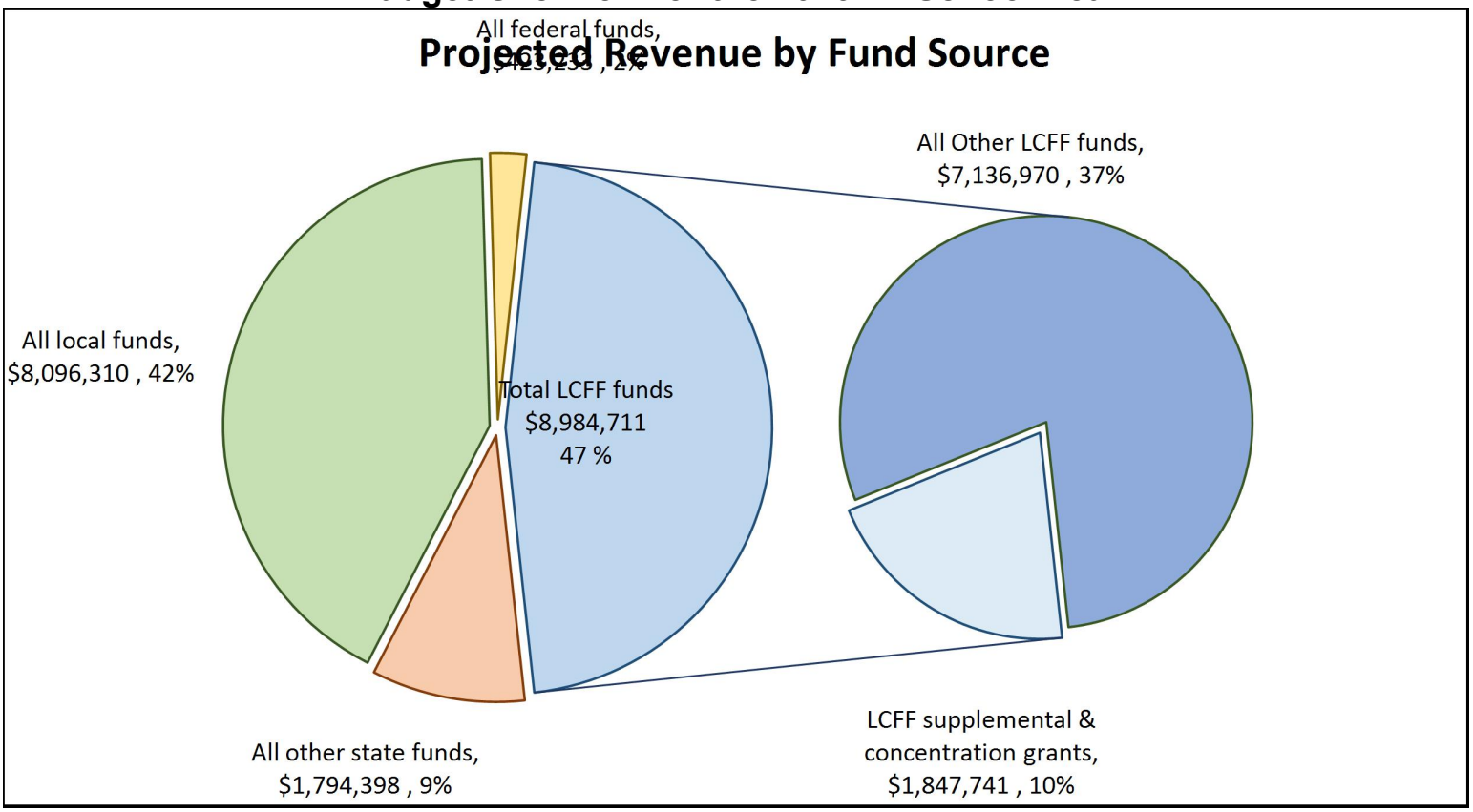
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Emery Unified School District
CDS Code: 01-61168-0000000
School Year: 2026-27
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 2026-27 School Year

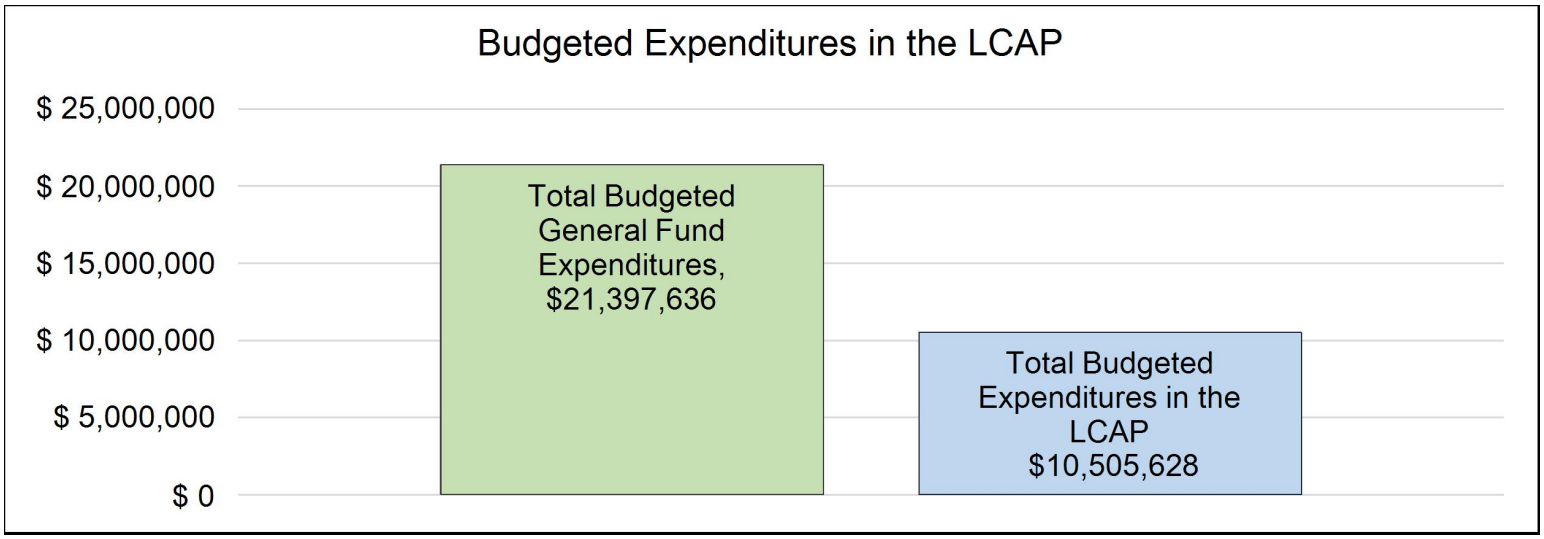


This chart shows the total general purpose revenue Emery Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Emery Unified School District is $19,298,652, of which $8,984,711 is Local Control Funding Formula (LCFF), $1,794,398 is other state funds, $8,096,310 is local funds, and $423,233 is federal funds. Of the $8,984,711 in LCFF Funds, $1,847,741 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Emery Unified School District plans to spend $21,397,636 for the 2026-27 school year. Of that amount, $10,505,628 is tied to actions/services in the LCAP and $10,892,008 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

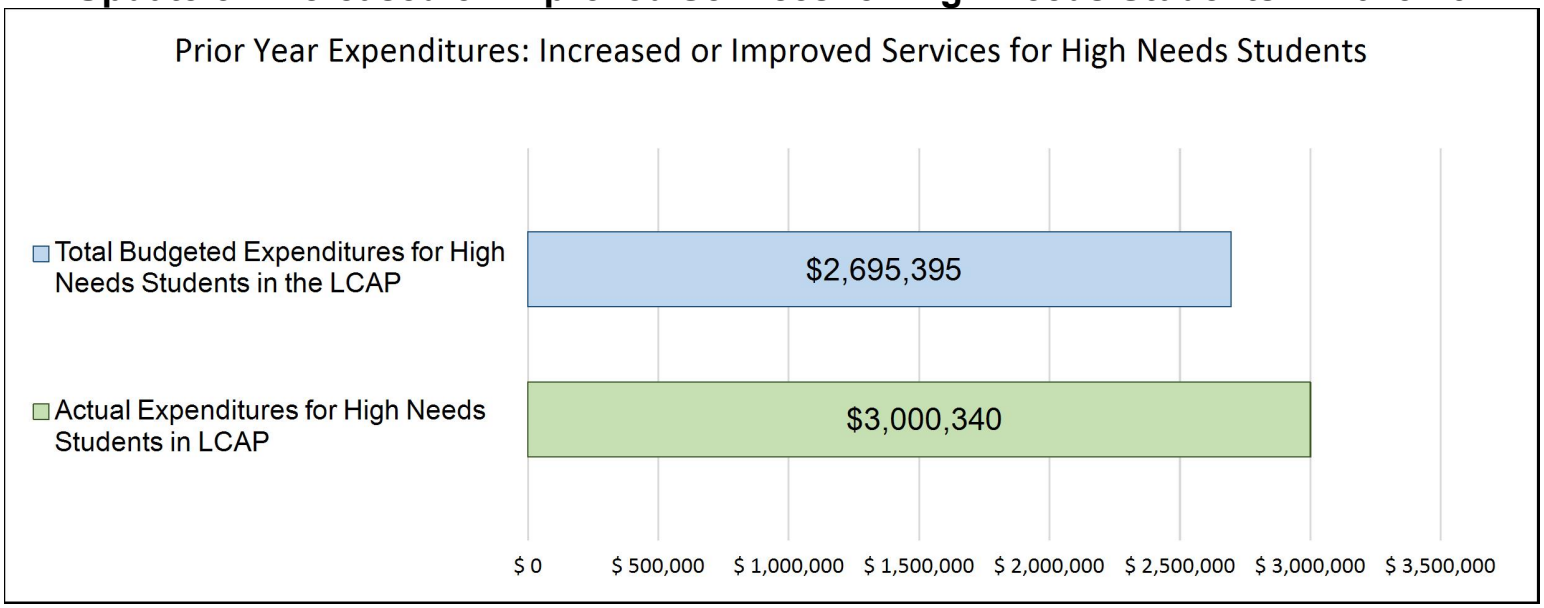
In addition to the expenditures included in the LCAP, the district's General Fund supports a variety of operational and administrative costs necessary to maintain safe, clean, and effective learning environments for students. These expenditures include facilities maintenance and operations, janitorial services, custodial supplies, grounds maintenance, utilities, food services, kitchen staff salaries and benefits, transportation-related costs, insurance, business and fiscal services, and other districtwide operational expenses. The General Fund also supports expenditures associated with maintaining school buildings and infrastructure, ensuring compliance with health and safety requirements, and providing essential services that support the day-to-day operation of schools but are not specifically included as LCAP actions.

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

In 2026-27, Emery Unified School District is projecting it will receive $1,847,741 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 $2,800,435 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Emery Unified School District's LCAP budgeted $2,695,395 for planned actions to increase or improve services for high needs students. Emery Unified School District actually spent $3,000,340 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

General Information

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

Emery Unified School District (EUSD) is an urban district serving approximately 610 students across three specialized sites: Anna Yates Elementary (TK–5), Anna Yates Middle School (6–8), and Emery Secondary School (9–12). Our student body is diverse and resilient: 67% are socioeconomically disadvantaged, 17% are English Learners representing 18 different languages (with Spanish and Arabic being most prevalent), and nearly 16% are students with disabilities. In collaboration with the City of Emeryville and our dedicated educational partners, EUSD strives to provide every student with equitable, rigorous, and research-based opportunities aligned with California State Standards.
Curriculum & Core Programming
Our academic foundation is built on high-quality, evidence-based instruction:
Elementary Literacy: For the 2025–2026 school year, EUSD is piloting several evidence-based curricula, including the Orton-Gillingham Core Literacy Plus foundational skills program, Amplify Core Knowledge Language Arts (CKLA), and the Arts and Letters curriculum by Great Minds, supplemented by teacher-designed writing programs.
Secondary Literacy: Students engage in deep novel studies and non-fiction analysis using the NewsELA platform.
Mathematics: Instruction is anchored in Eureka Math Squared (TK–6), Reveal Algebra (7–12), and Discrete Math to ensure a continuous developmental pathway.
Enrichment & Extracurricular Opportunities
We believe in developing the "whole scholar" through diverse activities across all grade levels.
Elementary & Middle School: Students participate in performing and visual arts through partnerships with Kala Art Institute, band, and STEM programs such as Scientific Adventures for Girls. We foster a positive school culture through Lion's Loot PBIS incentives and the Trimester Awards program.
Secondary School: Students excel in the EUSD Debate Club—a regional and national powerhouse—and participate in affinity groups including the Social Justice Club and the Muslim Student Association.
Athletics & Special Interest Opportunities: Students participate in basketball, volleyball, archery, martial arts, cooking, and a variety of other enrichment opportunities designed to engage diverse interests and talents.

Academic Support & College Readiness
To bridge the gap between high school and higher education, EUSD encourages students to pursue dual enrollment opportunities through Contra Costa College and Los Medanos College or enroll in Advanced Placement courses ranging from Calculus to Environmental Science. The district supports these high expectations through:

- Comprehensive after-school tutoring programs;
- Equitable grading practices that allow students opportunities to demonstrate mastery;
- Expanded Learning programs for TK–8 students that provide a full nine-hour instructional day in partnership with the City of Emeryville; and
- College and career readiness supports that prepare students for postsecondary success.

Professional Learning & Educator Growth
Professional development is a cornerstone of EUSD's continuous improvement efforts. Educators participate in regular Wednesday collaboration sessions and districtwide professional learning days focused on subject-specific pedagogy, social-emotional learning, and racial justice. Through partnerships with expert providers, including Great Minds, staff receive individualized coaching and support designed to strengthen instructional practice, leadership capacity, and educational equity.

Reflections: Annual Performance

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

A review of California School Dashboard data indicates that student engagement and school climate—specifically suspension rates—are a primary area of need across multiple student groups. At the district level:

- Suspension rates declined from 12.6% (2023) to 9.3% (2025) for Students with Disabilities, but remain elevated relative to other groups.
- Socioeconomically disadvantaged students improved from 7.3% to 5.1%, yet still experience disproportionate exclusion.

At Anna Yates Elementary:

- Students with Disabilities show persistently high suspension rates from 14.7% in 2023 to 8.0% in 2025.
- Socioeconomically disadvantaged students improved from 8.9% in 2023 to 4.0% in 2025, but remain overrepresented.
- Hispanic students showed significant improvement from 7.8% in 2023 to 2.5% in 2025, suggesting that targeted supports can be effective when aligned to student needs.
- Overall suspension rates for all students decreased from 7.8% in 2023 to 3.6% in 2025, indicating improvement, but subgroup disparities persist.

Additionally, at the secondary level:

• African American students demonstrate low college/career readiness outcomes (~35%), indicating a need for stronger academic pathways and postsecondary preparation systems. At the same time, African American Students increased their performance in mathematics by 4.1 points and placed in yellow on the CA School Dashboard, ahead of the rest of student groups.

These patterns indicate that:

• Behavioral and engagement challenges are not uniformly addressed across student groups, particularly for Students with Disabilities and socioeconomically disadvantaged students.

• Inconsistent access to culturally responsive instruction, behavioral supports, and intervention systems contributes to higher suspension rates.

• Gaps in academic preparation contribute to lower college/career readiness outcomes, particularly for students with disabilities.

Learning Recovery Emergency Block Grant (LREBG)
As of July 1, 2026, Emery Unified School District has $480,790 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds. The district's LREBG needs assessment identified ongoing needs in academic recovery, mathematics achievement, English Language Arts achievement, English Learner progress, graduation outcomes, school connectedness, student engagement, access to specialized services, data-informed instructional practices, and expanded learning opportunities. Analysis of California School Dashboard indicators, CAASPP results, English Learner performance data, local assessment data, California Healthy Kids Survey results, graduation data, and student subgroup performance demonstrated that many students, particularly Students with Disabilities, English Learners, low-income students, foster youth, and students requiring intervention or credit recovery, continue to experience learning gaps and barriers to academic success. The district also identified a need to strengthen the use of data-informed instructional practices, expand opportunities for academic intervention and credit recovery, increase access to specialized services, improve student engagement and school connectedness, and provide expanded learning opportunities that support both academic and social-emotional recovery.
To address these identified needs, the district will continue implementing the following actions funded in whole or in part with LREBG funds.
Goal 1, Action 1.5 – Student Performance in Mathematics, K–5
LREBG Funding Amount: $4,500
The district selected this action because the needs assessment identified mathematics achievement and unfinished learning as ongoing areas of need, particularly for unduplicated pupils. This action aligns with allowable uses of LREBG funds by accelerating progress toward closing learning gaps through evidence-based academic supports, intervention, and instructional improvement.
The effectiveness of this action is measured through Metric 1.5 (CAASPP Mathematics), which tracks the percentage of students meeting or exceeding standards (baseline: 23.25%), and iReady diagnostic data at AYES and AYMS, which measure the percentage of students

performing at or above grade level (29% and 32%, respectively). These metrics will be used to monitor whether improvements in instruction and intervention result in increased percentages of students meeting grade-level standards, particularly for unduplicated pupils.
Goal 1, Action 1.14 – Physical Education
LREBG Funding Amount: $2,280
The district selected this action because the needs assessment identified school connectedness, student engagement, physical wellness, and readiness to learn as important factors influencing student success. This action aligns with allowable uses of LREBG funds by supporting student well-being and addressing barriers to learning through high-quality physical education programming.
The effectiveness of this action will be measured through administrative observations aligned to the California Physical Education Model Content Standards. These observations monitor the extent to which physical education instruction is standards-based, structured, and consistently implemented across classrooms. Improvement in this metric will indicate that students are receiving high-quality physical education instruction because lessons are aligned to state standards and promote skill development, engagement, and physical fitness. Consistent implementation of standards-based instruction is expected to support improved student participation, behavior, and readiness to learn, particularly for unduplicated pupils. Additionally, Metric 3.9, School Connectedness and Engagement as measured by the California Healthy Kids Survey, will be used to assess the impact of physical education on student well-being and connection to school.
Goal 1, Action 1.19 – College and Career Center at Emery Secondary School
LREBG Funding Amount: $1,461
The district selected this action because the needs assessment identified graduation outcomes, college readiness, and support for unduplicated pupils as continuing areas of need. This action aligns with allowable uses of LREBG funds by addressing barriers to learning and increasing access to academic, college, and career readiness supports.
This action ensures that 100% of students with disabilities, English Learners, foster youth, and socioeconomically disadvantaged students at Emery Secondary School have access to a College and Career Center and an EAOP counselor. The district will continue strengthening collaboration among parents, counselors, and teachers to improve graduation outcomes. Progress will be monitored through Metrics 1.3, 1.6, and 1.15.
Goal 1, Action 1.37 – Summer School
LREBG Funding Amount: $225,590
The district selected this action because the needs assessment identified unfinished learning, credit deficiencies, academic recovery needs, and English Learner progress as significant areas of need. This action aligns with allowable uses of LREBG funds by increasing instructional time, expanding learning opportunities, and accelerating progress toward closing learning gaps.
The district will continue providing a summer learning program for students with disabilities and students in need of credit recovery. Effectiveness will be measured through Metrics 1.4, 1.5, 1.7, 1.9, 1.10, 1.11, 1.12, 1.18, and 1.28. These metrics provide multiple measures of academic performance, growth, and language development and will be used to determine whether summer instruction is effectively addressing learning gaps and improving student outcomes.
Goal 1, Action 1.60 - Additional Instructional Aids to Support Special Education Students

LREBG Funding Amount: $25,000

The district selected this action based on findings from the needs assessment and the California School Dashboard, which identified persistent academic achievement gaps for Students with Disabilities in both English Language Arts and Mathematics. Dashboard data

demonstrated that Students with Disabilities continue to perform significantly below standard and require additional academic support to access grade-level instruction and make progress toward meeting state standards.
This action aligns with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds by providing evidence-based pupil supports and addressing barriers to learning through increased access to individualized academic assistance. Additional instructional aides expand the district's capacity to provide targeted support, accommodations, intervention, and reinforcement of classroom instruction for Students with Disabilities. These services increase students' access to curriculum, support implementation of Individualized Education Programs (IEPs), and provide additional opportunities for students to engage successfully in learning activities.
The district expects this action to address the identified needs because instructional aides provide direct support during core instruction, small-group learning, intervention periods, and inclusive classroom settings. Students with Disabilities often require additional scaffolds, guided practice, and individualized assistance to access grade-level content. By increasing the availability of instructional aides, students receive more timely and consistent support, which is expected to improve engagement, participation, skill development, and academic performance.
The effectiveness of this action will be measured through Metric 1.9 – Students with Disabilities Change Category in English Language Arts on the California School Dashboard and Metric 1.10 – Students with Disabilities Change Category in Mathematics on the California School Dashboard. Improvement in these metrics will indicate that Students with Disabilities are making greater progress toward grade-level standards because they are receiving increased access to individualized academic support, targeted intervention, and instructional assistance aligned with their identified learning needs.
Goal 1, Action 1.61 – Additional Part-Time Speech and Language Pathologist
LREBG Funding Amount: $13,207
The district selected this action because the needs assessment identified ongoing academic and developmental needs among students requiring speech and language intervention and specialized support services. This action aligns with allowable uses of LREBG funds by providing evidence-based pupil supports that address barriers to learning and improve access to instruction.
The additional Speech and Language Pathologist position will increase access to individualized intervention and specialized services for students with speech and language needs. Effectiveness will be monitored through Metric 1.52.
Goal 1, Action 1.62 – Data Analyst/Technology Coordinator
LREBG Funding Amount: $163,584
The needs assessment substantiated findings from the 2024 California School Dashboard related to student performance in English Language Arts and Mathematics. Research demonstrates that data-informed instruction and a strong culture of data use improve instructional quality and student achievement. The district selected this action because it directly addresses the need to support teachers in data analysis, instructional planning, and implementation of evidence-based interventions while also ensuring that technology supports remain available to families.
This action aligns with allowable uses of LREBG funds in the areas of teaching and learning, academic performance, and evidence-based pupil supports. Effectiveness will be monitored through Metrics 1.4, 1.5, 1.7, 1.18, and 1.46.
Goal 3, Action 3.9 – Enrichment Opportunities and Social Interactions
LREBG Funding Amount: $70,168
The district's needs assessment identified ongoing needs related to student engagement, school connectedness, positive peer interactions, and overall student well-being. Analysis of California Healthy Kids Survey data, student engagement indicators, educational partner feedback, and school climate information demonstrated the importance of providing students with opportunities to build relationships, develop interests, and participate in meaningful enrichment experiences beyond the core instructional program. These needs were particularly

evident for English Learners, low-income students, Students with Disabilities, Foster Youth, and other students who benefit from increased opportunities for connection, engagement, and participation in school activities.
This action aligns with allowable uses of LREBG funds by addressing barriers to learning, supporting student well-being, and providing expanded learning opportunities that help students reconnect with school and fully engage in their educational experience. The district selected this action because enrichment programs promote student engagement, increase positive social interactions, strengthen school connectedness, and provide students with opportunities to develop skills and interests that support both academic and social-emotional success.
Through this action, the district will continue offering after-school enrichment classes and clubs and will expand enrichment opportunities during summer school. Students will have access to activities including art, drama, hip-hop, virtual and augmented reality, swimming, music, and coding. These opportunities are intended to promote student engagement, increase positive social interactions, and provide students with a well-rounded educational experience. The district expects this action to be beneficial for all students, including English Learners, low-income students, Students with Disabilities, and Foster Youth.
The effectiveness of this action will be measured through parent surveys regarding enrichment program success, student surveys regarding enrichment program success, and Metric 3.9 – School Climate and Student Well-Being Data. Metric 3.9 will be used to determine whether enrichment opportunities and social interactions are improving student outcomes because improvements in school climate data will indicate that students feel more connected, supported, and engaged. Increased positive responses related to belonging, peer relationships, and school connectedness will demonstrate that students are benefiting from expanded opportunities for social interaction and enrichment. Monitoring these measures will ensure that students, including unduplicated pupils, are receiving increased and improved services and experiencing enhanced well-being, engagement, and connection to school.
The actions identified above represent the district's planned use of the $480,790 in unexpended LREBG funds as of July 1, 2026. Through these investments, EUSD will continue addressing learning recovery needs by expanding academic interventions, increasing access to specialized services, strengthening data-informed instructional practices, supporting college and career readiness, improving student engagement and school connectedness, and providing expanded learning opportunities that promote both academic achievement and student well-being.

Reflections: Technical Assistance

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

Emery Unified School District participated in the Differentiated Assistance (DA) process in collaboration with the Alameda County Office of Education due to the performance of Students with Disabilities on the California School Dashboard. Specifically, the district was identified for Differentiated Assistance based on low academic performance in English Language Arts and Mathematics, elevated suspension rates, and high chronic absenteeism rates among Students with Disabilities.
Through the Differentiated Assistance process, district and county teams engaged in data analysis, needs assessment activities, and root cause analysis to better understand the factors contributing to these outcomes. This process included examination of Dashboard indicators, local assessment data, attendance and discipline data, implementation data, and educational partner feedback. The analysis identified several contributing factors, including the need for more consistent implementation of differentiated instructional strategies, expanded access

to intervention and learning opportunities, increased student engagement, improved behavioral supports, improved attendance systems and family outreach, and enhanced access to technology and instructional resources for Students with Disabilities.
Based on these findings, the district developed and refined several actions within the LCAP designed to address the identified needs and improve outcomes for Students with Disabilities.
Academic achievement in English Language Arts and Mathematics is monitored through Metric 1.9 (Students with Disabilities Change Category in ELA on the California School Dashboard), Metric 1.10 (Students with Disabilities Change Category in Mathematics on the California School Dashboard), and Metric 1.50 (Mathematics Achievement of Students with Disabilities on the California School Dashboard). These actions focus on improving access to standards-based instruction, targeted interventions, and academic supports because Students with Disabilities continue to perform significantly below standard in both content areas. Improvement in these measures will indicate that students are receiving more effective instruction and intervention aligned to their identified needs.
The district also identified the need to strengthen classroom instructional practices through Metric 1.14 (Implementation of Differentiation Strategies). This metric monitors the extent to which teachers utilize differentiated instructional approaches to meet the diverse learning needs of Students with Disabilities. Improving implementation of differentiation strategies is expected to increase student access to grade-level content because instruction is better aligned to individual student needs and provides appropriate scaffolds, accommodations, and supports. To provide this support for students, all teachers participated in professional development focused on effective strategies for educating students with special needs provided by the district's Director of Special Education.
To address learning loss and provide additional academic support opportunities, the district included Metric 1.30 (Expanded Learning Time). Expanded learning opportunities provide Students with Disabilities with additional instructional time, intervention, and enrichment beyond the regular school day because many students require increased opportunities to practice skills, receive targeted support, and access individualized instruction.
Recognizing that school engagement and behavior are closely connected to academic outcomes, the district developed actions focused on reducing suspension rates and improving school climate. Metric 1.39 (Suspension Rates for Socioeconomically Disadvantaged Students and Students with Disabilities) and Metric 3.13 (Reduce the Rate of Suspensions for Socioeconomically Disadvantaged Students and Students with Disabilities) focus on implementing proactive behavioral supports, restorative practices, positive behavior interventions, and school climate strategies. These actions are intended to reduce exclusionary discipline because increased access to supportive interventions helps students remain engaged in instruction, maintain connections to school, and develop positive behavioral skills.
The district also identified chronic absenteeism among Students with Disabilities as a significant barrier to academic success. Action 3.14 (Discipline Protocols) and Metric 3.14 (Reduce the Rate of Chronic Absenteeism for Students with Disabilities) were developed in response to findings from the California School Dashboard and the Differentiated Assistance process. Root cause analysis indicated that inconsistent attendance limited students' access to instruction, interventions, specialized services, and opportunities to build relationships with peers and staff. This action focuses on strengthening attendance monitoring systems, family outreach, case management, and individualized supports designed to address barriers to regular school attendance. The district expects attendance rates to improve because students and families will receive earlier intervention and targeted support when attendance concerns arise. Reducing chronic absenteeism is expected to increase instructional time, improve student engagement, and support improved academic and behavioral outcomes for Students with Disabilities.
The district also identified a need to increase access to instructional technology and specialized learning resources. Action 2.8 (Technology and Web-Based Resources for Students with Disabilities) provides technology tools and digital resources designed to support individualized learning and increase student access to curriculum and intervention programs. This action addresses barriers to learning because technology-based supports can provide differentiated instruction, accessibility features, additional opportunities for skill development, and greater access to academic content aligned with students' individualized needs.

