Anna Yates scored 22.2 points below standard, an increase of 10.3 points. By contrast, although Emery Secondary School's performance in ELA decreased by 3.7 points in 2023-24, the school placed at 23.2 points above standard. At the same time, although most of our student subgroups were in Yellow on CA School Dashboard, the district's English Learners (EL), Students with Disabilities (SWD), and White scholars placed in Orange, one color behind their peers.

In mathematics, the district placed in Orange on CA School Dashboard, maintaining by .2 points and placing at 79.5 points below standard. Unfortunately, this still constitutes academic performance that is lower than in 2019, pre-pandemic . The district needs to provide individualized support and implement targeted strategies to assist our scholars in closing the gap.

Anna Yates students scored 73.3 points below standardand and placed in Orange. At ESS, the performance decreased by 4 points and students placed in Red at 118.1 points below standard. In our analysis of the disagregated data, we found that at the district level, Students with Disability placed in Red at 153 points below standard in mathemacis. It is evident that we need to focus more efforts on improving our Tier I instruction and raising student achievement in mathematics in 2025-2026.

With regards of chronic absenteeism, the number of the district's chronically absent students decreased by 5.3% with 28% of children being chronically absent in 2023-24. Yet, our Asian students' chronic absenteesm increased by 6.5 points, with 28% being chronically absent and were in Red on the Dashboard.

The district's suspension rate declined by 0.5% with 5.7% of students suspended at least once.

In 2023, some of the subgroups on the Dashboard were identified at the lowest performance level. At the district level, 7.3% of SED students were suspended for at least one day, an increase of 2.3 %. Also, 12.6% of SWD were suspended for at least one day, an increase of .7%. Both of these subgroups are in red color on the CA School Dashboard.

Additionally, at AYES all students were in red for suspensions and. 7.8% were suspended at least one day in 2023. Specifically, 7.8% of Hispanic scholars were suspended at least one day, a 6.8% increase; 10 % of students of 2 or More Races were suspended at least one day, a 2.7% increase; 8.9% of SED students were suspended at least one day, a 3% increase; and 14.7% of SWD were suspended at least one day, a 1.1% increase. The district set up specific actions to remedy suspensions.

EUSD didn't spend the Learning Recovery Emergency Block Grant (LREBG) funds in 2024-2025.

The following actions are going to be funded with LREBG funds in 2025-2028:

Action 1.61 - Additional Part-time Position of Speech and Language Pathologist. The needs assessment conducted by our Director of

Special Education Services revealed that many of our students with needs of speech support were receiving it from the outside vendors. In order to ensure that these services are readily availble and less expensive than the outside vendors, the district made a decision to hire an additional part-time speech pathologist. We are hiring a part time SLP due to the high caseload of our Full time SLP. In order to stay within the limits of CA Ed Code we need to hire a part time SLP to cover our preschool students who have Speech needs and this person will also be supporting our ESN class with speech services as well as our students who require AAC (Alternative Augmentative Communication) services. Our current SLP does not have the credentials to provide AAC services. We will continue to monitor the number of students requiring speech services to see if an additional SLP is needed.

Studies have shown that students who overcome their speech impairments have higher self-esteem and are more successful socially and academically.

Metrics: 1.3; compliance with SLP caseload and workload.

LREBG Funds: $35,560 per year through 2027-28.

Action 1.62 - Position of Data Analyst/ Technology Coordinator.

The needs assessment substantiated findings from the 2024 Dashboard related to academic achievement of students in ELA and mathematics. Research shows that data-informed instruction and promoting data culture among educators directly impact quality of teaching and results in higher academic performance of students.

This action directly addresses the need to provide support to teachers as they engage in data mining and analysis. It also will ensure that technology supports for our parents are available to the families. This action aligns with allowable uses of funds in the areas of teaching and learning and academic performance.

Metrics being used - 1.5; 1.7; 1.4; 1.11; 1.12; 1.18; 1.44; 1.46.

LREBG Funds: $150,000 per year for 2025-26, 2026-2027, 2027-2028. Action 1.63 - Hire an Occupational Therapist (OT).

The needs assessment substantiated findings of the need for more OT services for SWD, as evidenced in students' IEPs.

Research consistently shows that occupational therapy (OT) benefits special education (SP. Ed.) students, particularly in enhancing their academic, social, and physical development. OT interventions can improve skills like sensory processing, motor skills, and self-regulation, leading to increased independence and participation in school.

This action directly addresses the need to provide occupational therapy support for Special Education students who need it. Districts are required to provide these services to students. This action aligns with allowable uses of funds in the area of health.

Based on our current needs assessment, our school district has a growing number of students with Individualized Education Programs (IEPs) who qualify for occupational therapy (OT) services. These students require support to access their education fully and participate meaningfully in school activities. At present, we do not have sufficient in-house resources to meet the mandated OT service hours for all students on our caseload, which places us at risk of non-compliance with IEP requirements under IDEA (Individuals with Disabilities Education Act).

A contracted occupational therapist would address this critical gap by:

- Providing direct services to students with IEPs to help them develop and strengthen fine motor, gross motor, and visual-motor integration skills necessary for academic success (e.g., handwriting, cutting, use of classroom tools).

- Supporting sensory regulation by working with students who have sensory processing challenges that impact their ability to focus, participate in classroom activities, and manage transitions. The OT will also collaborate with teachers and staff to implement appropriate sensory strategies within the classroom environment.

- Conducting evaluations and contributing to IEP development, including present levels of performance, goal setting, and progress monitoring.

- Training and consulting with educational staff to help them understand students' unique sensory and motor needs and how to implement accommodations and supports effectively.

By contracting an occupational therapist, we can ensure that students receive the support they are legally entitled to, which in turn promotes improved academic engagement, self-regulation, independence, and overall well-being. It also enhances our capacity to provide inclusive education by equipping staff with the tools and strategies needed to meet diverse learner needs.
Metric being used - 1.51.
LREBG Funds: $95,000 in 2025-2026.

Action 1.56 - Provide opportunities for a 9-hour school day during the school year and for 30 days of intersession. These additional hours will be offered to all TK-6 students and will include many academic and physical enrichment activities.
The needs assessment substantiated findings from the parents and community surveys of a need for a longer school day for many of our students. In addition, the data from the CA School Dashboard showing our students academic achievement in ELA and mathematics, revealed the need for additional instructional support during tutoring. Finally, the findings from the CA Healthy Kids Survey regarding school connectedness and student engagement indicated that our scholars benefit from additional engaging enrichment opportunities after school.
Research consistently shows that after-school tutoring programs offer substantial benefits for students, particularly those who struggle academically or lack resources. High-dosage tutoring, defined as frequent and long-term interventions, has been linked to significant learning gains, including an increase of three to fifteen months of learning across various grade levels. Additionally, after-school programs can help students improve their overall performance, address behavioral issues, and develop stronger study habits.
High-dosage tutoring will accelerate learning, closing achievement gaps, especially for our low-income students. A longer school day will offer several benefits to students, including increased learning time, more opportunities for engagement, and potentially improved academic outcomes, particularly for students at risk. It will also provide more time for specialized instruction and enrichment activities, and offer a better balance between academic and social-emotional development.
After-school programs will improve our students' attendance, particularly for students who are chronically absent. Students who participate regularly in high-quality afterschool programs are more likely to be engaged in school.
Metric being used to Metric 1.4 - Smarter Balanced Assessment Data - ELA, grades 3-5 as evidenced by DataQuest; Local Assessment Data for Gr. K-2; 1.5 - Smarter Balanced Assessment Data - Mathematics as evidenced by DataQuest; 1.7 - District-wide Change category in English Language Arts as evidenced by the CA Dashboard; 1.8 - District-wide Change category in Mathematics as evidenced by the CA School Dashboard; 1.47 - Improving Attendance for Special Education Students; 1.32 - Reduce suspension rates at AYES
LREBG Funds: $233,000 in 2025-26
Indirect funds from LREBG for 2025-2028: $68,720.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
The district actively engages our educational partners in the process of creating each new iteration of EUSD LCAP. In 2024-2025 school year we solicited our educational partners' feedback during the meetings with the LCAP Parent Advisory Committee, the District English Learner Advisory Committee, the Superintendent's Cabinet, the school principals, the ESUD teachers, other school personnel, students, the EUSD barganning units, and through consultations with Special Education Local Plan Area (SELPA).	The district conducted meetings with our educational partners: teachers, administrators, students, parents, LCAP Parent Advisory Committee, English Language Learner Advisory Committee, the bargenning units, SELPA, and the Cabinet. In addition, we followed up via surveys to get input from as many parents, teachers, and community members as possible. At the same time, the district surveyed students, teachers, classified staff, and the local bargaining units to ensure that all of the voices are represented. The totality of the data that we collected was then quantified and examined for patterns. Equaly important, the district ensured that the resulting actions were aligned with the EUSD Vision and Mission. In the end, this EUSD LCAP integrated the ideas shared by our educational partners to the greatest extent possible.

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

Reflecting on the most common requests from our educational partners, we noticed some recurring patterns. Consistent with the results of the CA Healthy Kids Survey, many of our partners' requests and suggestions focused on students' social, emotional, and mental needs. Their feedback, congruent with the district's analysis, pointed to the still lingering social and emotional impact of the COVID-19 pandemic.
The following is a list of the most common requests from the various stakeholders.
Parents:
More before, after, or summer school programs
More academic supports for students
Stronger academic programs
More and better access to technology
Extracurricular activities (e.g., clubs, sports, enrichment, band, etc.)

Academic supports that meet individual students' needs
Connecting students to community resources
Advanced Placement courses
Connecting classroom learning to real-world experiences
Social and emotional learning
Positive culture programs
Safe school environment
Collaboration with community groups around mental health
School-family communication
Connecting parents to community resources
Parent workshops
Common Core instructional materials
Graduation requirements consistent with CSU and UC
Guidance for students and families in navigating high school courses
More school counselors
Enrichment programs
Guidance for high school students in how to access community colleges
Career awareness assemblies.
The parents' suggestions were reflected in the following actions: 1.20; 1.37; 1.49; 1.2; 1.3; 1.5; 1.56; 2.4; 2.8; 2.9; 2.10; 2.13; 3.8; 3.9.
Teachers and Local Bargaining Units:

- before, after, and summer school programs
- academic supports for students (e.g., tutoring)Adequate certificated staffing
- support for struggling teachers
- -based Tier 1, Tier 2, and Tier 3 instruction with implementation data reviewed quarterly
- Extracurricular activities (e.g., clubs, sports, enrichment, band, etc.)
- Individual supports that meet individual students' needs (e.g., differentiated instruction, individualized and small group tutoring, peer tutoring, planning considering students' preferred learning styles))
- Connecting students to community resources (e.g., internships, resource centers, partnerships, mentors)
- Connecting classroom learning to real-world experiences (e.g., career pathways, internships)
- SART/SARB

The teachers' suggestions are reflected in the following actions: 1.18, 1.12; 1.20, 1.27, 1.9, 1.2, 1.3.
Administrators and Principals:

- Structured support and coaching to classroom teachers in literacy pedagogy, curriculum implementation, and assessment-driven instruction Build vertical articulation across middle and high school math and science departments
- Implement cycles of inquiry to inform instruction - data-driven
- Adopt district benchmark assessments that are held centrally, and support data analysis and next steps with site admin and team
- Provide responsive, embedded math professional development
- Development of district-business partnerships, creating more opportunities for internships and career-linked activities

The administrators' suggestions are reflected in the following actions: 1.40; 1.41; 1.2; 1.3; 1.36
Other School Personnel:

- More community and family events
- More tutoring and summer school opportunities More opportunities to go to conferences for classified staff.

The school personnel's suggestions are reflected in the following actions: 2.3, 1.37; 1.40

Students:

- Continue with 1:1 check-in between teachers and students at the high school
- Create designated areas for students who need alone time to complete their work
- More in-depth explanations of material
- More enrichments and sports

The students' suggestions are reflected in the following actions: 2.5; 1.2; 1.3; 1.5; 1.14; 1.31; 3.9.

Special Education Local Plan Area (SELPA):

- Promote collaboration between the general education and the special education staff
- Offer professional development in strategies for educating special education students
- Offer professional development in trauma-informed practices
- Use data during collaborations to inform instruction
- Implement alternatives to suspensions for Special Education students
- Identify and remedy root causes for absenteeism

Suggestions from SELPA are reflected in the following actions:1.44; 1.48; 1.49; 1.60; 3.15

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be prepared for college and career and will be given equitable access to rich educational programs for economic, political, and social empowerment. EUSD scholars will acquire essential 21st Century skills, including collaboration, communication, problem-solving, critical thinking, and creativity.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Education is one of the most powerful vehicles for upward mobility in modern American society. Providing our students with best educational opportunities will propel them into success in the future and enable our scholars to thrive. EUSD developed this goal to ensure that all the district pupils have equitable access to CA Standards-based, engaging curricula taught by our dedicated, expert teachers to ensure that our graduates are ready for college and/or career. Equipped with the 21st Century skills, our young scholars will become productive and competent citizens of the global society. Equity is critical for our scholars to achieve this goal. The following actions deliniate our strategies to breach the gap between some of our student subgroups,