Finally, Metric 2.11 (Academic Engagement and Achievement for Students with Disabilities) focuses on increasing student engagement and improving academic outcomes through targeted supports, intervention services, and individualized assistance. This action was developed in response to findings that increased engagement and access to appropriate supports are necessary to improve achievement outcomes for Students with Disabilities. The district expects academic outcomes to improve because students will receive additional assistance, intervention, and opportunities to engage meaningfully with instruction.
Through ongoing collaboration with county partners, the district will continue to monitor implementation and outcome data, evaluate the effectiveness of these actions, and make adjustments as necessary to improve academic achievement, attendance, engagement, and behavioral outcomes for Students with Disabilities. The district remains committed to addressing the root causes identified through the Differentiated Assistance process and ensuring that Students with Disabilities receive the supports necessary to achieve improved outcomes.

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
Emery Unified School District (EUSD) engaged educational partners throughout the 2025–26 LCAP development cycle through a structured series of meetings, consultations, and feedback opportunities conducted from Fall 2025 through Spring 2026. The district consulted with all statutorily required educational partner groups, including teachers, principals, administrators, other school personnel, local bargaining units, parents, and students, as required by California Education Code. Engagement opportunities included: • LCAP Parent Advisory Committee (PAC): Met to review student performance data, including suspension rates and college/career readiness indicators, and to provide input on district priorities, resource allocation, and proposed actions. • District English Learner Advisory Committee (DELAC): Provided feedback on programs and services for English Learners, including access to rigorous curriculum, language development supports, and family engagement strategies. • Superintendent's Cabinet and School Principals: Participated in data analysis sessions to identify trends across student groups and schools, with a focus on disparities in suspension rates and academic outcomes. • Teachers and Other School Personnel: Engaged through staff meetings and surveys to provide	Emery Unified School District (EUSD) implemented a comprehensive and inclusive engagement process to inform the development of the 2026–27 Local Control and Accountability Plan (LCAP). This process was designed to ensure meaningful consultation with all required educational partners prior to finalizing the plan, consistent with statutory expectations. The district convened multiple engagement opportunities with key educational partner groups, including teachers, administrators, students, parents, the Parent Advisory Committee (PAC), the District English Learner Advisory Committee (DELAC), local bargaining units, the Special Education Local Plan Area (SELPA), and the Superintendent's Cabinet. These engagements centered around reviewing student performance data, identifying areas of need, and discussing potential priorities, actions, and resource allocations for inclusion in the LCAP. To broaden participation, EUSD administered surveys to parents, teachers, classified staff, students, and community members. Additional outreach to local bargaining units ensured that staff perspectives regarding implementation conditions and student supports were incorporated. This multi-modal approach expanded access because reliance on in-person meetings alone would limit participation from educational partners unable to attend scheduled sessions.

Educational Partner(s)	Process for Engagement
input on instructional practices, student engagement strategies, and professional development needs. • Students: Provided input through the Superintendent's Student Advisory, sharing perspectives on school climate, engagement, and access to extracurricular and academic opportunities. • Local Bargaining Units: Consulted to gather feedback on implementation feasibility, staffing considerations, and working conditions that impact service delivery. • Special Education Local Plan Area (SELPA): Consulted to ensure alignment of services and supports for students with disabilities, particularly in relation to suspension trends, inclusive practices, attendance, and academic achievement in English Language Arts and Math. • District classified staff provided feedback regarding social-emotional needs, student engagement, and suggestions for the extracurricular offerings. This engagement process was designed to ensure that input was gathered prior to finalizing the LCAP and that feedback reflected diverse perspectives across the EUSD community.	The district compiled and analyzed both qualitative and quantitative feedback from these engagement activities. Survey results and meeting input were aggregated and reviewed to identify patterns and trends across student groups and stakeholder types, with particular attention to consistent areas of need. The district then reviewed this feedback in alignment with its Vision and Mission to ensure coherence between community input, identified needs, and proposed actions.

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

The development of the Local Control and Accountability Plan (LCAP) was significantly influenced by feedback gathered from educational partners, including students, families, staff, bargaining units, school site teams, and community members. Through surveys, advisory committee meetings, DELAC and PAC meetings, and ongoing stakeholder engagement, educational partners consistently identified priorities related to academic achievement, student wellness, school climate, attendance, inclusive practices, and family engagement. This feedback directly informed the refinement and continuation of LCAP actions and services.
Educational partners emphasized the need for stronger academic intervention and differentiated support, particularly for Students with Disabilities, English Learners, and students performing below grade level. In response, the district strengthened actions related to Multi-Tiered System of Supports (MTSS), expanded targeted literacy and mathematics interventions, and increased academic coaching and intervention staffing at school sites. Feedback from teachers and families also supported continued investment in inclusive instructional practices and collaboration between general and special education staff.

Students, families, and staff also identified student wellness, mental health, and school connectedness as critical priorities. As a result, the adopted LCAP continues investments in counseling, social-emotional learning (SEL), restorative practices, wellness services, and positive behavior supports. Educational partner feedback regarding chronic absenteeism and suspension rates also informed actions focused on attendance monitoring, re-engagement strategies, and culturally responsive school climate initiatives.

Families and community members expressed a desire for stronger communication, greater transparency, and increased opportunities for engagement in school decision-making. In response, the district maintained and expanded actions supporting family engagement, translation and interpretation services, and partnerships that strengthen relationships between schools and families.

Additionally, feedback from staff and educational partners highlighted the importance of retaining high-quality staff and providing meaningful professional learning. This informed continued LCAP actions related to professional development in Universal Design for Learning (UDL), inclusive practices, trauma-informed instruction, restorative approaches, and data-driven instructional planning.

Overall, the adopted LCAP reflects the district's ongoing commitment to incorporating educational partner voice into decision-making and aligning district actions and resources to the identified needs and priorities of the Emery USD community.

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 remains the most powerful vehicle for upward mobility in modern American society. By providing students with premier educational opportunities, we empower our scholars to thrive and achieve lifelong success. EUSD is committed to ensuring every student has equitable access to engaging, CA Standards-based curricula delivered by dedicated, expert educators. Our goal is to ensure all graduates are college- and career-ready, equipped with the 21st-century skills necessary to become productive, global citizens. Recognizing that equity is the cornerstone of achievement, the following actions outline our strategies to bridge the opportunity gap and support all 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.	93.18% of teachers are fully credentialed and appropriately assigned in 2025-26.	100% of teachers in the district will be fully credentialed and appropriately assigned in their subject areas.	+6.82%

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.	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.	In 2025, graduation rate was 95.7% . Although the dashboard data for 2025-26 is not available at this time. However, of 37 seniors, 31 are currently on track to graduate. The rest of the students are taking Edgenuity courses for credit recovery and 5 are on track to graduate. In 2024-25, graduation rate was 95.7 %.	100% graduation rate as evidenced on the CA School Dashboard.	- 0.4%
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 on CAASPP ; IReady: 2024-25: 52% on grade level.	In 2025 38.93% of students met or exceeded standard in ELA. IReady Scores for 2025-26: 45.5% of students scored at or above grade level	55% of students will meet or exceed standard in ELA in 2026-2027; 65% on-level in IReady.	+0 .74% for 2025 on CAASPP; -17.5% on IReady

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Smarter Balanced Assessment Data - Mathematics as evidenced by DataQuest	20.81% met or exceeded standard for math in 2023.	19.81% of students met or exceeded standard in 2024 on Smarter-Balanced.	In 2025, 23.25% of students districtwide met or exceeded the standard in mathematics.	40% of students will meet or exceed standard for math	+2.44% on CAASPP.
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.	In 2024-25, 50% of seniors met A-G requirements.	70% of 12th-graders will meet A-G requirements.	+11% in 2025.
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.	In 2025, students scored 38.6 points below standard, declined 23.4 Points.	10 points below standard.	-14 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.	In 2025, the district students scored 79.7 points below standard. Maintained at -0.1 points.	65 points below standard	0 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.	96.5 points below standard - Declined 8.2 Points .	83 points below standard	+1.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	In 2025, students with disability scored 149.3 points below standard - increased 4.1 points.	125 points below standard	- 8.8 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 points below standard- declined 6.9 points.	In 2025 ,English learners scored 51.5 points below standard - declined 5.7 points	25 points below standard in ELA on CA School Dashboard; 60% of EL will make progress toward proficiency.	-12.7 points
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.	In 2025, English learners scored 86.8 points below standard - maintained by 1.2 points.	76 ot less points below standard	- 1.3 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	In 2025-26, at ESS - 75% of teachers; AYE - 80%; AYMS - 100% of teachers were observed implementing integrated ELD.	At least 80% of the high school and middle school teachers and 100% of elemetary teachers will be observed implementing integrated ELD.	ESS: +20%; AYMS: +30%; AYES: +5%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			strategies across content.			
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. Total across sites: 67%.	In 2024-25, 67% of high school, 73% of middle school, and 74% of elementary teachers are observed implementing differentiation strategies across content . Total across sites: 71%.	In 2025-26, according to the principals' observations and data from Instructional Rounds, ESS - 60%; AYMS - 100%; AYES: 75% Total across sites: 78%.	80% or more teachers at all sites will be observed implementing differentiation strategies across content.	ESS: 0%; AYMS: +33%; AYES: +2%.
1.15	Advanced Placement Examination 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.	In 2025, 45% of students in AP courses received a score 3 or higher.	50% of students will achieve a score of 3 or higher on advanced placement examinations.	+ 3%
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 Middle School, all English learners receive designated ELD from either the ELD specialist, their classroom teacher, or via iReady. At the high	100% of the high school and middle school English learners are receiving designated ELD instruction from an ELD specialist in 2023-2024.	In 2025-26, 100% of students at ESS and AYMS are receiving designated ELD instruction from an ELD specialist and/or from a classroom teacher.	100% of eligible English learners will receive designated ELD instruction from an ELD specialist, schedule permitting.	0%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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.	In 2024-25, the rate of attendance was 91.65%.	99% rate of attendance across the board	+28.45%
1.18	English Learner Reclassification Rate	11.6% EL reclassification rate in 2022-23, per local data.	11.3% EL reclassification rate in 2023-24, per local data.	In 2025 10.8% of English learners were reclassified, according to local data.	20% or greater EL reclassification rate	- 0.8%
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.	In 2025, 55.2% of English learners made progress toward English proficiency.	50% or greater	+3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 - 7 members.	Parent membership on the EUSD PAC increased by 50% in 2023-24 (14 members)	In 2024-2025, parent membership on the LCAP PAC increased to 30 members. In 2025-2026, parent membership was 39 members.	Increase parent membership to 50 members.	+32 members
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.	In 2024- 2025, 38% of students completed CTE courses.	20% of students enrolled at ESS will complete CTE courses.	+35%
1.22	Dropout Rate - Middle School	Currently, the dropout rate at AYMS is 0%.	0%	In 2025, the middle school maintained their 0% dropout rate.	Maintain 0% dropout rate at the middle school	0%
1.23	High School Dropout Rate - CA School Dashboard	0% in 2022-23	0%	In 2025, the district maintained 0% drop out rate at ESS.	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.	In 2024-25, the district maintained 0% expulsion rate.	0% expulsion rate	-.44%
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.	In 2026, 60% of EUSD students reported feeling connected to school.	Increase school connectedness to 60% of higher.	+7%
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 had access to a variety of courses that meet and/or go beyond the	In 2025-26, EUSD students have access to a variety of courses that meet and/or go beyond the	Maintain or expand the availability and variety of rich instructional courses for our students.	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			requirements of CA Education Code.	requirements of CA Education Code.		
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 offered : AP chemistry, AP 2-D art, AP phychology, AP statistics, and AP calculus.	In 2025-2026 the district is offering: AP Human Geography, AP Calculus, and AP Chemistry.	Add new courses, such as AP chemistry, AP 3D art, and AP psychology.	4 new courses were added since 2023-24: AP Art, AP Chemistry, AP Human Geography, and AP Psychology were added to the course list available to students.
1.28	English Proficiency of Long-Term English Learners	According to CA School Dashboard, in 2022-23,51.3 % of LTEL were making progress towards proficiency.	According to CA School Dashboard, in 2023-24, 45.3% of LTEL were making progress towards proficiency.	According to CA School Dashboard, in 2024-25, 37.5% of LTEL were making progress towards proficiency.	Raise LTEL achievement to 50% of students proficient on summative ELPAC as evidenced on Dataquest.	-13.8%
1.29	Outcomes on social-emotional metrics from the CA Healthy Kids Survey (CHKS) and increased test scores on CAASPP in math and reading.	**This metric was removed to eliminate duplication with Metric 3.1.**				
1.30	Expanded learning time - school schedules	In 2023-2024, 100% of AY students had access to expanded learning programming.	In 2024-2025, 100% of AY students have access to expanded learning programming.	In 2025-2026, 100% of AY students have access to expanded learning programming.	Increase participation of the SED and academically struggling students at AY in the	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					expanded learning program through better recruitment and advocacy with students and parents.	
1.31	Access to credit recovery and tutoring opportunities for socio-economically disadvantaged students, foster youth, and English learners.	In 2023-24, 100% of students had access to credit recovery opportunities.	In 2024-25, 100% of students have access to credit recovery opportunities.	In 2025-26, 100% of students have access to credit recovery opportunities and to tutoring.	100% of SED students, Foster Youth, and English learners in need of credit recovery will take advantage of credit recovery opportunities and the accompanying support.	0%
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.	In 2025, 43.5% of students were college and career ready, based on the CA School Dashboard.	Increase the percentage of prepared students by 10% (to 33.5%)	+20%
1.33	AP Chemistry exam data	New action in 2024-25	No students took AP chemistry exam in 2023-24. - baseline year.	In 2025 0% AP chemistry students performed at Level 3; 80% performed at Level 1 and 20% - at Level 2.	70% of students taking AP Chemistry will perform at Level 3 or higher on the AP exam.	0%
1.34	Implementation of CA State Standards	In 2023-24, 96% of teachers districtwide were observed by their	In 2024-25, 96% of teachers districtwide were observed by their	In 2025-26, according to the school principals' observations,	100% of teachers will be observed implementing CA state standards.	+ 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		principals implementing CA State Standards.	principals implementing CA State Standards.	100% of teachers are observed implementing CA State Standards.		
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 2023-2024 - 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 the standard on math CAASPP.	In 2023-24, 22.22% of 11th-graders exceeded the standard on ELA CAASPP and 6.82% of 11th-graders exceeded the standard on math CAASPP.	In 2024-25, 2.86% of juniors exceeded the standard in ELA and 8.57% - in math.	20% of 11th-graders will exceed the standard on ELA CAASPP 15% of 11th-graders exceeded the standard on math CAASPP	ELA: - 22.78% Math: +6.01%
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.	In Summer and Fall of 2025, all elementary teachers participated in professional development in core programs that included intervention strategies for SWD. Teachers also have an option to choose up to 10 hours of	30% of teachers will participate in PD focused on intervention strategies for SWD.	+90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				professional development of their choice, and some choose PD about intervention strategies for SWD. 100% of teachers across the district participated in training around effective intervention strategies for SWD provided by our Director of Special Education.		
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.	In 2025, 37.15% of students in secondary grades met or exceeded standard on ELA, according to DataQuest.	63% will meet or exceed standard on CAASPP in secondary grades.	-21.82%
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.	In 2024-25, suspension rate for SED students was 5.1% and for SWD - 9.3%.	Reduce rate of suspensions for SED to no greater than 2% and for SWD to no grater than 6%.	SWD: - 3.3% ; SED: - 2.2%
1.40	Professional Development in Core Programs	80% of new teachers took the PD in core programs	93% of new teachers took PD in core programs.	100% of new teachers attended professional	95% or higher % of new teachers will	+20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				development in core programs.	take PD in new programs.	
1.41	Coaching in Literacy	50% of teachers request coaching and reported high satisfaction with coaching in evaluations.	50% of teachers requested coaching and reported high satisfaction with coaching in evaluations in 2023-2024.	To date, 55% of teachers requested literacy coaching and expressed high satisfaction with its quality,	65% of teachers will request coaching and report high satisfaction with coaching in evaluations.	+5%
1.42	AP Psychology Course	New course	AP psychology was offered in 2024-2025. 61.5% of students who took the course scored 3 or 4 on this AP exam.	AP Psychology course is offered at ESS every other year intermittently with AP Human Geography. In 2025-2026, the school is offering Human Geography.	40% of students taking AP Psychology will get a score of 3 or 4 on the AP exam.	2024-25 was the base-line year. 2026-27 will be the next year when this course is offered.
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.	In 2024-25 students at AYES did not receive any designated ELD instruction because the ELD coordinator had to fill one of the classroom teacher's vacancy. Students were receiving interventions during the intervention block from their	100% of elementary teachers provide designated ELD to EL in their classrooms.	100% of EL will receive designated ELD instruction and struggling general education students will receive in-school intervention from the intervention specialist as needed.	+100% at the elementary grades.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			classroom teachers and during small group tutoring.			
1.44	TK Performance in ELA	In 2022-23 49% of students were on-level.	100% of the TK students are on-level.	90% of TK students are on target to meet the standard at the end of the year.	100% of students will be on-level	+41% of students are on-level (Emerging K) in IReady.
1.45	New Enterpreneurship Course	New course. 8 students were enrolled in entrepreneurship course in 2024-25.	2024-2025 was the baseline year.	8 students were enrolled in entrepreneurship course in 2025-26.	This course was found ineffective as an elective and it will not be offered in 2026-2027 school year.	0%
1.46	Local Benchmark Assessments in ELA and Math	IReady - 40% of students are on-level or above level in ELA and 34.62% 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 35.54% 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 ELA: 45.5% of students scored on or above grade level. Math: 30.5 % of students scored on or above grade level. NWEA: students are currently in 31st percentile in ELA and in16th 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, ELA: +5.5% ELA; -20.5% in math; NWEA: -5% in reading NWEA math: -40%.
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	21.36 % of students met or exceeded standard on CAST, per CASSPP, 2024.	In 2025, 21.79% of students met or exceeded standard on CAST.	25% of students will meet or exceed standard on CAST in 2026.	+8.75 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teacher on special assignment to 1st grade classroom. 13.04% of students met or exceeded standard on CAST in 2023.				
1.48	ESS Science Offerings	According to DataQuest, 25 % of ESS 11th graders met Standard on CAST in 2022; data for 2023 is not available.	11% of students met or acceeded standard on CAST in 2024.	In 2025, 5.41% of students at ESS met and 0% exceeded standard on CAST.	60% of ESS students will meet or acceed standard on CAST	-19.59%
1.49	Summer School Assessments	In 2023, 45% of students who attended summer school showed improvement, according to the programmatic assessments that were used in summer school.	50% of students showed improvement on programmatic assessments in summer school in 2024.	In 2025, 63% of students demonstrated improvement on summer school assessments.	60% of students will show progress on programmatic assessments in Camplit and Do the Math.	+18%
1.50	Mathematics Achievement of Students with Special Needs on CA School Dashboard	This is a new action in 2025-26.	In 2024, SWD scored at 153.4 points below the standard in mathematics, according to the CA School Dashboard	In 2025, SWD scored at 149.3 points below standard in math on CA School Dashboard.	Increase performance on CA School Dashboard by 10 points.	2024-25 is the base-line year for this aciton.
1.51	Occupational Therapy for Students with Disability	New action in 2025-26	New action in 2025-26. 2024-2025 is a baseline year. Students with Disability need the	The district was unable to fill the position in 2-25-26, so we contracted with Stepping	Students will meet 80% of the OT goal in the IEP by the end of the school year.	2025-26 is the base-line year for this action.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			services of the occupational therapist.	Stones Group for these services. This action, focused on hiring a new OT for the district, is eliminated, as the district plans to continue contracting with outside vendors for these services.		
1.52	Speech and language services.	New action - 2025-26 is a base-line year. In 2025-26.	This is a new action in 2025-26.	100% of students with needs for speech and language services received them - 100% compliance on SLP workload and caseload, and 100% achievement of applicable IEP goals for students with speech needs.	100% compliance on SLP workload and caseload and at least 80% achievement of applicable IEP goals. for speech and language. All students in need of speech and language services will have access this support.	2025-26 is the base-line year for this action.
1.53	Access to College and Career Counseling for ESS students provided by Early Academic Outreach Program (EAOP) counselor.	100% of students had access to the EAOP counselor in 2024-25	This is a new metric in the 2026-27 LCAP, and 2024-25 is the baseline year for this metric.	100% of students have access to the EAOP counselor in 2025 -26	100% of ESS students will have access to counseling by EAOP counselor.	0
1.54	Progress in English Language Arts -	38% of students in middle and high school	47.74% of students in middle	37% of students in middle and high	At least 55% of students in	- 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Secondary Grades as evidenced by CAASPP, per CDE DataQuest - New Metric	met or exceeded standard in 2022-2023	and high school met or exceeded standard in 2023-2024	school met or exceeded standard in 2024-2025	middle and high school met or exceeded standard in ELA.	

Goal Analysis [2025-26]

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

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

During the prior year, the district implemented a comprehensive set of actions to strengthen academic achievement, college and career readiness, and equitable access to rigorous coursework. Actions were generally implemented as planned, with some adjustments related to staffing capacity and assessment practices. The following summary organizes implementation by instructional theme to support clarity and alignment with the Goal Analysis requirements in the LCAP template.

Academics – English Language Arts and English Language Development (ELD)

The district implemented multiple actions focused on strengthening literacy instruction, English language development, and access to standards-based ELA instruction, including Actions 1.3 (Metrics 1.7 and 1.46), 1.7 (Metrics 1.11, 1.18, and 1.19), 1.12 (Metrics 1.11 and 1.5), 1.29 (Metric 1.11), 1.36 (Metrics 1.7 and 1.8), and 1.38 (Metrics 1.8 and 1.46). Implementation included efforts to strengthen both designated and integrated ELD services, instructional coaching, and professional learning aligned to literacy and language development strategies.

The district also expanded instructional supports through coaching and professional development structures, including Actions 1.39, 1.40, and 1.41, to support teacher implementation of standards-aligned instructional practices. Participation in professional development and coaching opportunities was moderate to strong, with approximately 55–65% participation rates across targeted staff groups. However, inconsistent participation limited the uniform implementation of instructional strategies across classrooms.

Implementation challenges were most notable in designated ELD services at the elementary level. Due to staffing vacancies, Action 1.43 was not implemented consistently across all sites as originally planned. As a result, schools relied more heavily on classroom-based supports and integrated ELD strategies to provide language development support for English learners.

Academics – Mathematics

The district continued implementation of standards-based mathematics instruction and instructional support actions aligned to Metrics 1.5 and 1.8 through Actions 1.5, 1.12, 1.36, 1.38, 1.41, 1.43, 1.44, and 1.49. These actions included professional development, coaching supports, and instructional collaboration intended to strengthen classroom implementation of state standards and evidence-based instructional practices.

Professional learning structures supported teacher capacity building; however, variation in staff participation resulted in uneven implementation fidelity across classrooms and grade levels.

Science and Standards-Based Instruction

The district implemented actions designed to strengthen standards-based instruction and access to rigorous coursework in science and related instructional areas, including Actions 1.1, 1.2, 1.10, 1.19, 1.23, and 1.26 (Metrics 1.44, 1.4, 1.46, 1.47, and 1.48). The district also maintained access to standards-aligned instructional materials (Metric 1.2) and monitored teacher credentialing and assignments (Metric 1.1) to support implementation of core instructional programs and compliance with Priority 1 requirements.
The district adjusted its TK assessment practices during implementation by discontinuing iReady for TK students and replacing it with alternative programmatic measures aligned to developmental learning needs. This represented a substantive shift from the original implementation plan connected to Metric 1.44.

College and Career Preparedness

The district implemented several actions intended to expand college and career readiness opportunities and increase student participation in rigorous coursework, including Actions 1.13, 1.15, 1.17, 1.24, 1.27, 1.54, and 1.57 (Metrics 1.3, 1.15, 1.21, 1.26, and 1.27). Implementation included expansion of course offerings such as AP Psychology and Entrepreneurship, as well as continued support for college and career pathway development and advanced coursework access.
These actions were intended to increase student access to college-preparatory experiences and career-connected learning opportunities by expanding available coursework and increasing instructional pathways aligned to postsecondary readiness indicators.

Broad Course of Study and Equitable Access

The district continued efforts to ensure equitable access to a broad course of study through implementation of Actions 1.2, 1.3, 1.5, 1.17, 1.19, 1.23, 1.27, 1.54, and 1.57. These actions supported expanded course access, standards-aligned instruction, instructional materials, and opportunities for students to participate in advanced coursework and career pathway programs.
Overall, most planned actions were implemented substantially as intended. Where implementation challenges occurred, they were primarily related to staffing shortages, varying participation rates in professional learning, and adjustments to assessment systems. These implementation differences affected the consistency of service delivery across schools and classrooms but did not substantially alter the district's overall focus on improving academic outcomes, rigorous coursework access, and college and career readiness.

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.

Material differences between budgeted expenditures and estimated actual expenditures occurred across multiple actions due to changes in personnel costs, program implementation adjustments, expanded services, vendor changes, and timing or participation differences. These factors also influenced the actual percentage of increased or improved services delivered to unduplicated pupils.

Increased Costs Due to Personnel and Program Expansion

Several actions exceeded planned expenditures primarily due to increased personnel costs and expanded implementation of instructional programs. Actions 1.2, 1.3, 1.5, 1.6, 1.10, 1.39, and 1.48 experienced higher-than-anticipated costs because certificated staff received salary increases per the bargaining agreement, and additional staffing time was required to support expanded instructional services. Similarly, Action 1.6 also exceeded budget due to both increased personnel costs and underestimation of rising instructional material costs. Action 1.39 (professional development) increased because the implementation of new elementary programs required more extensive training than originally planned. These increased investments resulted in expanded services for unduplicated pupils because additional instructional support, materials, and teacher capacity were provided to address identified academic needs. Action 1.55 necessitated greater expenses

than projected because the enrollment of TK students increased after the 2024-2025 LCAP was written. As a result, the district opened additional TK classroom, with added certificated and classified staff and greater expenses on materials for more students.The cost of Action 1.56, expanded school day, was increased to pay tuition for all the elementary students to participate in the inter-session 9-hour days with City of Emeryville.

Increased Costs Due to Materials, Programs, and Vendor Adjustments

Several actions exceeded planned expenditures due to higher-than-expected material costs or the addition of supplemental programs. In Action 1.2, elementary grade levels piloted new instructional programs, which required higher-cost materials and additional professional development, increasing overall expenditures. Actions 1.17, 1.23, and 1.33 increased because instructional materials, digital systems, and student information systems were more expensive than originally budgeted. In Action 1.17, the addition of the Desmos supplemental program increased costs beyond initial projections. Action 1.23 also exceeded planned expenditures due to increased material costs for CTE programming. Action 1.26 became more expensive because the district hired a part-time biology teacher to provide this discipline option for the high school students. Additionally, Action 1.61 exceeded budget because the district was unable to hire a Speech and Language Pathologist and instead contracted with an external vendor, which increased costs. Action 1.62 also exceeded projections because the district hired a more experienced (and higher-cost) Data Analyst/Technology Coordinator than originally anticipated. These increases reflect adjustments made to ensure continuity of services and maintain program quality for students, particularly unduplicated pupils.