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher Certifications	100% of teachers in the district are fully credentialed and appropriately assigned in their subject areas.	2% of teachers are not fully credentialed and 4% of teachers are not appropriately assigned in their subject areas.		100% of teachers in the district will be fully credentialed and appropriately assigned in their subject areas.	-4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Williams Report	100% of students have access to CA State Standards-aligned instructional materials.	100% of students have access to CA State Standards-aligned instructional materials.		100% of students have access to CA State Standards-aligned instructional materials.	0%
1.3	Graduation rate - CA School Dashboard	96.1% graduation rate per CA School Dashboard 2023.	94.4% in 2024 - declined by 1.6%, per CA School Dashboard.		100% graduation rate as evidenced on the CA School Dashboard.	-1.7%
1.4	Smarter Balanced Assessment Data - ELA, grades 3-5 as evidenced by DataQuest; Local Assessment Data for Gr. K-2	CAASPP: 38.19% met or exceeded standard in ELA in 2022-2023. IReady, 2023-24: 63% on grade level.	CAASPP, 2024: 40.29 % of students met or exceeded standard ; IReady: 2024-25: 52% on grade level.		55% of students will meet or exceed standard in ELA in 2026-2027; 65% on-level in IReady.	+0.38% on CAASPP; • 11% on IReady.
1.5	Smarter Balanced Assessment Data - Mathematics as evidenced by DataQuest	34.62% met or exceeded standard for math in 2023.	35.54% of students met or exceeded standard in 2024 on Smarter-Balanced.		40% of students will meet or exceed standard for math	+0.98%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Meeting A-G Requirements	39% of students met the A-G requirements in 2023	53% of 12th-graders met A-G requirements in 2023-24, per Dataquest.		70% of 12th-graders will meet A-G requirements.	+14%
1.7	District-wide Change category in English Language Arts, as evidenced by the CA School Dashboard	24.6 points below standard in 2022-2023.	15.2 points below standard - increased 9.4 Points per CA School Dashboard 2024.		10 points below standard.	Up by 9.4 points
1.8	District-wide Change category in mathematics, as evidenced by the CA School Dashboard	79.7 points below standard in 2023.	79.5 points below standard - maintained 0.2 points, per CA School Dashboard 2024.		65 points below standard	Up by .2 points
1.9	Students with Disabilities Change category in ELA, per CA School Dashboard	97.7 points below standard in 2022-2023.	88.2 points below standard - increased 9.5 Points, per CA School Dashboard 2024.		83 points below standard	Up by 9.5 points
1.10	Students with Disabilities Change category in math, per CA School Dashboard	140.5 points below standard in 2022-2023.	153.4 points below standard - declined 13 Points		125 points below standard	Down by 13.1 points
1.11	English Learners Change category in ELA, per CA School Dashboard	38.8 points below standard on the 2023 CA School Dashboard;	45.8% made progress toward proficiency - declined 6.9% ;		25 points below standard in ELA on CA School Dashboard; 60%	Down by 7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		51.3% made progress toward proficiency.	45.3 made progress toward proficiency.		of EL will make progress toward proficiency.	
1.12	English Learners' Change category in math, per CA School Dashboard	85.5 points below standard on the 2023 CA School Dashboard.	88 points below standard - maintained -2.5 points on 2024 CA School Dashboard.		76 ot less points below standard	Down by 2.5 points
1.13	Implementation of Integrated ELD strategies - data from Instructional Rounds/Learning Walks and principals' classroom observations	In 2023-24, 55% of general education teachers at the high school were observed implementing integrated ELD; 70% of middle school teachers and 75% of elementary teachers were observed implementing Integrated ELD strategies across content.	In 2024-25, 57% of general education teachers at the high school were observed implementing integrated ELD; 74% of middle school teachers and 76% of elementary teachers were observed implementing Integrated ELD strategies across content.		At least 80% of the high school and middle school teachers and 100% of elemetary teachers will be observed implementing integrated ELD.	ESS: +2%; AYMS: +4%; AYES: +1%.
1.14	Implementation of differentiation strategies - data from Instructional Rounds/Learning Walks and principals' classroom observations	in 2023-24, 60% of high school, 67% of middle school and 73% of elementary teachers are observed implementing differentiation strategies across content.	In 2024-25, 67% of high school, 73% of middle school, and 74% of elementary teachers are observed implementing		80% or more teachers at all sites will be observed implementing differentiation strategies across content.	+4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Total across sites: 67%.	differentiation strategies across content . Total across sites: 71%.			
1.15	Advanced Placement Examinations Scores of 3 or higher	42% of pupils achieved a score of 3 or higher in 2022-2023.	50% of students achieved a score of 3 or higher in 2023-2024.		50% of students will achieve a score of 3 or higher on advanced placement examinations.	+8%
1.16	Designated ELD at ESS and AYMS - classroom observations and the data from Instructional Rounds/Learning Walks	In 2022-23, all teachers were CLAD certificated. 100% of students are receiving designated ELD. At Anna Yates all English learners receive designated ELD from either the ELD specialist, their classroom teacher, or via iReady. At the high school, about 75% of English learners are assigned to an ELD class lead by an ELD specialist based on the programming decisions made to best suit the individual students. The rest of the students receive this support from the core subject	All the high school and middle school English learners are receiving designated ELD instruction from an ELD specialist in 2023-2024. Elementary students are receiving instruction from their classroom teachers due to a vacancy of an ELD Coordinator for elementary.		All eligible English learners will receive designated ELD instruction from an ELD specialist, schedule permitting.	0% for ESS and AYMS; -100% for AYES.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teachers who are also providing designated and integrated EL in their courses. All teachers provide integrated ELD instruction.				
1.17	Rate of Attendance	63.2% in 2022-23, per DataQuest.	68.2% in 2023-24, per DataQuest.		99% rate of attendance across the board	+5%
1.18	English Learner Reclassification Rate	11.6% EL reclassification rate in 2022-23, per DataQuest.	11.3% EL reclassification rate in 2023-24, per DataQuest.		20% or greater EL reclassification rate	-.3%
1.19	Percentage of English Learners who make progress toward English proficiency by at least 1 ELPI level, as measured by the CA School Dashboard.	CA School Dashboard: 51.3% made progress towards English Language proficiency in 2023.	CA School Dashboard: 45.3% made progress towards English Language proficiency in 2024.		50% or greater	-6%
1.20	Parent membership on the District Parent Advisory Committee and the District English Learner Advisory Committee.	Parent membership on the EUSD PAC in 2022-23 was small.	Parent membership on the EUSD PAC increased by 50% in 2023-24.		Increase parent membership by 50% again or from 225% of the 2023-2024 data.	+50%
1.21	Rate of Completion of the Career Technical Education Courses	3% of students completed CTE courses in 2023.	10% of students completed their CTE courses in 2024.		20% of students enrolled at ESS will complete CTE courses.	+7%
1.22	Dropout Rate - Middle School	Currently, the dropout rate at AYMS is 0%.	0%		Maintain 0% dropout rate at the middle school	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	High School Dropout Rate - CA School Dashboard	0% in 2022-23	0%		Maintain 0% dropout rate at the high school	0%
1.24	Pupil Expulsion Rate	0.44% pupil expulsion rate in 2023 across the district.	0% pupil expulsion rate in 2024 across the district.		0% expulsion rate	0%
1.25	School connectedness as reported on CA Healthy Kids Survey	In 2023-2024, students across all sites reported school connectedness at 53%.	42% of students reported feelings of school connectedness in 2024-25.		Increase school connectedness to 60% of higher.	-11%
1.26	School Course Catalogues and Williams Report	In 2023-24, students had access to a variety of courses that meet and/or go beyond the requirements of CA Education Code.	In 2024-25, EUSD students have access to a variety of courses that meet and/or go beyond the requirements of CA Education Code.		Maintain or expand the availability and variety of rich instructional courses for our students.	N/A
1.27	Offer Advanced Placement Courses and AP prep courses at ESS	In 2023-2024 the district offered: AP statistics, AP calculus, Pre-AP chemistry, AP 2-D art.	In 2024-2025 the district is offering : AP chemistry, AP 2-D art, AP phychology, AP statistics, and AP calculus.		Add new courses, such as AP chemistry, AP 3D art, and AP psychology.	N/A
1.28	Support for Long-Term English Learners	According to Dataquest, in 2022-23, 53.89% of LTEL were proficient on ELPAC.	52.95% of LTELs proficient on ELPAC in 2023-24, per Dataquest.		Raise LTEL achievement to 50% of students proficient on summative ELPAC	- 0.94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					as evidenced on Dataquest.	
1.29	Outcomes on social-emotional metrics from the CA Healthy Kids Survey (CHKS) and increased test scores on CAASPP in math and reading.	Baseline: On the last CHKS (2023) many students reported that they felt depressed, alienated, and needed tools for emotional support. Emotional distress - 28.25% Chrinic sadness - 39.28%	On 2024 CHKS, 35% students reported emotional distress and 32% reported chronic sadness.		Percent of students reporting emtional distress and chronic sadness decrease to 20% or below.	Emotional distress: + 6.75% Chronic sadness: - 7.28%
1.30	Expanded learning time - school schedules	In 2023-2024 all of AY students had access to expanded learning programming.	In 2024-2025 all of AY students have access to expanded learning programming.		Increase participation of the SED and academically struggling students at AY in the expanded learning program through better recruitment and advocacy with students and parents.	0
1.31	Access to credit recovery and tutoring opportunities for socio-economically disadvantaged students, foster youth, and English learners.	In 2023-24, all students have access to credit recovery opportunities.	In 2024-25, all students have access to credit recovery opportunities.		100% of SED students, Foster Youth, and English learners in need of credit recovery will take advantage of credit recovery opportunities and	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					the accompanying support.	
1.32	College and Career Readiness - CCR indicator on CA School Dashboard	As evidenced on CA School Dashboard, in 2023, 23.5% of students were prepared for college and career.	44.4% of students were prepared for college and career in 2024 - a 20.9% increase, per CA School Dashboard 2024.		Increase the percentage of prepared students by 10% (to 33.5%)	+20.9%
1.33	AP Chemistry exam data	No data available - new action.	No students took AP chemistry exam in 2023-24.		70% of students who took AP Chemistry will receive a grade of C or higher on the AP exam.	No data available at this time.
1.34	Implementation of CA State Standards	In 2023-24, 96% of teachers districtwide were observed by their principals implementing CA State Standards.	In 2024-25, 96% of teachers districtwide are observed by their principals implementing CA State Standards.		100% of teachers will be observed implementing CA state standards.	0%
1.35	Completion of A-G Courses and CTE Sequence	In 2022-23, the district offered only single CTE courses, but no sequence of courses - 0%.	Due to shortage of personnel, the district only offered single CTE courses in 2024-2025 - 0%.		The district will offer a sequence of CTE courses and at least 15% of students will satisfy both requirements.	0%
1.36	College Preparedness	In 2023, 25.64% of 11th-graders exceeded the standard on ELA CAASPP and 2.56% of 11th-graders exceeded	In 2023-24, 22.22% of 11th-graders exceeded the standard on ELA CAASPP		20% of 11th-graders exceeded the standard on ELA CAASPP	ELA: -3.42% Math: +4.26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the standard on math CAASPP.	6.82% of 11th-graders exceeded the standard on math CAASPP.		15% of 11th-graders exceeded the standard on math CAASPP	
1.37	Professional Development around Intervention Strategies for SWD	In 2023-24 10% of teachers participated in professional development focused on intervention strategies for Students with Disabilities.	In 2024-25, 25% of teachers participated in professional development focused on intervention strategies for Students with Disabilities.		30% of teachers will participate in PD focused on intervention strategies for SWD.	+15%
1.38	Smarter Balanced Assessment Data - ELA, secondary grades	58.97% of students met or exceeded standard on ELA in secondary grades in 2022-23.	64.44% of students met or exceeded standard on ELA in secondary grades in 2023-24.		63% will meet or exceed standard on CAASPP in secondary grades.	+5.47%
1.39	Suspension Rates for SED and SWD	Disproportionally to the rest of the student population, 12.6% of SWD and 7.3% of SED students and were suspended at least one day in 2022-2023 school year.	6.9% of SWD and 6.38% of SED were suspended at least one day in 2023-24.		Reduce rate of suspensions for SED to no greater than 2% and for SWD to no grater than 6%.	SWD: - 5.7% SED: -.92%
1.40	Professional Development in Core Programs	80% of new teachers take the PD in core programs	93% of new teachers took PD in core programs.		95% or higher % of new teachers will take PD in new programs.	+13%
1.41	Coaching in Literacy	50% of teachers request coaching and report high satisfaction	50% of teachers requested coaching and reported high		65% of teachers will request coaching and report high	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		with coaching in evaluations.	satisfaction with coaching in evaluations in 2023-2024.		satisfaction with coaching in evaluations.	
1.42	AP Psychology Course	New course	Data is not available yet.		40% of students taking AP Psychology will get a score of 3 or 4 on the AP exam.	Data is not available yet.
1.43	Designated ELD at AYES	In 2023-24 students at AYES couldn't get any designated ELD instruction because the ELD coordinator had to fill one of the classroom teacher's vacancy. Likewise, our intervention speciaist had to go back to the classroom to fill a vacancy as well, so students only received interventions from their classroom teachers.	In 2024-25 students at AYES do not receive any designated ELD instruction because the ELD coordinator had to fill one of the classroom teacher's vacancy. Students are receiving interventions during the intervention block from their classroom teachers and during small group tutoring.		100% of EL will receive designated ELD instruction and struggling general education students will receive in-school intervention from the intervention specialist as needed.	0
1.44	TK Performance in ELA	In 2022-23 49% of students were on-level in IReady.	100% of the TK students are on-level with IReady		100% of students will be on-level on IReady	100% of students are on-level (Emerging K) in IReady.
1.45	New Enterpreneurship Course	New course - 43 unduplicated students are interested in taking	Students are creating a variety		Students taking the course will create products,	The course is implemented successfully.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		it next year, schedule permitting.	of products using the equipment.		market them, and sell them on-line.	
1.46	Local Benchmark Assessments in ELA and Math	IReady - 40% of students are on-level or above level in ELA and 51% in math. NWEA - Fall of 2023 (all grades) in 36th percentile in reading and in 56% in math.	IReady - 53% of students are on or above grade level in reading and 39% of students are on or above level in math NWEA - 2024 (all grades) in 41st percentile in reading and in 56 percentile in math.		IReady - 50% or more students will be on-level in reading and 60% in math; NWEA - 50 percentile in reading and 60- in math.	IReady, reading: -3% IReady, math: -1% NWEA: +5% in reading NWEA math: not availalbe for 2023.
1.47	Science Assessment - AY	Mystery Science was not taught at AY this year due to the need to fill the vacancy and assign the science teacher on special assignment to 1st grade classroom. 13.04% of students met or exceeded standard on CAST in 2023.	21.36 % of students met or exceeded standard on CAST, per CASSPP, 2024.		25% of students will meet or exceed standard on CAST in 2026.	+8.32
1.48	ESS Science Offerings	50% of ESS 11-graders met or acceeded standard on CAST in 2022 (the latest available data); data is not available for 2023.	11.11% of students met or acceeded standard on CAST in 2024.		60% of ESS students will meet or acceed standard on CAST	Data is not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.49	Summer School Assessments	This will be conducted when the summer school begins.	50% of students showed improvement on programmatic assessments in summer school in 2024.		60% of students will show progress on programmatic assessments in Camplit and Do the Math.	+50%
1.50	Mathematics Achievement of Students with Special Needs on CA School Dashboard	This is a new action in 2025-2026	This is a new action in 2025-2026		Increase performance on CA School Dashboard by 15 points (to 137 or less points below standard).	N/A
1.51	Occupational Therapy for Students with Disability	This is a new action in 2025-26	This is a new action in 2025-26		Students will meet 80% of the OT goal in the IEP by the end of the school year.	N/A
1.52	Part-Time Speech and Language Services	This is a new action in 2025-26	Our SLP's caseload is too high per CA Ed. Code. In order to stay within the limits of CA Ed Code we need to hire a part time SLP to cover our preschool students who have Speech needs and this person will also be supporting our ESN class with speech services as well as our		100% compliance on SLP workload and caseload and 80% achievement of applicable IEP goals.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students who require AAC (Alternative Augmentative Communication) services. Our current SLP does not have the credentials to provide AAC services.			

Goal Analysis [2024-25]

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

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

The district made meaningful strides toward achieving its strategic goals. Implementation of planned actions has generally aligned with expectations, although notable variances exist between intent and execution across several metrics. The outcomes reflect both steady improvement and persistent challenges.

Successes and Effective Implementation

- Access and Equity: Full compliance with the Williams Report (Metric 1.2) was achieved and maintained, ensuring that all students have access to state standards-aligned instructional materials. Similarly, access to a broad and compliant course catalogue (Metric 1.26) and expanded AP offerings (Metric 1.27) demonstrates fidelity to implementation.
- Dropout and Expulsion Rates: Dropout rates at both middle and high schools (Metrics 1.22 and 1.23) remained at 0%, and the district achieved a 0% pupil expulsion rate (Metric 1.24), reflecting positive school climate and student engagement.
- Advanced Coursework and College Readiness: The percentage of students scoring a 3 or higher on AP exams rose from 42% to 50% (Metric 1.15), meeting the Year 3 target ahead of schedule. A-G completion rates increased significantly from 39% to 53% (Metric 1.6), showing effective implementation of college preparatory supports.
- Career Pathways: Career Technical Education (CTE) completion rates more than tripled, from 3% to 10% (Metric 1.21), indicating successful expansion of vocational programming.
- Targeted Instructional Practices: There has been a steady increase in the implementation of integrated ELD and differentiation strategies across all school levels (Metrics 1.13 and 1.14), though targets have not yet been met. Teacher engagement in these practices shows professional learning strategies are taking root.

Partial Implementation and Areas of Ongoing Growth

- Credentialing and Assignments: While the baseline for credentialed and appropriately assigned teachers was 100% (Metric 1.1), current data shows a slight decline, with 2% not fully credentialed and 4% not appropriately assigned. Recruitment and retention challenges, particularly in high-need subjects, may be contributing factors.
- Graduation Rate: The graduation rate dropped slightly from 96.1% to 94.4% (Metric 1.3), underscoring the need to reinforce student supports, especially for underserved populations.
- Academic Proficiency: Incremental gains were observed in CAASPP math and ELA scores (Metrics 1.4 and 1.5), but results remain below Year 3 targets. IReady scores for ELA declined despite CAASPP growth, indicating inconsistency across assessments. These outcomes suggest implementation of academic supports has been only partially effective.
- ELD and English Learner Outcomes: English learner progress toward proficiency declined slightly (Metric 1.19), and reclassification rates (Metric 1.18) have stagnated. Implementation of designated ELD was inconsistent across sites due to staffing vacancies (Metric 1.16), which likely contributed to these declines.
- Social-Emotional Wellbeing: Emotional distress increased while chronic sadness declined (Metric 1.29). While some progress was made, overall mental health indicators reflect elevated student need and highlight the need for expanded socio-emotional learning (SEL) and mental health supports.
- Attendance: The attendance rate improved from 63.2% to 68.2% (Metric 1.17), yet remains far below the 99% target. Chronic absenteeism continues to be a systemic challenge. Challenges in Implementation

- Staffing Gaps: Implementation of designated ELD (Metric 1.16) was directly hindered by the vacancy in the ELD coordinator role, especially at the elementary level. This staffing issue also likely impacted reclassification and English learner progress.
- Instructional Consistency: While increases in instructional strategies (ELD, differentiation) were reported, uneven implementation between school levels and subject areas remains a concern. Monitoring through classroom observations helped identify these inconsistencies.
- School Connectedness and Mental Health: Student perception of connectedness declined from 53% to 42% (Metric 1.25), a significant drop that signals a need to revisit school climate initiatives, especially as they relate to belonging and safety.

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.

1.1 - the previous TK teacher retired and the new teacher has differen compensation rate.

1.2 - the difference occurred because last year the after school program was included in this calculation but this year it's in a separate action (Expanded Learning Program).

1.3 - the difference occurred because teachers needed less instructional materials than in the previous year and also they volunteered less for after-school work.

1.6 - the difference between estimated budgeted and actual expenditures accounts for the fact that the new entrepreneurship course necessitated more materials than what we budgeted for.

1.7 - the difference between estimated budgeted and actual expenditures occurred because we moved the positions costs into separate actions so this action only accounts for the cost of materials.

1.8 - the difference between estimated budgeted and actual expenditures occurred because we lost the second grade teacher and had to move our ELD teacher/coordinator into the regular classroom.

1.9 - the difference between estimated budgeted and actual expenditures occurred because instructional materials cost less than we estimated.

1.18 -the difference between estimated budgeted and actual expenditures occurred because the district didn't purchase any new materials for LTELs.

1.19 - the difference between estimated budgeted and actual expenditures occurred because we were able to send more students on college trip than we planned to send.

1.20 - the difference occurred because the teacher's salary was accounted for in a different action, so only the cost of materials is accounted for in 1.20.

1.22 - the difference between estimated budgeted and actual expenditures occurred because the district didn't have to pay for any of the students who participated in dual enrollment this year.

1.27 - the difference between estimated budgeted and actual expenditures occurred because less of our students needed credit recovery than the number we anticipated.

1.28 - the difference between estimated budgeted and actual expenditures occurred because originally the budgeted number accounted for a perinent of the compensation of several teachers implementing project-based learning; but now their whole compensation is accounted for in other pertinent actions.

1.29 - the difference between estimated budgeted and actual expenditures occurred due to salary increase.

1.36 - the difference between estimated budgeted and actual expenditures occurred because we sent four teachers to the NWEA training to improve our assessment data analysis.

1.38 - the difference between estimated budgeted and actual expenditures occurred because we didn't include math teachers' compensation before but added it now.

1.39 - the difference between estimated budgeted and actual expenditures occurred because we were able to offer some of the professional development in-house and it cost less than hiring vendors.

1.42 - the difference between estimated budgeted and actual expenditures from greater interest from more teachers in ELD PD, so we spent more funds.

1.43 - the difference between estimated budgeted and actual expenditures occurred because this professional development was done in-house, so it didn't necessitate additional funds.

1.45 - the difference between estimated budgeted and actual expenditures attributed to the salary increase for the Parent Liaison.

1.46 - the difference between estimated budgeted and actual expenditures occurred because our parents needed less translations and interpretations than the year before.

1.47 - the difference between estimated budgeted and actual expenditures occurred because we provided more services for Sp. Ed. students than we originally budgeted for.

1.54 - the difference between estimated budgeted and actual expenditures occurred due to increase in available courses and due to salary increases of teachers who provided them.

1.55 - the difference between estimated budgeted and actual expenditures occurred because instructional assistant for TK qualified for less compensation than we anticipated.

1.57 - the difference between estimated budgeted and actual expenditures occurred because instructional materials for AP Chemistry cost less than what we anticipated.

1.58 - the difference between estimated budgeted and actual expenditures occurred because the teacher used materials for the course that he already had and there was no need to purchase the new ones.

1.59 - the difference between estimated budgeted and actual expenditures occurred because instructional assistants for K and Gr. 1 qualified for more compensation than we anticipated due to the salary increases.

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

The following actions, based on our data, proved to be effective in making progress toward the goal in 2024-25 school year:

1.1; 1.9; 1.10, 1.11; 1.12; 1.13; 1.14; 1.15; 1.16; 1.19; 1.20; 1.21; 1.23; 1.27; 1.29; 1.34; 1.35; 1.37; 1.38; 1.39; 1.40; 1.42; 1.45; 1.46; 1.48; 1.49; 1.50; 1.54; 1.55; 1.56; 1.57; 1.58.

Effective Progress Toward Goals
These areas showed strong or promising gains toward stated goals:

1.2 Williams Report: Instructional Materials - Maintained 100% compliance baseline.

1.6 A-G CompletionIncreased from 39% to 53% (+14%).

1.7 ELA Change (All Students) - Gained 9.4 points, nearing goal of 10 below standard.

1.9 ELA for Students with Disabilities -Improved 9.5 points.

1.15 AP Scores -Increased from 42% to 50%, met goal.

1.20 Parent Advisory Membership Increased by 50%, met interim benchmark.

1.21CTE Completion - Increased from 3% to 10%, solid gain toward 20%.

1.24 Expulsion Rate - Decreased to 0% from 0.44%.

1.27 AP Course Offerings-Expanded AP course offerings as planned.

1.32 College and Career Readiness - Increased from 23.5% to 44.4% - a 20.9% gain, surpassing the 10% goal. Clear indicator of effective strategies in place.

1.36 College Preparedness (Math) - Math achievement rose from 2.56% to 6.82%, showing strong growth (+4.26%). Still under target but promising.

1.38 Secondary ELA CAASPP - Increase from 58.97% to 64.44% (+5.47%) exceeded the 63% target. Suggests interventions and core programs are working.

1.39 Suspension Rates (SWD/SED) - Significant drop for SWD (-5.7%) and modest drop for SED (-0.92%) indicates effective behavioral or SEL support interventions.

1.40 PD in Core Programs - From 80% to 93%, nearing the 95% target - shows high engagement and effectiveness of support.

1.37 PD on SWD Intervention - Increased teacher participation from 10% to 25% (+15%). Nearing 30% goal, strong upward momentum.

1.46 Benchmark Growth (NWEA Reading) - Improved from 36th to 41st percentile (+5%), reflecting effective reading support strategies.

1.44 TK ELA Readiness - From 49% to 100% on-level performance in iReady - substantial progress and model for early literacy success.

1.49 Summer School Assessments - 50% of students showed growth, establishing a strong baseline for a new program. On track for 60% goal.

1.47 AY Science (CAST)CAST scores improved from 13.04% to 21.36% (+8.32%), a notable rebound after staffing setbacks.

1.45 Entrepreneurship Course - Students are actively creating and using equipment - early signs of successful CTE implementation.

Moderate Progress - Improvement Evident but More Work Needed
These areas show some improvement, but not yet to the level required by Year 3 goals:

1.4 ELA Proficiency (CAASPP and iReady)- Small gain in CAASPP (+2.1%), but drop in iReady (-11%).

1.5 Math Proficiency -+0.92%, still well below goal of 40%.

1.8 Math Change (All Students) - Slight increase of 0.2 points.

1.13 Integrated ELD - Incremental increases at all levels (1-4%).

1.14 Differentiation Strategies Increased from 67% to 71%; goal is 80%.

1.17 Attendance Rate Increased by 5% but still significantly below 99% target.

1.29 Emotional Health (Chronic Sadness) - 7.28% decrease; still room to meet 20% target.

1.41 Literacy Coaching -Teacher satisfaction is high, but no increase in coaching requests from 50% baseline. Needs renewed engagement strategy.

1.48 ESS Science (CAST) Performance dropped from 50% to 11.11%

1.46 iReady Math - Drop from 51% to 39% (-12%) in iReady math. Indicates targeted math interventions are needed.

Limited or Negative Progress
These areas show decline or insufficient movement toward intended goals and need immediate attention or revised strategies:

1.1 Teacher Credentials and Assignments - 6% not meeting standard; decline from baseline.

1.3 Graduation Rate Dropped from 96.1% to 94.4%.

1.10 Math (Students with Disabilities) - Declined by 13 points.

1.11ELA (English Learners) - Declined by 7 points.

1.12Math (English Learners) - Declined by 2.5 points.

1.16 Designated ELD Implementation - Loss of elementary ELD Coordinator led to 0% coverage.

1.18 Reclassification Rate - Slight decline of 0.3%.

1.19 ELPI Growth Dropped by 6%, well below 50% target.

1.25 School Connectedness - Dropped 11%, further from 60% target.

1.28 LTEL Proficiency - Slight decrease (-0.94%) despite proximity to goal.

1.29 Emotional Distress - Increased by 6.75%, contrary to goal.

1.34 CA Standards Implementation - Stagnant at 96% across two years. Target is 100%, so growth has plateaued. Need to identify remaining gaps.

1.35 CTE Pathways - No CTE course sequences were implemented due to staffing shortages. Still at 0%, showing no progress.

1.43 Designated ELD and Interventions (AYES) - No designated ELD instruction for two consecutive years. Significant equity and compliance concern.

Effectiveness cannot be evaluated yet. Resource allocation and staffing are critical here.
The actions below were not implemented as planned due to difficulties in recruiting personnel:

1.7 and 1.18 - our elementary ELD teacher had to be moved into a 2nd grade classroom due to shortage of personnel; 1.34 - our Technology Coordinator left and there was less support for parents with technology.

1.24 - the FabLab was created but this action was eliminated because it merged with the new Entrepreneurship Course (Action 1.6).

Action 1.25, Additional FTE Math Position at ESS, proved ineffective based on the local data, the State testing data, and the classroom observations. It was eliminated for the upcoming 2025-2026 school year.

1.50 - 1.52 New Services (OT, SLP, Dashboard Math for SWD). All are in planning or launch stages (2025-26).

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.

Baseline columns were updated with the more up-to-date,accurate or specific data:

1.6, 1.35, 1.36, 1.38, 1.17, 1.18,1.21., 1.25; 1.13,1.14, 1.16, 1,28; 1.29; 1.47

1.24 - the Baseline data was recorded incorrectly: per DataQuest, in 2023 - 0.44% expulsion rate and in 2024 - 0%.

Year 1:

1.36, 1.17, 1.18,1.47,1.28; 1.25.

Target for Year 3 Outcome:

1.47, 1.25 since we actually regressed in 2025, we updated the Year 3 outcome to make a more realistic goal; 1.28, 1.29 - the Year 3 outcome was misaligned with the metric;

Metric 1.5 was modified to limit to K-5 only. A new edition or Eureka, Eureka Math Squared, will be piloted.

Metric 1.8 was modified to limit responsibilities to ELD Coordinator position only - since this is not a full time position, we had to re-think the effectiveness of giving both responsibilities to this teacher.

Metric 1.44 was modified to reflect a much higher performance on IReady in Year 2 than we anticipated.

Action 1.24 was eliminated - it merged with the entrepreneurship course.

Action1.25 was eliminated as ineffective.

Action 1.38 was expanded to all secondary grades, 6-12.

Actions 1.60; 1.61; 1.62; 1.63; 1.64; and 1.65 are new for 2025-2026 school year.

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	Improve Student Performance in English Language Arts, TK	Continue the implementation of Teaching Strategies, a Common Core-aligned TK ELA program. The TK teacher will collaborate with her pre-school and kindergarten colleagues to ensure instructional coherence. The teacher will intentionally focus on providing additional support to the student subgroups that are behind their peers in older grades - Students with Disabilities, Asian students and English learners. The elementary school principal will monitor the fidelity of implementation.	$137,796.94	Yes
1.2	Improve Student Performance in English Language Arts, K-5	Continue implementing Reach for Reading! Common Core-aligned program for grades TK-5. The teachers will intentionally focus on providing additional differentiated support to the student subgroups that are behind their peers according to the 2023-24 data from the CA School Dashboard, the current benchmark assessment data, and the programmatic assessments - Students with Disabilities, Hispanic students, and English learners. The elementary school principal will monitor the fidelity of implementation.	$1,100,396.33	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Improve Student Performance in English Language Arts, secondary grades.	Continue providing ERWC training and coaching support for middle school and high school teachers. The educators will engage in facilitated ongoing collaborative teacher inquiry around student learning with an explicit focus on struggling learners, including Students with Disabilities, EL, and Asian students. The work will include a review of data to improve student outcomes based on multiple pieces of evidence derived from multiple assessment sources.	$561,945.69	Yes
1.4	Books for Students	Provide grab-and-go packs of culturally relevant literature books for students to take home and read during the summer.	$17,764.70	Yes
1.5	Improve Student Performance in Mathematics, K-5	Pilot the new edition of the Standards-based and EUSD board-approved Eureka Math program in K-5. The teachers will intentionally focus on providing additional differentiated support to the student subgroups that are behind their peers according to the 2024 data from CA School Dashboard, the current benchmark assessment data, and the programmatic assessments. This will improve the performance of African American and English Learner subgroups of students who are in orange on the Dashboard, which is one color behind their peers in mathematics. Principals will monitor fidelity of implementation during classroom observations and the teachers will assess the implementation during Instructional Rounds/Learning Walks.	$674,085.93	Yes
1.6	Offer a CTE entrepreneurship course at ESS	This new course will support students in developing their entrepreneurship, marketing, and artisanal skills and will promote greater student engagement and will prepare students for the future careers.	$216,730.68	Yes
1.7	Integrated English Language Development (ELD)	100% of English Learners will receive integrated ELD instruction and academic support, based on the students' performance on ELPAC. Based on their needs, English Learners will receive designated ELD instruction to the greatest extent that the scheduling allows.	$355,065.78	Yes

Action #	Title	Description	Total Funds	Contributing
	Instruction for English Learners			
1.8	Position of ELD Coordinator	Fund the position of the ELD coordinator to provide support to teachers in serving ELs in the classroom.	$9,111.00	Yes
1.9	Intervention and Acceleration Resources at AYES and AYMS. Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading, and math digital adaptive platform during intervention blocks and in after-school tutoring.	Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading and math digital adaptive platform during intervention blocks and in after-school tutoring.	$17,472.79	Yes
1.10	Science Opportunities for AYES Students	In collaboration with Community Resources for Science, teachers at AYES will implement Mystery Science, a Next Generation Science Standards-aligned curriculum, which was piloted by many teachers in 2021-22. Teachers will will develop competency around best practice strategies for teaching science in the context of this program. Fund science kits for AYES teachers.	$200,757.29	Yes
1.11	Support for Unduplicated Students	100% of English Learners, Foster Youth, Low Income, students with special needs, and at-risk youth in all demographics will receive support through all major district initiatives, including the high school's college and career center and summer school.	$48,100.09	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Additional Digital Resources for EL and SED Students	Provide access to computer-based and web-based supplemental curricula to support students with learning needs.	$50,650.80	Yes
1.13	Art Program at AYES and AYMS	Continue funding a shared FTE art teacher's position for AYES and AYMS.	$140,816.50	Yes
1.14	Physical Education	Continue funding single-subject PE teachers.	$337,474.42	Yes
1.15	Music program at AYMS	Provide music instruction at Anna Yates Middle School on a rotating schedule between the grade bands.	$135,914.47	Yes
1.16	Counseling for the HS students	100% of high school students will have access to a full-time counselor to support emotional and academic success and to increase access to college preparation for unduplicated students.	$116,075.10	No
1.17	Support for preparing for AP Exams	Provide supports to ESS students to increase the number of pupils who pass an AP exam with a score of 3 or higher. Offer assistance during after-school tutoring and with digital programs, such as Edgenuity.	$447.53	Yes
1.18	Support for Long-Term ELs	Provide designated ELD by one dedicated ELD teacher/coordinator for K-5 and 1 dedicated ELD teacher/coordinator for 6-12 to to support long-term ELs' vocabulary development and explicitly teach language forms and functions. Implement the EL Master Plan through collaboration and PD with EL coordinators.	$0.00	No
1.19	College and Career Center at ESS	100% of students with special needs, English Learners, Foster Youth and socio-economically disadvantaged scholars at ESS will have access to a college and career center and an EAOP counselor. Continue strengthening collaboration between parents and teachers to improve graduation rates.	$70,025.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.20	Psychology Advanced Placement Course at ESS	Offer a new AP Psychology course at ESS.	$12,782.04	Yes
1.21	Collaborations with the Local Industry Partners and Internships	Provide ESS students with opportunities for internships and collaborations with local industry. This will increase engagement for all students and will particularly benefit low-income, English learners, students with special needs, and Foster Youth.	$0.00	No
1.22	Dual Enrollment	Continue collaboration with community colleges to provide opportunities for dual enrollment and engage students in career and college planning.	$0.00	No
1.23	Career Technical Education	100% of high school students will have access to Career Technical Education courses.	$853.60	Yes
1.24	Maker's Space	Fund Maker's Space Fablab at ESS and offer this course to the high school students.	$0.00	No
1.25	Additional FTE Math Position at ESS	Hire another math teacher at ESS to provide greater support to struggling math students and to improve math scores.	$0.00	No
1.26	Science Opportunities for ESS Students	PRIORITY 7 -- Course Access 100% of 9-graders will be enrolled in science. (6)	$105,488.29	Yes
1.27	Credit Recovery Opportunities at ESS	Continue offering digital resources and support programs, such as Edgenuity, for students who are failing the A-G courses with the goal of credit recovery.	$12,465.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.28	Project-Based Learning	Continue engaging ESS students, including English learners, students with disabilities, foster youth, and low-income pupils in rich project-based portfolio defense activities that promote readiness for college and career. Research suggests that unduplicated students who present and defend their work have shown greater engagement and are better prepared for successful citizenship in modern society.	$0.00	No
1.29	ELD Teacher Position for ESS and AYMS	Continue supporting English Language Learners and their families by investing in a full-time ELD teacher position shared between high school and middle school.	$187,000.80	Yes
1.30	Intervention and Acceleration Support for ESS Students	Provide intervention and acceleration opportunities to ESS students with Imagine Learning, an English and math digital adaptive platform, during the school day and in after-school tutoring.	$367.82	Yes
1.31	Reduce districtwide suspension rates for socio-economically disadvantaged students and children with disability.	Continue using SARB as a vehicle for preventing and improving poor attendance, tardiness, and suspensions. Provide activities that improve student engagement. Analyze root causes for suspensions among the SED and SWD populaitons and generate workable solutions for individual students. Utilize SART and COST teams to collaborate with students and parents and to problem-solve in identifying targeted supports for students.	$11,200.00	No
1.32	Reduce suspension rates at AYES	Reduce suspension rates at AYES for all students, especially for Hispanic, Socioeconomically Disadvantaged,Students with Disabilities, and Two Or More Races who, accoring to the CA School Dashboard, were the highest groups for suspensions. Teachers will collaborate with the SPED specialists to identify alternatives to suspensions and strategies for improving student engagement.	$0.00	No
1.33	Student Information System	Continue using Aeries, a Student Information System, to ensure accurate recording and reporting of attendance and absenteeism. Provide	$13,142.81	No

Action #	Title	Description	Total Funds	Contributing
		professional development to the office and teaching staff in using the system.		
1.34	Parent Supports and Communication	100% of EUSD families will have access to the district family portal through Aeries Student Information System. Provide training for parents and guardians to enable them to use the system effectively, improve communication and support parental monitoring of their child's progress.	$0.00	No
1.35	AP 3-D Art Course	Continue offering Advance Placement course opportunities and AP-prep course opportunities at ESS. Add 3D Art to the list of offerings.	$145,456.15	Yes
1.36	Assessment	Create a district-wide calendar of benchmark and summative assessment activities to monitor students' academic progress and better inform instructional and strategic planning.	$53,038.81	Yes
1.37	Summer School	Continue to provide a summer learning program for special education students and for students in need of credit recovery.	$400,586.89	Yes
1.38	Implement Reveal Math in Secondary Grades.	Continue the implementation of Reveal Math at ESS and expand it into the middle school. Since SED students, Foster Youth, and EL constitute 54.5%, 0.2%, and 16.3% of our scholars, respectively, they comprise the majority of the student population at ESS so it makes sense to offer these services schoolwide.	$249,325.24	Yes
1.39	Professional Development in Core Programs	Provide professional development for all the new teachers and teachers new to a grade in all the Standards-based, district-approved curricula, such as Reach for Reading!, Eureka Math, StemScopes, Mystery Math, and ERWC.	$50,549.62	Yes

Action #	Title	Description	Total Funds	Contributing
1.40	Coaching in Literacy	Provide coaching support in literacy to teachers in grades 1-12 to incorporate best practice and learning acceleration strategies into instruction.	$12,900.00	Yes
1.41	Mathematics Coaching and Professional Development	Provide coaching support in mathematics for teachers in grades 1-8 to incorporate best practice and learning acceleration strategies into instruction.	$81,900.00	Yes
1.42	Teacher Professional Development - English Language Development	The district will continue providing professional development for teachers to explore critical ELD strategies; the ELD specialists will coach and support staff to increase their competence. The ELD Coordinator will determine several targeted QTEL strategies aligned with Common Core, model them for classroom teachers, and monitor the implementation of these strategies with the site administration and director of instruction during Learning Walks.	$29,750.00	Yes
1.43	Professional Development in Differentiation	97% or more teachers will engage in professional development around differentiation, intervention and enrichment strategies to provide greater targeted support to all students and especially Students with Disabilities, English Learners, low-income, and Foster Youth.	$0.00	No
1.44	Professional Development in Supporting SWD	Provide professional learning opportunities for teachers to enhance their methodology in supporting Students with Disabilities. Special Education Specialists will collaborate with the general education teachers to support this work. This collaborative and comprehensive approach will help to close the achievement gap between SWD and their peers.	$2,400.00	No

Action #	Title	Description	Total Funds	Contributing
1.45	Parent Participation in Strategic Planning	The district will consistently engage parents to solicit their input and to incorporate parent voice into the district's curriculum via various committees and through multilingual two-way communications.	$2,108.00	No
1.46	Support for Parents of English Learners	100% of the Spanish and Arabic-speaking parents will have access to a Spanish-speaking Parent Outreach Coordinator and to consultant interpreters, as the need arises. All the important strategic documents will be translated into Spanish and Arabic, the district's most prevalent second languages.	$4,206.00	No
1.47	Improving Attendance for Special Education Students	Sp.Ed. teachers will include in students' Individualized Education Plans goals related to improving attendance in order to monitor and address absenteeism. Teachers, administrators, parents, and students will collaborate and problem-solve to improve attendance and participation of Students with Disabilities.	$400.00	No
1.48	Collaboration between General Education and Special Education Staff	Foster sustained collaboration and integration between general education and special education teachers to benefit students with disabilities. This collaboration will occur during the school time.	$56,369.65	No
1.49	Professional Development Focused on Special Education Strategies for General Education Staff	Provide targeted professional development activities to develop capacity of general education and special education teachers to make instructional adjustments for diverse learners.	$0.00	No
1.50	Inter-district Collaborations with Districts in SELPA	Collaborate with SELPA member districts to develop additional public school programs for students with behavioral and emotional challenges.	$0.00	No
1.51	Middle School Dropout Rate	Maintain the middle school dropout rate at 0%.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.52	High School Dropout Rate	Maintain the high school dropout rate at 0%.	$0.00	No
1.53	Pupil Expulsion Districtwide	Maintain the student expulsion rate across the district is 0%.	$0.00	No
1.54	Broad Course of Study	Provide broad, rich, and rigorous variety of courses available to all the students in EUSD.	$7,482.52	Yes
1.55	Instructional Aid for TK	Employ an instructional aid to support students in TK and to enable a more individualized approach to instruction and the students' social-emotional needs.	$82,695.80	Yes
1.56		Provide opportunities for a 9-hour school day during the school year and for 30 days of intersession. These additional hours will be offered to all TK-6 students and will include many academic and physical enrichment activities. LREBG Action. The needs assessment substantiated findings from the parents and community surveys of a need for a longer school day for many of our students. In addition, the data from the CA School Dashboard showing our students academic achievement in ELA and mathematics, revealed the need for additional instructional support during tutoring. Finally, the findings from the CA Healthy Kids Survey regarding school connectedness and student engagement indicated that our scholars benefit from additional engaging enrichment opportunities after school.	$322,560.00	No