Reduced Costs Due to Staffing Changes and Implementation Gaps

Some actions were under-expended due to staffing absences, reduced staffing needs, or lower-cost personnel hires. Actions 1.7, 1.8, and 1.29 experienced significant reductions in expenditures because the ELD teacher/coordinator took a sabbatical for a significant part of the school year. This reduced the level of direct service provided, which impacted the intensity of ELD supports available to English learners. Similarly, Actions 1.63 and 1.64 were under-expended because newly hired part-time teachers (biology and drama) cost less than originally budgeted. Action1.15 was reduced because the music teacher for AY site resigned, so the district had to expand the work load for the high school teacher to work with AY students, but not full time, as he works full time at ESS. These reductions reflect decreased service levels in some cases, particularly where staffing gaps limited implementation.

Reduced Costs Due to Vendor Changes and Internal Capacity

Action 1.41 (coaching and professional development) was under-expended because the district switched to a lower-cost vendor and also supplemented services with internal staff expertise. While costs decreased, services continued to be provided through alternative delivery models.

Reduced Costs Due to Participation and Demand Variability

Some actions differed from budget due to lower-than-expected student participation or demand. Action 1.37 (summer school) was under-expended because fewer students enrolled than anticipated, reducing staffing and operational costs. The cost of Action 1.36 (assessment) was reduced because the teachers who needed professional development in NWEA the previous year didn't need it anymore in 2025-26.

Budgeting and Allocation Adjustments

Several actions reflect budget estimation variances or allocation adjustments. Action 1.31 increased because the original budget did not fully account for a portion of the Director of Special Education and Student Services compensation. Action 1.36 was under-expended because the district overestimated the cost of assessment systems. Action 1.45 exceeded planned expenditures because the district underestimated costs associated with parent participation and engagement activities.

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

Effectiveness of Actions Toward Goal 1

Overall, the actions associated with Goal 1 were partially effective in making progress toward preparing all students for college and career and providing equitable access to rigorous and engaging educational programs. Evidence from implementation and outcome metrics indicates strong progress in access, engagement, and foundational conditions, but limited effectiveness in improving academic outcomes, particularly in English Language Arts (ELA), Mathematics, and for specific student groups.

Areas of Effectiveness

Actions 1.1 (Metric 1.44), 1.3 (Metric 1.38), 1.4, 1.10, 1.14,1.27, 1.35, , 1.39, 1.40, 1.46, 1.54, 1.55 (Metric 1.44), 1.56, 1.59, and 1.60 were effective in implementation, particularly those focused on access to programs, engagement, and college/career pathways.

Action 1.7 was effective by only Metric 1.19 and ineffective on metrics1.12 and 1.18.

Action 1.13 (Metrics 1.27 and 1.34) revealed that the art program at AYES and AYMS improved.

Action 1.15 with Metric 1.38 showing improvement in ELA scores for high school.

Action 1.16 was effective by all metrics (1.3, 1.6. 1.21, 1.25) Graduation rates increased from the previous year to approximately 95.7%, which indicates that actions such as credit recovery (1.27), counseling, and expanded course access supported students in completing graduation requirements because students were provided with additional opportunities and structured pathways to earn credits and stay on track.

Action 1.17 was effective, as evidenced by Metrics 1.6, 1.27, 1.33, and 1.42.

Action 1.20 (Advanced Placement Psychology and Human Geography Courses) was effective as evidenced by Metrics 1.6 and 1.15.

Action 1.23 was effective as measured by Metric 1.21.

Action 1.27 (Metrics 1.3 and 1.31) was effective. Compared with the prior year, the graduation rate improved despite still showing decline from the baseline and offering credit recovery to all struggling students proves effective.

Action 1.61 (Metric 1.52) proved effective, although had to be modified due to difficulty of hiring personnel. Still, 100% of eligible students received speech and language services.

Action 1.39 (Reveal Math in Secondary Grades) showed small improvement on CAASPP - a 2.44% increase in number of students who scored at or above standard in mathematics.

For English learners, ELA performance increased by 5.9 points (Metric 1.11), and the percentage of EL students making progress toward English proficiency increased by 9.9% (Metrics 1.18, 1.19). These gains suggest that targeted supports contributed to improved language development because students received increased access to instructional supports aligned to their needs.

Attendance rates (Metric 1.17) improved significantly to over 91%, which indicates that actions related to engagement (1.6, 1.21, 1.23, 1.28, 1.54, 1.64), expanded learning opportunities (Action 1.56, Metric 1.30), and enrichment programs (Actions 1.54, 1.56, 1.64) increased student participation because students had more relevant and accessible learning opportunities, which reduced barriers to attending school.

The expansion of course offerings, including AP courses (1.20, 1.35, 1.57), CTE programs (1.6, 1.23), and college and career supports (1.19), increased access to rigorous coursework because students were provided with more opportunities to engage in college- and career-aligned pathways.

Implementation of standards-aligned instructional materials and appropriate teacher assignments remained strong, ensuring that foundational instructional conditions were in place because all students had access to standards-aligned curriculum and qualified teachers.

Areas of Limited Effectiveness

Despite implementation, Actions 1.17, 1.23 (Metrics 1.45,1.21, 1.26), Action 1.38 (Metric 1.8), and Action 1.41 (Metric 1.8) were only partially effective, particularly those focused on improving academic achievement.

Action 1.9 (Metric 1.4) - the performance in ELA, maintained at +0 .74% for 2025 on CAASPP, but went down as measured by IReady by 17.5%. At the same time, as metrics 1.5, 1.7, and 1.12 revealed, performance in mathematics at AY decreased, reflected by the CA School Dashboard, the CAASPP scores, and the local assessments (except for gr. 11 - NWEA scores).

Similarly, Action 1.11 (Metric 1.14 - implementation of differentiating strategies, 1.15 - AP scores of 3 + showed improvement; metric 1.16 - percent of students receiving Designated ELD and percent of teachers CLAD certified stayed the same) and Action 1.12 (Metrics 1.4, 1.5, 1.7, 1.8) demonstrated mixed results with improved % of students who met and exceeded standard in ELA and with reduced % of students who achieved this in mathematics.

Action 1.14 didn't show expected outcomes, considering Metrics 1.7, 1.29; Metric 1.36 yielded mixed results; yet Metric 1.38 showed improvement.

Action 1.19 was partially effective with Metric 1.33 (College and Career indicator on CA School Dashboard) showing improvement and Metric 1.36 (College Preparedness) producing mixed results.

Action 1.29, as measured by Metrics 1.11, 1.12, 16, and 1.19, was partially effective. However, the ELD teacher took sabbatical in 2025-26, which resulted in a substitute providing these services. This may be the reason for some decrease in its effectiveness.

Action 1.30 was partially effective, as evidenced by results measured by Metrics 1.7, 1.8, 1.32, and 1.38; however, Metric 1.18 (EL Reclassification Rate) showed decrease.

Similarly, Action 1.35 was effective with improvement on Metrics 1.29, 1.38, and mathematics part of Metric 1.36, but ineffective as evidenced by Metric 1.7 and the ELA part of Metric 1.36.

Action 1.36 as measured by Metrics 1. 4 (IReady data), 1.5, 1.7, 1.8, 1.9, 1.11, and 1.12, was mostly ineffective with exception of effective performance on Metrics 1.19 (English Language Learner Progress Indicator) and 1.32 (College and Career Indicator.

For Metric 1.4 (Smarter Balanced Assessment Data – ELA, Grades 3–5 and Local Assessment Data for Grades K–2), results were mixed. CAASPP English Language Arts performance increased slightly by 0.74 percentage points in 2025, suggesting that summer learning opportunities may have contributed to maintaining or modestly improving students' literacy skills because students received additional instructional time and support during the summer months. However, local assessment data showed a 17.5% decline on iReady, indicating that gains were not consistent across measures of student achievement. These results suggest that while summer instruction may have helped some students maintain grade-level skills, the intensity and duration of intervention were not sufficient to produce consistent improvements in literacy outcomes for all students.
For Metric 1.5 (CAASPP Mathematics), the action demonstrated evidence of effectiveness. The percentage of students meeting or exceeding standard increased by 2.44 percentage points, indicating that summer learning opportunities may have helped students strengthen mathematical skills and address unfinished learning because students received additional instructional time focused on grade-level content and intervention supports.
For Metric 1.7 (California School Dashboard ELA Indicator – Distance from Standard), performance improved by 14 points, demonstrating positive movement toward grade-level standards. This improvement suggests that summer learning opportunities contributed to reducing

learning gaps because students received additional academic support and opportunities to practice literacy skills outside of the regular school year.
Overall, Action 1.37 was partially effective. Based on Metrics 1.4, 1.5, and 1.7, the action demonstrated positive outcomes in mathematics achievement and improvement on the California School Dashboard ELA Indicator, while ELA results were mixed due to the discrepancy between modest CAASPP gains and declines on local iReady assessments. These findings suggest that summer school provided valuable additional learning opportunities and helped address some unfinished learning; however, further refinement of instructional strategies and targeted interventions may be needed to produce more consistent improvements across all literacy measures.

Action 1.41 (Metrics 1.11, 1.12, 1.16, 1.19, and 1.28 proved only partially effective: the only group that improved their performance were English Learners and Long Term English Learners.
Similarly, Action 1.46 (Metrics 1.7, 1.11, 1.18, 1.19, 1.20, and 1.34) was only effective for English Learners and Long Term English Learners.

Action 1.46 was only effective based on the Metric 1.34 and ineffective as measured by Metrics 1.71.111.18, the new Metric1.45, and part of Metric 1.46.

On the other hand, Action 1.54 was not effective as measured by Metrics 1.8, 1.17, 1.15, 1.21, 1.25, 1.27, 1.38, 1.33, and 1.42 with the exception of Metric 1.7 (Distance from Standard in ELA, per CA School Dashboard).
Action 1.60, (Metrics 1.9 and 1.10) produced mixed results as SWD' performance showed slight improvement in ELA but performance in math fell further from the standard on CA School Dashboard.

Action 1.62 – Data Analyst/Technology Coordinator was partially effective in addressing the district's identified need for data-informed instruction and support for technology integration. The position provided teachers with support in data analysis, interpretation of student performance data, and the use of data to inform instructional decisions, while also ensuring that technology supports remained available to families. Evidence of effectiveness is reflected in several academic indicators. Metric 1.5 showed a 2.44 percentage point increase in CAASPP Mathematics, Metric 1.7 improved by 14 points on the California School Dashboard ELA Indicator, Metric 1.4 showed a modest 0.74 percentage point increase in CAASPP ELA, and Metric 1.46 demonstrated a 5.5% increase in iReady ELA performance, suggesting that increased attention to data analysis and instructional planning may have contributed to improved outcomes in some areas. However, results were inconsistent across measures. Metric 1.18 showed no change in the Mathematics Dashboard Indicator, while local benchmark assessments reflected declines in several areas, including iReady Mathematics (-20.5%), NWEA Reading (-5%), NWEA Mathematics (-40%), and iReady ELA (-17.5%) under Metric 1.4. These mixed results indicate that the action was effective in strengthening the district's capacity to use data to support instruction and contributed to improvement in several state indicators, but the impact on student achievement was not yet consistent across all assessments. Overall, Action 1.62 was partially effective, as it strengthened data-driven decision-making and instructional support systems while highlighting the need for continued refinement of instructional practices and interventions to produce more consistent academic gains across content areas and assessment measures.

The district will focus on analyzing the root causes for these results and will provide more effective intervention and tutoring for these scholars.
ELA performance showed minimal growth, with CAASPP results increasing slightly (from ~38% to ~39%), while local assessment data (iReady) declined. This indicates that actions such as literacy coaching (1.40), ELA professional development (1.39, 1.42), and instructional supports did not consistently improve outcomes because implementation varied across classrooms and was not consistently targeted to student needs.

At the same time, high school students improved mathematics performance by 19.5 points, indicating that implementation at the secondary level may have been more targeted or consistent. However, district Dashboard indicators for both ELA and Math remained below standard or declined, which shows that systemwide instructional improvements have not yet translated into consistent academic gains.

Ineffective Actions

Some actions were ineffective or required modification:

- Action 1.2 (Metric 1.4) - the existing curriculum (Reach for Reading) did not meet the needs of the district's students and wasn't based on Science of Reading. Elementary sites piloted new programs aligned to the Science of Reading (e.g., Orton-Gillingham Plus, Core Knowledge, Arts & Letters). These pilots delayed measurable outcomes because implementation shifted mid-cycle.

- Action 1.5 showed mixed results, with declines at in mathematics performance at AYES and AYMS, but improvement at the high school level, indicating uneven implementation across sites.

- Action 1.6 was ineffective due to low student enrollment and interest. It will be discontinued and replaced with a Maker's Space option to better align with student engagement.

- Action 1.19 (Metric 1.3) showed mixed results: although the graduation rate increased to 95.7% in 2025, it declined slightly over a three-year period, indicating inconsistent long-term progress.

- Action 1.26 was ineffective, based on the CAST results from CA School Dashboard. In 2026-27, students will receive tutoring in science to improve these results.

- Action 1.36 was ineffective, as measured by Metrics 1.5,1.7, 1.9, 1.10, 1.11, 1.12, 1.18, and 1.28 with the exception of the CAASPP ELA part of Metric 1.4.

- Actions 1.39 and 1.40 (Professional Development in Core Programs and Literacy Coaching, respectively) were ineffective vis-a-vis Metrics 1.40, 1.7,1.9, and 1.1.

- Action 1.41 was ineffective by all the metrics (1.5, 1.8, 1.12, 1.46), except IReady (which is not as rigorous and the CAASPP test).

- Action 1.58 (Metrics 1.4 and 1.16) was not effective. Secondary students' performance on CAASPP decreased by 1from the baseline.

- Action 1.57 was ineffective because students scored at Levels 1 and 2 on the AP exam in chemistry, indicating that students require more targeted and individualized academic support.

- Action 1.59 (Metrics 1.4 and 1.16) didn't prove effective in 2025:since the only test that the students took was IReady and the total scored decreased and the socres of
students receiving Designated ELD stayed flat. However, the effect of additional instructional support from AI may not show the first year because they may need more training.

Student Group Outcomes (Equity Impact)

Actions were less effective for unduplicated pupils and targeted student groups, particularly Students with Disabilities.
Students with Disabilities continued to perform significantly below standard, especially in mathematics, with declining outcomes. This indicates that professional development (1.44, 1.48) and instructional supports were not sufficient because interventions were not implemented with the intensity required to accelerate learning.

Although attendance and engagement improved, these gains did not result in improved academic outcomes for these groups, which indicates a gap between increased access and effective instruction.

Implementation Factors Affecting Effectiveness

Effectiveness was influenced by several challenges:

- Staffing disruptions, including the ELD teacher/coordinator sabbatical, reduced targeted support
- Variability in professional development participation, which limited consistent instructional practice
- Implementation of new curriculum pilots, which required adjustment time
- Misalignment between intervention intensity and student need, particularly for students performing below grade level

In summary, actions under Goal 1 were effective in:

- Increasing access to programs and coursework
- Improving student engagement and attendance
- Supporting graduation and credit completion

However, actions were not yet effective in improving academic achievement outcomes, particularly in ELA and Mathematics, because instructional strategies were not implemented consistently or with sufficient intensity, and targeted student groups did not consistently receive the level of support needed to improve outcomes.

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.

Academics – English Language Arts and English Language Development (ELD)

Based on reflection on prior implementation and student outcome data, the district revised several literacy-focused actions and metrics to strengthen foundational reading instruction and improve intervention systems. Action 1.2 (Metrics 1.4 and 1.46) was revised following the 2025–26 instructional materials pilot. The district decided to continue piloting Orton-Gillingham Plus for grades K–2 and Arts and pilot Letters for grades 3–5 because prior literacy materials did not generate the desired student outcomes, and the newly selected programs provide more explicit and systematic foundational reading instruction aligned to the Science of Reading.

Action 1.3 and the corresponding Metric 1.54 were added in 2026-27 to better monitor the ELA performance of students in secondary grades (6-12).

IReady data was added to Metric 1.5 measure the effect of the Action 1.5 - multiple forms of assessment give a more comprehensive picture of student attainment.

Metrics 1.11 and 1.12 were used this year to evaluate the effectiveness of the Action 1.42.

The data for Metric 1.38 was updated for prior years to ensure better specificity.

Metric 1.44 was revised by replacing the iReady assessment with the DIBELS screener for transitional kindergarten students because iReady was not developmentally aligned to TK literacy assessment needs.

Additional revisions included clarification and correction of baseline information in Metric 1.4, updates to Dashboard-aligned reporting in Metric 1.28, and refinement of data reporting in Metrics 1.49 and 1.50 to improve specificity and alignment with reviewer feedback.

The district added Metric 1.54 to ensure a more accurate assessment for Action 1.58.

The district also expanded instructional support systems for Students with Disabilities and other student groups through Actions 1.9, 1.30, and 1.43 (Metric 1.37). Beginning in 2026–27, the district will implement targeted professional development, embedded coaching, and a train-the-trainer model through an external vendor because prior professional development did not consistently translate into classroom implementation, and more intensive job-embedded support was identified as necessary to improve instructional effectiveness.

For Action 1.58, ESS was added to the title to ensure greater clarity.

Academics – Mathematics

Several revisions focused on strengthening mathematics instruction and coaching systems.

Action 1.41 was revised to align mathematics coaching directly with the adopted Eureka Squared curriculum. Beginning in 2026–27, the district will contract with a coach from Great Minds because prior coaching support through Teachers Development Group was not fully aligned with the district's adopted instructional materials, which limited instructional coherence and effectiveness.

The district also adjusted staffing structures to better support secondary mathematics readiness. Action 1.25 was eliminated because the additional mathematics teacher previously assigned to the high school was reassigned to the middle school to strengthen mathematics preparation for grades 7 and 8 students before entering high school coursework. This decision was made because this additional position was a temporary strategy to improve the algebra readiness at ESS and it served its purpose. The higher need at the middle school was taken into consideration to make this change.

Metric 1.5 was updated with additional IReady data to ensure multiple tools of measurement for better assessment of the progress in mathematics.

Science

The district strengthened science intervention supports through revisions to Action 1.26 (Metric 1.48). Beginning in 2026–27, after-school science tutoring will be added for ESS students because CAST performance data indicated that current outcomes did not meet district expectations and additional targeted academic support was needed to address identified learning gaps.

Metric 1.48 baseline data was also corrected after identifying previously inaccurate baseline reporting.

The target for Metric 1.33 was changed from the letter grade to the number of students who scored on the AP exams at Level 3 or 4 to ensure a more standardized measurement recognized by hundreds of universities.

The title for Action 1.20 was updated to clarify that the two courses (Human Geography and Psychology) are taught at ESS on biennial rotation.

Data Systems, Assessment, and Instructional Effectiveness

Several revisions focused on improving the district's use of assessment data and instructional monitoring systems. Action 1.38 (Metric 1.8) and Action 1.46 (Metrics 1.11, 1.12, 1.13, and 1.14) were expanded so that all grades at ESS, rather than only grade 11, will participate in interim benchmark assessments. Beginning in 2026–27, all ESS students will complete Comprehensive Interim Assessments twice annually because the district identified a need for more consistent cycles of data analysis to identify learning gaps and adjust instruction in a timely manner.

Metric 1.53 was added to monitor the effectiveness of Action 1.19. Additional metric revisions included:

- Revising Metric 1.16 to remove references to AYES that were outside the scope of the metric;
- Correcting Metric 1.18 to reference local data sources rather than DataQuest;
- Revising Metric 1.43 to remove references to elementary students and AYES because those areas are addressed elsewhere; and
- Eliminating Metric 1.29 because it duplicated Metric 3.1.

College and Career Preparedness

Several revisions were made to strengthen college and career readiness opportunities and improve alignment between coursework offerings and student participation trends.

Action 1.19 (College and Career Center at ESS) will transition from LCFF funding to LREBG and Title I funding while continuing to support unduplicated pupils.

Additional metrics were used for Actions 1.19 and 1.20 to ensure a more comprehensive assessment of the actions' effectiveness.

Course offerings were also revised to improve student engagement and maintain access to rigorous coursework.

Action 1.42 will support the return of the Psychology course, offered in alternating years with Human Geography, to maintain advanced coursework access while balancing enrollment patterns.

Action 1.6 (Entrepreneurship) will be eliminated and replaced with Maker's Space because prior enrollment and engagement in Entrepreneurship were limited, and the new course is expected to increase participation through more hands-on and applied learning opportunities.

Broad Course of Study and Program Alignment

Several actions were revised to improve alignment, reduce redundancy, and reflect updated funding decisions.

Action 1.13 will no longer be identified as contributing because it will be funded through Proposition 28 rather than LCFF funds, although the action will continue supporting unduplicated pupils.

Similarly, Action 1.42 will transition to Title II funding as a professional development activity, and Action 1.58 will no longer be identified as contributing because no additional expenditures are anticipated.

Action 1.6 will be discontinued because very few students were interested in taking it as an elective, so it became not cost-effective.

These revisions were made to improve alignment between program implementation, funding sources, and identified student needs while maintaining access to broad coursework opportunities and instructional supports.

Multi-Tiered Systems of Support (MTSS), Student Support, and Operations

Additional operational and systems-level revisions focused on strengthening MTSS implementation and addressing staffing challenges.

Action 1.63 was revised because the district was unable to fill the occupational therapist position during 2025–26 and instead contracted with Stepping Sunbelt to provide services.

Action 1.66 was added to strengthen MTSS implementation at AYES. The AYES Instructional Leadership Team identified a need to improve Universal Design for Learning (UDL) practices and overall MTSS implementation because existing systems were not consistently meeting the academic, behavioral, and social-emotional needs of all students, particularly Students with Disabilities and historically underserved student groups. The effectiveness of this action will be monitored through Metrics 1.4, 1.5, 1.9, and 1.10.

Metrics 1.14, 1.15, and 1.16 were added to better monitor Action 1.11.

Local criteria was added to Action 1.14 to ensure a more comprehensive assessment.

Metrics 1.27, 1.33, and 1.42 were added as measures for Action 1.54 to ensure a more comprehensive assessment of the action's effectiveness.

For the same reason, Metric 1.16 was added to Action 1.58.

Metrics 1.11 and 1.12 were removed when measuring the effect of Action 1.60 for better alignment between the metrics and the action.

Fiscal Modifications

Actions 1.19, 1.57, and 1.58 changed from "contributing" to not "contributing" due to fiscal considerations effecting the change of funding from LCFF to different funding sources.

Similarly, Action 1.16 and 1.46 changed from not contributing to contributing because the district determined that these actions are more appropriately supported by the LCFF funds.

Modifications to Achieve Greater Clarity: for the following actions, metrics to monitor effectiveness were changed from prior year to ensure greater clarity and specificity: Actions 1.3, 1.13, 1.19, 1.20, 1.42, 1.54, 1.58, 1.60.

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	Student Performance in English Language Arts, TK	Continue the implementation of Teaching Strategies, a Common Core-aligned TK ELA program. The TK teachers will collaborate with their pre-school and kindergarten colleagues to ensure instructional coherence. The teachers 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.	$429,639.13	Yes
1.2	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.	$1,131,408.28	Yes
1.3	Student Performance in English Language Arts, Secondary grades.	The district will continue implementation of structured novel studies alongside high-quality nonfiction texts (e.g., NewsELA and other supplementary sources) in secondary English Language Arts classrooms. These instructional materials will be paired with facilitated, ongoing collaborative teacher inquiry cycles focused on analyzing student work and assessment data. Educators will engage in regular data analysis using multiple measures, including formative assessments, benchmark assessments, and writing samples, to identify specific skill gaps in reading comprehension, vocabulary development, and analytical writing. This process will include a targeted focus on struggling student groups, including Students with Disabilities, English Learners, and Asian students who are not yet meeting grade-level standards.	$1,079,811.45	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is designed to increase access to grade-level, complex texts and structured literacy practices because students who are not yet meeting standards often require explicit instruction in comprehension strategies, academic language, and text analysis. Through collaborative inquiry, teachers will adjust instruction based on identified student needs, which increases the likelihood that instruction is responsive rather than uniform. As a result, students will have increased opportunities to engage with rigorous, standards-aligned texts and receive targeted instructional support, because teachers are using real-time evidence to refine instructional strategies. Progress will be measured through improvements in local benchmark assessments, course performance, and CAASPP ELA outcomes, disaggregated by student group.		
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.	$19,000.00	Yes
1.5	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 2025 data from CA School Dashboard, the current benchmark assessment data, and the programmatic assessments. Principals will monitor fidelity of implementation during classroom observations and the teachers will assess the implementation during Instructional Rounds/Learning Walks. This action is partially-funded by LREBG dollars ($4,500). The effectiveness of this action will be measured by Metric 1.5 (CAASPP Mathematics) – Percentage of students meeting or exceeding standard (baseline: 23.25%) and IReady Diagnostic Data (AYES and AYMS) – Percentage of students performing at or above grade level (29% and 32%).	$1,089,658.29	Yes
1.6	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. **This action will be discountinued for 2026-27.**	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Integrated English Language Development (ELD) Instruction for English Learners	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.	$86,169.66	Yes
1.8	Position of ELD Coordinator	Fund the position of the ELD coordinator to provide support to teachers in serving ELs in the classroom.	$2,250.00	No
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.	$13,000.00	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.	$532,617.01	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.	$48,000.00	Yes
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.	$52,000.00	Yes
1.13	Art Program at AYES and AYMS	Continue funding a shared FTE art teacher's position for AYES and AYMS.	$146,915.47	No

Action #	Title	Description	Total Funds	Contributing
1.14	Physical Education	Continue funding single-subject PE teachers - partially-funded LREBG action ($2280). Metric for measuring effectiveness - 3.9.	$354,766.29	Yes
1.15	Music program at AYMS	Provide music instruction at Anna Yates Middle School on a rotating schedule between the grade bands.	$1,300.00	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.	$123,967.57	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.	$5,000.00	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. This action is partially- funded by LREBG ($1,461). This action will be monitored using metrics 1.3, 1.6, and 1.15.	$72,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.20	Psychology and Human Geography Advanced Placement Courses at ESS	Offer a new AP Psychology course at ESS alternately with HumanGeography.	$158,937.76	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.	$15,000.00	Yes
1.24	Maker's Space	Fund Maker's Space Fablab at ESS and offer this course to the high school students.	$15,000.00	No
1.25	Additional Math Teacher for ESS	Hire another math teacher at ESS to provide greater support to struggling math students and to improve math scores. This Action has been eliminated.	$0.00	No
1.26	Science Opportunities for ESS Students	PRIORITY 7 -- Course Access 100% of 9-graders will be enrolled in science.	$117,116.06	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.	$46,070.00	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	Position of ELD Teacher at 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.	$193,537.08	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.	$500.00	No
1.31	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.	$31,776.63	No
1.32	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	$15,000.00	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.	$155,617.10	No
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.	$40,347.14	Yes
1.37	Summer School	Continue to provide a summer learning program for special education students and for students in need of credit recovery. Partially funded LREBG action ($225,590), Metrics 1.4, 1.5, 1.7, 1.9, 1.10, 1.11, 1.12, 1.18, and 1.28.	$243,018.00	Yes
1.38	Implementation of Reveal Math Curriculum in Grades 7-12.	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.	$441,791.27	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.	$67,750.00	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.	$14,900.00	Yes
1.41	Mathematics: Embedded 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.	$26,000.00	Yes
1.42	Professional Development in 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.	$31,000.00	No
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 Students with Disabilities (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.	$1,350.00	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.	$11,500.00	Yes
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.	$5,500.00	Yes
1.47	Attendance of 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.	$440.00	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.	$0.00	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.	$185,839.06	Yes
1.55	Instructional Aid for TK	Employ an instructional aid to support students in TK by enabling opportunities for a more individualized approach to instruction and by addressing the students' social-emotional needs.	$49,272.91	Yes
1.56	Expanded School Day	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. After-school programs will improve	$370,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
1.57	AP Chemistry Course	Offer an AP chemistry course at ESS to provide more opportunities for students to prepare for college.	$0.00	No
1.58	Communication and Writing Course at ESS	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	No
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.	$130,732.83	Yes
1.60	Additional Instructional Aids to Support Special Education Students	Hire three additional instructional aids to support Special Education students in inclusion model. This action is partially funded by LREBG dollars in the amount of $25,000.	$184,474.43	Yes
1.61	Additional Part-time Position of Speech	Support students with speech and language needs. Partially-funded LREBG action: $13,207. This action will be measured using the Metric 1.52.	$95,550.00	No