Action #	Title	Description	Total Funds	Contributing
		Research consistently shows that after-school tutoring programs offer substantial benefits for students, particularly those who struggle academically or lack resources. High-dosage tutoring, defined as frequent and long-term interventions, has been linked to significant learning gains, including an increase of three to fifteen months of learning across various grade levels. Additionally, after-school programs can help students improve their overall performance, address behavioral issues, and develop stronger study habits. High-dosage tutoring will accelerate learning, closing achievement gaps, especially for our low-income students. After-school programs will improve our students' attendance, particularly for students who are chronically absent. Students who participate regularly in high-quality afterschool programs are more likely to be engaged in school. Metric being used to Metric 1.4 - Smarter Balanced Assessment Data - ELA, grades 3-5 as evidenced by DataQuest; Local Assessment Data for Gr. K-2; 1.5 - Smarter Balanced Assessment Data - Mathematics as evidenced by DataQuest; 1.7 - District-wide Change category in English Language Arts as evidenced by the CA Dashboard; 1.8 - District-wide Change category in Mathematics as evidenced by the CA School Dashboard; 1.47 - Improving Attendance for Special Education Students; 1.32 - Reduce suspension rates at AYES LREBG Funds: $233,560 in 2025-26		

Action #	Title	Description	Total Funds	Contributing
1.57	AP Chemistry Course	Offer an AP chemistry course at ESS to provide more opportunities for students to prepare for college.	$3,000.00	Yes
1.58	Communication and Writing course	Continue the expansion of course offerings - more electives and core courses. Writing and communication are essential for overall success of our students.	$4,000.00	Yes
1.59	Instructional Assistants for Kindergarten and First grades.	Fund two more positions of an instructional aid to support students in K and in first grades. These supports will enable a more individualized approach to instruction and will help better addres the students' social-emotional needs.	$110,998.90	Yes
1.60	Additional Instructional Aids to Support Sp. Ed. Students	Hire three additional instructional aids to support Special Education students in inclusion model.	$134,537.00	Yes
1.61	Additional Part-time Position of Speech and Language Pathologist	LREBG Action: Support students with speech and language needs. The needs assessment conducted by our Director of Special Education Services revealed that many of our students with needs of speech support were receiving it from the outside vendors. In order to ensure that these services are readily availble and less expensive than the outside vendors, the district made a decision to hire an additional part-time speech pathologist. Studies have shown that students who overcome their speech impairments have higher self-esteem and are more successful socially and academically.	$72,970.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics: LREBG Funds: $35,560 per year through 2027-28		
1.62	Position of Data Analyst/ Technology Coordinator	LREBG Action: Hire a Data Analyst/Technology Coordinator. The needs assessment substantiated findings from the 2024 Dashboard related to academic achievement of students in ELA and mathematics. Research shows that data-informed instruction and promoting data culture among educators directly impact quality of teaching and results in higher academic performance of students. This action directly addresses the need to provide support to teachers as they engage in data mining and analysis. It also will ensure that technology supports for our parents are available to the families. This action aligns with allowable uses of funds in the areas of teaching and learning and academic performance. Metrics being used - 1.5; 1.7; 1.4; 1.11; 1.12; 1.18; 1.44; 1.46. LREBG Funds: $150,000 per year for 2025-26, 2026-2027, 2027-2028.	$150,000.00	No
1.63	Occupational Therapist	LREBG Action: Hire an Occupational Therapist (OT).	$95,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The needs assessment substantiated findings of the need for more OT services for SWD, as evidenced in students' IEPs. Research consistently shows that occupational therapy (OT) benefits special education (SP. Ed.) students, particularly in enhancing their academic, social, and physical development. OT interventions can improve skills like sensory processing, motor skills, and self-regulation, leading to increased independence and participation in school. This action directly addresses the need to provide occupational therapy support for Special Education students who need it. Districts are required to provide these services to students. This action aligns with allowable uses of funds in the area of health. Metric being used - 1.51.		
1.64	Part-time Biology Teacher for ESS	Hire an additional 0.4 science teacher for ESS to ensure that all students have access to biology.	$94,153.66	No
1.65	Part-time Drama or Chorus Teacher	Fund a part time drama or chorus teacher (depending on personnel availability) to expand broad course of study and provide opportunities for enrichment and engagement.	$94,653.66	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students at EUSD will develop global awareness, cultural competence, and media and technical literacy with innovative technology integrated across disciplines. This will assist them in becoming productive citizens in the 21st Century.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We live in a multicultural world and the EUSD is very fortunate to reflect this reality in the ethnic and cultural makeup of our student and teacher population. In order to be prepared for success in the modern world, students need to have cultural awareness and competence and to learn to be open-minded and respectful of people with experiences different from their own. In addition, as technology becomes ever more essential in every field of study and work, it is critical for our young scholars to become adept with media and technical literacy so that they can become confident and productive members of the global society.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teachers' evaluations of professional development around the use of technology in the educational process	90% of the evaluations of PD in technology in 2023-2024 were positive.	Teachers had an opportunity to participate in technology professional development as part of their individualized		100% of teachers who take technology professional development will give positive evaluations to this training. Teachers	+10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			professional learning program and 100% were satisfied with these in 2024-25.		will keep abrast of the new available technology and will continue participating in professional learning about the effective use of technology in the classroom.	
2.2	Classroom discussions and debates about the topics of social justice and cultural awareness	In 2023-24, 85% of teachers facilitated classroom discussions; 20% orchestrate debates about the topics of social justice and and cultural awareness	In 2024-25, 85% of teachers use classroom discussions in general; 38% - orchestrate debates about social justice and cultural awareness.		95% of teachers will use classroom discussions in general; 45% or greater will orchestrate debates about social justice and cultural awareness.	-0% - general classroom discussions; +18% - debates about social justice and cultural awareness.
2.3	Effective Use of Personal Electronic Devices	100% of students in the district have a device in school and at home. 80% of the teachers frequently incorporate this technology into classroom instruction.	At ESS - 100% of teachers integrate technology into classroom instruction. AYMS - 100% of students; 100% of teachers. AYES: 100% of students and teachers use technology in educational		90% of classrooms will be observed utilizing technology in effective ways as a tool of instruction. Teachers will carefully plan and implement meaningful balance between screen and hands-on learning modalities.	0% for students and +20% for teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			process; there can be improvement in the effectiveness of the use.			
2.4	Classroom observations and observables collected during Instructional Rounds regarding student proficiency with technology.	About 30% of students, especially at the elementary level, need help logging on, doing simple troubleshooting, and have poor or no keyboarding skills (per parents and teachers).	AYES: 100% of students can login; about 50% of students have keyboarding skills. Keyboarding without Tears will be used. AYMS: 100% of students ESS: 100% of students use technology proficiently. Total: 83.33% of students have keyboarding skills.		80% of students will be proficient in using technology for classroom and independent work.	+53.33%
2.5	Workshop evaluations by parents and guardians	85% of parents who attended workshops reported both, encreased proficiency and further need for support in how to use technology and programs to assist their children in the educational process as a result of the	There were no technology workshops for parents in technology because we lost our technology coordinator - 0%.		95% of parents who attend various classes in technology will report growth in proficiency with technology.	-85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		workshops provided by our technology coordinator.				
2.6	Data from Instructional Rounds/Learning Walks and from Classroom Observations by school principals demonstrating the evidence of the implementation of 4Cs.	64% of teachers implement some of the 4Cs (critical thinking, collaboration, creativity, and communication) in their classrooms. All of the teachers use Zoom or Google Meet to some degree; 70% use Google Classroom in their instructional delivery.	69% of teachers implement 4Cs and 80% use Google Classroom.		95% of teachers will incorporate 4Cs into instruction.	+5% of teachers are incorporating 4Cs into instruction +10% are using Google Classroom
2.7	Coding instruction at all sites	In 22-23 school year, coding was offered at the middle school and after-school at the elementary level.	Due to the shortage of personnel, our teacher had to go back to the classroom in 2023-24, so he was unable to offer coding to the students.		Coding will be offered at all sites and all students will have access.	No coding was offered in 2023-24.
2.8	Coding classes and clubs	Only AYMS students and girls at ESS have access to coding in 2023-2024	There was no staff to offer coding during 2023-24.		100% of students districtwide will have access to coding classes or clubs, staffing permitting.	No coding clubs were offered.
2.9	Ethnic Studies	25-26 will be the first year of implementation - new action.	62% of students expressed life satisfaction and 47% felt optimism on CHKS in 2025.		70% or more students will express life satisfaction and	2024-25 will be the baseline year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					55% - optimism on CHKS.	
2.10	Parents' satisfaction with English classes for parents as evident in surveys.	2025-26 will be the first year of implementation - new action.	N/A		N/A	2025-25 will be the baseline year. 80% of parents will express satisfaction with the new class for parents.
2.11	Academic engagement and achievement for Students with Disability on CA School Dashboard.	In 2023, SWD were 97.7 points below standard in ELA and 140.5 points below standard in mathematics.	In 2024, SWD were 88.2 points below standard in ELA and 153.4 points below standard in mathematics.			ELA: + 9.5 points Math: -13 points

Goal Analysis [2024-25]

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

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

The implementation of planned actions in support of technology integration, instructional strategies, equity-focused curricula, and stakeholder engagement has yielded mixed results across metrics. While several initiatives demonstrated measurable progress and fidelity to planned actions, others were hindered by staffing shortages and logistical challenges. The data collected reveals both promising trends and critical implementation gaps.
Key Successes:

1. Technology Integration in Instruction (Metrics 2.1, 2.3, 2.4):

Professional Development (2.1): Exceeded expectations; 100% teacher satisfaction with technology PD reflects high-quality, targeted offerings and effective individualized professional learning plans.

Use of Devices (2.3): Universal access to personal electronic devices was achieved, and teacher use improved by 20%, indicating meaningful integration of technology.

Student Tech Proficiency (2.4): Student keyboarding and login proficiency increased substantially (from 30% to 83.33%), demonstrating effective use of targeted programs like Keyboarding without Tears.

2. Growth in Equity-Focused Pedagogy (Metric 2.2):

Social Justice and Cultural Awareness: While general classroom discussion rates remained stable, there was a notable 18% increase in teachers facilitating debates-reflecting growing confidence and skill in addressing complex social topics.

3. 4Cs Instructional Practices (Metric 2.6):

Slight but positive progress in integrating critical thinking, creativity, collaboration, and communication. Use of digital platforms (e.g., Google Classroom) rose to 80%, supporting more interactive and student-centered learning.

Challenges and Implementation Gaps

1. Coding Instruction and Clubs (Metrics 2.7 and 2.8):

No progress was made toward coding instruction districtwide due to the loss of instructional staff. Both curricular and extracurricular access to coding was entirely suspended, representing a full departure from the planned action.

2. Parent Engagement through Technology (Metric 2.5):

The absence of a technology coordinator resulted in no workshops for parents during 2023-24, leading to an 85% drop from prior engagement levels. This was a significant implementation failure, with no alternative strategy deployed.

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 material differences between Budgeted and Estimated Actual Expenditures resulted from the following:

2.5 - the increase is attributed to the need to spend more on cultural education than we anticipated.

2.6 - due to salary increase.

2.8 - due to greater need for resources for SWD than what we anticipated.

2.9 - our Technology Coordinator left and we had nobody on staff to offer these workshops to our parents.

2.12 - the position of technology director was included in that count last year and now is accounted for separately.

2.13 - we had less technology repairs needs than what we anticipated.

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

The following actions proved effective in 2024-2025:

1. Technology Professional Development (Metric 2.1)

Outcome: 100% teacher satisfaction.

Impact: Indicates strong alignment between professional learning offerings and teacher needs. Supports districtwide tech integration goals effectively.

2. Student Technology Proficiency (Metric 2.4)

Outcome: Student proficiency jumped from 30% to 83.33%.

Impact: Focused programs like Keyboarding Without Tears were instrumental in boosting foundational skills.

3. Classroom Use of Technology (Metric 2.3)

Outcome: All students have access; significant increase (+20%) in effective teacher use.

Impact: Progress reflects increased confidence and integration, though some qualitative concerns about screen time balance remain.

4. Social Justice and Cultural Awareness Debates (Metric 2.2)

Outcome: Debate facilitation grew from 20% to 38%.

Impact: Suggests a cultural shift in teacher readiness to lead complex discussions. Further growth needed to meet full target.

5. Implementation of 4Cs (Metric 2.6)

Outcome: Uptick from 64% to 69%; tech platforms use up by 10%.

Impact: Incremental but positive shift toward deeper instructional practices. More targeted support may accelerate growth.

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.

The following actions and metrics were changed or are new:

Actions -

2.6 was modified to evolve into a full new course offering in 2025-26.

2.7, 2.11 - were not implemented because the district lost the certificated Technology Coordinator and we had no staff to support these actions.

Action 2.7 will be discontinued in 2025-26

Action 2.11 will be eliminated in 25-26 as it will be replaced with Action 1.63 - Position of Data Analyst/Technology Coordinator.

2.10 - Engl. Classes for parents - new action.

New Metrics -

2.9 - to measure the implementation of the ethnic studies course.

2.10 - to measure the implementation of the English class for parents.

2.11 - to measure the implementation of Action 2.8 - Technology and web-based resources for Students with Disabilities

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	21 Century Skills	100% of the district teachers will participate in PLC to focus on best practice in implementing 21st Century instructional practices in the classroom. This will directly address the needs of students historically under-served within educational systems, including Foster Youth, English learners, Students with Disabilities, and low-income children with the focus on equity, academic rigor, racial and cultural education, and ELD strategies.	$0.00	No
2.2	Keyboarding Instruction	Beginning in grade 3, EUSD students will receive formalized keyboarding instruction provided by their teachers and by the district technology coordinator. The EUSD technology coordinator will facilitate professional development sessions for teachers around this topic. The coordinator will help the staff with planning how to incorporate keyboarding into content lessons and will share appropriate resources with teachers.	$0.00	No
2.3	Professional Development in Effective Use of Technology	Continue providing ongoing support for teachers in effective ways to use technology to enhance and promote Standards-based instructional practices. 100% of teachers will receive technical support and will have professional development opportunities to enhance their expertise in integrating technology across content areas.	$20,000.00	Yes
2.4	Coding program - CodeCombat	Implement CodeCombat program at the elementary school either during the school day or as an enrichment offering for ELOP.	$2,720.00	Yes
2.5	Promote Cultural Education, Social Justice, and Racial Equity	Teachers will promote ideas of racial equity and cultural tolerance into all the content they teach. The EUSD staff will continue engaging in professional development around issues of racism in the larger sociopolitical context and will focus on strategies for integrating culturally responsive practices to ensure equitable student outcomes. Teachers will advocate an active, intentional anti-racist stance and a commitment to social justice congruent with the district's vision and mission to shape our students to be informed and egalitarian members in the complex global society.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Ethnic Studies	Offer a course in ethnic studies to provide students with a multidisciplinary lens that produces culturally competent global citizens to afford our young scholars professional, competitive advantage in the workforce. This course will represent diverse perspectives of reality in a globalized world. Students will research and better understand worlds different from their own, engage with the community for partnerships, and will learn to be proud of their own cultural identity while appreciating the differences around them.	$141,892.28	Yes
2.7	Girls Who Code	Implement Girls Who Code as an after-school club to nurture engineering spirit and to contribute to closing the gender gap in technology.	$0.00	No
2.8	Technology and web-based resources for Students with Disabilities	Continue providing access to computer-based and web-based supplemental curricula to 100% of students with exceptional needs, including inter-sectional students (e.g., SPED and EL, etc).	$7,000.00	Yes
2.9	Workshops for Parents and Guardians	Offer workshops for parents to enhance two-way communication and to strengthen the partnership between parents and the district staff with the focus on potent ways of assisting their children with homework and fostering our young scholars' general learning skills and effective habits of mind.	$6,000.00	No
2.10	Coding instruction at AYMS	Offer a coding course at the middle school either during the school day (schedule permitting) or as an after school enrichment.	$0.00	No
2.11	Position of the District Technology Coordinator	This positionwill be discontinued for 2025-2026. Continue supporting the position of a teacher on special assignment as a district technology coordinator. The technology coordinator will support teachers in increasing their tech expertise, will help to troubleshoot any	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		issues that arise, and will model and coordinate effective use of technology as a tool to enhance instructional delivery across disciplines.		
2.12	Additional Position of a Districtwide Technology Specialist	The district will continue funding the second position of a technology specialist to assist the certificated and the classified staff in all of their technical needs. The Specialist will work with teachers and support them in using digital instructional resources for unduplicated students and in data collection to inform instruction.	$136,892.28	Yes
2.13	2:1 Initiative	Continue providing a second, additional electronic device for each student to allow them to keep one device at home and one - at school. This offers our unduplicated students greater access to technology and also allows their family members who are taking district-offered classes to participate using the child's device. Students will also be able to access homework digitally, as appropriate, as well as conduct research at home. Additionally, our newcomers will be able to use Google Translate as the need arises.	$310,694.16	Yes
2.14	English class for parents	Offer English classes to parents and guardians of the English Learners and to the community.	$6,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	EUSD will use the whole-child approach to ensure that students develop essential social-emotional competencies including creative thinking, teamwork, responsible decision-making, self-regulation and management, social awareness, effective strategies for conflict resolution, and positive relational skills.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district developed this goal in recognition of the great value that a well-rounded education will provide for our students. Equally important, we understand that social-emotional competencies are critical for human wellbeing and for an individual's success in the global world. As evidenced from the data in our surveys, particularly in CHKS, our students, like many children and adults around the world, are still experiencing feelings of stress, anxiety, uncertainty, and sometimes even hopelessness in the aftermath of the COVID-19 global pandemic. Our scholars need tools to help them become more self-aware, learn to cope, self-regulate, problem-solve, and develop or strengthen skills that support self-efficacy, optimism, and gratitude. EUSD is also committed to addressing the impact of trauma still lingering from the pandemic. With that in mind, we put Social Emotional Learning (SEL) actions at the forefront of our strategic planning. The district will capitalize on the numerous benefits of SEL for students, including improved academic achievement and behavior, increased graduation rates, and improved student attendance (CASEL, 2020). At the same time, as a minority-majority district, our students need competence and strength to advocate for social justice, expertly navigate their social environment, and confidently collaborate with allies in the work of building a more equitable society. The district aspires to provide students with essential skills such as recognizing and managing emotions, controlling impulses, communicating effectively, and developing self-reflection through writing and speaking to build purposeful relationships. contribute to their community, and to prepare for the important citizenship work in the American society.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Students' Emotional Wellbeing - Healthy Kids SurveySpring	2024: 33%, 29%, and 20% of students at ESS, AYMS, and AYES, respectively, reported feelings of chronic sadness and helplessness.	2025: 28%, 30.5%, and 20% of students at ESS, AYMS, and AYES, respectively, reported feelings of chronic sadness and helplessness.		Decrease percent of students reporting feelings of sadness and helplessness to 20% or less districtwide.	ESS: -5% AYMS: -1% AYES: 0%
3.2	SEL Strategies Incorporated Across Disciplinary Content - Data from Instructional Rounds/Learning Walks	60% of teachers incorporate various SEL strategies; some are incorporated across content and some are taught as a separate class.	68% of teachers incorporated SEL strategies across content in 2023-24; AYES and AYMS taught SEL programs - Toolbox and Second Step, respectively.		100% of teachers will incorporate SEL strategies in the content they teach districtwide.	+8%
3.3	Rate of Chronic Absenteeism - DataQuest	According to Dataquest, in 2022-23 the latest chronic absenteeism rate was 36.8%. This is a very high rate and far exceeds the pre-pandemic rate of 20.5%	In 2023-24, the rate of chronic absenteeism for EUSD was 31.8%, per DataQuest.		Decrease the rate of chronic absenteeism to 15% districtwide.	-5%
3.4	Suspensions Rate - DataQuest	In 2022-2023 school year, districtwide suspension rate was 6.2%.	In 2023-24 EUSD suspension rate was 5.7%.		Decrease suspension rate to 1% or less.	-0.5%
3.5	Staff Competence in Suicide Prevention	In 2023, all teachers at all sites attended	In 2023-24, all teachers at all		Increase the capacity and the	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		professional development provided by the Behavior Support Manager in suicide prevention.	sites attended professional development provided by the Behavior Support Manager in suicide prevention.		number of district leaders able to provide suicide prevention PD.	
3.6	Teacher Evaluations of Professional Development	Every staff member interested in attending Creating Trauma-Sensitive Schools had an opportunity to attend in 2023-24. All the evaluations of PD were positive.	All the teachers had an opportunity to attend trauma-informed training provided by our Director of Student Services in 2024-2025.		100% of staff will have opportunities to attend Creating Trauma-Sensitive Schools conferences and other related events.	0%
3.7	Opportunities for Group and Individual Counseling	There are 5 counselor-interns available at the Health Center.	Unfortunately, there were only 4 counselor-interns available in 2023-24. They offered many opportunities for individual and group counseling.		6 or 7 interns, if possible to hire.	-1 intern
3.8	Parent Engagement	32% of families, including the parents of unduplicated and Special Education students, provided input into the district's strategic planning via surveys or through the membership and participation in the work of Parent Advisory Committee or a Districtwide English	in 2024-2540% of families, including the parents of unduplicated and Special Education students, provided input into the district's strategic planning via surveys or through the membership and participation in the work of Parent Advisory		Increase the % of parents and guardians responding to our surveys to 70%.	+8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		learning Advisory Committee in 2023-24.	Committee or a Districtwide English learning Advisory Committee in 2024-25.			
3.9	School Connectedness and Engagement per CA Healthy Kids Survey	49% of students experienced school connectedness in 2023.	According to CA Healthy Kids Survey 2024, 48% of the district's students reported school connectedness in 2024.		Increase sentiments of school connectedness across the district to 60%.	-1%
3.10	Additional Position of a Mental Health Specialist to Provide Greater Support to Students Experiencing Chronic Sadness and Hopelessness.	In 2023, according to the CHKS, 36% of secondary students experienced feelings of chronic sadness and hopelessness. In 2023-24 there is only one mental health specialist in the district. Our students would benefit from hiring another mental health specialists to provide support to more students.	In 2024 the district hired additional mental health specialist. On CHKS 2024, 33% of secondary students experienced chronic sadness and hopelessness.		Achieve 16% or greater decrease in students' reporting feelings of chronic sadness and hopelessness on CHKS.	+1 personnel
3.11	School Facilities	98.33%of school facilities were clean, safe, and maintained in good repair with the rating of "Good", per Williams audit 2022.	The rating in 2023-24 was "Fair".		100% of school facilities will be clean, safe, and maintained in good repair.	Decline from "Good" to "Fair"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	Professional Development in SEL, districtwide	30% of teachers had professional development in SEL; 100% at AYMS in 2022-23.	In 2023-24, 40% of teachers had professional development in SEL. Many teacher took this professional development in the previous year.		100% of teachers will attend PD in SEL	+10%
3.13	Reduce the rate of suspensions for socio-economically disadvantaged students and students with disability	Both SED and SPED students are in Red on the 2023 CA School Dashboard for the Suspensions indicator. 7.3% of SED students and 12.6% of students with disability were suspended at least one day, per CA School Dashboard.	Both SED and SPED students are in Yellow on the 2024 CA School Dashboard for the Suspensions indicator. 6.4% of SED students and 6.9% of students with disability were suspended at least one day, per CA School Dashboard.		Bring suspensions of SED students to 4% or less and suspensions of SWD to 6% or less. This should put both groups in the yellow on the CA School Dashboard and reduce the disproportionality with their peers.	SED: -.9% SWD: -5.7%

Goal Analysis [2024-25]

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.

Reflecting on the implementation of Goal III, the district made substantial progress in strengthening its SEL framework, reducing inequities in discipline, expanding mental health staffing, and engaging families. Yet, emotional wellbeing, absenteeism, and connectedness indicators reveal continued needs for robust support systems, leadership development, and consistent implementation across school sites. In several areas, implementation closely aligned with plans. Notably, the district fulfilled its commitment to provide professional development (PD) in suicide prevention (Metric 3.5), ensuring all teachers were trained by the Behavior Support Manager. Similarly, consistent PD in trauma-informed practices (Metric 3.6) was offered, and all interested staff were able to attend. SEL integration into classroom instruction also advanced, with a districtwide rise in implementation from 60% to 68% of teachers (Metric 3.2), and PD in SEL grew from 30% to 40% of teachers trained (Metric 3.12), particularly building on the prior year's groundwork.

A key planned action successfully implemented was the hiring of an additional mental health specialist (Metric 3.10), which was associated

with a modest but meaningful drop in student reports of chronic sadness. Furthermore, the district saw increased parent engagement (Metric 3.8), up from 32% to 40%, due to expanded outreach and engagement through surveys and advisory groups.
However, not all planned actions were fully realized. For example:

- Metric 3.7 aimed to increase the number of counselor-interns to 6-7, but the district experienced a shortfall, dropping from 5 to 4 interns. This gap may have limited the scope and availability of individual and group counseling services.
- While suicide prevention training was delivered to teachers, the goal of increasing internal capacity by developing additional district leaders to provide PD (Metric 3.5) was not met.
- School facilities (Metric 3.11) were last reported as 98.33% "Good" in 2022, with no updated assessment provided in 2023-24, leaving a gap in accountability and planning for physical infrastructure.

Several noteworthy successes emerged during the implementation:

- A substantial reduction in suspension rates among high-need student groups was achieved. Suspensions for socioeconomically disadvantaged students (SED) decreased from 7.3% to 6.4%, and for students with disabilities (SWD) from 12.6% to 6.9% (Metric 3.13), moving both groups out of the "Red" category on the CA Dashboard.
- Overall suspension rates also dropped slightly (Metric 3.4), and chronic absenteeism showed improvement (from 36.8% to 31.8%, Metric 3.3), indicating early signs of system recovery post-pandemic.
- The integration of SEL programs at key sites-Toolbox at AYES and Second Step at AYMS-served as models of structured SEL delivery and contributed to the SEL strategy's success.

Several challenges hindered full realization of the district's strategic goals:

- Emotional wellbeing among students remains a concern. Although some sites (ESS) saw improvement in reports of chronic sadness, other sites stagnated or regressed (Metric 3.1), and overall school connectedness declined slightly (Metric 3.9).
- The district faced difficulty scaling its mental health support system due to staffing shortages (Metric 3.7) and the absence of systems for expanding suicide prevention leadership (Metric 3.5).
- While PD offerings were positively received, there was no significant expansion in frequency, variety, or reach, suggesting a need for broader strategic investment in professional learning (Metric 3.6).
- Chronic absenteeism, although reduced, remains significantly above the district's target of 15%, suggesting ongoing engagement, health, and systemic barriers that must be addressed (Metric 3.3).

Going forward, a tighter alignment between planned initiatives and execution-supported by updated data and enhanced capacity-building-will be critical to sustaining momentum and achieving long-term impact.

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

The following actions contributed to differences between Budgeted Expenditures and Estimated Actual Expenditures, with explanations provided for each variance:

- Action 3.7: The district was able to deliver the majority of trauma-informed teaching training in-house through our Director of Student Services. As a result, we incurred lower costs than originally budgeted, leading to a reduction in actual expenditures.

- Action 3.9: The budgeted amount initially included payments to City of Emeryville partners. These costs have since been reallocated to Action 1.56, which now reflects those expenditures. This adjustment accounts for the reduced amount shown in the Estimated Actual Expenditures for Action 3.9.

- Action 3.11: The district had planned for a more comprehensive contract with Playworks and budgeted accordingly. However, due to staffing shortages, Playworks was unable to meet the full scope of our needs and instead provided a more limited set of services. This resulted in lower actual costs than originally anticipated.

- Action 3.12: The original budget did not include compensation for the attendance clerk, whose role has proven essential in the implementation and success of this action. The inclusion of this position in the updated estimate resulted in increased actual expenditures.

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

The overall implementation of the Actions in this Goal produced mixed results with regard to their effectiveness.

Some metrics demonstrated the effectiveness of actions:

Metric 3.6 - Teacher Evaluations of Professional Development. Feedback from PD opportunities (e.g., Creating Trauma-Sensitive Schools) was positive, indicating the action was well received and beneficial to staff. Although the outcome is qualitative, it suggests increased teacher engagement and skill-building related to trauma-informed practices.

Metric 3.8 - Parent Engagement. Parent participation increased by 8% in one year (from 32% to 40%), indicating successful outreach and engagement efforts. While not yet at the 70% goal, the trajectory is positive and supports improved community collaboration.

Metric 3.13 - Suspension Rates for SED and SWD Students. Suspensions dropped significantly for both groups (SED: -0.9%, SWD: -5.7%), moving from the "Red" to "Yellow" tier on the CA School Dashboard. This indicates that targeted interventions for equity in discipline have been both well-implemented and impactful.

However, persistent challenges in absenteeism, school connectedness, and leadership development in SEL and suicide prevention must be addressed.

Metric 3.2 - SEL Strategies Across Content Areas. There was an 8% increase in SEL integration across content, demonstrating clear movement toward the goal of 100% teacher implementation. The use of structured programs like Toolbox and Second Step indicates effective strategies, although additional support and monitoring may be needed to achieve universal adoption.

Metric 3.3 - Chronic Absenteeism. The absenteeism rate declined from 36.8% to 31.8%, a 5% improvement. While progress is evident, the rate remains more than double the target of 15%. This suggests that implemented strategies had a positive, but limited, impact and that systemic or structural barriers to attendance still need to be addressed.

Metric 3.4 - Suspension Rate. The suspension rate fell from 6.2% to 5.7%, a modest 0.5% improvement. Although trending in the right direction, the minimal decrease implies that current disciplinary alternatives or restorative practices may not yet be fully embedded or impactful across all school sites.

Metric 3.5 - Staff Competence in Suicide Prevention. 100% of teachers attended the PD -the action was implemented as planned.

Metric 3.12 - Professional Development in SEL. SEL PD participation rose from 30% to 40%, showing positive momentum. However, with the goal of reaching 100% participation, more strategic planning and consistent delivery will be required.

The following metrics revealed mixed results:

Metric 3.1 - Students' Emotional Wellbeing (Chronic Sadness and Helplessness). While ESS showed a notable 5% decrease, AYMS saw a slight increase, and AYES showed no change. The goal of reducing chronic sadness to 20% or below districtwide has not yet been met. Actions to address mental health (e.g., hiring an additional specialist) likely contributed to improvement at some sites, but inconsistent results suggest uneven implementation or insufficient scale of support.

Metric 3.7 - Access to Counseling Services. The district moved from 5 to 4 counselor-interns-an actual decline in capacity. This reduction limited access to group and individual counseling and ran counter to the action's intent, rendering ineffectiveness in implementation due to staffing constraints.

Metric 3.9 - School Connectedness. Connectedness declined from 49% to 48%, moving away from the 60% target. Despite broader SEL implementation, this drop signals that students may not be experiencing increased belonging or relational trust, and that current efforts may lack depth or consistency.

Metric 3.10 - Hiring a Second Mental Health Specialist. The addition of a mental health specialist coincided with a 3% decrease in reported sadness among secondary students. While this indicates progress, the percentage remains high, and more sustained or widespread support is likely needed to achieve the 16% reduction target.

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.

The scope of Action 3.11 - Mentoring and Structured Play, will be expanded. The district will expand the contract with Playworks to ensure greater student engagement and more training for our personnel to sustain the effort.

The district will continue strengthening and deepening the implementation of all the actions which require multi-year implementation with fidelity in order to produce significant results.

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	Supporting Positive Behavior Outcomes for Students with Disabilities	SpEd teachers will include behavior goals and strategies in student IEPs in order to address behavioral concerns early on.	$0.00	No
3.2	Social-Emotional Programs	Every school will implement a social-emotional curriculum to support students' wellbeing. These curricula will integrate the development of soft skills which are critical for students' success in the 21st Century. The district will faciliate the development of a coherent SEL approach across all sites. Schools will agree on several SEL strategies to be integrated across disciplines and will monitor and assess their implementation during Instructional Rounds/Learning Walks.	$3,500.00	Yes
3.3	Restorative Justice Practices	Implement practices of restorative justice at all sites focused on mediation and agreement rather than on punitive measures to eliminate bullying and to minimize negative behavior. These practices will increase student engagement and reduce suspensions, which are disproportionally used with our minority students. Restorative justice practices support equity and are beneficial for all students, including low-income, Foster Youth, Students with Disabilities, and English learners. As evidenced by the implementation at a pilot school in Oakland USD, our neighboring district, restorative justice practices decreased suspensions by 87 percent in three years, with a corresponding decrease in violence. All the staff in the district will be offered training in restorative justice practices. Restorative justice has real promise to ensure greater equity at EUSD.	$5,994.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Suicide Prevention Training for Teachers and Staff	Behavior Health Manager will provide suicide prevention training for all teachers and staff to ensure that they can identify symptoms of emotional and mental distress and support students who are in need of services and/or refer them to the partnering community organizations for help.	$0.00	No
3.5	Position of Behavior Health Manager	Continue providing matching funds for the position of Behavior Health Manager who coordinates the work of our social workers and psychology interns at the Community Health Center and supports students and staff in implementing positive social and emotional practices in schools.	$150,563.44	No
3.6	Professional Development in Social-Emotional Strategies	Teachers will be offered professional development in teaching SEL programs such as Teaching with Relevance, NewsELA SEL component, and Toolbox. This will benefit all of our scholars, including English learners, low-income, Students with Disabilities, and Foster Youth.	$6,000.00	Yes
3.7	Professional Development Focused on Trauma-Informed Practices	All EUSD certificated and classified staff will be given an opportunity to engage in professional development about trauma-informed practices to be well-equipped to support students who experienced trauma as a result of the pandemic or for any other reason. This action will benefit all of our students and staff, including English learners, Students with Disabilities, Foster Youth, and low-income students. This work will be lead by the district Behavior Health Manager.	$8,843.00	No
3.8	EUSD Community Health Center	Expand funding for psychology interns and social workers at the EUSD Health Center to provide critical group and individual counseling and other mental health services to our students and community.	$73,745.00	No
3.9	Enrichment Opportunities and Social Interactions	Continue offering enrichment classes and clubs after-school. Add enrichment opportunities during the summer school in art, drama, hip-hop, virtual and augmented reality, swimming, music, and coding to promote student engagement, increased positive social interactions, and afford children a well-rounded education. This action will be very beneficial for all	$204,698.16	Yes

Action #	Title	Description	Total Funds	Contributing
		students, including English learners, low-income, Students with Disabilities, and Foster Youth.		
3.10	Positive School Climate	Students will experience a positive and caring school climate which will provide structure combined with flexibility and positive, supportive attention from adults.	$5,000.00	No
3.11	Mentoring and Structured Play	Provide mentoring and structured play opportunities for students to promote better mental health, SEL competencies, and social skills.	$111,361.20	Yes
3.12	Reduce chronic absenteeism for African American students and Students with Disability.	EUSD attendance clerk will work with the families of African American students and Students with Disability who are chronically absent at a higher rate than the rest of the student population.	$106,608.21	No
3.13	Mental Health Specialists	Continue funding a mental health specialist and hire an additional mental health specialist to provide mental health support to more students.	$311,166.00	No
3.14	Districtwide Discipline Protocols	Establish clear discipline protocols campus-wide which are equitably implemented and supported	$49,435.08	Yes
3.15	Reduce the number of Special Education and socio-economically disadvantaged students who are suspended at least once districtwide but with a particular focus on the	Increase MTSS support for behavioral interventions with an intentional focus on SWD and SED scholars. Implement proactive strategies , such as SEL and self-regulation habits and more explicit instruction in strategies for emotional regulation and resolving conflict. Provide a Wellness space that could be accessed on-demand by students. Provide research-based academic interventions as part of MTSS. Speech and Language Pathologist will also provide interventions, such as SIPPS, in TK-2 classrooms as part of supporting all students in development of language skills and will provide targeted intervention through MTSS for	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	population at Anna Yates Elementary School where these students are in the red for suspensions on CA School Dashboard.	small groups of students. Special Education providers will support with interventions. All teachers will use restorative conversations and conferences to support students in reflection and development of skills.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,085,623	$244,437

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
31.898%	0.000%	$0.00	31.898%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Improve Student Performance in English Language Arts, TK **Need:** Based on local assessment measures, the district TK students need a more intense instruction in ELA because few of them get enough literacy support outside of school.	By providing targeted and small group support for students in literacy, the district will help our TK students to get better prepared for kindergarten and then for the first grade. Since SED students, Foster Youth, and EL are the majority of the student population at AY, it makes sense to offer these services schoolwide.	Local benchmark assessments (IReady)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.2	**Action:** Improve Student Performance in English Language Arts, K-5 **Need:** At Anna Yates Elementary, EL, Hispanic students, and SWD are in orange on the CA School Dashboard. Our African American students and SED scholars are in yellow. Although the student performance on ELA overall increased 6.3 Points on CA School Dashboard, our scholars were still 32.6 points below standard in 2023. Therefore, we need to further improve student achievement. **Scope:** Schoolwide	Intentional focus on strategic whole group, small group, and individual support in reading and writing will help improve our scholars' performance on CAASPP in ELA. Since EI, Hispanic, and SWD are the majority of the student population at AY, it makes sense to offer these services schoolwide. Because the programs we implement provide for integrating ELD strategies and also spell out additional strategies for supporting SWD coupled with the school's use supplemental programs for additional support, it makes sense to implement on a schoolwide basis. ELD strategies are good for all students and SWD strategies often are beneficial for our struggling students who are not necessarily SWD.	1.4 - 55% of students will meet or exceed standard in ELA in 2026-2027 on CAASPP.
1.3	**Action:** Improve Student Performance in English Language Arts, secondary grades. **Need:** Although students at AYMS and ESS have made a steady progress on CAASPP ELA in 2023, we still need to raise their scores even more and move to a green or a blue color on CA School Dashboard. **Scope:**	Students at ESS are in green in ELA; they increased their performance by 71.1 points and are 26.9 points below standard. Our strategies for improving student performance are working and the programs that we use are well suited for our students. These strategies are geared towards the unduplicated populations who are the majority of our students and therefore it makes sense to implement this action on a schoolwide basis.	55% of students will meet or exceed standard in ELA in 2026-2027.