Action #	Title	Description	Total Funds	Contributing
	and Language Pathologist			
1.62	Position of Data Analyst/ Technology Coordinator	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 - 1.4; 1.5; 1.7; 1.18;1.46. LREBG Funds: $163,584.	$162,571.36	No
1.63	Position of Occupational Therapist	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 such as 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.	$41,590.24	No
1.64	Part-Time Biology Teacher at ESS	HIre an additional .4 science teacher at ESS to ensure that all students have access to biology.	$0.00	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.	$185,304.24	No

Action #	Title	Description	Total Funds	Contributing
1.66	MTSS at AYES	Strengthen the Multi-Tier System of Supports at AYES to better support all students.	$0.00	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	Teachers received imbedded coaching from the Data Analyst/Technology Coordinator. 100% of teachers	100% of teachers who take technology professional development will give positive evaluations to this	+10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			individualized professional learning program and 100% were satisfied with these in 2024-25.	report satisfaction with the quality of this professional development and support.	training. Teachers 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.	In 2025-26, 83% of teachers incorporate classroom discussions around topics of social justice and cultural awareness and 60% orchestrate debates.	95% of teachers will use classroom discussions in general; 45% or greater will orchestrate debates about social justice and cultural awareness.	-2% - general classroom discussions; +40% - 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	In 2025-26,100% of teachers district-wide incorporate technology into classroom instruction. 100% of students have district-provided technology at home and at school.	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
			educational 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.	AYES: 100% can login; 90% -of students have keyboarding skills. Teachers use Keyboarding Without Tears program to teach keyboarding. AYMS: 100% of students are proficient with technology. ESS: 100% of students use technology proficiently. Total: 96.6%.	80% of students will be proficient in using technology for classroom and independent work.	+26.6%
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%.	100% of parents evaluated the technology workshop positively.	95% of parents who attend various classes in technology will report growth in proficiency with technology.	+15%

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.	Currently, 70% of teachers implement 4Cs in their classrooms and 82% use Google Classroom.	95% of teachers will incorporate 4Cs into instruction.	+6% of teachers are incorporating 4Cs into instruction +12% 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 coding teacher had to go back to the classroom in 2023-24, so he was unable to offer coding to other students.	In 2025-26, the district offered the coding class only to 6th grade students the shortage of personnel.	Coding will be offered at all sites and all students will have access.	0%
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.	In 2025-26, ESS - coding club is held once a week. AYE and AYMS do not have coding club this year for the lack of personnel.	100% of students districtwide will have access to coding classes or clubs, staffing permitting.	- 1 site.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Ethnic Studies - Grade C or Higher	25-26 is the baseline year - new action.	2025-2026 is the baseline year.	In 2025-26, as of May 13, 68.75% of students taking are on track to receive the grade C or higher.	80% of students taking ethnic studies will receive a grade C or higher in this course.	2025-2026 is the baseline year for this metric.
2.10	Parents' satisfaction with English classes for parents as evident in surveys.	2025-26 will be the first year of implementation - new action.	2025-2026 is the baseline year for this metric.	The class was offered but very few parents expressed interest, so the class had to be cancelled.	80% of parents taking the class will express satisfaction in surveys.	2025-2026 is the baseline year for this metric.
2.11	Academic engagement and achievement for Students with Disability on CA School Dashboard.	In 2023, SWD were 79.7 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.	In 2025, SWD scored at 96.5 points below standard in ELA and 149.3 points below standard in mathematics.	83 points below standard in ELA and 125 points below standard in mathematics.	ELA: + 1.2 points Math: -8.8 points

Goal Analysis [2025-26]

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

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

Overall, the actions associated with Goal 2 were largely implemented as planned and contributed to improved access to technology, increased student engagement, and strengthened instructional supports. However, staffing limitations and varying levels of participation affected the full implementation and effectiveness of some actions.

Actions Implemented Successfully as Planned:

- Actions 2.1 and 2.2 were implemented successfully as planned, and district technology access remained available for students and staff to support classroom instruction and learning opportunities.
- Action 2.6 (Metric 2.9), the Ethnic Studies course, was implemented successfully and student participation and outcomes are already approaching the Year 3 target, indicating strong early engagement with the course offering.
- Action 2.9 (Parent Technology Workshops) was implemented successfully. Parent feedback indicated positive experiences with workshops facilitated by the district’s Data Specialist/Technology Coordinator because families received support in accessing technology tools and resources needed to support student learning.

- Action 1.60 was implemented successfully to expand instructional aide support for Students with Disabilities across the district. Students appeared more engaged in classroom instruction because they received increased individualized support aligned to their learning needs. While engagement indicators improved locally, the district will continue monitoring academic achievement data once 2025–2026 CAASPP results become available.
- Overall implementation of technology integration actions supported continued classroom use of instructional technology and increased access to digital learning tools across grade levels.

Actions with Implementation Challenges:

- Actions 2.4 and 2.10 experienced implementation challenges because staffing limitations affected the district's ability to fully implement coding courses and coding club opportunities as originally planned.
- Although additional supports for Students with Disabilities were implemented, 2025 CAASPP results continued to demonstrate significant academic gaps, with Students with Disabilities performing 96.5 points below standard in ELA and 149.3 points below standard in mathematics. These results indicate that more intensive and sustained interventions remain necessary to improve academic outcomes.
- Action 2.14 (English Classes for Parents) was not successfully implemented because the class was canceled due to low parent participation and interest. This outcome indicated that the district needs to better align family engagement offerings with parent interests, schedules, and identified needs before future implementation.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred across several actions due to adjustments in implementation, evolving student needs, staffing challenges, and inaccuracies in initial cost projections.
For Action 2.3, actual expenditures were slightly higher than budgeted because one additional teacher attended a technology conference beyond the number originally included in the budget.
For Action 2.4, actual expenditures were lower than budgeted due to staffing challenges. The district was unable to secure personnel to fully implement coding instruction as planned, resulting in reduced spending on coding club activities compared to original projections.
For Action 2.6, the district overestimated costs during the planning phase because this was a new action. As implementation progressed, fewer resources were required than anticipated, resulting in lower actual expenditures.
For Action 2.8, actual expenditures exceeded the budgeted amount because the district allocated additional resources to better support Students with Disabilities. This increase reflects a responsive adjustment to identified student needs, as more intensive services and supports were necessary to address achievement gaps and provide additional individualized assistance.
For Action 2.11, the variance resulted from a technical error during development of the 2025–26 LCAP. Funding for a position was inadvertently omitted from the Budgeted Expenditures. This error has been corrected in the Estimated Actual Expenditures, which now accurately reflect the full cost of the position.
For Action 2.13, the district overestimated expenditures based on prior-year spending patterns, which were elevated due to greater technology replacement and repair needs. During the current year, fewer devices required replacement or repair, resulting in lower actual expenditures than originally budgeted.

Finally, for Action 2.14, actual expenditures were lower than budgeted because the planned English class for parents was canceled due to low enrollment and limited interest. As a result, the associated funds were not expended as originally anticipated.

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

Areas of Effective Implementation
Evidence from Metrics 2.1–2.11 demonstrates progress in professional development, technology integration, instructional practices, student technology proficiency, and selected course offerings. These findings are based on Spring 2025 data.
Several actions were implemented with a high degree of fidelity and demonstrated measurable progress.
Action 2.1 (Metric 2.6 – Implementation of 4Cs Instructional Strategies) demonstrated effective implementation. Seventy percent of teachers incorporated 4Cs instructional strategies into classroom instruction, and 82% utilized Google Classroom. These outcomes indicate increased alignment with instructional priorities because teachers received ongoing support and coaching in technology integration.
Action 2.2 (Metric 2.4 – Student Technology Proficiency) showed strong effectiveness. Student technology proficiency increased from approximately 30% at baseline to 96.6% districtwide in 2025–26. This growth suggests that targeted keyboarding instruction and classroom technology integration improved students' ability to independently utilize technology for academic tasks.
Action 2.3 (Metrics 2.1 – Technology Professional Development and 2.3 – Effective Use of Personal Electronic Devices) demonstrated successful implementation. Teachers received embedded coaching and professional learning support from the Data Analyst/Technology Coordinator, and 100% of participating teachers reported satisfaction with the quality of professional development. In addition, 100% of teachers districtwide incorporated technology into classroom instruction, demonstrating strong integration of digital learning tools into instructional practice.
Action 2.5 (Metric 2.2 – Classroom Discussions and Cultural Awareness) demonstrated partial effectiveness. While the percentage of teachers facilitating general classroom discussions decreased slightly from 85% to 83%, the percentage facilitating debates related to social justice and cultural awareness increased significantly from 20% to 60%. These results indicate increased use of higher-level discourse strategies and culturally relevant instructional practices.
Action 2.6 (Metric 2.9 – Ethnic Studies) demonstrated promising early implementation. During its baseline year, 68.75% of students were on track to earn a grade of C or higher, approaching the Year 3 target of 80%. This suggests positive initial student engagement and successful implementation of the course.
Action 2.8 (Metrics 2.4 and 2.6) demonstrated positive outcomes, with students improving both their technology skills and proficiency in using Google Classroom.
Action 2.11 (Metric 2.11 – Academic Engagement and Achievement for Students with Disabilities) demonstrated partial implementation success through expanded instructional aide staffing and increased individualized support across the district. Students with Disabilities appeared more engaged in classroom instruction because they received additional individualized assistance aligned to their learning needs. ELA performance improved slightly from 97.7 points below standard at baseline to 96.5 points below standard in 2025, reflecting a modest gain of 1.2 points.
Action 2.13 yielded mixed results based on Metrics 1.4, 1.5, and 1.7. While the CAASPP ELA portion of Metric 1.4 improved, the remaining metrics reflected decreases in student performance.
Overall, these outcomes indicate that actions focused on professional development, instructional technology, classroom engagement strategies, and individualized supports were generally implemented effectively because teachers and students received increased access to coaching, instructional resources, and targeted assistance.

Areas of Partial Implementation and Mixed Effectiveness
Several actions were implemented but demonstrated inconsistent outcomes or limited effectiveness due to staffing shortages, participation barriers, or variability in implementation.
Action 2.4 (Metric 2.7 – Coding Instruction at All Sites) demonstrated partial implementation because staffing shortages prevented the district from fully implementing coding instruction across all school sites as originally planned. During 2025–26, coding instruction was offered only to sixth-grade students because the coding teacher returned to a classroom teaching assignment due to personnel shortages. As a result, the district did not achieve its intended goal of providing coding instruction access to all students districtwide.
Action 2.8 (Metric 2.8 – Coding Classes and Clubs) also experienced implementation challenges related to staffing shortages. ESS was able to offer a coding club once per week; however, AYES and AYMS were unable to offer coding clubs because staffing was unavailable. These limitations reduced equitable access to coding opportunities across school sites.
Action 2.9 (Metric 2.5 – Parent Technology Workshops) demonstrated mixed effectiveness. Although 100% of participating parents evaluated the workshops positively in 2025–26, implementation challenges occurred in Year 1 when workshops could not be offered because the district lost its technology coordinator position. These results indicate that successful implementation depended heavily on staffing capacity and continuity.
Action 2.12 demonstrated partial effectiveness because increased technology access and engagement supports improved classroom participation opportunities for Students with Disabilities; however, inconsistent implementation and significant learning gaps limited measurable academic improvement.
Similarly, Action 2.13 demonstrated mixed effectiveness because technology-based instructional supports improved students' access to classroom learning activities, but these supports alone were insufficient to significantly accelerate academic achievement outcomes for Students with Disabilities.
Action 2.14 (Metric 2.10 – English Classes for Parents) demonstrated limited effectiveness because few parents expressed interest in participating, resulting in cancellation of the class. This outcome suggests that the service did not sufficiently align with parent needs, schedules, or preferred engagement opportunities.
These findings indicate that staffing capacity, program design, and alignment with student and family needs affected the consistency and overall effectiveness of implementation for several Goal 2 actions.
Areas of Limited Effectiveness
Metric 2.11 (Actions 2.11, 2.12, and 2.13 – Outcomes for Students with Disabilities) demonstrated limited effectiveness in accelerating academic achievement despite increased instructional supports and engagement strategies.
In 2025, Students with Disabilities remained 96.5 points below standard in ELA and 149.3 points below standard in mathematics on the California School Dashboard. Although ELA performance improved slightly by 1.2 points from baseline, mathematics performance declined by 8.8 points.
These results indicate that while increased instructional aide support, technology integration, and engagement strategies improved student participation and access to instruction, the actions were not sufficient to close significant academic performance gaps for Students with Disabilities because many students continue to require more intensive, sustained, and individualized academic interventions.

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

Based on reflection on prior year implementation and student outcome data, several adjustments were made to Goal 2 metrics and actions to improve clarity, rigor, and alignment with educational partner needs.
Action 2.3 was changed from “Contributing” to “Not Contributing” in this new iteration of the LCAP because the district was able to use Educator Effectiveness funds instead of Supplemental and Concentration funds, as had been done in the past.
Action 2.8 was also corrected from “Contributing” to “Not Contributing.” This action was mistakenly identified as contributing last year, despite being funded with Special Education funds, Resource 6500. This has been corrected in the new iteration of the LCAP.
Action 2.11 was removed because it duplicated Action 1.62.
Action 2.14, English classes for parents, was a new action and is being reconsidered for the 2026–27 school year. Although English classes for parents had been repeatedly requested by the community in prior years, 2025–26 survey data and participation trends indicated limited interest from parents and guardians, resulting in low enrollment and cancellation of the class. If beginning-of-year survey data continues to demonstrate low demand, this action may be eliminated or redesigned to better align with parent needs and preferences. This change reflects the district’s effort to ensure that resources are allocated to programs that effectively engage families and support student outcomes.
Metric 2.9 was modified to provide greater clarity in how student outcomes are defined and measured and to better assess student performance in Ethnic Studies.
The explanation in Metric 2.13 was revised for clarity.
In Metric 2.11, a typo was corrected in the ELA baseline data, and the targets were adjusted to align with the same targets in Metrics 1.8 and 1.10.

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

Action #	Title	Description	Total Funds	Contributing
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.	$26,703.00	No
2.4	Coding program - CodeCombat	Implement CodeCombat program at the elementary school either during the school day or as an enrichment offering for ELOP.	$481.68	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.	$0.00	No
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	$146,590.67	Yes

Action #	Title	Description	Total Funds	Contributing
		with the community for partnerships, and will learn to be proud of their own cultural identity while appreciating the differences around them.		
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). This action reflects the Differentiated Assistance work this year.	$9,997.82	No
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 Districtwide Data Analyst and Technology Coordinator - Action removed.	Action removed - it's a duplicate of Action 1.62.	$0.00	No
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	$134,051.88	Yes

Action #	Title	Description	Total Funds	Contributing
		using digital instructional resources for unduplicated students and in data collection to inform instruction.		
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.	$261,436.11	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 critical importance of providing students with a well-rounded education that includes strong social-emotional competencies. These skills are essential not only for academic success but also for overall well-being and the ability to thrive in an increasingly complex and interconnected world.
Survey data, including results from the California Healthy Kids Survey (CHKS), indicate that many students continue to experience stress, anxiety, uncertainty, and, in some cases, feelings of hopelessness in the aftermath of the COVID-19 pandemic. These findings highlight the need for intentional supports that help students develop self-awareness, emotional regulation, resilience, and problem-solving skills. Students require opportunities to build self-efficacy, optimism, and a sense of purpose in order to fully engage in their learning and personal development.
In response, the district has prioritized Social Emotional Learning (SEL) as a central component of its strategic planning. Research demonstrates that effective SEL implementation leads to improved academic achievement, stronger behavior, increased graduation rates, and better attendance (CASEL, 2020). By integrating SEL into the educational program, the district aims to provide students with the tools necessary to manage emotions, regulate behavior, communicate effectively, and reflect on their experiences through writing and discussion.
As a minority-majority district, EUSD is also committed to ensuring that students develop the skills and confidence needed to navigate diverse social environments, advocate for themselves and others, and engage in efforts to promote equity and social justice. The district seeks to cultivate students' ability to collaborate, build meaningful relationships, and contribute positively to their communities.
Through this goal, the district aspires to prepare students not only for academic success, but also for responsible and engaged citizenship by equipping them with the social-emotional skills necessary to lead, collaborate, and contribute in a diverse and evolving 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 Survey	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.	2026: 32%, 36%, 14% 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: -1%; AYMS: +7% AYES: -6%
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.	At ESS, the counselors and the physical education teacher provide socialemotional programming for students. This amounts to about 35% of students receiving support. At AYE - 60% of teachers incorporate SEL strategies across content and also teach an SEL program, TheToolbox. At AYMS, 100% of teachers collaborate around SEL strategies and incorporate them into disciplinary content. Total districtwide: 65%	100% of teachers will incorporate SEL strategies in the content they teach districtwide.	+5%
3.3	Rate of Chronic Absenteeism - DataQuest	According to Dataquest, in 2022-23 the latest chronic	In 2023-24, the rate of chronic absenteeism for	In 2025, according to DataQuest, the rate of chronic absenteeism	Decrease the rate of chronic absenteeism to 15% districtwide.	-10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		absenteeism rate was 36.8%. This is a very high rate and far exceeds the pre-pandemic rate of 20.5%	EUSD was 31.8%, per DataQuest.	districtwide was 26.2%		
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%.	In 2024-25, rate of suspensions was 4.6%. This school year to date, the suspension rate district-wide is 3.18%.	Decrease suspension rate to 1% or less.	-1.6%
3.5	Staff Competence in Suicide Prevention	In 2023, all teachers at all sites attended professional development provided by the Behavior Support Manager in suicide prevention.	In 2023-24, all teachers at all sites attended professional development provided by the Behavior Support Manager in suicide prevention.	In 2025-26, 100% of teachers at all sites attended professional development provided by the Behavior Support Manager in suicide prevention.	Increase the capacity and the number of district leaders able to provide suicide prevention PD.	0%
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 teachers reported high levels of satisfaction with professional development in 2025-26.	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-	In 2025-26, there is a total of 5 interns across the district. 100% of	6 or 7 interns, if possible to hire.	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			24. They offered many opportunities for individual and group counseling.	students have access to group and individual counseling. At ESS, there is also a counselor and an intern who provide services intervention and counseling support for the high school scholars.		
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 learning Advisory Committee in 2023-24.	In 2024-25, 40% 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 learning Advisory Committee in 2024-25.	As of March of 2026, 34% 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 learning Advisory Committee.	Increase the % of parents and guardians responding to our surveys to 70%.	+2%
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	60% of students districtwide reported school connectedness.	Increase sentiments of school connectedness	+11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students reported school connectedness in 2024.		across the district to 60%.	
3.10	Additional Position of a Mental Health Specialist to Provide Greater Support to Students Experiencing Chronic Sadness and Hopelessness.	In 2023-24 there was 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.	In 2025-26, EUSD has retained 2 mental health specialists who provide services to students at all sites.	Retain additional position of a mental health specialist (2 specialists in total).	+1 personnel 7% decrease in feelings of sadness and hopelessness.
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".	In February of 2026 the overall rating of the school facilities is "Fair".	100% of school facilities will be clean, safe, and maintained in good repair.	Decline from "Good" to "Fair"
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.	In 2024-25, 100% of teachers had professional development in SEL provided by Director of Student Services.	100% of teachers will attend PD in SEL	+ 70%
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	Both SED and SPED students are in Yellow on the 2024 CA School Dashboard for the Suspensions indicator. 6.4% of	Current data is not available on the CA School Dashboard, but in 2025, SWD were at suspension rate of 9.3% and SED	Bring suspensions of SED students to 4% or less and suspensions of SWD to 6% or less. This should put both groups in	SED: -2.2%, Color change from Red to Yellow SWD: -3.3% , No color change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		with disability were suspended at least one day, per CA School Dashboard.	SED students and 6.9% of students with disability were suspended at least one day, per CA School Dashboard.	students had the suspension rate of 5.1%.	the yellow on the CA School Dashboard and reduce the disproportionality with their peers.	
3.14	Reduce the rate of chronic absenteeism for Students with Disability.	In 2022-23, of SWD were chronically absent.	In 2023-24, 28.2 % of SWD were chronically absent. 28.2%	In 2024-25, 35.1% of students with disability were chronically absent.	Reduce the suspension rate for Students with Disability by at least 3% to 6.3% or lower.	-4.2%

Goal Analysis [2025-26]

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

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

Overall, the actions associated with Goal 3 were implemented substantially as planned and focused on improving student social-emotional well-being, school connectedness, counseling access, attendance, and staff capacity to support student mental health and SEL needs. The district implemented a comprehensive system of supports that included counseling services, mental health staffing, SEL integration, trauma-informed practices, suicide prevention training, attendance interventions, and parent engagement opportunities. While most actions were implemented as intended, several actions experienced challenges related to staffing capacity, variability in implementation across school sites, and persistent needs among Students with Disabilities and other high-needs student groups.

Action 3.1 focused on improving student emotional well-being through mental health supports, SEL implementation, and school climate interventions. The district implemented these supports across school sites as planned; however, student outcomes varied by site, indicating that the impact of implementation differed among schools.

Action 3.2 focused on incorporating SEL strategies across disciplinary content areas. Implementation occurred across all sites, with ESS counselors and the physical education teacher providing SEL instruction, AYES implementing Toolbox strategies, and AYMS teachers incorporating SEL practices into classroom instruction. While the action was implemented districtwide, classroom-level implementation varied among teachers and school sites.

Action 3.3 addressed chronic absenteeism through attendance monitoring, student support systems, counseling interventions, and school engagement efforts. Attendance interventions were implemented throughout the district; however, chronic absenteeism remained above the district target, indicating that barriers affecting student attendance persisted despite district efforts.

Action 3.4 focused on reducing suspension rates through behavioral supports, counseling interventions, and school climate practices. Suspension reduction strategies were implemented districtwide and suspension rates decreased over time, although the district did not yet achieve its long-term target.
Action 3.5 provided suicide prevention professional development for district staff. This action was implemented successfully, with all teachers participating in required suicide prevention training provided by the Behavior Support Manager.
Action 3.6 focused on trauma-informed professional development opportunities for staff. Teachers and staff participated in Creating Trauma-Sensitive Schools training and other trauma-informed professional development facilitated by the Director of Student Services. The action was implemented substantially as planned, with staff participation occurring districtwide.
Action 3.7 expanded opportunities for students to access individual and group counseling services. Counseling supports were implemented through site counselors and counselor interns, and ESS additionally utilized an intern to provide crisis intervention and counseling support services for high school students. Although counseling access expanded districtwide, the district experienced some implementation limitations because it was unable to increase the number of interns to the level originally planned.
Action 3.8 focused on increasing parent engagement through surveys, advisory committees, and opportunities for parents of unduplicated pupils and Students with Disabilities to participate in district planning processes. Parent engagement opportunities were implemented throughout the year as planned, although participation growth was modest.
Action 3.9 focused on improving school connectedness and student engagement through SEL supports, counseling services, and school climate initiatives. The district implemented these supports across school sites and continued efforts to improve students' sense of belonging and connection to school.
Action 3.10 was implemented as planned through the retention of two mental health specialists serving students across district school sites. This action expanded district capacity to provide mental health and counseling supports to students.
Action 3.11 focused on maintaining clean, safe, and functional school facilities. While facility maintenance efforts continued throughout the year, maintaining facilities in good repair remained a challenge during implementation, as reflected in the district's facilities rating.
Action 3.12 provided districtwide professional development in SEL. This action was implemented successfully through SEL-focused training opportunities facilitated by the Director of Student Services. Teachers participated in professional development designed to strengthen classroom SEL implementation and student support practices.
Action 3.13 focused on reducing suspension disproportionality for socioeconomically disadvantaged students and Students with Disabilities. Behavioral supports and intervention strategies were implemented districtwide; however, disproportionality for Students with Disabilities remained a challenge during implementation.
Action 3.14 addressed chronic absenteeism among Students with Disabilities through attendance monitoring, counseling supports, and engagement interventions. Although these supports were implemented, absenteeism rates for Students with Disabilities remained elevated, indicating that additional targeted interventions may be necessary.
Overall, the district successfully implemented most Goal 3 actions related to counseling services, mental health supports, professional development, SEL integration, and student engagement. The primary implementation challenges involved staffing capacity, consistency of implementation across school sites, and ongoing attendance and behavioral needs among high-needs student groups.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred across several actions due to shifts in implementation, evolving student needs, and the district's strategic use of internal capacity.
For Action 3.2, actual expenditures exceeded the budgeted amount because the district expanded investment in social-emotional programs, particularly for Students with Disabilities. Additional funds were used to purchase a music therapy program, as this student group demonstrated higher rates of suspension and chronic absenteeism (Metrics 3.13 and 3.14). This increase reflects a targeted response to student needs because expanded SEL supports were necessary to improve engagement, self-regulation, and attendance.
For Action 3.7, actual expenditures were lower than budgeted because trauma-informed professional development was delivered in-house by the Director of Special Education and Student Services rather than through external vendors. This adjustment reduced costs while maintaining access to training, as staff still received the intended support.
For Action 3.8, expenditures exceeded the budgeted amount due to increased investment in the health center at the Emery Community Center. The center serves both district students and the broader community, and actual staffing and resource needs were greater than initially anticipated. This increase reflects a responsive adjustment to community demand because expanded services were required to meet student and family needs.
For Action 3.10, actual expenditures were lower than budgeted because some planned professional development related to school climate improvement was delivered internally rather than through contracted providers. This shift reduced costs while maintaining implementation, as district staff were able to provide training aligned to program goals.
For Action 3.11, expenditures exceeded the budgeted amount because the district expanded services through a contract with Playworks to improve student social skills and self-regulation. The district hired a Playworks coach to train playground staff, which increased costs but strengthened implementation. This investment supports student engagement because structured play and supervision improve behavior, reduce conflicts, and promote positive interactions among students.
For Action 3.13, the increase in funding was due to the district's decision to expand mental health services in response to identified student needs. Data from the California Healthy Kids Survey (CHKS) indicated that in 2023, 36% of secondary students reported experiencing chronic sadness and hopelessness, demonstrating a significant need for additional support. At that time, the district employed only one mental health specialist, which limited the availability of services. In response, the district added a second mental health specialist in 2024 to increase access to counseling and intervention services across all sites. This expansion increased expenditures because additional personnel costs were required to provide more comprehensive support. As a result, the percentage of students reporting chronic sadness and hopelessness decreased from 36% to 29% by 2026, indicating that increased access to mental health services improved student well-being because more students received timely and targeted support. The continued funding reflects the district's commitment to sustaining these services in order to further reduce rates of chronic sadness and support student engagement and success.

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

Overall, the actions associated with Goal 3 were partially effective in improving student social-emotional well-being, counseling access, school connectedness, and staff capacity to support student mental health and SEL needs. Several actions demonstrated measurable progress toward improving school climate, student engagement, and access to mental health supports. However, persistent challenges related to chronic absenteeism, disproportionality for Students with Disabilities, and inconsistent emotional well-being outcomes across school sites indicate that the actions were not fully effective in achieving all intended outcomes.

- **Action 3.1** was partially effective in improving student emotional well-being. Student survey data demonstrated mixed results across school sites. AYES reported a decrease in student feelings of chronic sadness and hopelessness, while AYMS showed an increase

and ESS showed only slight improvement. These results indicate that mental health and SEL supports improved student well-being for some students, but implementation was not consistently effective across all sites.

- **Action 3.2** was moderately effective in increasing SEL integration across classroom instruction. The percentage of teachers implementing SEL strategies across disciplinary content areas increased from 60% at baseline to 65% in 2025–2026. This improvement indicates that professional development and site-based SEL supports increased teacher use of SEL practices; however, the district did not meet its target of 100% implementation, indicating inconsistent classroom-level application.
- **Action 3.3** was partially effective in reducing chronic absenteeism. Districtwide chronic absenteeism improved from 36.8% at baseline to 26.2% in 2025. This decrease indicates that attendance interventions, counseling supports, and school engagement efforts positively impacted student attendance. However, absenteeism remained significantly above the district target of 15%, indicating that barriers affecting attendance continue to impact students. All in all, the Action improved based on Metrics 3.3 and 3.9; however, it only partially improved as measured by Metric 3.1, as CA Healthy Kids Survey showed increase in feelings of sadness at AYMS.
- **Action 3.4** was partially effective in reducing suspension rates. Districtwide suspension rates decreased from 6.2% at baseline to 4.6% and later to 3.18% during the school year. These improvements suggest that behavioral supports, counseling interventions, and school climate strategies positively impacted student behavior. However, the district did not yet achieve its target suspension rate of 1% or less.
- **Action 3.5** was effective in increasing staff capacity to identify and respond to student mental health concerns. All teachers participated in suicide prevention training, and staff reported high satisfaction with the professional development provided. Increased staff awareness and preparedness improved the district's ability to respond to student behavioral and emotional needs.
- **Action 3.6** was effective in strengthening staff understanding of trauma-informed practices. Participation in Creating Trauma-Sensitive Schools training and related professional development increased staff capacity to implement supportive classroom practices because educators gained strategies to better recognize and respond to trauma-related student behaviors and needs.
- **Action 3.7** was effective in increasing access to counseling services. All students had access to individual and group counseling services through site counselors and counselor interns. ESS additionally expanded counseling supports through crisis intervention services provided by a counselor intern. Although the district did not fully meet its target for increasing intern staffing, counseling access improved districtwide.
- **Action 3.8** was only modestly effective in increasing parent engagement. Parent participation in surveys and advisory opportunities increased from 32% at baseline to 34% in 2025–2026. While parents of unduplicated pupils and Students with Disabilities continued participating in district planning opportunities, the increase in engagement was limited.
- **Action 3.9** was effective in improving school connectedness. Districtwide school connectedness increased from 49% at baseline to 60% in 2025–2026, indicating that counseling supports, SEL implementation, and school climate efforts positively impacted students' sense of belonging and connection to school.
- **Action 3.10** was effective in expanding access to mental health services. Retention of two mental health specialists increased the district's capacity to provide counseling and behavioral health support services across school sites. Increased access to mental health support corresponded with improved student support systems and reductions in feelings of sadness and hopelessness at some sites.
- **Action 3.11** was effective based on Metric 3.9 - the data from the CHKS.

- **Action 3.12** was effective in increasing staff knowledge and implementation of SEL practices. Districtwide professional development provided teachers with strategies to support student social-emotional development and classroom engagement. Staff participation and satisfaction data indicate that the professional development was successfully delivered and valued by staff.
- **Action 3.13** was only partially effective in reducing suspension disproportionality for socioeconomically disadvantaged students and Students with Disabilities. Suspension rates for socioeconomically disadvantaged students improved from the Red to Yellow performance level on the California School Dashboard. However, Students with Disabilities continued to experience disproportionately high suspension rates, increasing from 7.3% to 9.3%, indicating that current interventions were not sufficient to significantly reduce disproportionality for this student group.
- **Action 3.14** was not effective in reducing chronic absenteeism for Students with Disabilities. Chronic absenteeism rates for Students with Disabilities increased from 27% at baseline to 35.1% in 2024–2025. This outcome indicates that current attendance interventions and engagement supports were not sufficient to address the barriers affecting attendance for this student group.

Overall, the district made measurable progress toward Goal 3 through expanded counseling access, increased staff training, improved school connectedness, and reduced overall suspension and absenteeism rates. However, the act

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

Based on reflections on prior year implementation, student outcome data, and feedback received through the Differentiated Assistance process, several revisions were made to Goal 3 metrics, actions, and contributing designations to improve alignment, strengthen monitoring systems, and better address the needs of unduplicated pupils and Students with Disabilities.
Metric 3.2 was removed for measuring effectiveness of Action 3.6 to better align metric and action. Metric 3.12 was used to gage the effectiveness of this action.
Metric 3.1 was added to strengthen monitoring related to student emotional well-being and to address issues identified through the district's Differentiated Assistance process. The district determined that additional monitoring of student social-emotional needs and mental health indicators was necessary because existing data systems did not sufficiently capture areas of concern related to student engagement and well-being.
Metric 3.10 was revised to eliminate redundancy with Metric 3.1 and improve clarity regarding how student emotional well-being and mental health supports are monitored.
Action 3.12 was changed from a non-contributing action to a contributing action because the district decided to utilize LCFF funds to expand the action's focus on unduplicated pupils and strengthen supports intended to reduce chronic absenteeism and improve student engagement. This change was made because the district determined that expanded SEL-related professional development, attendance supports, and targeted interventions were necessary to better address barriers experienced by unduplicated pupils.

Metric 3.14 was added as a new metric to specifically monitor chronic absenteeism rates for Students with Disabilities because district data demonstrated persistent attendance concerns for this student group. Additionally, Year 1 data for Metric 3.14 was corrected due to a prior reporting error.

Several adjustments were also made in the Increased or Improved Services section to improve alignment between actions and the metrics used to monitor effectiveness. For Action 3.2, Metric 2.2 was removed and Metric 3.2 was added because the revised metric more accurately measures implementation of SEL strategies across content areas and better aligns to the intended outcomes of the action.

For Action 3.9, the Parent Survey on Enrichment Success and Student Survey on Enrichment Success metrics will be used along with revised monitoring measures selected to better align with the intended focus on student connectedness and school climate outcomes. Based on reflections regarding actions that demonstrated limited effectiveness, the district will also modify and strengthen several implementation strategies in the coming year. To address persistent chronic absenteeism, particularly for Students with Disabilities, the district will expand targeted attendance interventions, increase communication and collaboration with families, and strengthen coordination between counseling staff, site administrators, and attendance teams. For actions related to SEL implementation, the district will provide additional coaching and monitoring to improve consistency of classroom-level implementation across school sites and grade levels.
To address ongoing disproportionality in suspension rates for Students with Disabilities, the district will strengthen behavioral intervention systems, increase staff support related to restorative practices and trauma-informed approaches, and continue expanding individualized behavioral and counseling supports. Additionally, the district will continue refining data monitoring practices to more regularly evaluate the effectiveness of mental health, SEL, and attendance interventions so that adjustments can be made more quickly when outcomes are not improving as expected.
These revisions were made to improve alignment between actions, metrics, and identified student needs; strengthen the district's ability to monitor implementation effectiveness; and ensure that Goal 3 actions more directly address the needs of unduplicated pupils and 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
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.	$14,339.59	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$5,800.00	Yes
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.	$153,600.13	No
3.6	Professional Development in Effective 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.	$6,100.00	Yes
3.7	Professional Development	All EUSD certificated and classified staff will be given an opportunity to engage in professional development about trauma-informed practices to be	$8,843.00	No

Action #	Title	Description	Total Funds	Contributing
	Focused on Trauma-Informed Practices	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.		
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.	$554,190.22	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 students, including English learners, low-income, Students with Disabilities, and Foster Youth. LREBG action: $45,168.	$234,947.99	Yes
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.	$3,431.28	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.	$188,959.90	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.	$104,980.88	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$358,729.82	No
3.14	Districtwide Discipline Protocols	Establish clear discipline protocols campus-wide which are equitably implemented and supported	$51,455.00	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 population at Anna Yates Elementary School where these students are in the red for suspensions on CA School Dashboard.	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 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.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,847,741	$195,675

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
26.244%	0.000%	$0.00	26.244%

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:** Student Performance in English Language Arts, TK **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, require early access to targeted literacy instruction to develop foundational reading skills. While	This action addresses the identified needs by implementing small-group literacy interventions that provide targeted, differentiated instruction aligned to student skill levels. These interventions increase instructional effectiveness because teachers are able to focus on specific foundational skills, such as phonemic awareness, vocabulary development, and early reading behaviors, based on student data. This approach allows students to receive immediate feedback and additional	The effectiveness of this action is measured by Metric 1.44, which tracks student performance on the TK reading screener. The key indicator is the percentage of students on track to meet end-of-year reading standards, with current data showing that

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
	current data indicate that 90% of TK students are on track to meet end-of-year standards (Metric 1.44), these students enter school with varying levels of early literacy exposure, particularly in language development and pre-reading skills. Unduplicated pupils are more likely to have had limited access to early learning opportunities, which creates a need for differentiated and intentional instruction to ensure all students build strong foundational skills necessary for success in kindergarten and beyond. **Scope:** Schoolwide	practice, which strengthens early literacy development. This action is provided on a schoolwide basis because unduplicated pupils—including Socioeconomically Disadvantaged students, Foster Youth, and English Learners—constitute the majority of the student population at AYES. Providing these services to all students increases and improves services for unduplicated pupils because it ensures equitable access to high-quality, targeted instruction without isolating specific groups. This approach allows the district to address widespread early literacy needs and maximize the impact of intervention efforts.	90% of TK students are on target. Continued monitoring of this metric will determine whether small-group interventions are effective in maintaining or increasing the percentage of students meeting literacy benchmarks, particularly for unduplicated pupil groups.
1.2	**Action:** Student Performance in English Language Arts, K-5 **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, demonstrate a significant need for improved literacy outcomes in grades K–5. District data indicate that in 2025, only 38.93% of students met or exceeded standard in ELA (Metric 1.4). Local diagnostic data further reflect this need, with 46% of students at AYES and 45% at AYMS performing at or above grade level on iReady. These outcomes indicate that more than half of students are not yet meeting grade-level expectations because they require	This action addresses the identified needs by strengthening literacy instruction through the implementation of standards-aligned, evidence-based curricula and targeted intervention strategies. Instruction includes explicit teaching of foundational skills, structured reading and writing practice, and the use of assessment data to inform small-group instruction and intervention. This increases instructional effectiveness because teachers are able to identify specific skill gaps and provide differentiated support, which allows students to build foundational literacy skills and improve comprehension. This action is provided on a schoolwide basis because unduplicated pupils represent the majority of the student population at AYES and AYMS and demonstrate similar literacy needs across grade levels. Providing these services to all students increases and improves services for	The effectiveness of this action is measured by: • Metric 1.4 (CAASPP ELA) – Percentage of students meeting or exceeding standard (baseline: 38.93%) • iReady Diagnostic Data (AYES and AYMS) – Percentage of students performing at or

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
	more explicit, systematic, and differentiated instruction in foundational literacy skills, reading comprehension, and academic language. Unduplicated pupils are disproportionately impacted because they may have limited access to literacy resources and support outside of school, creating a need for targeted and accelerated instruction. **Scope:** Schoolwide	unduplicated pupils because it ensures equitable access to high-quality instruction and intervention without isolating specific groups. This approach reduces variability in instructional practice and supports improved literacy outcomes across the school.	above grade level (46% and 45%) These metrics will be used to monitor whether instructional improvements result in increased percentages of students meeting grade-level standards, particularly for unduplicated pupils.
1.3	**Action:** Student Performance in English Language Arts, Secondary grades. **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, demonstrate a significant need for improved literacy outcomes in secondary grades. Local assessment data indicate that only 25% of students at ESS are performing at or above grade level on the Interim Comprehensive Assessment (ICA). These outcomes indicate that a majority of students are not meeting grade-level expectations because they require additional support in reading comprehension, academic vocabulary, and analytical writing. Unduplicated pupils are particularly impacted because they may require additional scaffolding and targeted instruction to access complex texts and content across disciplines.	This action addresses the identified needs by strengthening literacy instruction across content areas and providing targeted intervention and support. Instruction focuses on developing reading comprehension, academic language, and writing skills aligned to grade-level standards. Teachers use assessment data to identify skill gaps and provide differentiated instruction and intervention, including structured reading and writing activities. This increases access to grade-level content because students receive targeted support that helps them engage with complex texts and demonstrate understanding. This action is provided on a schoolwide basis because unduplicated pupils represent a significant portion of the student population at ESS and experience similar literacy challenges across subject areas. Providing these supports schoolwide increases and improves services for unduplicated pupils because it ensures consistent access to literacy instruction and intervention in all	Metric 1.38. The effectiveness of this action is measured by: • Interim Comprehensive Assessment (ICA) – Percentage of students performing at or above grade level (baseline: 25%) • CAASPP ELA (Metric 1.4, if applicable to ESS) – Percentage of students meeting or exceeding standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	classrooms, rather than limiting support to specific groups. This approach promotes equitable access to rigorous instruction and supports improved academic outcomes.	These metrics will be used to monitor whether instructional improvements result in increased literacy proficiency, particularly for unduplicated pupils.
1.4	**Action:** Books for Students **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, require consistent access to reading materials to maintain and build literacy skills outside of the school year. District data indicate that a significant percentage of students are not meeting grade-level expectations in English Language Arts, and extended breaks from instruction contribute to learning loss, particularly for students who have limited access to books at home. Unduplicated pupils are disproportionately impacted because they may not have access to age-appropriate or engaging reading materials during the summer months, which limits opportunities to practice reading, build vocabulary, and strengthen comprehension skills. Without continued access to books and structured opportunities for reading, students are more likely to experience regression in literacy skills, which affects their readiness for the following school year. This action is provided on an LEA-wide basis because unduplicated pupils represent a	Providing books for students to take home for summer reading addresses the identified needs of unduplicated pupils by increasing access to literacy materials and structured opportunities for independent reading outside of the school year. This action increases continued engagement with reading because students have consistent access to books that allow them to practice comprehension, vocabulary development, and fluency skills. Access to reading materials reduces summer learning loss because students are able to continue practicing literacy skills during extended breaks from instruction, which maintains and strengthens their reading proficiency. As a result, students return to school better prepared to engage with grade-level content because they have retained foundational literacy skills, which increases their ability to make academic progress in English Language Arts as measured by local assessments and CAASPP outcomes. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all schools and represent a significant portion of the student population, and they are more likely to experience limited access to books and literacy resources outside of school. Providing books to all students increases and improves services for unduplicated pupils because it removes barriers related to access without requiring students to be	The effectiveness of this action will be measured by **Metric 1.3**, which tracks student performance in English Language Arts through state and local assessments, including changes in the percentage of students meeting or exceeding grade-level standards and growth in reading proficiency. Providing books for summer reading is expected to improve outcomes because access to reading materials increases the amount of time students engage in reading practice during the summer months, which maintains and strengthens comprehension, vocabulary, and fluency skills. Maintaining these foundational literacy skills reduces summer learning loss because students continue practicing rather

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
	significant portion of the district's student population and are enrolled across all schools. Providing books to all students increases and improves services for unduplicated pupils because it ensures equitable access to reading materials without requiring students to self-identify or be separated from peers, which can create barriers to participation. This approach increases access to literacy resources because all students receive books, while unduplicated pupils benefit most because they are less likely to have access to books at home. As a result, unduplicated pupils receive increased opportunities to engage in reading during the summer, which supports maintenance and growth of literacy skills and improves readiness for the following school year. **Scope:** LEA-wide	identified or separated, which can limit participation. This approach increases services because unduplicated pupils receive consistent access to literacy materials during the summer, and improves services because it extends learning opportunities beyond the school year, resulting in increased reading practice and reduced skill regression. These increased opportunities lead to improved literacy outcomes because students maintain and build reading skills over the summer, which supports higher levels of achievement in the following school year.	than experiencing extended gaps in instruction. As a result, students return to school with stronger reading proficiency, which increases their ability to access grade-level content and perform on assessments. This improvement will be reflected in Metric 1.3 through increased percentages of students meeting or exceeding standards and demonstrated growth in reading proficiency, particularly for unduplicated pupils who benefit most from increased access to books outside of school.
1.5	**Action:** Student Performance in Mathematics, K-5 **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, demonstrate a significant need for improved mathematics achievement in grades K–5. District data indicate that in 2025, only 23.25% of students met or exceeded standard in mathematics (Metric 1.5). Local assessment	This action addresses the identified needs by strengthening mathematics instruction through the implementation of standards-aligned curriculum, structured problem-solving opportunities, and data-driven intervention. Instruction focuses on developing conceptual understanding, mathematical reasoning, and procedural fluency, while teachers use assessment data to provide targeted small-group instruction and differentiated support. This increases instructional effectiveness because students receive focused support aligned to their specific learning needs, which allows them	The effectiveness of this action is measured by: • Metric 1.5 (CAASPP Mathematics) – Percentage of students meeting or exceeding standard (baseline: 23.25%)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	data further reflect this need, with only 29% of students at AYES and 32% at AYMS performing at or above grade level on iReady. These outcomes indicate that a majority of students are not meeting grade-level expectations because they require more consistent, explicit, and differentiated instruction to build foundational math skills, conceptual understanding, and problem-solving abilities. Unduplicated pupils are disproportionately impacted because they may have limited access to academic support outside of school, which creates a need for targeted instruction and intervention to accelerate learning. **Scope:** Schoolwide	to build foundational skills and engage more effectively with grade-level content. This action is provided on a schoolwide basis because unduplicated pupils represent the majority of the student population at AYES and AYMS and demonstrate similar needs in mathematics achievement. Providing these services schoolwide increases and improves services for unduplicated pupils because it ensures equitable access to high-quality instruction and intervention across all classrooms, rather than limiting support to specific groups. This approach promotes consistency in instructional practices and addresses widespread learning gaps in mathematics.	• iReady Diagnostic Data (AYES and AYMS) – Percentage of students performing at or above grade level (29% and 32%) These metrics will be used to monitor whether improvements in instruction and intervention lead to increased percentages of students meeting grade-level standards, particularly for unduplicated pupils.
1.6	**Action:** CTE Entrepreneurship Course at ESS **Need:** **Scope:**	This action will be eliminated in 2025-26.	
1.9	**Action:** Intervention and Acceleration Resources at AYES and AYMS. **Need:** Unduplicated pupils, including socioeconomically disadvantaged students,	The provision of intervention and acceleration supports through small-group and individualized instruction addresses the identified needs of unduplicated pupils by providing targeted, differentiated support aligned to student skill levels. This action increases instructional effectiveness because teachers use diagnostic	The effectiveness of this action is measured using multiple metrics to monitor student progress across content areas: • Metric 1.44 – Early

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English learners, and foster youth, demonstrate a significant need for targeted academic support to meet grade-level expectations in English Language Arts and Mathematics. District and local data indicate that a substantial proportion of students are performing below standard and require additional support to address foundational skill gaps. These needs persist because students require differentiated instruction, increased instructional time, and targeted interventions aligned to their specific learning needs. Unduplicated pupils are disproportionately impacted because they may have limited access to academic supports outside of school and may require additional scaffolding to access grade-level content. Without targeted intervention and acceleration, students are unlikely to close achievement gaps or demonstrate sufficient progress toward meeting standards. Therefore, there is a need to provide structured intervention and acceleration supports to improve academic outcomes for unduplicated pupils. **Scope:** Schoolwide	tools such as iReady to identify specific learning gaps and deliver focused instruction tailored to student needs. Research supports this approach because small-group and individualized interventions allow for targeted skill development, increased opportunities for practice, and immediate feedback, which accelerates learning. This action is provided on a schoolwide basis because a significant proportion of students at Anna Yates Elementary and Middle Schools are unduplicated pupils, including approximately 15.4% English learners and 73.1% socioeconomically disadvantaged students, with many students belonging to multiple groups. These students collectively represent the majority of the student population and demonstrate below-standard performance. Providing intervention services to all students increases and improves services for unduplicated pupils because it ensures consistent access to targeted academic support without isolating specific groups. This approach allows the district to address widespread learning gaps while prioritizing the needs of unduplicated pupils, resulting in increased access to grade-level content and improved academic outcomes.	literacy/readiness indicators • Metric 1.4 (CAASPP ELA) – Percentage of students meeting or exceeding standard • Metric 1.5 (CAASPP Math) – Percentage of students meeting or exceeding standard • Metrics 1.7 and 1.8 – Local assessment data in ELA and Mathematics • Metric 1.12 – Student performance in core academic areas • Metric 1.31 – Progress of specific student groups • Metric 1.46 – Interim/benchmark assessment data used to monitor growth

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
			These metrics will be used to determine whether intervention and acceleration supports are effective because increases in the percentage of students meeting grade-level standards and demonstrating growth on local and state assessments will indicate improved academic outcomes. Particular attention will be given to progress among unduplicated pupils to ensure that the action results in increased and improved services for these student groups.
1.10	**Action:** Science Opportunities for AYES Students **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, demonstrate a need for improved access to science instruction that builds conceptual understanding and engagement. According to CAST 2025 data, only 21.79% of AYES students performed at or above grade level in science, indicating that the majority of students are not meeting grade-level expectations. This	This action addresses the identified needs by providing hands-on, inquiry-based science opportunities through programs such as Mystery Science and other standards-aligned instructional resources. This approach increases student engagement and understanding because students actively participate in investigations, experiments, and problem-solving tasks, which helps them connect scientific concepts to real-world applications. Inquiry-based instruction allows students to develop critical thinking and reasoning skills because they are required to ask questions, analyze data, and draw conclusions.	The effectiveness of this action is measured by: • Programmatic assessments in Mystery Science – Monitoring student progress in understanding key science concepts • Metric 1.47 (Science Performance/CAST) – Percentage

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 persists because students require more opportunities to engage in hands-on, inquiry-based learning experiences that develop critical thinking, problem-solving, and scientific reasoning skills. Unduplicated pupils are disproportionately impacted because they may have fewer opportunities to engage in experiential learning outside of school, limiting their exposure to scientific concepts and practices. Therefore, there is a need to provide increased access to engaging, standards-aligned science instruction that supports deeper understanding and academic achievement. **Scope:** Schoolwide	This action is provided on a schoolwide basis because unduplicated pupils represent a significant portion of the student population at AYES and demonstrate similar needs in science achievement. Providing these opportunities to all students increases and improves services for unduplicated pupils because it ensures equitable access to high-quality, engaging science instruction without limiting participation to specific groups. This approach addresses widespread gaps in science performance while prioritizing the needs of unduplicated pupils, resulting in increased access to rigorous content and improved academic outcomes.	of students meeting or exceeding grade-level standards in science (baseline: 21.79%) These metrics will be used to determine whether increased access to inquiry-based science instruction improves student outcomes because growth in assessment results will indicate that students are developing a stronger understanding of scientific concepts and practices. Particular attention will be given to the progress of unduplicated pupils to ensure that the action results in increased and improved services for these student groups.
1.11	**Action:** Support for Unduplicated Students **Need:** Unduplicated pupils, including English learners, low-income students, foster youth, students with disabilities, and at-risk youth, require targeted academic and socio-	This action addresses the identified needs by ensuring that 100% of unduplicated pupils have access to coordinated supports across major district initiatives, including the high school's college and career center and summer school programs. These supports increase access to academic assistance, credit recovery, and postsecondary planning because students receive	The effectiveness of this action will be measured using the following metrics aligned to student access, instructional quality, and college and career readiness:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	emotional supports to successfully access grade-level content, graduate, and prepare for college and career pathways. District data and educational partner input indicate that these student groups are more likely to experience barriers such as gaps in academic achievement, limited access to enrichment opportunities, and reduced access to college and career guidance. These challenges persist because students require additional academic support, guidance, and structured opportunities to recover credits, build skills, and plan for postsecondary success. Without comprehensive and coordinated supports, unduplicated pupils are less likely to meet graduation requirements or be fully prepared for college and career pathways. Therefore, there is a need to provide targeted supports through districtwide initiatives, including summer school and college and career services, to improve outcomes for these student groups. **Scope:** LEA-wide	individualized guidance, targeted instruction, and structured opportunities to meet graduation and A–G requirements. Summer school provides additional instructional time to address learning gaps, while the college and career center offers counseling, application support, and exposure to postsecondary pathways. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all schools and grade levels and require consistent access to supports throughout their educational experience. Providing these services districtwide increases and improves services for unduplicated pupils because it ensures that all students, regardless of site or grade level, have access to academic intervention, enrichment opportunities, and college and career guidance. This approach reduces barriers, promotes equity, and ensures that unduplicated pupils receive the comprehensive support necessary to improve academic outcomes and postsecondary readiness.	• Metric 1.1 – Teacher Certifications (ensuring students are taught by appropriately credentialed teachers) • Metric 1.14 – Implementation of Differentiation Strategies (as observed through instructional rounds and classroom observations) • Metric 1.15 – Advanced Placement (AP) Examination Scores (measuring student access to and success in rigorous coursework) • Metric 1.16 – Designated and Integrated English Language Development (ELD) (ensuring

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			English Learners receive appropriate language instruction and support) These metrics will be used to determine whether districtwide supports and initiatives are improving outcomes for unduplicated pupils because they measure both access to high-quality instruction and student participation in rigorous academic opportunities. Improvements in these metrics will indicate that students are receiving appropriate instructional support, engaging in rigorous coursework, and developing the skills necessary for college and career readiness.
1.12	**Action:** Additional Digital Resources for EL and SED Students **Need:** Unduplicated pupils, including English learners (EL) and socioeconomically disadvantaged (SED) students, demonstrate a need for	This action addresses the identified needs by providing computer-based and web-based supplemental curricula that offer adaptive, individualized instruction in English Language Arts and Mathematics. These digital resources increase learning opportunities because they adjust to student performance levels, provide immediate feedback, and allow for targeted	The effectiveness of this action is measured using multiple metrics aligned to academic achievement, English Learner progress, instructional supports, and college and career readiness:

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
	additional academic support in English Language Arts and Mathematics. District data from the CA School Dashboard and CAASPP (Metrics 1.4, 1.5, 1.7, and 1.8) indicate that a significant percentage of students are performing below grade-level standards. These needs persist because EL students require additional language development support to access academic content, while SED students may have limited access to supplemental learning resources outside of school. Without access to targeted and adaptive instructional tools, these students may struggle to practice skills at their level, receive timely feedback, and close achievement gaps. Therefore, there is a need to provide additional digital resources that support differentiated instruction and personalized learning pathways. **Scope:** LEA-wide	practice of specific skills. For English learners, these programs support language development and comprehension because they include scaffolds such as vocabulary support, audio features, and visual aids. For socioeconomically disadvantaged students, these resources increase access to high-quality instructional support beyond the core curriculum because students can engage with content both during and outside the school day. This action is provided on an LEA-wide basis because EL and SED students represent a significant portion of the district's student population and demonstrate similar academic needs across schools. Providing access to digital resources districtwide increases and improves services for unduplicated pupils because it ensures consistent access to differentiated instruction and supplemental support without limiting participation to specific sites or groups. This approach allows the district to address widespread achievement gaps while prioritizing the needs of unduplicated pupils.	• Metric 1.4 (CAASPP ELA) – Percentage of students meeting or exceeding standard • Metric 1.5 (CAASPP Mathematics) – Percentage of students meeting or exceeding standard • Metric 1.7 (ELA – CA School Dashboard Change) – Student progress in ELA performance levels • Metric 1.8 (Mathematics – CA School Dashboard Change) – Student progress in mathematics performance levels • Metric 1.11 and 1.12 – English Learner performance and