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
	Schoolwide		
1.4	**Action:** Books for Students **Need:** Our unduplicated students need books to read in the summer to remediate summer learning loss. **Scope:** LEA-wide	Since the majority of our students fit the unduplicated category, it makes sense to buy these books for all students.	1.3
1.5	**Action:** Improve Student Performance in Mathematics, K-5 **Need:** Although the district has made a nice progress in mathematics achievement, as evidenced on the 2023 CA School Dashboard (increased by 18 points), our students still performed 79.7 points below standard. **Scope:** Schoolwide	Using Eureka Math, a research-based and standards-based program on a schoolwide basis provides coherence across the grades. At the same time, this curriculum, when implemented with fidelity, utilizes important strategies that are particularly beneficial for low income, English learner, Foster Youth, and African American students who are a majority of our student population. Approaches such as hands-on learning, contextually-grounded problem solving, and the use of multiple representations in Eureka not only particularly support the learning of these student subgroups but also the achievement of all of our students.	Math achievement on CAASPP and further closing the distance from the standard on the CA School Dashboard - 65 points below standard.
1.6	**Action:** Offer a CTE entrepreneurship course at ESS **Need:** Our unduplicated high school students need greater ownership in courses of their choice and more variety. Students expressed interest	This action will increase student engagement and prepare them better for future careers. Also, since SED students, Foster Youth, and EL constitute 63.1%, 12.3%, and 1.1% of our scholars, respectively, they are the majority of the student population at ESS, so it makes sense to offer these services schoolwide.	Programmatic assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	in entrepreneurship course to be able to manufacture and sell their products. **Scope:** Schoolwide		
1.9	**Action:** Intervention and Acceleration Resources at AYES and AYMS. Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading, and math digital adaptive platform during intervention blocks and in after-school tutoring. **Need:** Although, according to the CA School Dashboard, AYES has made some progress closing the distance to Standard in ELA (increase of 6.3 points) and math (increased 15.4 points), the school is still at 32.6 points below standard in ELA and 74.4 points below standard in mathematics. **Scope:** Schoolwide	Based on research, small group and individual intervention support is very effective in accelerating the learning of students. IReady has a proven record in our district, as well as at the districts with similar demographics in accomplishing this goal. At the same time, according to DataQuest, in 2023-24 18% of students at AY are EL and 59% - SED. Many students belong to both groups, which makes these subgroups the majority of our student population. Individual intervention support is good for these students as well as for the rest of the student population, so we do this on a schoolwide basis.	25 points below standard in ELA on CA School Dashboard; 60% of EL will make progress toward proficiency.
1.10	**Action:** Science Opportunities for AYES Students **Need:** Based on the local assessments, AYES students need more hands-on, inquiry-based science experiences which are provided in this program.	Research shows that EL, SED, and Foster Youth students particularly benefit from hands-on science experiences, rather than just reading about science or observing experimental simulations on screens. Also, per DataQuest, in 2023-24, 18% of students at AY are EL and 59% - SED. Many students belong to both groups, which makes these subgroups the majority of our student population.Handson, inquiry-based science	Programmatic assessments in Mystery 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
	Scope: Schoolwide	experiences will promote greater conceptual understanding among these students as well as among the rest of the student population, so we do this on a schoolwide basis.	
1.12	**Action:** Additional Digital Resources for EL and SED Students **Need:** Our SWD, EL, and SED students need more digital resources to improve their academics. **Scope:** LEA-wide	Additional resources we have chosen are reserach-based and proven to be beneficial for unduplicated populations. The majority of our students are SED and/or EL, so this action is beneficial on a district-wide basis.	CAASPP scores and data on CA School Dashboard
1.13	**Action:** Art Program at AYES and AYMS **Need:** Art is essential in developing the whole child. It is also instrumental in helping EL and low-income students to integrate their language skills and to express themselves creatively. Students at AY need art to flourish emotionally and academically. **Scope:** Schoolwide	Art is essential in developing the whole child. It is also instrumental in helping EL and low-income students to integrate their language skills and to express themselves creatively. Since the majority of our students are SED and/or EL, this is beneficial on a schoolwide basis.	CHKS data coupled with the data from CAASPP and CA School Dashboard.
1.14	**Action:** Physical Education **Need:**	School-based physical education plays a key role in curbing obesity and improving fitness among children from low-income communities, according to a new study led by researchers at the University of California, San Francisco, and UC Berkeley.	Data from CAASPP and CHKS - metrics 1.38, 1.29,1.36, 1.7.

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
	Our students need physical education to ensure better focus and concentration during the content classes as well as for better physical health. **Scope:** LEA-wide	Because the majority of our students are SED and/or EL, this is beneficial on a districtwide basis.	
1.15	**Action:** Music program at AYMS **Need:** Students at AY need music instruction to. develop emotionally and academically. **Scope:** Schoolwide	Music is essential for developing the whole child. It affects children's cognition and is shown to improve scholastic skills, including mathematics. It is also instrumental in helping EL and low-income students to integrate their language skills and to express themselves creatively. the majority of our students are SED and/or EL, this is beneficial on a schoolwide basis.	CAASPP and CA School Dashboard data along with the data from CHKS; metrics 1.29, 1.38.
1.17	**Action:** Support for preparing for AP Exams **Need:** Many parents of our unduplicated students shared that their children would benefit from a greater support in preparing for the AP exams. **Scope:** Schoolwide	Funding additional time for teachers to provide this essential support will allow more of our students to do well on Advanced Placement exams. Because the majority of our students are SED and/or EL, greater access to AP classes and successful performance on AP exams is beneficial on a district-wide basis for college and career readiness.	AP exam scores, metrics 1.27, 1.33, 1.42.
1.19	**Action:** College and Career Center at ESS **Need:**	Providing 100% of students with special needs, English Learners, Foster Youth and socio-economically disadvantaged scholars at ESS with access to a college and career center and an EAOP counselor will advance their readiness for	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students at ESS need guidance to prepare for college and career. **Scope:** Schoolwide	college and career. The Center will also continue strengthening collaboration between parents and teachers to improve graduation rates.	
1.20	**Action:** Psychology Advanced Placement Course at ESS **Need:** Our unduplicated students need access to more AP courses for college and career readiness. AP psychology was of interest to many students. **Scope:** Schoolwide	A variety of AP offereings, not limited to core disciplines, will give more access to some students who are interested in other fields of study and thus will allow them to get better prepared to college or career. Because the majority of our students are SED and/or EL, this is beneficial on a district-wide basis.	40% of students taking AP Psychology will get a score of 3 or 4 on the AP exam.
1.23	**Action:** Career Technical Education **Need:** Our unduplicated students need greater variety of hands-on courses to ensure greater engagement with school and better attendance. **Scope:** Schoolwide	CTE courses, such as Digital Photography, provide more empirical learning experiences for students who are struggling academically, which is many of our unduplicated youngsters. CTE will also allow our unduplicated students to qualify for College and Career Readiness.	1.17; 1.21.
1.26	**Action:** Science Opportunities for ESS Students	Access to effective science instruction will improve our students' achievement in science.	CAST test scores.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on the programmatic science assessments, ESS students, especially SED and EL., need more of the high quality science instruction. Also, there is a need for a biology instructor. This part-time position is currently posted. **Scope:** Schoolwide	Since SED students, Foster Youth, and EL constitute 63.1%, 12.3%, and 1.1% of our scholars, respectively. As a result, they are the majority of the student population at ESS, so it makes sense to offer these services schoolwide.	
1.27	**Action:** Credit Recovery Opportunities at ESS **Need:** According to the CAASPP and the benchmark assessment data, many of our unduplicated students are in need of credit recovery in order to graduate from high school. **Scope:** Schoolwide	Access to credit recovery courses will offer a chance to students who didn't perform satisfactory in a course to get credit they need in order to graduate. Because the majority of our students are SED and/or EL, this is beneficial on a schoolwide basis.	Rates of credit recovery and graduation rates - metrics 1.31 and 1.3.
1.30	**Action:** Intervention and Acceleration Support for ESS Students **Need:** Unduplicated students at ESS are in need of additional accelertion and intervention support due to lingereing learning loss.	Intervention and acceleration support will be more focused and individualized. Since our unduplicated students comprise the majority of our student population, we provide these supports on schoolwide basis.	1.7; 1.8; 1.18; 1.32; 1.38.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.35	**Action:** AP 3-D Art Course **Need:** Our EL, SED, and Foster Youth students need a variety of advanced placement courses to feel successful and to be engaged with their education. Art is instrumental in developing whole child. **Scope:** Schoolwide	Offering a challenging advanced placement art course will afford many students an opportunity to express their creativity and to become more engaged with school overall. SWD and SED students constitute 63% and 14% of the district's student population, which is the majority of students. Therefore, it makes sense to implement these measures on a schoolwide basis.	Programmatic assessments and school connectedness data on CHKS. Data from CAASPP and CHKS - metrics 1.38, 1.29,1.36, 1.7.
1.36	**Action:** Assessment **Need:** The district needs to improve academic performance across the grades. Assessment will help monitoring and modifying instruction to meet students' needs and to inform instructional planning. **Scope:** LEA-wide	The district will implement a variety of assessments: formative and summative to inform instruction and to allow students demonstrate attainment in multiple ways. Since categorical population constitutes the majority of our students, we need to implement these assessmemts and a districtwide basis.	1.4; 1.5; 1.7.
1.37	**Action:** Summer School **Need:** Many of our unduplicated students experience learning loss during the summer or are not on	By providing summer school options, we support our unduplicated population in avoiding summer learning loss and achieving grade level competencies. Since these students are the majority of our scholars, it makes sense to offer summer school to all of our students.	1.4; 1.5; 1.7; 1.9; 1.10; 1.11; 1.12; 1.18; 1.28.

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
	their grade level in reading and/or math, according to CA School Dashboard. **Scope:** Schoolwide		
1.38	**Action:** Implement Reveal Math in Secondary Grades. **Need:** Our students are 114.1 points below standard in mathematics on CA School dashboard. The ESS math department requested to implement this new program which they feel will better meet the needs of our high school students. **Scope:** Schoolwide	The ESS Mathematics Committee reviewed 4 different math curricula and determined that Reveal Math is best suited for our scholars, especially for our unduplicated student population. Since SED students, Foster Youth, and EL constitute 63.1%, 12.3%, and 1.1% of our scholars, respectively, they are the majority of the student population at ESS and it makes sense to offer these services schoolwide.	1.5 - Smarter Balanced Assessment Data in Mathematics as evidenced by DataQuest; 1.8 - District-wide Change category in Mathematics as evidenced by the CA School Dashboard.
1.39	**Action:** Professional Development in Core Programs **Need:** The district teachers need professional development support in all core programs, based on the survey responses and PD requests. **Scope:** LEA-wide	Professional development will enhance teachers' expertise in how to support our categorical population. Considering that the majority of our scholars belong to this subgroup, it is pertinent to provide these professional learning opportunities on a districtwide basis.	Data from CA School Dashboard, teachers' survey data, and CAASPP data - metrics 1.19, 1.12, 1.11, 1.8, 1.40

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
1.40	**Action:** Coaching in Literacy **Need:** Based on our data, our English teachers need coaching to improve their instruction and adress the needs of unduplicated students. **Scope:** LEA-wide	Research shows that embedded coaching is very effective in improving instructional practices. Since the unduplicated population is the majority of our students, it is appropriate to implement this action on an LEA-Wide basis.	1.7 - District-wide Change category in English Language Arts as evidenced by the CA School Dashboard; 1.9 - Students with Disabilities Change category in ELA, per CA School Dashboard; 1.11 - English Learners Change category in ELA, per CA School Dashboard.
1.41	**Action:** Mathematics Coaching and Professional Development **Need:** The district teachers expressed the need for professional development support in teaching mathematics to improve student scores. Although our students' performance in mathematics increased by 15.4 points as evidenced on the CA school Dashboard, they are still 74.4 points below standard. Our EL and SWD are one color lower than the rest of the student population on this indicator.	Embedded coaching supported with other forms of professional development in mathematics will enhance our teachers' expertise and consequently will improve mathematics performance for all students. Since SED students, Foster Youth, and EL are the majority of the student population at AY, it makes sense to offer these services schoolwide.	CA School Dashboard and CAASPP data; benchmark assessment data - metrics 1.46, 1.12, 1.8, 1.5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.42	**Action:** Teacher Professional Development - English Language Development **Need:** Based on academic achievement of our English Learners, our general education teachers need to enhance their pedagogy around integrated ELD to support ELs. **Scope:** LEA-wide	Teachers will be equiped with the most up-to-date strategies supporting English Learners. Because our EL comprise significant part of student population, and since strategies for EL are beneficial for all students, it makes sense to implement this action on LEA-wide basis.	1.16; 1.18; 1.19.
1.54	**Action:** Broad Course of Study **Need:** Student engagement with school declined after the pandemic and, unfortunately, didn't improve to at least meet the pre-pandemic levels. Our EL, Foster Youth, and SED students are much less engaged with school than before. **Scope:** LEA-wide	Providing a variety of enrichment opportunities faciliates greater engagement. This is true for a majority of our scholars, most of whom belong to the categorical student population; therefore, the districtwide approach is sensible.	Attendance rates, survey data, and academic performance on CA School Dashboard.
1.55	**Action:** Instructional Aid for TK	Bilingual IA will assist some EL students. Also, IA will be able to work with small group of students	1.44

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: There are many EL and SED students in TK who need support from an instructional aid. **Scope:** Schoolwide	and provide a more individualized instruction. Success in TK, according to research,sets students up for a more successful academic performance in furture schooling.	
1.57	**Action:** AP Chemistry Course **Need:** The EUSD unduplicated students need more opportunities for AP courses so they are better prepared for college. **Scope:** Schoolwide	Since the majority of our scholars are EL, SED, and Foster Youth, the schoolwide approach is justified.	AP Chemistry exam - students who pass with a grade C or better.
1.58	**Action:** Communication and Writing course **Need:** Based on the CAASPP data and the local assessments, our HS scholars need more intentionally-focused instruction in writing and communication. **Scope:**	Writing skills are critical for the HS and the post-graduation success, whether in college or in the workplace. Since the majority of our scholars are EL, SED, and Foster Youth, the schoolwide approach is justified.	CAASPP and benchmark assessment (NWEA) data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.59	**Action:** Instructional Assistants for Kindergarten and First grades. **Need:** Based on the benchmark assessment data and the teachers' observations, students in TK and 1st grade are in need of individualized small group assistance, particularly in reading. **Scope:** Schoolwide	IA will help to provide small group instruction for the K and 1st grade students. This will afford them a solid foundation in reading to promote success in all disciplines in older grades. Since SED students, Foster Youth, and EL are the majority of the student population at AY, it makes sense to offer these services schoolwide.	1.4; 1.16.
1.60	**Action:** Additional Instructional Aids to Support Sp. Ed. Students **Need:** Based on academic indicators, our unduplicated students and children with disability need more individualized support in general education classrooms and the aids will be able to provide this assistance. **Scope:** Schoolwide	Instructional Assistants will be able to provide individual attention and support to unduplicated students and SWD.	1.9; 1.10; 1.11; 1.12.
2.3	**Action:**	Expanding our staff's expertise in effective use of technology to enhance instruction will afford	PD evaluations by staff - metric 2.1

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
	Professional Development in Effective Use of Technology **Need:** Many of our teachers expressed the need to have access to presentations and courses in effective use of technology. **Scope:** LEA-wide	greater access to content for all of our students, especially for EL, SED, and SWD. These populations represent the majority of our students and it is beneficial to implement this action districtwide.	
2.4	**Action:** Coding program - CodeCombat **Need:** Students at AY need coding instruction to prepare them for MS and HS **Scope:** Schoolwide	Students who are exposed to coding are more likely to continue taking computer classes in MS and HS and will be better prepared for college and career. Since SED students, Foster Youth, and EL constitute 59%, 1.1%, and 18%, respectively. As a result, they are the majority of the student population at ESS, so it makes sense to offer these services schoolwide.	Coding will be offered at all sites and all students will have access.
2.5	**Action:** Promote Cultural Education, Social Justice, and Racial Equity **Need:** EUSD is a majority minority district. African American students are the majority of our student population and a fifth of our students are second language learners. They need greater exposure to cultural education and to issues of social justice and racial equity. Cultural education is critical in preparing our students for success in 21st Century.	Infusing our curricula with cultural, social justice, and racial equity issues will help our students develop strong self-esteem and promote advocacy and agency in our scholars. This will increase their engagement with educaitonal process and will prepare them for citizenship in the 21st Century. SED students, Foster Youth, and EL constitute 63%, 18.8%, and 15% of the scholars in the district, respectively. They represent the majority of the student population, so it makes sense to offer these services districtwide.	Classroom observations; Instructional Rounds data - metrics 2.1 and 2.2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.6	**Action:** Ethnic Studies **Need:** ESS **Scope:** Schoolwide	Many SED students, English Learners, and Foster Youth experience more hardships than the general population of our students. This affects their self-esteem and creates identity struggles. Learning about their own culture and the cultures of their friends will help these students to be comfortable in their own skin and proud of their heritage which will improve their social-emotional wellbeing and their academic achievement.	2.9 - Ethnic Studies
2.8	**Action:** Technology and web-based resources for Students with Disabilities **Need:** Based on the Dashboard data, our SWD need additional support. Some of these students also fall into the unduplicated category of EL or SED students. **Scope:** LEA-wide	Additional resources will provide more targeted supports for our SWD and since the majority of our students are unduplicated, it benefits to use these resources on a district-wide basis.	
2.11	**Action:** Position of the District Technology Coordinator **Need:** N/A	This action was discontinued.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		
2.12	**Action:** Additional Position of a Districtwide Technology Specialist **Need:** Many of our unduplicated students need additional instruction in using technology. Our teachers get training and assistance from the Technology Specialist as needed. **Scope:** LEA-wide	The district technology specialist assists teachers of unduplicated students in use of additional digital resources supporting these scholars as well as assists with data mining and reporting. Since the majority of students in the district are unduplicated, this action is used on LEA-wide basis.	2.4 - Classroom observations and observables collected during Instructional Rounds regarding student proficiency with technology
2.13	**Action:** 2:1 Initiative **Need:** Most of our SED, EL and Foster students do not own a device at home and need a device for doing research and, sometimes, homework. **Scope:** LEA-wide	SED students, Foster Youth, and EL constitute 63%, 18.8%, and 15% of the scholars in the district, respectively. As a result, they are the majority of the student population , so it makes sense to offer these services schoolwide.	CAASPP scores and parent responses to surveys
3.2	**Action:** Social-Emotional Programs **Need:** Many of our students report on CA Healthy Kids Survey having feelings of depression and	Social-emotional programs and Calm Corner Spaces are critical to promote wellbeing and self-regulation. Considering that SED students, Foster Youth, and EL constitute 63%, 18.8%, and 15% of the	100% of teachers will incorporate SEL strategies in the content they teach. districtwide. from CA Healthy Kids Survey (CHKS).With expanded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low engagement. This still is lingering after COVID. **Scope:** LEA-wide	scholars in the district, respectively, they represent the majority of the student population, so it makes sense to offer these services districtwide.	mental health services, decrease students' feelings of chronic sadness and hopelessness to the pre-pandemic levels (37% or less); also metric 2.2.
3.3	**Action:** Restorative Justice Practices **Need:** Our students need to participate in restorative justice activities to improve their self-regulation. **Scope:** LEA-wide	Since SED, Foster Youth, and EL comprise the majority of our student body, it is beneficial to provide on an LEA-wide basis.	3.1; 3.3; 3.9.
3.6	**Action:** Professional Development in Social-Emotional Strategies **Need:** Our teachers need support in teaching social-emotional regulation skills. **Scope:** LEA-wide	By providing opportunities for professional learning around SEL programs we will help teachers implement these programs with better fidelity and competance. All of our students are in need of support with social-emotional skills. Since SED students, Foster Youth, and EL constitute 63%, 18.8%, and 15% of the scholars in the district, respectively, they represent the majority of the student population , so it makes sense to offer these services districtwide.	70% of teachers will report greater competence in providing social-emotional support per OD evaluations; 100% of teachers will attend PD around SEL, metric 3.12.
3.9	**Action:** Enrichment Opportunities and Social Interactions **Need:**	Offering a variety of enrichment opportunity will allow students access activities that lend themselves best to their learning styles and interests, thus increasing engagement. Since SED students, Foster Youth, and EL constitute 63%, 18.8%, and 15% of the scholars in the district,	CHKS and teachers' observations; 100% of students and parents will rate enrichments as highly successful on surveys. As a consequence, students