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
			progress in ELA and mathematics • Metric 1.13 and 1.16 – Implementation of instructional supports and services for English Learners, including designated and integrated ELD • Metric 1.18 and 1.19 – English Learner reclassification and progress toward English proficiency • Metric 1.28 – English proficiency outcomes as measured by ELPAC These metrics will be used to determine whether access to additional digital resources improves outcomes for EL and SED students because increases in CAASPP performance, positive movement on the CA

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
			School Dashboard, improved English Learner progress, and higher reclassification rates will indicate that students are receiving differentiated, accessible instruction aligned to their needs. Together, these measures will demonstrate whether the action results in increased access to grade-level content and improved academic outcomes for unduplicated pupils.
1.14	**Action:** Physical Education **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, require access to structured physical education to support their physical health, engagement, and overall readiness to learn. Educational partner input and local observations indicate that many students need opportunities to develop physical fitness, self-regulation, teamwork, and healthy habits. These needs are particularly important for unduplicated pupils, who may have limited access to organized physical activity outside of school. Without consistent physical education aligned to standards, students may have fewer	This action addresses the identified needs by providing standards-aligned physical education instruction that promotes physical fitness, skill development, and social-emotional growth. Instruction is designed to include structured activities that build coordination, endurance, and teamwork, while also supporting self-regulation and positive peer interaction. This increases student engagement because students participate in active learning experiences that support both physical and social development. As a result, students are better prepared to engage in academic instruction because improved physical health and self-regulation contribute to increased focus and participation in the classroom. This action is provided on a district-wide basis because unduplicated pupils represent a significant portion of the student population and share common needs related to physical activity,	Data from CAASPP and CHKS - The effectiveness of this action is measured through administrative observations aligned to the Physical Education Model Content Standards. These observations monitor the extent to which physical education instruction is standards-based, structured, and consistently implemented across classrooms. Improvement in this metric will indicate that students are receiving high-quality

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	opportunities to develop motor skills, build resilience, and engage positively in the school environment. Therefore, there is a need to provide standards-based physical education to support students' physical well-being and engagement in learning. **Scope:** LEA-wide	health, and engagement. Providing physical education to all students increases and improves services for unduplicated pupils because it ensures equitable access to structured physical activity and skill development without limiting participation to specific groups. This approach supports overall student well-being and creates conditions that contribute to improved academic outcomes.	physical education instruction because lessons are aligned to state standards and promote skill development, engagement, and physical fitness. Consistent implementation of standards-based instruction is expected to support improved student participation, behavior, and readiness to learn, particularly for unduplicated pupils. Additionally, Metric 3.9 - School Connectedness and Engagement per CA Healthy Kids Survey will be used to measure the effect of physical education on students' wellbeing.
1.15	**Action:** Music program at AYMS **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, require access to a well-rounded education that includes music and performing arts. Educational partner input and local data indicate that students benefit from opportunities to develop creativity,	This action addresses the identified needs by providing a standards-aligned music program that allows students to participate in instrumental and/or vocal instruction, performance opportunities, and collaborative learning experiences. Participation in music increases student engagement because students actively create, perform, and respond to music, which builds confidence, discipline, and teamwork. Music instruction supports academic development because students apply skills such as pattern	The effectiveness of this action is measured through **implementation of the California Arts Standards**, as evidenced by administrative observations, program participation, and alignment of instruction to state standards. These measures monitor whether students are receiving

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	collaboration, and communication skills, which support both engagement and academic success. Unduplicated pupils are disproportionately impacted because they may have limited access to music instruction and enrichment opportunities outside of school. Without access to structured music programs, students may have fewer opportunities to develop artistic skills, express themselves, and engage meaningfully in school. Therefore, there is a need to provide access to a standards-based music program to support student engagement, skill development, and connection to school. **Scope:** Schoolwide	recognition, listening, and critical thinking in a structured environment. This action is provided on a schoolwide basis because unduplicated pupils represent a significant portion of the student population at AYMS and share common needs related to access to enrichment and engagement opportunities. Providing the music program to all students increases and improves services for unduplicated pupils because it ensures equitable access to arts education without isolating specific groups. This approach promotes inclusion, increases student participation, and supports a positive school climate, which contributes to improved academic engagement and outcomes.	standards-based music instruction that includes creating, performing, responding, and connecting to music. Improvement in this metric will indicate that the music program is implemented with fidelity because instruction aligns with state standards and provides meaningful learning experiences. This is expected to increase student engagement, participation, and skill development, particularly for unduplicated pupils. Additionally, Metric 3.9 - School Connectedness and Engagement per CA Healthy Kids Survey will be used to measure the effect of music education on students' wellbeing.
1.17	**Action:** Support for Preparing for AP Exams **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, require equitable access to rigorous coursework and academic supports that prepare them for	This action addresses the identified needs by providing students with preparation supports for AP exams, including access to review materials, practice opportunities, and teacher guidance aligned to AP course expectations. These supports increase readiness because students receive additional time to review content, practice AP-style questions, and build confidence before taking exams. This action is provided schoolwide	The effectiveness of this action will be measured using AP exam scores and the following LCAP metrics: Metric 1.27, Offer Advanced Placement Courses and AP prep courses at ESS; Metric 1.33, AP Chemistry exam

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	success in Advanced Placement courses and exams. Metric 1.27, Offer Advanced Placement Courses and AP prep courses at ESS, and Metric 1.33, AP Chemistry exam data, indicate a need to continue strengthening access to AP opportunities and improving student performance on AP exams. Without targeted preparation, students may enroll in rigorous coursework but lack the academic practice, content review, and test-taking strategies needed to demonstrate success on AP exams. Therefore, there is a need to provide AP exam preparation supports so unduplicated pupils can participate in and succeed in advanced coursework. **Scope:** Schoolwide	at ESS because unduplicated pupils are enrolled throughout the high school and benefit from equitable access to rigorous coursework and AP preparation. Providing AP supports to all students increases and improves services for unduplicated pupils because it removes barriers to participation and success without limiting access to only certain students.	data; and Metric 1.42, AP Psychology Course. These metrics will show whether students are accessing AP opportunities and whether preparation supports are improving student performance in rigorous coursework and AP exams.
1.20	**Action:** Psychology and Human Geography Advanced Placement Courses at ESS **Need:** Unduplicated pupils, including English learners, low-income students, foster youth, and students with disabilities, require equitable access to rigorous, college-preparatory coursework to support college and career readiness. District data and educational partner input indicate that these students may have less access to Advanced Placement (AP) courses and other advanced academic opportunities, which can limit their ability to develop critical thinking skills, complete A–G	Offering AP Psychology, alternating with Human Geography, addresses the identified needs of unduplicated pupils by increasing access to rigorous, college-level coursework within the high school schedule. This action increases access because students are provided with additional opportunities to enroll in AP courses that develop critical thinking, analytical writing, and content-specific knowledge. AP Psychology, in particular, introduces students to college-level expectations and academic discourse, which helps build readiness for postsecondary education. Alternating the course with Human Geography ensures that a range of AP options remains available while balancing enrollment and staffing. As students participate in AP coursework, they gain exposure	Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, require increased access to rigorous coursework to support college and career readiness. Metric 1.15 (Advanced Placement Examinations Scores of 3 or higher) indicates a need to improve student success in AP courses, while Metric 1.6 (Meeting

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	requirements, and demonstrate readiness for postsecondary education. Without access to a range of rigorous course offerings, unduplicated pupils may not fully engage in challenging academic experiences that prepare them for college-level work. Therefore, there is a need to expand and sustain access to AP coursework, such as AP Psychology, which provides opportunities for students to engage in advanced content, develop analytical skills, and prepare for college expectations. **Scope:** Schoolwide	to rigorous academic content and expectations, which supports A–G completion, strengthens college applications, and increases college and career readiness outcomes. This action is provided on a school-wide basis because unduplicated pupils are enrolled across the high school and benefit from increased access to rigorous academic opportunities. The need for expanded AP course access is not limited to a specific subgroup but is particularly important for unduplicated pupils who may otherwise have limited exposure to advanced coursework. Providing AP Psychology as part of the schoolwide course offerings increases and improves services for unduplicated pupils because it ensures equitable access to college-preparatory experiences without restricting participation. This approach allows the district to expand opportunities for all students while prioritizing access for unduplicated pupils, resulting in increased participation in rigorous coursework and improved college and career readiness.	A–G Requirements) reflects the need to increase the number of students completing coursework required for college admission. These needs persist because unduplicated pupils may have limited access to advanced academic opportunities and may require additional support to enroll in and succeed in rigorous courses. Without access to AP coursework, students may have fewer opportunities to develop college-level skills and meet postsecondary eligibility requirements. Therefore, there is a need to expand and sustain AP course offerings, including Psychology and Human Geography, to increase access and success in rigorous academic pathways.
1.23	**Action:** Career Technical Education **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, require	This action addresses the identified needs by providing Career Technical Education courses and pathways that offer hands-on, project-based learning aligned to industry sectors. These programs increase student engagement because students apply academic skills in real-world contexts, explore career interests, and develop	The effectiveness of this action will be measured using: • Metric 1.21 – Rate of Completion of

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	increased access to career-connected learning opportunities that build practical skills and prepare them for postsecondary pathways. Metric 1.21 (Rate of Completion of Career Technical Education Courses) indicates a need to increase student participation and completion of CTE courses. These needs persist because unduplicated pupils may have limited exposure to career pathways, hands-on learning experiences, and real-world applications of academic content. Without access to CTE opportunities, students may have fewer pathways to engage in school, explore careers, and develop skills aligned to workforce demands. Therefore, there is a need to expand and support CTE programs to increase student participation and completion of career pathways. **Scope:** Schoolwide	technical and employability skills. Participation in CTE supports academic persistence because students see the relevance of their learning and are more likely to stay engaged in school and complete coursework. This action is provided on a schoolwide basis because unduplicated pupils are enrolled throughout ESS and benefit from equitable access to career exploration and skill development opportunities. Providing CTE programs to all students increases and improves services for unduplicated pupils because it removes barriers to participation and ensures that all students have access to meaningful, career-connected learning experiences. This approach supports multiple pathways to success and improves engagement, completion, and postsecondary readiness for unduplicated pupils.	Career Technical Education Courses This metric will be used to determine whether the CTE program is improving student outcomes because increases in the percentage of students completing CTE courses will indicate that students are successfully engaging in and benefiting from career pathway opportunities. Monitoring this metric will ensure that unduplicated pupils are accessing and completing CTE coursework at increased rates, demonstrating improved engagement and preparation for postsecondary pathways.
1.26	**Action:** Science Opportunities for ESS Students **Need:** ESS science achievement data demonstrates a significant need for additional academic support in science for unduplicated pupils, including low-income students, English learners, and foster youth. According to	This action provides after-school science tutoring and expanded science intervention opportunities for ESS students to address low science achievement outcomes, particularly for unduplicated pupils. The action increases access to targeted academic assistance because students receive additional instructional time focused on reteaching science concepts, strengthening scientific reasoning skills, developing academic vocabulary, and providing guided practice aligned	Metric 1.48: % of ESS students meeting or exceeding standards on the California Science Test (CAST)

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	DataQuest, 25% of ESS 11th grade students met standard on the California Science Test (CAST) in 2022, while 2023 data was unavailable. In 2024, only 11% of ESS students met or exceeded standard on CAST. In 2025, only 5.41% of ESS students met standard and 0% exceeded standard, with students performing -19.59 points below standard. These results indicate persistent science achievement gaps and limited mastery of grade-level science standards. Educational partner feedback and staff analysis identified that many unduplicated pupils require additional instructional support opportunities beyond the regular instructional day because barriers such as unfinished learning, limited access to tutoring, inconsistent academic support outside of school, and gaps in scientific vocabulary and foundational content knowledge reduce their ability to successfully engage with rigorous science instruction and assessments. **Scope:** Schoolwide	to classroom instruction and the Next Generation Science Standards. The tutoring support is intended to improve science achievement because students will have more opportunities to receive individualized assistance, corrective feedback, and scaffolded instruction that addresses learning gaps contributing to low CAST performance. This action is provided on a schoolwide basis at ESS because science achievement data demonstrated schoolwide academic need, while unduplicated pupils experienced the greatest barriers to academic success in science. Providing schoolwide access reduces barriers associated with transportation, scheduling, and access to academic intervention services while ensuring that unduplicated pupils can participate in additional learning opportunities in an inclusive setting. The district expects this action to improve CAST performance and science readiness because students will receive increased instructional support and intervention opportunities connected directly to assessed academic needs. The district has determined that this is the most effective use of funds to address the identified needs of unduplicated pupils at ESS.	CAST Distance from Standard for ESS students Local science benchmark and interim assessment results Participation rates in after-school science tutoring Comparison of science achievement growth for students participating in tutoring services Progress toward the goal that 60% of ESS students will meet or exceed standard on CAST
1.27	**Action:** Credit Recovery Opportunities at ESS **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, foster youth, and other at-risk students, require additional opportunities to recover credits in order to stay on track for	This action addresses the identified needs by providing credit recovery opportunities, including access to online platforms, targeted instruction, and additional time to complete coursework required for graduation. These supports increase student success because they allow students to retake courses, recover missed credits, and receive individualized assistance aligned to their academic needs. Flexible scheduling and	The effectiveness of this action will be measured using: • Metric 1.3 - Graduation Rate • Metric 1.31 - Access to credit recovery and tutoring

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	graduation. District data, including Metric 1.3 and Metric 1.31, indicate that some students are not meeting academic expectations and are at risk of not completing required coursework. These needs persist because students may experience academic challenges, gaps in foundational skills, or external barriers that impact course completion. Unduplicated pupils are disproportionately affected because they may require additional time, flexibility, and targeted support to successfully complete coursework. Without access to credit recovery options, students are less likely to meet graduation requirements. Therefore, there is a need to provide structured credit recovery opportunities to support academic progress and ensure students remain on track to graduate. **Scope:** Schoolwide	differentiated support enable students to progress at their own pace while receiving guidance from teachers and staff. This action is provided on a schoolwide basis because unduplicated pupils are enrolled throughout ESS and share common needs related to course completion and graduation readiness. Providing credit recovery opportunities to all students increases and improves services for unduplicated pupils because it ensures equitable access to the supports necessary to meet graduation requirements without limiting participation to specific groups. This approach reduces barriers, supports persistence, and increases the likelihood that unduplicated pupils will complete high school successfully.	opportunities for socio-economically disadvantaged students, foster youth, and English learners. These metrics will be used to determine whether credit recovery opportunities are improving student outcomes because progress in these measures will indicate that students are successfully completing coursework, earning credits, and progressing toward graduation. Monitoring these metrics will ensure that unduplicated pupils are benefiting from increased access to credit recovery supports and are making measurable progress toward meeting academic requirements.
1.36	**Action:** Assessment **Need:** Unduplicated pupils, including socioeconomically disadvantaged students,	This action addresses the identified needs by implementing a system of benchmark and summative assessments, including interim assessments and local diagnostic tools, to monitor student progress in English Language Arts and Mathematics. These assessments increase	The effectiveness of this action will be measured using the following metrics aligned to academic achievement, English Learner progress, and

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	English learners, and foster youth, require consistent and accurate assessment of their academic progress to ensure they are meeting grade-level standards in English Language Arts and Mathematics. District data (Metrics 1.4, 1.5, and 1.7) indicate that a significant percentage of students are not meeting or exceeding standards and are performing below grade level. These needs persist because without timely and reliable data, educators are not able to consistently identify learning gaps or adjust instruction to meet student needs. Unduplicated pupils are disproportionately impacted because they may require more frequent monitoring and targeted instructional adjustments to access grade-level content. Therefore, there is a need to implement a comprehensive assessment system to monitor student progress and inform instruction. **Scope:** LEA-wide	instructional effectiveness because they provide timely data that teachers use to identify skill gaps, group students for targeted instruction, and adjust teaching strategies. This approach improves outcomes because instruction becomes more responsive to student needs, allowing for intervention and acceleration based on data. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all schools and require consistent monitoring of academic progress. Providing a comprehensive assessment system districtwide increases and improves services for unduplicated pupils because it ensures that all students benefit from data-informed instruction and targeted support. This approach promotes consistency across sites and allows the district to address widespread achievement gaps while prioritizing the needs of unduplicated pupils.	college and career readiness: • Metric 1.4 – CAASPP English Language Arts (ELA) • Metric 1.5 – CAASPP Mathematics • Metric 1.7 – CA School Dashboard ELA Indicator (Distance from Standard) • Metric 1.8 – CA School Dashboard Mathematics Indicator (Distance from Standard) • Metric 1.9 – Local/Interim Assessment Data in ELA and Mathematics • Metric 1.11 – English Learner Performance in English Language Arts • Metric 1.12 – English Learner

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			Performance in Mathematics • Metric 1.19 – English Learner Reclassification Rate • Metric 1.32 – College and Career Readiness Indicator (CCI) • Metric 1.50 – Implementation of Assessment Systems and Data Cycles These metrics will be used to determine whether the assessment system is improving student outcomes because they provide multiple measures of student performance, growth, and readiness. Improvements in CAASPP and Dashboard indicators will demonstrate whether students are progressing toward grade-level standards, while local assessment data will show whether instructional adjustments are effectively addressing learning gaps.

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			English Learner metrics will indicate whether language development supports are improving access to academic content, and college and career readiness indicators will reflect long-term student outcomes. Monitoring these metrics will ensure that unduplicated pupils are receiving increased and improved services and making measurable academic progress.
1.37	**Action:** Summer School **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities, require additional instructional time to address learning loss, recover credits, and build academic skills in English Language Arts and Mathematics. District data (including Metrics 1.4, 1.5, 1.7, 1.8, 1.11, 1.12, 1.19, and 1.32) indicate that many students are not meeting grade-level standards and require additional support to improve academic performance and progress toward college and career readiness. These needs persist because students may experience interrupted learning, gaps in foundational skills, or limited	This action addresses the identified needs by providing summer school programs that offer targeted instruction, credit recovery opportunities, and enrichment aligned to student needs. These programs increase learning because students receive additional instructional time focused on specific skill gaps in ELA and Mathematics, as well as support for completing required coursework. Summer school also supports English learners through continued language development opportunities, which improves access to academic content. This action is provided on a school-wide basis because unduplicated pupils are enrolled across all schools and demonstrate similar needs related to academic recovery and acceleration. Providing summer school to all students increases and improves services for unduplicated pupils because it ensures equitable access to additional	The effectiveness of this action will be measured using the following metrics aligned to academic achievement and English Learner progress: • Metric 1.4 – CAASPP English Language Arts (ELA) • Metric 1.5 – CAASPP Mathematics • Metric 1.7 – CA School Dashboard ELA Indicator

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	access to academic support outside of the school year. Unduplicated pupils are disproportionately impacted because they are more likely to experience these barriers and require extended learning opportunities to maintain and accelerate progress. Therefore, there is a need to provide summer school to support skill development, credit recovery, and academic acceleration. **Scope:** Schoolwide	instructional time and targeted support without limiting participation. This approach reduces learning loss, supports continuity of instruction, and increases the likelihood that students will return to school better prepared to engage in grade-level content.	(Distance from Standard) These metrics will be used to determine whether summer school improves student outcomes because they provide multiple measures of student performance, growth, and language development. Improvements in CAASPP and Dashboard indicators will demonstrate whether students are progressing toward grade-level standards, while local assessment data will show whether summer instruction is effectively addressing learning gaps. English Learner metrics will indicate whether continued instruction supports language development and access to academic content. Monitoring these metrics will ensure that unduplicated pupils are receiving increased and improved services and making measurable academic progress.

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1.38	**Action:** Implementation of Reveal Math Curriculum in Grades 7-12. **Need:** Analysis of district mathematics achievement data indicates a continued need to improve student performance and instructional coherence in mathematics across grades 7–12. Smarter Balanced Assessment results demonstrate that a relatively low percentage of students are meeting or exceeding mathematics standards districtwide. In 2023, 20.81% of students met or exceeded standards in mathematics. In 2024, the percentage decreased slightly to 19.81%, and in 2025, 23.25% of students districtwide met or exceeded the standard in mathematics. Although 2025 results demonstrate improvement, overall mathematics achievement remains below desired performance levels, indicating the need for continued instructional support and alignment across secondary grade levels. Data analysis, classroom observations, and educational partner feedback identified inconsistencies in instructional materials, pacing, and instructional practices between middle school and high school mathematics programs. Students transitioning from middle school to high school demonstrated varying levels of preparedness and mathematical understanding, which created barriers to success in higher-level mathematics coursework. Unduplicated student groups,	Unduplicated pupils, including socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities, require access to high-quality, standards-aligned mathematics instruction to meet grade-level expectations. District data (Metrics 1.5 and 1.8) indicate that a significant percentage of students are not meeting or exceeding standards in mathematics and are performing below grade level. These needs persist because students require consistent, coherent instruction that builds conceptual understanding, procedural fluency, and problem-solving skills. Unduplicated pupils are disproportionately impacted because they may need additional scaffolding and structured instructional approaches to access complex mathematical concepts. Without a rigorous, aligned curriculum, students are less likely to build the skills necessary to demonstrate proficiency. Therefore, there is a need to implement a standards-aligned mathematics curriculum to improve student outcomes. The Implementation of Reveal Math Curriculum in Grades 7–12 is provided on a districtwide basis to ensure coherence, consistency, and alignment of mathematics instruction across middle school and high school programs. District analysis identified that students experienced inconsistent instructional approaches, pacing, and mathematical expectations as they transitioned between grade levels and school sites, which created barriers to building strong foundational mathematics skills and succeeding in advanced coursework. Implementing a common mathematics curriculum districtwide allows	The effectiveness of this action will be measured using: • Metric 1.5 – CAASPP Mathematics • Metric 1.8 – CA School Dashboard Mathematics Indicator (Distance from Standard) These metrics will be used to determine whether the implementation of the Reveal Math curriculum improves student outcomes because increases in CAASPP performance and positive movement in the Dashboard indicator will indicate that students are developing stronger mathematical understanding and progressing toward grade-level standards. Monitoring these metrics will ensure that unduplicated pupils are receiving increased and improved services and

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	including English Learners, low-income students, and foster youth, were disproportionately impacted by these inconsistencies because gaps in conceptual understanding, academic language development, and access to coherent instructional supports can compound over time and limit achievement in advanced mathematics courses. The district identified the need for a vertically aligned and coherent mathematics curriculum across grades 7–12 to strengthen instructional consistency, improve conceptual understanding, and increase student access to rigorous grade-level mathematics instruction. Implementation of the Reveal Math curriculum was selected to support alignment of instructional practices, pacing, academic vocabulary development, and mathematics content across middle school and high school programs while supporting teachers in delivering standards-aligned mathematics instruction designed to improve student achievement outcomes. **Scope:** LEA-wide	teachers to utilize aligned instructional materials, common academic vocabulary, consistent problem-solving strategies, and vertically articulated learning progressions that support student understanding over time. This districtwide approach is particularly important for unduplicated pupils, including English Learners, low-income students, and foster youth, because consistent access to high-quality standards-aligned mathematics instruction reduces instructional gaps that can disproportionately impact these student groups. The Reveal Math curriculum includes embedded supports for differentiated instruction, academic language development, conceptual understanding, and student discourse, which increase access to rigorous mathematics content for diverse learners. The LEA determined that implementing the curriculum districtwide is the most effective use of funds because it strengthens instructional coherence across grades 7–12, supports equitable access to rigorous mathematics instruction, and increases opportunities for all students, particularly unduplicated pupils, to improve mathematics achievement outcomes.	making measurable progress in mathematics.
1.39	**Action:** Professional Development in Core Programs **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, foster youth, and students	This action addresses the identified needs by providing professional development for new teachers and teachers new to a grade level, which increases the consistency and quality of curriculum implementation across classrooms. This increases instructional effectiveness because teachers receive training in district-approved,	The effectiveness of this action will be measured using: • Metrics 1.8, 1.11, 1.12, 1.19, 1.40.

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	with disabilities, require access to high-quality, standards-aligned instruction to meet grade-level expectations. District data across academic metrics indicate that students are not consistently meeting standards in English Language Arts and Mathematics, which reflects a need for strengthened instructional practices. These needs persist because effective implementation of core curricula requires ongoing teacher training, support, and alignment to best practices. Unduplicated pupils are disproportionately impacted because they rely on effective, differentiated instruction to access grade-level content. Without consistent and high-quality implementation of core programs, students may not receive the level of instruction necessary to improve outcomes. Therefore, there is a need to provide professional development to ensure effective implementation of district-adopted curricula. **Scope:** LEA-wide	standards-aligned curricula, including the newly adopted Orton-Gillingham Plus and Arts and Letters programs, which are grounded in the Science of Reading and designed to strengthen foundational literacy skills. Training in Eureka Math, StemScopes, Mystery Math, and ERWC ensures that teachers are equipped with strategies to deliver rigorous, aligned instruction across multiple content areas. As teachers build capacity to implement these curricula with fidelity, students receive more consistent, structured, and standards-aligned instruction, which improves their ability to access grade-level content and make academic progress because instruction is aligned to both standards and student learning needs. This is particularly critical for unduplicated pupils, who benefit from clear, explicit, and consistent instructional practices. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all schools and grade levels and require consistent access to high-quality instruction. Providing professional development to all teachers increases and improves services for unduplicated pupils because it ensures that instructional practices are aligned and effective across the district, reducing variability in implementation and strengthening the overall instructional program.	These metrics will be used to determine whether professional development is improving instructional practice because they measures the extent to which teachers are effectively implementing district-adopted curricula and instructional strategies. Improvement in these metrics will indicate that teachers are applying training in their classrooms, which leads to stronger instruction and increased access to grade-level content for students. Monitoring these metrics will ensure that unduplicated pupils are benefiting from increased and improved instructional services.
1.40	**Action:** Coaching in Literacy **Need:**	This action addresses the identified needs by providing coaching in literacy to teachers across grade levels, focused on strengthening instructional practices aligned to standards and evidence-based approaches, including the	1.7, 1.9 , 1.11.