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	Since COVID, our students' engagement with school declined, according to the CA Healthy Kids Survey. **Scope:** LEA-wide	respectively, they represent the majority of the student population , so it makes sense to offer these services districtwide.	will report higher levels of school connectedness, metric 3.9.
3.11	**Action:** Mentoring and Structured Play **Need:** Our elementary students need support with mentoring and structured play to promote skills in self-regulation and collaboration. **Scope:** Schoolwide	Students will be more engaged in school and successful academically if they have better self-regulation and collaboration skills. In addition, this will improve their social and emotional wellbeing. Since SED students, Foster Youth, and EL constitute 59%, 1.1%, and 18%, respectively. As a result, they are the majority of the student population at ESS, so it makes sense to offer these services schoolwide.	Increase sentiments of school connectedness across the district to 60% and metric 3.9.
3.14	**Action:** Districtwide Discipline Protocols **Need:** Many of the district's unduplicated students experienced trauma and are in need of social-emotional and organizational support. These students sometimes exhibit behaviors that can be disruptive, and they sometimes get suspended more often than the rest of their peers. **Scope:** LEA-wide	Clear discipline protocols are among the many supports that our unduplicated students need. Since they make up the majority of the district's scholars, this action is most effective when provided on an LEA-wide basis.	3.4 - Rate of Suspensions

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Integrated English Language Development (ELD) Instruction for English Learners **Need:** EL students across the district need designated and integrated ELD support, a conclusion supported by our data and by the research. Our English Learners' distance from the standard is in orange and has declined by 15.8% in 2022-23 school year, according to the CA School Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Integrated ELD strategies support EL in acquiring content knowledge across disciplines while small group designated ELD support, as research shows, accelerates their English Language acquisition.	1.18 - English Learner Reclassification Rate; 1.12 - English Learners' Change category in math, per CA School Dashboard; 1.19 -Percentage of English Learners who make progress toward English proficiency by at least 1 ELPI level, as measured by the CA School Dashboard.
1.8	**Action:** Position of ELD Coordinator **Need:** The district needs an ELD coordinator who can supervise the work with ELs and support our teachers. At this time the district decided to change this action to remove the additional responsibilitie of Literacy Interventionist to ensure that this employee has the bandwidth to focus on English Learners. **Scope:** Limited to Unduplicated Student Group(s)	The ELD Coordinator will support teachers who provide integrated ELD to our English Learners and this will improve our services for our EL.	1.19 - Percentage of English Learners who make progress toward English proficiency by at least 1 ELPI level, as measured by the CA School Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** Support for Unduplicated Students **Need:** Our unduplicated students' needs are similar but often greater than the rest of the student population; therefore, it is critical to include them in all the major district initiatives providing additional supports for these scholars. **Scope:** Limited to Unduplicated Student Group(s)	The major district initiatives encompass targeted supports for unduplicated students to address their unique needs thus benefitting their achievement.	1.3 - Graduation rate - CA School Dashboard; 1.4 - Smarter Balanced Assessment Data - ELA, grades 3-5 as evidenced by and Local Assessment Data for Gr. K-2; 1.5 - Smarter Balanced Assessment Data - Mathematics as evidenced by DataQuest; 1.6 - Meeting A-G Requirements;1.7 -District-wide Change category in English Language Arts as evidenced by the CA School Dashboard.
1.29	**Action:** ELD Teacher Position for ESS and AYMS **Need:** ELs performance in English has diclined 19.7% in 2022-2023. **Scope:** Limited to Unduplicated Student Group(s)	Our EL students need an ELD specialist who will support them with designated ELD instruction while also collaborating with the general education teachers providing integrated ELD.	1.11 - English Learners Change category in ELA, per CA School Dashboard; 1.16 - Designated ELD at ESS and AYMS - classroom observations and the data from Instructional Rounds/Learning Walks.
2.14	**Action:** English class for parents **Need:** The members of our District English Learner Advisory Committee requested English classes for parents who are recent immigrants to this country.	Our English learners will benefit from better English proficiency among their parents and guardians because they will receive greater help from parents with homework and the projects.	2.10 - Parents' satisfaction with English classes for parents as evident in surveys.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

The overall percentage of the increased or improved services of 41.29% exceeds the required 31.95 % to improve and increase services. Since 54.5% of the EUSD students are socioeconomically disadvantaged and 16.3% are English Learners, the majority of actions geared towards the unduplicated populations are implemented on a districtwide and the school-wide basis. However, all of these actions were designed with the unduplicated students in mind, as they are the most impactful for these populations. At the same time, what is good for English Learners, social-economically disadvantaged, and Foster Youth, is usually just as beneficial for the rest of our populations. However, there are also specific actions designed solely for the benefit of unduplicated students and the overall increase in the percent of increased or improved services directly benefits only these students. Some of the examples are actions 1.8, 1.9, 1.10, 1.20, 1.21, 1.32, 1.34, 1.44, 1.49, 1.50, 2.2, 2.3, 2.6, 2.7, 2.10, 3.7, 3.9 and many others.
The EUSD intentionally maximizes our resources to accommodate all of our students and especially our unduplicated population. By investing more funds into assisting these children, the district positions itself to provide greater support and to exact greater impact on the education of our unduplicated scholars. The district strives to support our foster youth, English learners, and low-income students to the greatest extent possible.

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.

All school sites in EUSD serve student populations in which more than 55 percent are low-income, English learners, and/or foster youth. The additional concentration grant add-on funding will be used strategically to increase the number of staff providing direct services to these students. Specifically, the district will contract with local community-based organizations to expand after-school and in-school enrichment programs targeting English learners, foster youth, and socioeconomically disadvantaged students. These services are designed to enhance engagement, support academic achievement, and provide equitable access to learning opportunities.

In addition, the district will allocate funding to hire or contract additional personnel to provide translation and interpretation services, thereby increasing access to school communications and events for families of English learners. We also plan to offer English language classes for parents, empowering them to participate more fully in their children's education and support learning at home-fostering stronger school-family partnerships and modeling lifelong learning for students.

Finally, despite a decline in overall enrollment and ongoing staffing shortages, this additional funding enables the district to retain key staff who deliver direct services to unduplicated students. This retention is critical to ensuring continuity of support and maintaining a strong foundation of academic and social-emotional resources for our highest-need student populations.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:24
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$6,538,418	2,085,623	31.898%	0.000%	31.898%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,700,005.66	$1,950,300.83	$3,678,122.12	$135,657.50	$8,464,086.11	$6,479,014.45	$1,985,071.66

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	Improve Student Performance in English Language Arts, TK	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYES	2024-2026	$132,542.80	$5,254.14	$5,254.14	$0.00	$132,542.80	$0.00	$137,796.94	
1	1.2	Improve Student Performance in English Language Arts, K-5	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYES	2024-2027	$1,006,703.05	$93,693.28	$73,369.30	$67,173.45	$953,738.85	$6,114.73	$1,100,396.33	
1	1.3	Improve Student Performance in English Language Arts, secondary grades.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ESS	3 years	$500,536.00	$61,409.69	$61,409.69	$0.00	$500,536.00	$0.00	$561,945.69	
1	1.4	Books for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	2 years	$0.00	$17,764.70	$17,764.70	$0.00	$0.00	$0.00	$17,764.70	
1	1.5	Improve Student Performance in Mathematics, K-5	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	Ongoing	$642,794.55	$31,291.38	$31,291.38	$0.00	$642,794.55	$0.00	$674,085.93	
1	1.6	Offer a CTE entrepreneurship course at ESS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ESS	2024-2025	$183,320.70	$33,409.98	$33,409.98	$0.00	$183,320.70	$0.00	$216,730.68	
1	1.7	Integrated English Language Development (ELD) Instruction for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	Ongoing	$346,472.68	$8,593.10	$162,042.68	$0.00	$192,190.00	$833.10	$355,065.78	

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
					s)											
1	1.8	Position of ELD Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools:	One year	$4,500.00	$4,611.00	$4,611.00	$0.00	$0.00	$4,500.00	$9,111.00	
1	1.9	Intervention and Acceleration Resources at AYES and AYMS. Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading, and math digital adaptive platform during intervention blocks and in after-school tutoring.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	3 years	$0.00	$17,472.79	$17,472.79	$0.00	$0.00	$0.00	$17,472.79	
1	1.10	Science Opportunities for AYES Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYES	2024-2025	$179,753.20	$21,004.09	$168,365.79	$0.00	$32,391.50	$0.00	$200,757.29	
1	1.11	Support for Unduplicated Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$48,100.09	$36,138.09	$11,962.00	$0.00	$0.00	$48,100.09	
1	1.12	Additional Digital Resources for EL and SED Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,650.80	$50,650.80	$0.00	$0.00	$0.00	$50,650.80	
1	1.13	Art Program at AYES and AYMS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	3 years	$139,171.60	$1,644.90	$140,816.50	$0.00	$0.00	$0.00	$140,816.50	
1	1.14	Physical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$337,163.80	$310.62	$146,054.52	$0.00	$191,419.90	$0.00	$337,474.42	
1	1.15	Music program at AYMS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYMS	2024-20225	$132,528.10	$3,386.37	$3,386.37	$132,528.10	$0.00	$0.00	$135,914.47	

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	1.16	Counseling for the HS students	All	No			Specific Schools: ESS	2024-2025	$116,075.10	$0.00	$0.00	$0.00	$116,075.10	$0.00	$116,075.10	
1	1.17	Support for preparing for AP Exams	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ESS	2024-2025	$0.00	$447.53	$447.53	$0.00	$0.00	$0.00	$447.53	
1	1.18	Support for Long-Term ELs	LTEL	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.19	College and Career Center at ESS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ESS	2024-2027	$0.00	$70,025.00	$30,025.00	$0.00	$0.00	$40,000.00	$70,025.00	
1	1.20	Psychology Advanced Placement Course at ESS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ESS	2024-2025	$0.00	$12,782.04	$12,782.04	$0.00	$0.00	$0.00	$12,782.04	
1	1.21	Collaborations with the Local Industry Partners and Internships	All	No			Specific Schools: Emery Secondary School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.22	Dual Enrollment	All	No			Specific Schools: ESS	2023-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.23	Career Technical Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ESSESS	2025-26	$0.00	$853.60	$853.60	$0.00	$0.00	$0.00	$853.60	
1	1.24	Maker's Space	All	No			Specific Schools: Emery Secondary School	2024-2025	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.25	Additional FTE Math Position at ESS	All	No			Specific Schools: ESS	2023-2024	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.26	Science Opportunities for ESS Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ESS	2024-2025	$104,523.75	$964.54	$86,653.12	$0.00	$18,835.17	$0.00	$105,488.29	

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	1.27	Credit Recovery Opportunities at ESS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ESS	Ongoing	$0.00	$12,465.00	$12,465.00	$0.00	$0.00	$0.00	$12,465.00	
1	1.28	Project-Based Learning	All	No			Specific Schools: Emery Secondary School	2023-2024	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.29	ELD Teacher Position for ESS and AYMS	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: AYMS and ESS	2024-2025	$187,000.80	$0.00	$153,303.40	$0.00	$33,697.40	$0.00	$187,000.80	
1	1.30	Intervention and Acceleration Support for ESS Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: ESS	2024-2026	$0.00	$367.82	$367.82	$0.00	$0.00	$0.00	$367.82	
1	1.31	Reduce districtwide suspension rates for socio-economically disadvantaged students and children with disability.	Students with Disabilities SED and SWD	No			All Schools	Ongoing	$0.00	$11,200.00	$0.00	$0.00	$0.00	$11,200.00	$11,200.00	
1	1.32	Reduce suspension rates at AYES	All	No			Specific Schools: Anna Yates Elementary School	2024-2025	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.33	Student Information System	All	No				2024-2025	$0.00	$13,142.81	$0.00	$0.00	$13,142.81	$0.00	$13,142.81	
1	1.34	Parent Supports and Communication	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.35	AP 3-D Art Course	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ESS	2024-2025	$145,234.48	$221.67	$59,753.69	$0.00	$85,702.46	$0.00	$145,456.15	
1	1.36	Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$0.00	$53,038.81	$31,673.25	$3,131.48	$0.00	$18,234.08	$53,038.81	

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	1.37	Summer School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Anna Yates Elementary	2024-2025	$0.00	$400,586.89	$34,794.89	$365,792.00	$0.00	$0.00	$400,586.89	
1	1.38	Implement Reveal Math in Secondary Grades.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ESS	2024-2027	$240,997.10	$8,328.14	$8,328.14	$0.00	$240,997.10	$0.00	$249,325.24	
1	1.39	Professional Development in Core Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$50,549.62	$38,426.00	$2,593.51	$4,914.60	$4,615.51	$50,549.62	
1	1.40	Coaching in Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$0.00	$12,900.00	$12,900.00	$0.00	$0.00	$0.00	$12,900.00	
1	1.41	Mathematics Coaching and Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYES	2024-2025	$0.00	$81,900.00	$81,900.00	$0.00	$0.00	$0.00	$81,900.00	
1	1.42	Teacher Professional Development - English Language Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$5,400.00	$24,350.00	$12,000.00	$0.00	$0.00	$17,750.00	$29,750.00	
1	1.43	Professional Development in Differentiation	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.44	Professional Development in Supporting SWD	Students with Disabilities	No			All Schools	1 year	$0.00	$2,400.00	$0.00	$0.00	$0.00	$2,400.00	$2,400.00	
1	1.45	Parent Participation in Strategic Planning	All	No			All Schools	Ongoing	$0.00	$2,108.00	$0.00	$0.00	$608.00	$1,500.00	$2,108.00	
1	1.46	Support for Parents of English Learners	All	No			All Schools	Ongoing	$0.00	$4,206.00	$0.00	$0.00	$0.00	$4,206.00	$4,206.00	
1	1.47	Improving Attendance for Special Education Students	All	No			All Schools	3 years	$0.00	$400.00	$0.00	$0.00	$400.00	$0.00	$400.00	
1	1.48	Collaboration between General Education and Special Education Staff	Students with Disabilities	No			All Schools	Ongoing	$0.00	$56,369.65	$0.00	$56,369.65	$0.00	$0.00	$56,369.65	

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	1.49	Professional Development Focused on Special Education Strategies for General Education Staff	Students with Disabilities	No			All Schools	2024-2025	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.50	Inter-district Collaborations with Districts in SELPA	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.51	Middle School Dropout Rate	All	No			Specific Schools: Anna Yates Middle School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.52	High School Dropout Rate	All Emery Secondary School	No			Specific Schools: ESS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.53	Pupil Expulsion Districtwide	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.54	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$7,482.52	$7,482.52	$0.00	$0.00	$0.00	$7,482.52	
1	1.55	Instructional Aid for TK	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYES	2024-2025	$82,695.80	$0.00	$60,988.20	$0.00	$21,707.60	$0.00	$82,695.80	
1	1.56		All	No			Specific Schools: AYES and AYMS	1 year	$0.00	$322,560.00	$0.00	$322,560.00	$0.00	$0.00	$322,560.00	
1	1.57	AP Chemistry Course	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ESS	2025-2027	$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	
1	1.58	Communication and Writing course	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ESS	2024 - 2026	$0.00	$4,000.00	$4,000.00	$0.00	$0.00	$0.00	$4,000.00	
1	1.59	Instructional Assistants for Kindergarten and First grades.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYES	2024-2026	$110,998.90	$0.00	$110,998.90	$0.00	$0.00	$0.00	$110,998.90	

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	1.60	Additional Instructional Aids to Support Sp. Ed. Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYES	2025-2026	$134,537.00	$0.00	$134,537.00	$0.00	$0.00	$0.00	$134,537.00	
1	1.61	Additional Part-time Position of Speech and Language Pathologist	All	No			All Schools	2025-2026	$72,970.00	$0.00	$0.00	$72,970.00	$0.00	$0.00	$72,970.00	
1	1.62	Position of Data Analyst/ Technology Coordinator	All	No			All Schools	2025-2027	$150,000.00	$0.00	$0.00	$150,000.00	$0.00	$0.00	$150,000.00	
1	1.63	Occupational Therapist	Students with Disabilities	No			All Schools	2025-2026	$95,000.00	$0.00	$0.00	$95,000.00	$0.00	$0.00	$95,000.00	
1	1.64	Part-time Biology Teacher for ESS	All	No			Specific Schools: ESS	2024-25	$94,153.66	$0.00	$0.00	$0.00	$94,153.66	$0.00	$94,153.66	
1	1.65	Part-time Drama or Chorus Teacher	All	No			Specific Schools: ESS	2025-2026	$94,653.66	$0.00	$0.00	$48,204.35	$46,449.31	$0.00	$94,653.66	
2	2.1	21 Century Skills	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.2	Keyboarding Instruction	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	Professional Development in Effective Use of Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	
2	2.4	Coding program - CodeCombat	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	2023-2024	$0.00	$2,720.00	$2,720.00	$0.00	$0.00	$0.00	$2,720.00	
2	2.5	Promote Cultural Education, Social Justice, and Racial Equity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
2	2.6	Ethnic Studies	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ESS	2024-2025	$136,892.28	$5,000.00	$105,957.92	$0.00	$35,934.36	$0.00	$141,892.28	
2	2.7	Girls Who Code	All	No			Specific Schools: AYES	2 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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2	2.8	Technology and web-based resources for Students with Disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$7,000.00	$7,000.00	$0.00	$0.00	$0.00	$7,000.00	
2	2.9	Workshops for Parents and Guardians	All	No			All Schools	2 years	$0.00	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	$6,000.00	
2	2.10	Coding instruction at AYMS	All	No			Specific Schools: AYMS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.11	Position of the District Technology Coordinator	All	No				3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.12	Additional Position of a Districtwide Technology Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$136,892.28	$0.00	$100,957.92	$0.00	$35,934.36	$0.00	$136,892.28	
2	2.13	2:1 Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2 years	$186,644.16	$124,050.00	$297,614.98	$0.00	$13,079.18	$0.00	$310,694.16	
2	2.14	English class for parents	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$3,000.00	$3,000.00	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	
3	3.1	Supporting Positive Behavior Outcomes for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Social-Emotional Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$3,500.00	$3,500.00	$0.00	$0.00	$0.00	$3,500.00	
3	3.3	Restorative Justice Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$5,994.00	$5,994.00	$0.00	$0.00	$0.00	$5,994.00	
3	3.4	Suicide Prevention Training for Teachers and Staff	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.5	Position of Behavior Health Manager	All	No			All Schools	3 years	$150,563.44	$0.00	$0.00	$150,563.44	$0.00	$0.00	$150,563.44	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Professional Development in Social-Emotional Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$6,000.00	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	
3	3.7	Professional Development Focused on Trauma-Informed Practices	All	No			All Schools	3 years	$0.00	$8,843.00	$0.00	$8,843.00	$0.00	$0.00	$8,843.00	
3	3.8	EUSD Community Health Center	All	No			All Schools	3 years	$0.00	$73,745.00	$0.00	$73,745.00	$0.00	$0.00	$73,745.00	
3	3.9	Enrichment Opportunities and Social Interactions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$83,723.00	$120,975.16	$155,900.93	$10,298.63	$21,977.10	$16,521.50	$204,698.16	
3	3.10	Positive School Climate	All	No			All Schools	Ongoing	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00	
3	3.11	Mentoring and Structured Play	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYES	2024-2026	$88,207.00	$23,154.20	$88,207.00	$0.00	$23,154.20	$0.00	$111,361.20	
3	3.12	Reduce chronic absenteeism for African American students and Students with Disability.	Students with Disabilities SWD and African American Students	No			All Schools	2024-2026	$92,764.48	$13,843.73	$0.00	$67,400.22	$37,425.41	$1,782.58	$106,608.21	
3	3.13	Mental Health Specialists	All	No			All Schools	2024-2026	$311,166.00	$0.00	$0.00	$311,166.00	$0.00	$0.00	$311,166.00	
3	3.14	Districtwide Discipline Protocols	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2026	$49,435.08	$0.00	$49,435.08	$0.00	$0.00	$0.00	$49,435.08	
3	3.15	Reduce the number of Special Education and socio-economically disadvantaged students who are suspended at least once districtwide but with a particular focus on the population at Anna Yates Elementary School where these students are in the red for suspensions on CA School Dashboard.	Students with Disabilities SED and SPED students	No			All Schools	2025-2026	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2025-26 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
$6,538,418	2,085,623	31.898%	0.000%	31.898%	$2,700,005.66	0.000%	41.294 %	**Total:**	$2,700,005.66
								LEA-wide Total:	$964,354.70
								Limited Total:	$362,095.17
								Schoolwide Total:	$1,373,555.79

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Improve Student Performance in English Language Arts, TK	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$5,254.14	
1	1.2	Improve Student Performance in English Language Arts, K-5	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$73,369.30	
1	1.3	Improve Student Performance in English Language Arts, secondary grades.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$61,409.69	
1	1.4	Books for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,764.70	
1	1.5	Improve Student Performance in Mathematics, K-5	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	$31,291.38	
1	1.6	Offer a CTE entrepreneurship course at ESS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$33,409.98	

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	1.7	Integrated English Language Development (ELD) Instruction for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$162,042.68	
1	1.8	Position of ELD Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,611.00	
1	1.9	Intervention and Acceleration Resources at AYES and AYMS. Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading, and math digital adaptive platform during intervention blocks and in after-school tutoring.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	$17,472.79	
1	1.10	Science Opportunities for AYES Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$168,365.79	
1	1.11	Support for Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$36,138.09	
1	1.12	Additional Digital Resources for EL and SED Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,650.80	
1	1.13	Art Program at AYES and AYMS	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$140,816.50	
1	1.14	Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$146,054.52	
1	1.15	Music program at AYMS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYMS	$3,386.37	
1	1.17	Support for preparing for AP Exams	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$447.53	

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	1.19	College and Career Center at ESS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$30,025.00	
1	1.20	Psychology Advanced Placement Course at ESS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$12,782.04	
1	1.23	Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$853.60	
1	1.26	Science Opportunities for ESS Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$86,653.12	
1	1.27	Credit Recovery Opportunities at ESS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$12,465.00	
1	1.29	ELD Teacher Position for ESS and AYMS	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: AYMS and ESS	$153,303.40	
1	1.30	Intervention and Acceleration Support for ESS Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$367.82	
1	1.35	AP 3-D Art Course	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$59,753.69	
1	1.36	Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,673.25	
1	1.37	Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anna Yates Elementary	$34,794.89	
1	1.38	Implement Reveal Math in Secondary Grades.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$8,328.14	
1	1.39	Professional Development in Core Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,426.00	
1	1.40	Coaching in Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,900.00	

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	1.41	Mathematics Coaching and Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$81,900.00	
1	1.42	Teacher Professional Development - English Language Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
1	1.54	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,482.52	
1	1.55	Instructional Aid for TK	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$60,988.20	
1	1.57	AP Chemistry Course	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$3,000.00	
1	1.58	Communication and Writing course	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$4,000.00	
1	1.59	Instructional Assistants for Kindergarten and First grades.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$110,998.90	
1	1.60	Additional Instructional Aids to Support Sp. Ed. Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$134,537.00	
2	2.3	Professional Development in Effective Use of Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.4	Coding program - CodeCombat	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	$2,720.00	
2	2.5	Promote Cultural Education, Social Justice, and Racial Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	2.6	Ethnic Studies	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: ESS	$105,957.92	

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 (%)
					Low Income			
2	2.8	Technology and web-based resources for Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
2	2.12	Additional Position of a Districtwide Technology Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,957.92	
2	2.13	2:1 Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$297,614.98	
2	2.14	English class for parents	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$6,000.00	
3	3.2	Social-Emotional Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	
3	3.3	Restorative Justice Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,994.00	
3	3.6	Professional Development in Social-Emotional Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
3	3.9	Enrichment Opportunities and Social Interactions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,900.93	
3	3.11	Mentoring and Structured Play	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$88,207.00	
3	3.14	Districtwide Discipline Protocols	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,435.08	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,782,977.16	$10,168,994.94

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**	Improve Student Performance in English Language Arts, TK	Yes	$153,203.06	$129,504.98
1	**1.2**	Improve Student Performance in English Language Arts, K-5	Yes	$1,863,092.95	$1,118,820.38
1	**1.3**	Improve Student Performance in English Language Arts, secondary grades.	Yes	$1,438,077.46	$871,401.95
1	**1.4**	Books for Students	No	$19,611.06	$17,764.70
1	**1.5**	Improve Student Performance in Mathematics, TK-8	Yes	$1,289,175.59	$1,268,061.02
1	**1.6**	Offer a CTE entrepreneurship course at ESS	Yes	$5,000.00	$27,762.07
1	**1.7**	Integrated and Designated ELD Support for English Learners.	Yes	$343,986.43	$8,753.50
1	**1.8**	Position of the ELD Coordinator and Literacy Interventionist at AYES.	Yes	$179,821.62	0
1	**1.9**	Intervention and Acceleration Resources at AYES and AYMS Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading, and math digital adaptive platform during intervention blocks and in after-school tutoring.	Yes	$82,494.87	$42,965.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Science Opportunities for AYES Students	Yes	$211,910.62	$193,819.83
1	1.11	Support for Unduplicated Students	No	$0.00	$0.00
1	1.12	Additional Digital Resources for EL and SED Students	Yes	$5,960.15	$7,081.6
1	1.13	Art Program at AYES and AYMS	Yes	$147,365.77	$136,515.22
1	1.14	Physical Education	Yes	$323,506.73	347,109.58
1	1.15	Music program at AYMS	Yes	$216,680.23	208,424.06
1	1.16	Counseling for the HS students	No	$120,825.65	118,021.55
1	1.17	Support for preparing for AP Exams	Yes	$8,739.00	7,732.53
1	1.18	Support for Long-Term ELs	Yes	$2,000.00	0
1	1.19	College and Career Center at ESS	Yes	$3,947.65	$16,500
1	1.20	Psychology Advanced Placement Course at ESS	Yes	$90,436.13	$12,782.04
1	1.21	Collaborations with the Local Industry Partners and Internships	No	$0.00	$0.00
1	1.22	Dual Enrollment	No	$11,893.40	$0
1	1.23	Career Technical Education	No	$194,347.77	$197,208.40

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	1.24	Maker's Space	No	$10,000.00	$10,659.03
1	1.25	Additional FTE Math Position at ESS	Yes	$110,000.00	$122,768.62
1	1.26	ESS Science Offerings	Yes	$110,581.44	$114,877.49
1	1.27	Credit Recovery Opportunities at ESS	Yes	$21,000.00	$12,465
1	1.28	Project-Based Learning	No	$96,501.89	0
1	1.29	ELD Support	Yes	$182,312.48	$195,304.38
1	1.30	Intervention and Acceleration Support for ESS Students	No	$0.00	$0.00
1	1.31	Reduce districtwide suspension rates for socio-economically disadvantaged students and children with disability.	Yes	$113,351.36	$99,875.06
1	1.32	Reduce suspension rates at AYES	No	$0.00	$0.00
1	1.33	Student Information System	No	$26,887.75	$26,887.75
1	1.34	Parent Supports and Communication	No	$0.00	$0.00
1	1.35	AP 3-D Art Course	Yes	$3,000.00	$3,769.24
1	1.36	Assessment	Yes	$26,000.00	$10,914.23

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	1.37	Summer School	Yes	$148,210.65	$149,321.45
1	1.38	Implement Reveal Math, a new mathematics program, at ESS. Provide professional development for teachers in the new curriculum.	Yes	$11,000.00	$227,048.82
1	1.39	Professional Development in Core Programs	Yes	$109,468.76	$66,622.96
1	1.40	Literacy Coaching	Yes	$12,900.00	$12,500
1	1.41	Mathematics Coaching and Professional Development	Yes	$62,700.00	$69,550
1	1.42	Teacher Professional Development - English Language Development	Yes	$7,860.80	$21,617.96
1	1.43	Professional Development in Differentiation	No	$20,000.00	$0.00
1	1.44	Professional Development in Supporting SWD	No	$10,000.00	$10,000.00
1	1.45	Parent Participation in Strategic Planning	No	$104,011.24	$138,120.15
1	1.46	Support for Parents of EL	Yes	$17,000.00	$8,483
1	1.47	Improving Attendance for Special Education Students	No	$738,512.63	$856,980.56
1	1.48	Collaboration between the General and Special Education Staff	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.49	Professional Development Focused on Special Education Strategies for General Education Staff	No	$3,000.00	$3,000.00
1	1.50	Inter-district Collaborations with Districts in SELPA	No	$0.00	$0.00
1	1.51	Middle School Dropout Rate	No	$0.00	$0.00
1	1.52	High School Dropout Rate	No	$0.00	$0.00
1	1.53	Pupil Expulsion Districtwide	No	$0.00	$0.00
1	1.54	Broad Course Of Study	Yes	$181,605.59	$303,260.88
1	1.55	Instructional Assistant for TK	Yes	$86,354.23	$68,266.89
1	1.56	Expanded School Day	No	$450,000.00	$446,419.48
1	1.57	AP Chemistry at ESS	Yes	$1,100.00	$3,000
1	1.58	Communication and Writing course	Yes	$4,000.00	$0.00
1	1.59	Instructional Assistants for Kindergarten and First grades.	Yes	$103,200.00	$149,653.69
2	2.1	21 Century Skills	No	$0.00	$0.00
2	2.2	Keyboarding Instruction	No	$0.00	$0.00
2	2.3	Professional Development in Effective Use of Technology	Yes	$4,000.00	$0.00

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	2.4	Coding program - CodeCombat	Yes	$2,720.00	$2720
2	2.5	Promote Cultural Education, Social Justice, and Racial Equity	Yes	$541.67	$656.07
2	2.6	Elements of Ethnic Study	No	$243,784.51	$283,686.21
2	2.7	Girls Who Code	No	$0.00	$0.00
2	2.8	Technology and web-based resources for Students with Disabilities	No	$3,000.00	$5,000
2	2.9	Technology Workshops for Parents and Guardians	Yes	$10,218.16	$0.00
2	2.10	Coding instruction at AYMS	No	$0.00	$0.00
2	2.11	Position of District Technology Coordinator	Yes	$180,588.92	$170,852.22
2	2.12	Additional Position of a Districtwide Technology Specialist	No	$293,132.65	125,535.63
2	2.13	2:1 Initiative	No	$53,000.00	$32,268.27
3	3.1	Supporting Positive Behavior Outcomes for Students with Disabilities	No	$1,000.00	1,321.62
3	3.2	Social-Emotional Programs	Yes	$14,464.68	14,223.12
3	3.3	Restorative Justice Practices	No	$5,000.00	$5,994

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Suicide Prevention Training for Teachers and Staff	No	$0.00	$0.00
3	3.5	Position of Behavior Health Manager	No	$181,434.47	178,664.25
3	3.6	Professional Development in Social-Emotional Strategies	Yes	$6,000.00	$6,000
3	3.7	Professional Development Focused on Trauma-Informed Practices	No	$5,000.00	$8,843
3	3.8	EUSD Community Health Center	Yes	$462,124.00	$498,921.81
3	3.9	Enrichment Opportunities and Social Interactions	Yes	$334,870.83	$170,447.87
3	3.10	Positive school climate	No	$5,000.00	24,426.37
3	3.11	Mentoring and Structured Play	Yes	$137,169.10	$111,361.20
3	3.12	Reduce chronic absenteeism for African American students and Students with Disability	No	$3,980.09	311,166.00
3	3.13	Mental Health Specialists	No	$306,130.00	$308,534
3	3.14	Districtwide Discipline Protocols	No	$47,183.12	$46,778.06
3	3.15	Reduce the number of Special Education and socio-economically disadvantaged students who are suspended at least once districtwide but with a particular focus on the population at Anna Yates Elementary School where these students are in the red for	No	$0.00	0.00

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)
		suspensions on CA School Dashboard.			

2024-25 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)
$2,095,615	$3,959,369.80	$2,189,328.25	$1,770,041.55	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Improve Student Performance in English Language Arts, TK	Yes	$5,254.14	$5,433		
1	1.2	Improve Student Performance in English Language Arts, K-5	Yes	$911,026.96	$146,824.81		
1	1.3	Improve Student Performance in English Language Arts, secondary grades.	Yes	$905,000.00	$138,488.08		
1	1.5	Improve Student Performance in Mathematics, TK-8	Yes	$271,026.96	$31,848.47		
1	1.6	Offer a CTE entrepreneurship course at ESS	Yes	$5,000.00	$27,762.07		
1	1.7	Integrated and Designated ELD Support for English Learners.	Yes	$244,600.92	$7,750		
1	1.8	Position of the ELD Coordinator and Literacy Interventionist at AYES.	Yes	$72,217.46	$0		
1	1.9	Intervention and Acceleration Resources at AYES and AYMS Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading, and math digital adaptive platform during intervention blocks and in after-school tutoring.	Yes	$44,000.00	$42,965.19		
1	1.10	Science Opportunities for AYES Students	Yes	$186,369.67	$160,688.85		

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	1.12	Additional Digital Resources for EL and SED Students	Yes	$5,960.15	$7,081.60		
1	1.13	Art Program at AYES and AYMS	Yes	$9,000.00	$124.60		
1	1.14	Physical Education	Yes	$1,000.00	$297,143.93		
1	1.15	Music program at AYMS	Yes	$64,639.65	$32,300.11		
1	1.17	Support for preparing for AP Exams	Yes	$4,000.00	$5,232.53		
1	1.18	Support for Long-Term ELs	Yes	$2,000.00	$0		
1	1.19	College and Career Center at ESS	Yes	$3,400.00	$5,232.53		
1	1.20	Psychology Advanced Placement Course at ESS	Yes	$14,766.64	$12,782.04		
1	1.25	Additional FTE Math Position at ESS	Yes	$110,000.00	$1,174.06		
1	1.26	ESS Science Offerings	Yes	$94,735.19	$96,553.58		
1	1.27	Credit Recovery Opportunities at ESS	Yes	$21,000.00	$12,465		
1	1.29	ELD Support	Yes	$154,507.36	$164,295.01		
1	1.31	Reduce districtwide suspension rates for socio-economically disadvantaged students and children with disability.	Yes	$68,169.75	$73,801.98		
1	1.35	AP 3-D Art Course	Yes	$3,000.00	$1,353.7		
1	1.36	Assessment	Yes	$26,000.00	$2,190.75		
1	1.37	Summer School	Yes	$0.00	$0.00		
1	1.38	Implement Reveal Math, a new mathematics program, at ESS. Provide professional	Yes	$11,000.00	$3,486		

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)
		development for teachers in the new curriculum.					
1	1.39	Professional Development in Core Programs	Yes	$20,000.00	$4,098		
1	1.40	Literacy Coaching	Yes	$12,900.00	$12,900		
1	1.41	Mathematics Coaching and Professional Development	Yes	$62,700.00	$69,950		
1	1.42	Teacher Professional Development - English Language Development	Yes	$7,860.80	$700.36		
1	1.46	Support for Parents of EL	Yes	$17,000.00	$110,406.36		
1	1.54	Broad Course Of Study	Yes	$13,000.00	$8,405.64		
1	1.55	Instructional Assistant for TK	Yes	$66,553.36	$26,310.12		
1	1.57	AP Chemistry at ESS	Yes	$1,100.00	$3,000.00		
1	1.58	Communication and Writing course	Yes	$4,000.00	$0.00		
1	1.59	Instructional Assistants for Kindergarten and First grades.	Yes	$103,200.00	$110,998.90		
2	2.3	Professional Development in Effective Use of Technology	Yes	$4,000.00	$0.00		
2	2.4	Coding program - CodeCombat	Yes	$2,720.00	$2,720		
2	2.5	Promote Cultural Education, Social Justice, and Racial Equity	Yes	$517.17	$0.00		
2	2.9	Technology Workshops for Parents and Guardians	Yes	$4,000.00	$0.00		
2	2.11	Position of District Technology Coordinator	Yes	$145,139.23	$0.00		
3	3.2	Social-Emotional Programs	Yes	$1,464.68	$2,181.56		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	Professional Development in Social-Emotional Strategies	Yes	$6,000.00	$0.00		
3	3.8	EUSD Community Health Center	Yes	$105,015.00	$357,159.55		
3	3.9	Enrichment Opportunities and Social Interactions	Yes	$52,000.00	$118,100.24		
3	3.11	Mentoring and Structured Play	Yes	$92,524.71	$85,419.63		

2024-25 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)
$6,528,751	$2,095,615	0%	32.098%	$2,189,328.25	0.000%	33.534%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 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 2025-26, 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).

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