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	Unduplicated pupils, including socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities, require access to high-quality, standards-aligned literacy instruction to meet grade-level expectations. District data across English Language Arts metrics indicate that a significant number of students are not meeting or exceeding standards, demonstrating a need for improved instructional practices in literacy. These needs persist because effective literacy instruction requires consistent implementation of evidence-based strategies, including explicit instruction in foundational skills, comprehension, and academic language. Unduplicated pupils are disproportionately impacted because they often require more structured, differentiated, and language-rich instruction to access grade-level content. Without consistent implementation of effective literacy practices, students may not develop the skills necessary to achieve proficiency. Therefore, there is a need to provide coaching in literacy to strengthen instructional practice. **Scope:** LEA-wide	Science of Reading. Coaching increases instructional effectiveness because teachers receive ongoing, job-embedded support, including modeling, co-teaching, observation, and feedback, which helps them refine instructional strategies and implement curriculum with fidelity. Literacy coaching supports teachers in delivering explicit instruction in foundational skills, developing students' reading comprehension, and integrating language development strategies, which improves students' ability to access and engage with grade-level texts. This approach is particularly important for unduplicated pupils because they benefit from consistent, high-quality instruction that is responsive to their learning needs. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all schools and require consistent access to effective literacy instruction. Providing coaching to all teachers increases and improves services for unduplicated pupils because it ensures that instructional practices are aligned and effective across classrooms, reducing variability and strengthening the overall literacy program.	
1.41	**Action:** Mathematics: Embedded Coaching and Professional Development **Need:** AYES identified persistent mathematics achievement gaps for unduplicated pupils,	The Mathematics: Embedded Coaching and Professional Development action addresses these identified needs by providing teachers with ongoing instructional coaching, collaborative planning, modeling of effective mathematics instructional practices, and professional development aligned to the California Mathematics	The LEA will monitor the effectiveness of the Mathematics: Embedded Coaching and Professional Development action using the following measures:

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	including English Learners, low-income students, and foster youth, based on local assessment data, California School Dashboard indicators, and classroom performance trends. Analysis of student data demonstrated that unduplicated students require increased instructional support in mathematical reasoning, academic language development in mathematics, conceptual understanding, and access to rigorous grade-level instruction. Educational partner feedback and classroom observations also identified the need for stronger instructional consistency and increased teacher capacity to implement effective mathematics strategies that support diverse learners. **Scope:** Schoolwide	Framework and core instructional programs. Coaching and professional learning emphasize differentiated instruction, mathematical discourse, formative assessment practices, and scaffolds that increase access to grade-level mathematics content for English Learners and other unduplicated student groups. This action is provided on a schoolwide basis at AYES because unduplicated pupils comprise a significant percentage of the school population and the identified mathematics achievement needs are evident across grade levels and classrooms. Providing embedded coaching and professional development schoolwide ensures that unduplicated students experience consistent access to high-quality mathematics instruction throughout the school day rather than only in isolated intervention settings. The LEA determined that a schoolwide approach is the most effective use of funds because improving teacher instructional practices across all classrooms increases both the quality and consistency of services received by unduplicated pupils. This action is principally directed toward unduplicated students because the coaching priorities, instructional strategies, and professional learning opportunities were specifically selected to address the barriers experienced by English Learners, low-income students, and foster youth in mathematics achievement and academic engagement. The LEA expects this action to improve mathematics outcomes because strengthened instructional practices will increase student access to rigorous mathematics instruction, improve academic language	• 1.5 – CAASPP Mathematics • 1.8 – California School Dashboard Mathematics Indicator (Distance from Standard) • 1.40 – Professional Development in Core Programs These metrics will be reviewed regularly to evaluate whether embedded coaching and professional development are strengthening instructional practices and improving student mathematics outcomes, particularly for unduplicated pupils. CAASPP Mathematics results and the California School Dashboard Mathematics Indicator will be used to measure student achievement, growth, and progress toward reducing mathematics performance gaps. Data related to

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		development in mathematics, and support greater student achievement on local and state mathematics assessments.	professional development implementation, participation, and instructional application will be monitored to assess whether teachers are consistently implementing research-based mathematics instructional strategies aligned to the California Mathematics Framework and core instructional programs. The LEA expects these measures to demonstrate improved instructional quality, increased student engagement in mathematics learning, stronger mathematical reasoning skills, and improved mathematics achievement outcomes for unduplicated students.
1.45	**Action:** Parent Participation in Strategic Planning **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, require increased family engagement and representation in district decision-making processes to ensure that their needs are	This action addresses the identified needs by increasing parent participation in strategic planning processes, including surveys, advisory committees (PAC/DELAC), and engagement opportunities designed to gather input from families of unduplicated pupils. This increases participation because the district provides multiple, accessible opportunities for families to share input, including translated materials, flexible meeting times, and targeted outreach.	The effectiveness of this action will be measured using: • Metric 1.20 – Parent membership on the District Parent Advisory Committee (PAC)

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	accurately identified and addressed. District data indicate that parent participation in strategic planning processes remains inconsistent, with participation rates not fully representative of the families of unduplicated pupils. These needs persist because families of unduplicated pupils may face barriers such as language access, limited availability due to work schedules, or lack of familiarity with school systems, which reduces their participation in surveys, advisory committees, and planning processes. Reduced participation limits the district's ability to gather input that reflects the experiences and needs of these student groups, which impacts the alignment of services and supports. This lack of representative input disproportionately affects unduplicated pupils because decisions about programs, services, and resource allocation may not fully reflect the barriers they experience. Without meaningful parent participation, the district may not effectively identify or address the specific academic, social-emotional, and access needs of these students. Therefore, there is a need to increase parent participation in strategic planning to ensure that the voices of families of unduplicated pupils are included, which improves the district's ability to design responsive services and supports that address identified needs and lead to improved student outcomes. **Scope:**	Increased participation improves outcomes because the district is able to collect more representative input from families of unduplicated pupils, which allows decision-makers to better understand barriers related to access, engagement, and academic support. When district decisions are informed by this input, services are more closely aligned to student needs because programs, resources, and supports are designed based on the lived experiences of students and families. This leads to improved student outcomes because services such as academic interventions, social-emotional supports, and family engagement strategies are better targeted to address identified barriers, which increases student engagement, attendance, and access to learning opportunities. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all schools and their families must be represented in districtwide decision-making processes. Providing this action districtwide increases and improves services for unduplicated pupils because it expands opportunities for participation and ensures that input from these families directly informs the design and implementation of services across all sites, rather than limiting engagement to specific schools or groups.	and the District English Learner Advisory Committee (DELAC) This metric will be used to determine whether the action is improving outcomes because increased parent membership in PAC and DELAC indicates that more families—particularly those of unduplicated pupils—are actively participating in district decision-making processes. Increased participation leads to more representative input because families of socioeconomically disadvantaged students, English learners, and foster youth are more fully represented in advisory structures. Improvement in this metric will demonstrate that barriers to participation are being reduced because more families are able to engage in leadership and planning roles. Increased

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	LEA-wide		representation in PAC and DELAC leads to improved alignment of district decisions with student needs because programs, services, and resource allocations are informed by the experiences of families of unduplicated pupils. This results in more responsive supports, which improves student engagement, access to services, and overall academic outcomes.
1.54	**Action:** Broad Course of Study **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities, require access to a broad and rigorous course of study to support academic achievement, engagement, and college and career readiness. District data (Metrics 1.17, 1.7, 1.8, 1.15, 1.21, 1.25, 1.27, 1.38, 1.42, 1.33, and 1.50) indicate a need to improve student performance in core academic areas, increase participation in advanced coursework and Career Technical Education, and expand access to enrichment opportunities. These needs persist because unduplicated pupils may have limited access to diverse and rigorous academic programs, which can	This action addresses the identified needs by providing a broad and diverse range of courses and programs, including core academic subjects, Advanced Placement courses, Career Technical Education pathways, visual and performing arts, and enrichment opportunities. This increases student engagement and achievement because students have access to courses that align with their interests and goals, which promotes participation, motivation, and persistence in school. A broad course of study improves outcomes because students are more likely to engage in rigorous coursework, develop a range of academic and technical skills, and explore college and career pathways. This is particularly important for unduplicated pupils because access to diverse programs helps remove barriers to participation in advanced and enrichment opportunities.	The effectiveness of this action will be measured using the following metrics: • Metric 1.17 – Rate of Attendance • Metric 1.7 – District-wide Change category in English Language Arts, as evidenced by the CA School Dashboard • Metric 1.8 – District-wide Change category in mathematics, as evidenced by

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	impact both engagement and academic outcomes. Without access to a comprehensive course of study, students may have fewer opportunities to explore interests, develop critical skills, and prepare for postsecondary pathways. Therefore, there is a need to provide a broad course of study that ensures equitable access to academic, enrichment, and career-connected learning opportunities. **Scope:** LEA-wide	This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all schools and benefit from equitable access to a comprehensive educational program. Providing a broad course of study to all students increases and improves services for unduplicated pupils because it ensures that all students have access to high-quality, engaging, and rigorous learning opportunities, rather than limiting access to select groups. This approach promotes equity, increases participation in advanced and enrichment programs, and supports improved academic and postsecondary outcomes.	the CA School Dashboard • Metric 1.15 – Advanced Placement Examinations Scores of 3 or higher • Metric 1.21 – Rate of Completion of the Career Technical Education Courses • Metric 1.25 – School connectedness as reported on CA Healthy Kids Survey • Metric 1.27 – Offer Advanced Placement Courses and AP prep courses at ESS • Metric 1.38 – Smarter Balanced Assessment Data – ELA, secondary grades • Metric 1.42 – AP Psychology Course

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			• Metric 1.33 – AP Chemistry exam data These metrics will be used to determine whether providing a broad course of study improves student outcomes because they measure student engagement (attendance and school connectedness), academic performance in core subjects (ELA and mathematics), access to and success in advanced coursework (AP courses and exams), participation in career pathways (CTE completion), and outcomes for specific student groups, including students with disabilities. Improvements across these metrics will demonstrate that students are accessing a wide range of rigorous academic and enrichment opportunities and are making progress toward college and career readiness. Monitoring these metrics ensures that

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			unduplicated pupils are receiving increased access to comprehensive educational opportunities and demonstrating improved academic and engagement outcomes.
1.55	**Action:** Instructional Aid for TK **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities, require early access to strong foundational literacy skills to ensure long-term academic success. District data (Metric 1.44 – TK Performance in ELA) indicate that while a high percentage of TK students are on track to meet standards based on programmatic assessments, continued support is needed to ensure all students reach and maintain grade-level readiness. These needs persist because TK students enter school with varying levels of readiness, and unduplicated pupils are more likely to require additional support in early literacy development, language acquisition, and foundational skills. Without targeted support during this critical developmental stage, students may fall behind in early reading skills, which impacts future academic performance. Therefore, there is a need to provide additional instructional support in TK classrooms.	This action addresses the identified needs by providing an **instructional aide in TK classrooms** to support small-group and individualized instruction. This increases instructional effectiveness because the aide allows the teacher to differentiate instruction, provide targeted literacy support, and increase opportunities for student practice and engagement. The presence of an instructional aide improves outcomes because students receive more immediate feedback, increased opportunities for guided practice, and additional language support, which strengthens foundational literacy and early learning skills. This is particularly important for unduplicated pupils because they benefit from increased instructional time, scaffolding, and individualized attention. This action is provided on a **schoolwide basis** because a significant proportion of TK students are unduplicated pupils and require consistent access to additional instructional support. Providing this service to all students increases and improves services for unduplicated pupils because it ensures that those with the greatest needs receive targeted support within an inclusive	The effectiveness of this action will be measured using: • Metric 1.44 – TK Performance in ELA This metric will be used to determine whether the instructional aide is improving student outcomes because it measures the percentage of TK students who are on track to meet end-of-year literacy standards based on programmatic assessments. Improvement in this metric will indicate that increased instructional support is strengthening early literacy development and ensuring that students are prepared for kindergarten. Monitoring this metric will ensure that unduplicated

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	Scope: Schoolwide	classroom setting, without limiting access to only a subset of students.	pupils are receiving increased and improved services and making progress in foundational literacy skills.
1.59	**Action:** Instructional Assistants for Kindergarten and First grades. **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities, require strong foundational literacy skills in the early grades to meet grade-level expectations. District data (Metrics 1.4 – Smarter Balanced Assessment Data – ELA, grades 3–5 as evidenced by DataQuest; Local Assessment Data for grades K–2, and 1.16 – Designated ELD at ESS and AYMS – classroom observations and Instructional Rounds/Learning Walks) indicate a need to strengthen early literacy instruction and ensure consistent language development support. These needs persist because students in Kindergarten and first grade enter with varying levels of readiness, and unduplicated pupils are more likely to require additional support in foundational reading skills and language development. Without early intervention and targeted support, students may struggle to meet grade-level expectations in later grades.	This action addresses the identified needs by providing instructional assistants in Kindergarten and first-grade classrooms to support differentiated instruction, small-group learning, and targeted literacy and language development. This increases instructional effectiveness because teachers are able to deliver more individualized instruction while instructional assistants support practice, reinforcement, and intervention activities. The presence of instructional assistants improves outcomes because students receive more opportunities for guided practice, immediate feedback, and language-rich interactions, which strengthen foundational literacy and communication skills. This is particularly important for English learners because instructional assistants can support language development through structured interactions and reinforcement of ELD strategies. This action is provided on a schoolwide basis because a significant proportion of students in Kindergarten and first grade are unduplicated pupils who require consistent access to additional instructional support. Providing this service to all students increases and improves services for unduplicated pupils because it ensures that those with the greatest needs receive targeted support	The effectiveness of this action will be measured using: • Metric 1.4 – Smarter Balanced Assessment Data – ELA, grades 3–5 as evidenced by DataQuest; Local Assessment Data for grades K–2 • Metric 1.16 – Designated ELD at ESS and AYMS – classroom observations and Instructional Rounds/Learning Walks These metrics will be used to determine whether instructional assistants are improving student outcomes because

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	Therefore, there is a need to provide additional instructional support in early elementary classrooms. **Scope:** Schoolwide	within an inclusive classroom setting, without isolating or limiting access.	improvements in local assessment data for early grades will indicate that students are developing foundational literacy skills, while classroom observation data will show that designated ELD and language development strategies are being effectively implemented. Monitoring these metrics will ensure that unduplicated pupils are receiving increased and improved services and making measurable progress in early literacy and language development.
1.60	**Action:** Additional Instructional Aids to Support Special Education Students **Need:** Unduplicated pupils, particularly students with disabilities, require additional instructional support to access grade-level content in English Language Arts and Mathematics. District data (Metrics 1.9 – Students with Disabilities Change category in ELA, per CA School Dashboard, 1.10 – Students with Disabilities Change category in mathematics, per CA School Dashboard, 1.11 – English Learners Change category in ELA, per CA	This action addresses the identified needs by providing 3 additional instructional aides to support Special Education students in general education and inclusion settings. This increases instructional effectiveness because instructional aides assist with implementing accommodations and modifications, supporting small-group instruction, and reinforcing skills introduced by the teacher. The presence of instructional aides improves outcomes because students receive more individualized attention, increased opportunities for guided practice, and immediate feedback, which strengthens their ability to access grade-level content. This is particularly important for students	The effectiveness of this action will be measured using: • Metric 1.9 – Students with Disabilities Change category in ELA, per CA School Dashboard • Metric 1.10 – Students with Disabilities Change category

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	School Dashboard, and 1.12 – English Learners' Change category in math, per CA School Dashboard) indicate that students with disabilities and English learners are performing significantly below standard and are not demonstrating sufficient progress. These needs persist because students with disabilities often require individualized instruction, scaffolding, and increased opportunities for guided practice to access grade-level curriculum. Additionally, students who are both English learners and students with disabilities require support in both language development and content mastery. Without additional adult support in the classroom, these students may not receive the level of differentiated instruction necessary to close achievement gaps. Therefore, there is a need to provide additional instructional aides to support these students. **Scope:** Schoolwide	with disabilities because they benefit from structured support that helps them engage with instruction and meet their Individualized Education Program (IEP) goals. Additionally, instructional aides support English learners with disabilities by reinforcing language and content simultaneously. This action is provided on a schoolwide basis because students with disabilities and English learners are enrolled across classrooms and require consistent access to support throughout the school day. Providing these services broadly increases and improves services for unduplicated pupils because it ensures that students receive necessary supports in inclusive settings, rather than limiting assistance to isolated environments. This approach promotes equitable access to instruction and supports improved academic outcomes.	in mathematics, per CA School Dashboard These metrics will be used to determine whether additional instructional aides are improving student outcomes because improvement in Dashboard performance for students with disabilities and English learners will indicate that increased instructional support is helping students access grade-level content and make academic progress. Monitoring these metrics will ensure that unduplicated pupils are receiving increased and improved services and demonstrating measurable gains in both ELA and mathematics.
2.4	**Action:** Coding program - CodeCombat **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities, require increased access to technology-based learning opportunities that	This action addresses the identified needs by implementing the CodeCombat coding program, which provides students with interactive, game-based learning experiences in coding and computational thinking. This increases student engagement because the platform uses a structured, self-paced approach that allows students to learn coding concepts through problem-solving and immediate feedback.	The effectiveness of this action will be measured using: • Metric 2.7 – Student Access to and Participation in Coding/Computer

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	build digital literacy, problem-solving, and critical thinking skills. Goal 2 data (Metric 2.7) indicate a need to expand access to coding and computer science opportunities for students. These needs persist because many unduplicated pupils may have limited exposure to coding and computer science outside of school, which can impact their readiness for future academic and career pathways. Without access to structured coding programs, students may not develop the computational thinking and digital skills necessary for success in a technology-driven world. Therefore, there is a need to provide a structured coding program to increase access and engagement in computer science. **Scope:** Schoolwide	The program improves outcomes because students develop logical reasoning, persistence, and problem-solving skills while learning foundational coding concepts. These skills support academic achievement because they strengthen students' ability to think critically and approach complex tasks across content areas. Additionally, exposure to coding increases students' awareness of and preparation for future college and career opportunities in STEM fields. This action is provided on a school-wide basis because unduplicated pupils are enrolled across schools and benefit from equitable access to technology-based enrichment opportunities. Providing the coding program to all students increases and improves services for unduplicated pupils because it ensures that those who may not otherwise have access to such opportunities can develop essential digital and computational skills.	Science Programs This metric will be used to determine whether the coding program is improving student outcomes because increased participation and engagement will indicate that students are accessing and benefiting from coding instruction. Improvement in this metric will demonstrate that more students, particularly unduplicated pupils, are developing coding skills and engaging in technology-based learning. Monitoring this metric will ensure that students are receiving increased and improved services in digital literacy and STEM readiness.
2.6	**Action:** Ethnic Studies **Need:** Data from CA Healthy Kids Survey and educational partner feedback indicated that unduplicated students experience lower levels of school connectedness and engagement, which can act as a barrier to consistent	This action addresses the identified needs by implementing Ethnic Studies coursework that provides a culturally relevant curriculum reflecting students' identities, histories, and communities. This increases student engagement because students are more likely to see the relevance of academic content to their lived experiences, which strengthens their connection to learning.	The effectiveness of this action will be measured using: • Metric 2.9 – Implementation and outcomes of

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	attendance and academic performance. Ethnic Studies provides culturally relevant curriculum that reflects students' identities, histories, and communities, which increases engagement because students are more likely to see the relevance of academic content to their lived experiences. Increased engagement leads to stronger classroom participation, improved attendance, and greater persistence in coursework. These changes are measurable through metrics such as attendance rates, course completion, and % of students who achieved grade C or higher in the course, which can demonstrate improved outcomes for unduplicated students over time. **Scope:** Schoolwide	Increased engagement leads to stronger classroom participation, improved attendance, and greater persistence in coursework because students are more motivated to attend, contribute, and complete academic tasks when they feel represented and valued in the curriculum. Students also develop critical thinking, analytical writing, and communication skills through the examination of historical and contemporary issues related to identity, equity, and social justice. These changes are measurable because increased engagement and relevance lead to improved outcomes such as higher attendance rates, increased course completion, and a greater percentage of students earning a grade of C or higher in the course. This is particularly important for unduplicated pupils because culturally responsive instruction removes barriers to engagement and supports sustained academic participation. This action is provided on a school-wide basis because unduplicated pupils are enrolled across the district and benefit from consistent access to inclusive and culturally relevant curriculum. Providing Ethnic Studies to all students increases and improves services for unduplicated pupils because it ensures equitable access to instruction that promotes engagement, identity development, and academic success.	Ethnic Studies coursework This metric will be used to determine whether Ethnic Studies is improving student outcomes because it reflects both access to the course and student engagement in culturally relevant instruction. Increased engagement will lead to improved attendance, stronger classroom participation, and greater persistence in coursework because students see the relevance of academic content to their lived experiences. Effectiveness will be demonstrated through outcomes such as increased course completion rates and a higher percentage of students earning a grade of C or higher in Ethnic Studies because sustained engagement supports academic success. Over time, improvement in this metric will indicate that unduplicated pupils are benefiting from increased

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			access to culturally responsive curriculum, resulting in stronger engagement and measurable academic progress.
2.12	**Action:** Additional Position of a Districtwide Technology Specialist **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities, require effective access to digital tools and data-informed instruction to support academic achievement. Goal 2 data (Metric 2.4 – Classroom observations and observables collected during Instructional Rounds regarding student proficiency with technology) indicate variability in how effectively technology is used to support student learning and engagement. These needs persist because while access to devices and digital resources is available, students benefit only when teachers are able to effectively integrate these tools into instruction and use data to inform teaching practices. Unduplicated pupils are disproportionately impacted because they rely more heavily on school-based access to technology and structured academic supports. Without consistent and effective use of digital tools and data, students may not fully benefit from available resources. Therefore, there is a	This action addresses the identified needs by funding an additional districtwide Technology Specialist who supports teachers in effectively using digital resources and data systems to improve instruction. This increases instructional effectiveness because the specialist provides technical assistance to teachers, enabling them to integrate technology into lessons and use digital platforms to support differentiated instruction. As teachers improve their use of technology and data, students receive more targeted, engaging, and responsive instruction, which increases their ability to access grade-level content. This action is provided on an LEA-wide basis because the majority of students in the district are unduplicated pupils and are enrolled across all sites. Providing districtwide support increases and improves services for unduplicated pupils because it ensures that all teachers have access to consistent support in using technology and data effectively, rather than limiting these services to specific classrooms or schools. This approach promotes equitable access to high-quality, technology-enhanced instruction.	The effectiveness of this action will be measured using: • Metric 2.4 – Classroom observations and observables collected during Instructional Rounds regarding student proficiency with technology This metric will be used to determine whether the Technology Specialist position is improving student outcomes because increased teacher capacity in technology integration will result in higher levels of student proficiency with digital tools observed during classroom instruction. Improvement in this metric will indicate that students are engaging

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	need for dedicated support to strengthen technology integration and data use across classrooms. **Scope:** LEA-wide		more effectively with technology as part of their learning, which increases access to content and supports academic progress. Monitoring this metric will ensure that unduplicated pupils are receiving increased and improved services through more effective use of technology and data-driven instruction.
2.13	**Action:** 2:1 Initiative **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, require consistent access to technology and devices to fully participate in academic learning and complete assignments outside of the school day. District data and educational partner input indicate that many students in these groups do not have reliable access to a personal device at home, which limits their ability to complete assignments, conduct research, and engage with digital instructional platforms aligned to classroom learning. These barriers create inequitable access to learning opportunities because students are unable to participate in technology-based assignments or extend their learning beyond the school day, which reduces opportunities	The action addresses the identified needs of unduplicated pupils by increasing access to technology devices that support research, homework completion, and engagement with digital instructional resources. Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, often lack access to devices at home, which limits their ability to complete assignments and engage with digital learning platforms aligned to classroom instruction. This action increases access to learning because students are provided with consistent access to devices, which allows them to participate in technology-based assignments, conduct research, and engage with instructional resources beyond the school day. This increased access improves outcomes because students have more opportunities to practice skills, receive feedback through digital platforms, and reinforce learning outside of instructional time. As a result, students are better able to complete assignments and build digital	The effectiveness of this action will be measured using: • Metric 1.4 – Smarter Balanced Assessment Data – ELA, grades 3–5 as evidenced by DataQuest; Local Assessment Data for grades K–2 • Metric 1.5 – Smarter Balanced Assessment Data – Mathematics as evidenced by DataQuest • Metric 1.7 – District-wide

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	for practice and reinforcement of academic skills. This limitation disproportionately affects unduplicated pupils because they are less likely to have access to devices outside of school, resulting in reduced engagement with instructional content and fewer opportunities to develop digital literacy and academic skills. Without consistent access to devices, students experience interruptions in learning because they cannot complete assignments or engage with instructional resources outside of school hours. This leads to gaps in skill development and limits their ability to access grade-level content. Therefore, there is a need to provide devices through a 2:1 initiative to ensure that unduplicated pupils have consistent access to technology, which increases equitable participation in learning opportunities and supports improved academic outcomes. **Scope:** LEA-wide	literacy skills because they can consistently engage with academic content, which increases their ability to access grade-level standards and demonstrate progress on assessments. This action is provided on an district-wide basis because unduplicated pupils represent the majority of the district's student population, including 63% socioeconomically disadvantaged students, 18.8% foster youth, and 15% English learners, and are enrolled across all schools. Providing devices to all students increases and improves services for unduplicated pupils because it removes barriers to access without requiring students to be identified or separated, which can limit participation. This approach increases services because unduplicated pupils gain consistent access to technology beyond the school day, and improves services because it extends learning opportunities and engagement with instructional content. As a result, unduplicated pupils have increased opportunities to complete assignments, practice skills, and access digital resources, which leads to improved academic outcomes.	Change category in English Language Arts, as evidenced by the CA School Dashboard These metrics will be used to determine whether the 2:1 initiative is improving student outcomes because increased access to technology allows students to consistently engage with digital instructional platforms, complete assignments, and practice academic skills beyond the school day. Increased engagement leads to improved skill development because students have more opportunities to interact with grade-level content, receive feedback, and reinforce learning through digital tools. Improvement in Metric 1.4 and Metric 1.5 will indicate that students are demonstrating higher levels of proficiency in English Language Arts and Mathematics because

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			consistent access to devices supports completion of assignments and extended learning opportunities. Improvement in **Metric 1.7** will demonstrate positive movement on the California School Dashboard because increased access to instructional resources leads to measurable gains in student performance over time. Parent survey responses will provide additional evidence that access to devices supports learning at home because families report increased ability for students to complete assignments and engage with schoolwork outside of school hours. Monitoring these metrics will ensure that unduplicated pupils are receiving increased and improved services through equitable access to technology, resulting in increased engagement, improved skill development, and

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			measurable academic progress.
3.2	**Action:** Social-Emotional Programs **Need:** Unduplicated pupils, including socioeconomically disadvantaged students (63%), foster youth (18.8%), and English learners (15%), represent the majority of the district's student population and require targeted support in social-emotional development, self-regulation, and overall wellbeing. Goal 3 metrics (3.1, 3.2, and 3.9) indicate ongoing needs related to student mental health, including emotional distress, chronic sadness, and challenges with engagement and behavior. These needs persist because many students continue to experience stress, anxiety, and difficulty regulating emotions, which impacts their ability to focus, participate in instruction, and maintain consistent attendance. Unduplicated pupils are disproportionately impacted because they are more likely to experience external stressors that affect wellbeing and school engagement. Without structured supports, students may struggle to manage emotions and fully access instruction. Therefore, there is a need to implement comprehensive social-emotional programs and provide designated spaces for self-regulation. **Scope:**	This action addresses the identified needs by implementing social-emotional learning (SEL) programs and Calm Corner Spaces across classrooms. These supports increase student wellbeing because they provide structured opportunities for students to develop self-awareness, emotional regulation, and coping strategies. Calm Corner Spaces improve outcomes because they give students a designated area to de-escalate and return to learning, which increases time on task because students are able to regulate emotions rather than disengage from instruction. SEL programs improve outcomes because students explicitly learn skills such as self-management, problem-solving, and relationship-building, which leads to improved classroom behavior and engagement. These changes lead to improved attendance, reduced behavioral disruptions, and increased classroom participation because students who can regulate emotions are better able to engage in learning and maintain positive interactions. This is measurable through reductions in reported emotional distress, improved engagement indicators, and improved attendance and behavior data. This action is provided on an LEA-wide basis because unduplicated pupils represent the majority of the district. Providing these services districtwide increases and improves services for unduplicated pupils because it ensures consistent access to social-emotional supports across all	The effectiveness of this action will be measured using: • Metric 3.1 – Student social-emotional outcomes (e.g., CHKS indicators such as emotional distress and chronic sadness) • Metric 3.2 – Student engagement and behavioral indicators (including attendance and participation) • Metric 3.9 – School climate and student wellbeing data These metrics will be used to determine whether social-emotional programs and Calm Corner Spaces are improving outcomes because reductions in emotional distress and chronic sadness will

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	classrooms, rather than limiting access to targeted groups.	indicate improved student wellbeing, while improvements in engagement and school climate data will show that students are better able to regulate emotions and participate in learning. Monitoring these metrics will ensure that unduplicated pupils are receiving increased and improved services and demonstrating measurable gains in wellbeing and engagement.
3.3	**Action:** Restorative Justice Practices **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, foster youth, and English learners, require supportive school environments that promote positive behavior, conflict resolution, and emotional wellbeing. Goal 3 data (Metrics 3.1, 3.3, and 3.9) indicate ongoing needs related to student wellbeing, behavioral outcomes, and overall school climate, including challenges with emotional regulation, conflict management, and student engagement. These needs persist because traditional disciplinary approaches may not address the root causes of behavior or support students in developing the skills needed to manage	This action addresses the identified needs by implementing **restorative justice practices**, including restorative circles, conflict mediation, and relationship-building strategies. These practices increase student accountability and engagement because they focus on repairing harm, building relationships, and developing communication and problem-solving skills. Restorative practices improve outcomes because students learn how to reflect on their actions, resolve conflicts constructively, and rebuild relationships, which reduces repeated behavioral incidents because students develop skills in self-regulation and interpersonal communication. These approaches increase instructional time because fewer students are removed from class due to disciplinary actions. This leads to improved school climate and student wellbeing because students feel more connected,	The effectiveness of this action will be measured using: • Metric 3.1 – Student social-emotional outcomes (e.g., CHKS indicators such as emotional distress and wellbeing) • Metric 3.3 – Student behavior indicators (e.g., suspension and discipline data) • Metric 3.9 – School climate

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
	conflict and build relationships. Unduplicated pupils are disproportionately impacted because they are more likely to experience disciplinary actions that remove them from instruction. Without alternative approaches, students may miss instructional time and become disengaged from school. Therefore, there is a need to implement restorative justice practices to support positive behavior and inclusive school environments. **Scope:** LEA-wide	supported, and respected within the school environment. This action is provided on an LEA-wide basis because unduplicated pupils represent the majority of the student population and benefit from consistent, schoolwide implementation of restorative practices. Providing these supports districtwide increases and improves services for unduplicated pupils because it ensures equitable access to positive behavioral supports and reduces reliance on exclusionary discipline.	and student wellbeing data These metrics will be used to determine whether restorative justice practices are improving student outcomes because reductions in suspension rates and behavioral incidents will indicate that students are resolving conflicts more effectively, while improvements in school climate and wellbeing data will show increased student connection and sense of belonging. Monitoring these metrics will ensure that unduplicated pupils are receiving increased and improved services and benefiting from a more supportive and inclusive school environment.
3.6	**Action:** Professional Development in Effective Social-Emotional Strategies **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, foster youth, and English learners, require consistent and effective social-emotional	This action addresses the identified needs by providing professional development for staff in effective social-emotional **strategies**, including techniques for supporting self-regulation, building positive classroom environments, and implementing trauma-informed and restorative practices. This increases instructional effectiveness because teachers are equipped with	The effectiveness of this action will be measured using: • Metric 3.12 – Professional Development in Social-Emotional Strategies (staff

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
	support to develop skills in self-regulation, relationship-building, and emotional wellbeing. Goal 3 data (Metric 3.12) indicate a need to strengthen staff capacity to implement effective social-emotional strategies across classrooms. These needs persist because while social-emotional programs are in place, their effectiveness depends on consistent and high-quality implementation by staff. Unduplicated pupils are disproportionately impacted because they are more likely to experience stressors that affect emotional wellbeing and classroom engagement. Without trained staff implementing evidence-based strategies, students may not receive the level of support necessary to manage emotions and engage in learning. Therefore, there is a need to provide targeted professional development in social-emotional strategies. **Scope:** LEA-wide	practical strategies to support student behavior and emotional needs during instruction. Professional development improves outcomes because teachers consistently apply these strategies in the classroom, which increases students' ability to regulate emotions, engage in learning, and interact positively with peers. Students benefit because they experience predictable, supportive classroom environments, which increases their sense of safety and belonging. This leads to improved student engagement and reduced behavioral disruptions because students are better able to manage emotions and remain focused on learning. This action is provided on an LEA-wide basis because unduplicated pupils represent the majority of the student population and benefit from consistent implementation of social-emotional strategies across all classrooms. Providing this training districtwide increases and improves services for unduplicated pupils because it ensures that all staff are equipped to support student wellbeing effectively.	participation and implementation) This metric will be used to determine whether professional development is improving student outcomes because increased staff participation and implementation of social-emotional strategies will result in more consistent support for students across classrooms. Improvement in this metric will indicate that teachers are applying learned strategies, which increases student self-regulation, engagement, and wellbeing. Monitoring this metric will ensure that unduplicated pupils are receiving increased and improved services through consistent, high-quality social-emotional support.
3.9	**Action:** Enrichment Opportunities and Social Interactions **Need:** Unduplicated pupils, including socioeconomically disadvantaged students,	This action addresses the identified needs by providing enrichment opportunities and structured social interactions, such as clubs, extracurricular activities, collaborative projects, and schoolwide events. These opportunities increase student engagement because they allow students to explore interests, build relationships, and	The effectiveness of this action will be measured using parent survey on enrichment success and student survey on enrichment success along with:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	foster youth, and English learners, require opportunities to build positive peer relationships, develop social skills, and feel connected to their school community. Goal 3 data (Metric **3.9**) indicate a need to improve overall school climate, student wellbeing, and sense of belonging. These needs persist because students who lack opportunities for positive social interaction may experience isolation, disengagement, or difficulty building relationships, which can impact both emotional wellbeing and academic engagement. Unduplicated pupils are disproportionately impacted because they may have fewer opportunities outside of school to participate in structured enrichment or social activities. Without intentional opportunities for connection, students may be less engaged in school. Therefore, there is a need to provide enrichment opportunities and structured social interactions. **Scope:** LEA-wide	participate in meaningful activities beyond core academics. Enrichment and social interaction improve outcomes because students develop communication, collaboration, and interpersonal skills, which increase their ability to form positive relationships and feel connected to school. Increased connection leads to improved attendance and participation because students are more motivated to attend school when they feel a sense of belonging. These changes contribute to a more positive school climate because students experience supportive peer interactions and inclusive environments. This action is provided on an LEA-wide basis because unduplicated pupils represent the majority of the district population and benefit from consistent access to enrichment and social opportunities across all schools. Providing these opportunities districtwide increases and improves services for unduplicated pupils because it ensures equitable access to experiences that support social-emotional development and engagement.	• Metric 3.9 – School climate and student wellbeing data This metric will be used to determine whether enrichment opportunities and social interactions are improving student outcomes because improvements in school climate data will indicate that students feel more connected, supported, and engaged. Increased positive responses related to belonging and peer relationships will demonstrate that students are benefiting from expanded opportunities for social interaction. Monitoring this metric will ensure that unduplicated pupils are receiving increased and improved services and experiencing enhanced wellbeing and engagement.
3.11	**Action:** Mentoring and Structured Play **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, foster youth, and English learners, require structured opportunities to develop social skills, build positive relationships, and strengthen their sense of belonging at school.	This action addresses the identified needs by providing mentoring and structured play opportunities, including guided recess activities, peer mentoring, and facilitated games that promote cooperation and inclusion. This increases student engagement because students are actively involved in positive, structured interactions rather than unstructured or conflict-prone situations.	The effectiveness of this action will be measured using: • Metric 3.9 – School climate and student wellbeing 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
	Goal 3 data (Metric 3.9) indicate a need to improve school climate, student wellbeing, and positive peer interactions at the elementary level. These needs persist because younger students are still developing foundational social-emotional skills such as cooperation, self-regulation, and conflict resolution. Unduplicated pupils are disproportionately impacted because they may have fewer opportunities outside of school to engage in structured, supportive social interactions. Without intentional opportunities to practice these skills, students may struggle with peer relationships and engagement in the classroom. Therefore, there is a need to provide mentoring and structured play opportunities. **Scope:** Schoolwide	Structured play improves outcomes because students learn and practice skills such as sharing, communication, problem-solving, and self-regulation in a supported environment. Mentoring further strengthens these outcomes because students receive guidance and modeling of positive behaviors, which helps them build confidence and develop stronger relationships. These supports lead to improved classroom behavior and increased engagement because students who develop social-emotional skills during play are better able to transition back to instruction and participate productively. This action is provided on a school-wide basis because unduplicated pupils represent the majority of the elementary student population and benefit from consistent access to structured social opportunities. Providing these supports schoolwide increases and improves services for unduplicated pupils because it ensures equitable access to positive social experiences and skill-building opportunities.	This metric will be used to determine whether mentoring and structured play are improving student outcomes because improvements in school climate data will indicate that students are experiencing more positive peer interactions, increased sense of belonging, and improved overall wellbeing. Increased positive indicators related to safety, connection, and peer relationships will demonstrate that structured play and mentoring are effectively supporting social-emotional development. Monitoring this metric will ensure that unduplicated pupils are receiving increased and improved services and benefiting from enhanced social interactions and engagement.
3.12	**Action:** Reduce chronic absenteeism for African American students and Students with Disability.	This action addresses the identified needs by implementing targeted attendance interventions, including outreach to families, mentoring, individualized support plans, and coordination with counseling and social-emotional programs. These	The effectiveness of this action will be measured using:

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: Unduplicated pupils, particularly African American students and students with disabilities (SWD), require targeted supports to improve attendance and consistent engagement in school. Goal 3 data (Metric **3.3**) indicate a need to reduce chronic absenteeism and improve student engagement for these student groups. These needs persist because chronic absenteeism is often linked to barriers such as lack of connection to school, unmet social-emotional needs, and challenges in accessing supportive learning environments. African American students and SWD are disproportionately impacted because they may experience lower levels of school connectedness and higher rates of disengagement. Without consistent attendance, students lose access to instruction, which negatively impacts academic progress and overall wellbeing. Therefore, there is a need to implement targeted strategies to reduce chronic absenteeism. **Scope:** LEA-wide	supports increase attendance because they address the root causes of absenteeism, such as disengagement, unmet social-emotional needs, and lack of connection to school. These strategies improve outcomes because students who attend school regularly have greater access to instruction, peer interaction, and support services, which increases academic engagement and success. Targeted outreach improves attendance because families receive communication and support that helps remove barriers to consistent school participation. This action is provided on an LEA-wide basis because African American students and students with disabilities are enrolled across the district, and the strategies implemented benefit the broader student population. Providing these supports districtwide increases and improves services for unduplicated pupils because it ensures that students most affected by chronic absenteeism receive consistent and proactive support, while also strengthening overall attendance systems.	• Metric 3.3 – Student attendance and chronic absenteeism data This metric will be used to determine whether the action is improving student outcomes because reductions in chronic absenteeism rates will indicate that targeted supports are successfully increasing student attendance. Improved attendance will lead to increased instructional time and greater engagement in school because students are present more consistently. Monitoring this metric will ensure that African American students and students with disabilities are receiving increased and improved services and demonstrating measurable improvements in attendance and engagement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.14	**Action:** Districtwide Discipline Protocols **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, foster youth, English learners, students with disabilities, and African American students, require consistent, equitable, and supportive discipline systems that promote positive behavior and maintain engagement in school. Goal 3 data (Metric **3.4**) indicate a need to reduce disciplinary incidents and address disproportionate impacts of discipline practices on specific student groups. These needs persist because inconsistent or exclusionary discipline practices may remove students from instruction without addressing the underlying causes of behavior. African American students and students with disabilities are disproportionately impacted because they are more likely to experience suspensions and disciplinary actions that result in lost instructional time. Without consistent and restorative approaches, these disparities may continue, negatively affecting student engagement and academic outcomes. Therefore, there is a need to implement districtwide discipline protocols that promote equity and consistency. **Scope:** LEA-wide	This action addresses the identified needs by implementing districtwide discipline protocols aligned with restorative justice practices (Action 3.3). These protocols establish consistent expectations and responses to behavior across all schools, which reduces variability and ensures equitable treatment of students. This approach improves outcomes because discipline practices focus on restoring relationships, addressing root causes of behavior, and teaching self-regulation skills, rather than removing students from instruction. As a result, students remain engaged in learning because fewer are excluded from class, and they receive support in developing appropriate behavioral skills. Alignment with restorative practices strengthens this action because students participate in reflection, conflict resolution, and relationship-building, which reduces repeat incidents because students learn how to manage behavior and repair harm. This leads to improved school climate and increased instructional time. This action is provided on an **LEA-wide basis** because unduplicated pupils represent the majority of the student population and are enrolled across all schools. Providing consistent discipline protocols districtwide increases and improves services for unduplicated pupils because it ensures equitable, supportive, and consistent responses to behavior, reducing disparities and increasing access to instruction.	The effectiveness of this action will be measured using: • Metric 3.4 – Discipline data (including suspension rates and disciplinary incidents, with attention to subgroup disparities) This metric will be used to determine whether districtwide discipline protocols are improving student outcomes because reductions in suspension rates and disciplinary incidents—particularly for African American students and students with disabilities—will indicate that more equitable and restorative practices are being implemented. Improvement in this metric will demonstrate that students are remaining in class, receiving instruction, and developing appropriate behavioral skills because discipline

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
			systems are addressing root causes rather than relying on exclusion. Monitoring this metric will ensure that unduplicated pupils are receiving increased and improved services and experiencing more equitable discipline outcomes.

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:** English Learner (EL) students demonstrated lower performance in English language proficiency and academic achievement compared to their non-EL peers. In 2025, English Learners scored 40.8 points below standard in English Language Arts, increasing 5.9 points, indicating some progress but continued academic need. In Mathematics, English Learners scored 86.8 points below standard, maintaining by 1.2 points,	The LEA will provide Integrated English Language Development (ELD) instruction specifically for English Learner students through designated instructional supports, professional development for teachers, and ongoing coaching focused on integrated ELD strategies aligned to the California ELD Standards and grade-level academic content standards. Teachers will implement structured language supports, including academic vocabulary development, collaborative discussion protocols, sentence frames, and scaffolded reading and writing tasks within core instruction. This action is designed to improve services for English Learners because integrated ELD instruction provides students with daily	The LEA will monitor the effectiveness of this action using the following measures: • 1.18 – English Learner Reclassification Rate • 1.12 – English Learners' Change category in Mathematics, as measured by the California School Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	demonstrating persistent gaps in access to rigorous academic content and mathematical language development. Local writing benchmark data and classroom performance also indicated that many EL students require additional support in academic vocabulary development, language production, and access to grade-level instruction through integrated language supports. Educational partner feedback from teachers and families identified a need for more consistent implementation of integrated ELD strategies across content areas to strengthen students' ability to engage in academic discourse, reading comprehension, and written expression. **Scope:** Limited to Unduplicated Student Group(s)	opportunities to develop academic language while accessing rigorous grade-level content. Embedding language development strategies into core instruction increases students' ability to comprehend complex text, participate in academic discussions, explain mathematical reasoning, and produce written responses across content areas. Professional development and instructional coaching will strengthen teachers' capacity to consistently implement effective ELD practices, which is expected to improve both English language proficiency and academic achievement outcomes for EL students.	• 1.19 – Percentage of English Learners who make progress toward English proficiency by at least one ELPI level, as measured by the California School Dashboard • Local writing benchmark assessment results for English Learner students • Classroom observation data measuring implementation of integrated ELD strategies • Teacher participation and feedback related to ELD-focused professional development These metrics will be reviewed regularly to determine whether English Learner students are demonstrating improved

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			English language proficiency, increased access to grade-level academic content, and progress toward reclassification and academic achievement goals.
1.29	**Action:** Position of ELD Teacher at ESS and AYMS **Need:** English Learner (EL) students at ESS and AYMS continue to demonstrate lower academic performance and English language proficiency outcomes compared to their non-EL peers. In 2025, English Learners scored 40.8 points below standard in English Language Arts, increasing 5.9 points, according to the California School Dashboard, indicating growth but continued academic need in literacy and language development. Classroom observations, Instructional Rounds, and Learning Walk data also revealed inconsistent implementation of Designated ELD instruction and varying levels of student engagement in academic language development across classrooms. Educational partner feedback from teachers, administrators, and families emphasized the need for additional direct instructional support and specialized ELD expertise at ESS and AYMS to strengthen language acquisition, improve access to grade-level content, and accelerate progress toward reclassification.	The LEA will provide dedicated ELD Teacher positions at ESS and AYMS to deliver targeted Designated English Language Development instruction and support the implementation of Integrated ELD strategies within the instructional program. The ELD Teacher will provide direct instruction aligned to the California ELD Standards, collaborate with classroom teachers to support language development across content areas, analyze student progress data, and assist in identifying appropriate instructional interventions for English Learners. This action is designed to improve services for English Learners because the additional ELD staffing increases access to specialized language instruction tailored to students' English proficiency levels and academic needs. The ELD Teachers will support consistent implementation of Designated ELD instruction and provide instructional strategies that increase opportunities for English Learners to develop academic vocabulary, reading comprehension, writing skills, and oral language proficiency. Collaboration between ELD Teachers and site staff will strengthen instructional coherence and improve the quality of language supports provided to EL students, which is expected to improve academic	The LEA will monitor the effectiveness of this action using the following measures: • 1.11 – English Learners' Change category in English Language Arts, as measured by the California School Dashboard • 1.16 – Designated ELD implementation at ESS and AYMS, measured through classroom observations and Instructional Rounds/Learning Walk data • 1.19 – Percentage of English Learners

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)	performance in ELA and increase progress toward English proficiency and reclassification.	who make progress toward English proficiency by at least one ELPI level, as measured by the California School Dashboard These metrics will be reviewed regularly to evaluate the consistency and effectiveness of Designated ELD instruction, monitor English Learner academic progress in English Language Arts, and assess student growth toward English language proficiency and reclassification goals.
1.46	**Action:** Support for Parents of English Learners **Need:** English Learner (EL) students continue to demonstrate lower academic achievement and English language proficiency outcomes compared to their non-EL peers. In 2025, English Learners scored 40.8 points below standard in English Language Arts, increasing 5.9 points, according to the California School Dashboard, indicating continued need for	The LEA will provide targeted support opportunities for parents and families of English Learners, including parent workshops, training sessions, educational resources, and ongoing communication focused on English language development, literacy strategies, academic expectations, and the English Learner reclassification process. Workshops may include strategies to support reading comprehension, academic vocabulary development, and student engagement at home, as well as guidance on	The LEA will monitor the effectiveness of this action using the following measures: • 1.7 – District-wide Change category in English Language Arts, as evidenced by the California

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	targeted literacy and language development support. Educational partner feedback from EL parents and families identified a need for increased communication, training, and resources to better support students' academic learning and English language development at home. Families also expressed a need for greater understanding of reclassification requirements, academic expectations, and strategies to support literacy development and school engagement. **Scope:** Limited to Unduplicated Student Group(s)	navigating school systems and monitoring student progress. This action is designed to improve services for English Learners because increased family knowledge and engagement strengthens the connection between home and school and increases families' ability to support student learning outside of the classroom. Providing parents with tools and strategies to reinforce literacy and language development at home increases opportunities for English Learners to practice academic language skills and engage more consistently with grade-level learning. Increased understanding of reclassification criteria and student progress monitoring is expected to support improved academic achievement in English Language Arts and increased rates of English Learner reclassification. The action Support for Parents of English Learners is implemented on a districtwide basis because English Learner students and their families are enrolled across multiple school sites throughout the district, and the identified needs related to communication, family engagement, and understanding of the educational system are consistent across grade levels and schools. Educational partner feedback from parents and staff indicated that many families of English Learners require increased access to resources, training, and communication supports to effectively engage in their children's education, understand academic expectations, monitor student progress, and navigate school systems.	School Dashboard • 1.11 – English Learners' Change category in English Language Arts, as measured by the California School Dashboard • 1.18 – English Learner Reclassification Rate These metrics will be reviewed regularly to evaluate whether increased family engagement and parent support opportunities are contributing to improved English Language Arts achievement and increased progress toward English Learner reclassification.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Providing this action districtwide ensures that families of English Learners receive consistent access to workshops, translated communication, parent engagement opportunities, and information related to English language development, reclassification requirements, and academic supports regardless of school site. A districtwide approach also allows the LEA to establish coherent systems of support, build stronger relationships between schools and families, and increase consistency in family engagement practices across the district. This action is principally directed toward English Learners and their families because increased parent understanding and engagement are intended to address barriers that can limit student academic success and progress toward English proficiency. The LEA determined that implementing this action districtwide is the most effective use of funds because strengthening family-school partnerships across all sites increases families' ability to support student learning, reinforces language and literacy development at home, and contributes to improved academic achievement and reclassification outcomes for English Learners.	
2.14	**Action:** English Class for Parents **Need:** Educational partner feedback from parents of English Learners and other unduplicated student groups identified a need for increased access to English language classes and communication support for families. Parents	The LEA will provide English language classes for parents to support the development of English communication skills and increase family engagement in students' education. Classes will focus on practical conversational English, school-related vocabulary, communication strategies, and skills that help parents navigate school systems, understand academic expectations, and	The LEA will monitor the effectiveness of this action using the following measure: • 2.10 – Parents' satisfaction with English classes for parents, as

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	reported that limited English proficiency created barriers to understanding school communications, supporting student learning at home, participating in school activities, and engaging confidently with teachers and staff. Families expressed a desire for opportunities to strengthen their English language skills in order to better support their children's academic progress, advocate for their educational needs, and increase participation in the school community. **Scope:** Limited to Unduplicated Student Group(s)	participate more actively in school events and conferences. This action is designed to improve services for unduplicated students because increasing parents' English language skills strengthens home-school communication and increases families' ability to support student learning and engagement. Improved communication between families and schools is expected to increase parent participation in educational activities, strengthen relationships between families and staff, and improve students' academic support systems at home. As parents become more confident engaging with schools and accessing resources, students are expected to benefit from increased academic encouragement, monitoring, and advocacy.	evidenced by parent surveys Survey results and participation feedback will be reviewed regularly to evaluate whether parents believe the classes are improving their communication skills, increasing their confidence engaging with schools, and strengthening their ability to support their students' educational success.

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.

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 within EUSD serve student populations in which more than 55 percent of students are identified as low-income, English learners, and/or foster youth. As a result, the district is using the additional concentration grant add-on funding to increase and retain staff who provide direct services to unduplicated students across school sites.
The district will strategically use these funds to contract with local community-based organizations to expand both after-school and in-school enrichment programs designed specifically to support English learners, foster youth, and socioeconomically disadvantaged students. These additional services increase student access to academic intervention, enrichment opportunities, and student engagement supports because

they provide targeted learning experiences, increased instructional time, and structured opportunities for students to build academic and social-emotional skills beyond the regular instructional day.
Additional concentration grant add-on funding will also be used to increase staffing and contracted services that provide translation and interpretation support for families of English learners. These services improve communication between schools and families because they increase families' access to school information, educational resources, meetings, and school events in languages parents can understand. Increased communication and engagement are expected to strengthen family participation in students' education and improve students' academic support systems at home.
The district will also use funding to provide an English language class for parents of English learners, if there is enough interest. This class is designed to increase parents' English communication skills and confidence engaging with school staff because stronger communication skills increase families' ability to support student learning, monitor academic progress, and participate in school activities and decision-making processes.
In addition, despite declining enrollment and ongoing staffing shortages, EUSD will use concentration grant add-on funding to retain key staff members who provide direct services to unduplicated students. Maintaining these positions is critical because continuity of staffing supports stable instructional programs, consistent intervention services, and ongoing social-emotional and academic support for students with the greatest identified needs. Funding will also support three general education instructional aides and one special education aide who provide direct classroom and intervention support to students. These staff members increase student access to individualized assistance, reinforce instruction, support differentiated learning needs, and provide additional academic and behavioral support throughout the school day.
The district determined that these staffing investments are the most effective use of concentration grant add-on funds because they directly increase the quantity and quality of services provided to unduplicated students and strengthen the systems of academic, behavioral, linguistic, and family support available at all school sites.

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	1:47
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:13

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	7,040,511	1,847,741	26.244%	0.000%	26.244%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,800,434.65	$2,436,041.72	$5,019,990.09	$249,161.77	$10,505,628.23	$8,642,511.06	$1,863,117.17

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	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	$417,139.13	$12,500.00	$57,267.65	$0.00	$371,435.88	$935.60	$429,639.13	
1	1.2	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	$1,037,558.28	$93,850.00	$224,283.39	$65,772.08	$839,502.81	$1,850.00	$1,131,408.28	
1	1.3	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	$1,072,961.45	$6,850.00	$95,374.46	$0.00	$984,436.99	$0.00	$1,079,811.45	
1	1.4	Books for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$19,000.00	$19,000.00	$0.00	$0.00	$0.00	$19,000.00	
1	1.5	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	$1,037,558.29	$52,100.00	$162,283.39	$65,772.09	$839,502.81	$22,100.00	$1,089,658.29	
1	1.6	CTE Entrepreneurship Course at ESS	All	No			All Schools Specific Schools: ESS	2025-2026	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.7	Integrated English Language Development (ELD) Instruction for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	Specific Schools: AYES	Ongoing	$81,969.66	$4,200.00	$64,630.51	$0.00	$21,508.99	$30.16	$86,169.66	

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
					s)											
1	**1.8**	Position of ELD Coordinator	English Learners	No			All Schools	One year	$2,250.00	$0.00	$0.00	$2,250.00	$0.00	$0.00	$2,250.00	
1	**1.9**	Intervention and Acceleration Resources at AYES and AYMS.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	3 years	$0.00	$13,000.00	$13,000.00	$0.00	$0.00	$0.00	$13,000.00	
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	2025-2026	$528,617.01	$4,000.00	$151,146.31	$0.00	$381,470.70	$0.00	$532,617.01	
1	**1.11**	Support for Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$48,000.00	$42,000.00	$0.00	$0.00	$6,000.00	$48,000.00	
1	**1.12**	Additional Digital Resources for EL and SED Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$52,000.00	$33,000.00	$0.00	$0.00	$19,000.00	$52,000.00	
1	**1.13**	Art Program at AYES and AYMS	All	No			Specific Schools: AYES and AYMS	3 years	$142,915.47	$4,000.00	$0.00	$4,000.00	$142,915.47	$0.00	$146,915.47	
1	**1.14**	Physical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$346,266.29	$8,500.00	$277,645.86	$2,500.00	$74,620.43	$0.00	$354,766.29	
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	$0.00	$1,300.00	$1,300.00	$0.00	$0.00	$0.00	$1,300.00	
1	**1.16**	Counseling for the HS students	All	No			Specific Schools: ESS	Ongoing	$123,967.57	$0.00	$0.00	$0.00	$123,967.57	$0.00	$123,967.57	
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	Ongoing	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
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	

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1	1.19	College and Career Center at ESS	All	No			Specific Schools: ESS	2024-2027	$0.00	$72,000.00	$0.00	$32,000.00	$0.00	$40,000.00	$72,000.00	
1	1.20	Psychology and Human Geography Advanced Placement Courses at ESS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: ESS	Ongoing	$158,637.76	$300.00	$124,751.35	$0.00	$34,186.41	$0.00	$158,937.76	
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: ESS	2025-27	$0.00	$15,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	
1	1.24	Maker's Space	All	No			Specific Schools: Emery Secondary School	2026-2027	$0.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	$15,000.00	
1	1.25	Additional Math Teacher for ESS	All	No			Specific Schools: ESS	2023-2024 This action was eliminated in 2025-2026.	$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	Ongoing	$117,116.06	$0.00	$99,722.46	$0.00	$17,393.60	$0.00	$117,116.06	
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	$46,070.00	$46,070.00	$0.00	$0.00	$0.00	$46,070.00	
1	1.28	Project-Based Learning	All	No			Specific Schools: Emery Secondary School	2023-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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1	1.29	Position of ELD Teacher at ESS and AYMS	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: AYMS and ESS	Ongoing	$193,537.08	$0.00	$152,290.67	$0.00	$41,246.41	$0.00	$193,537.08	
1	1.30	Intervention and Acceleration Support for ESS Students	All	No			Specific Schools: ESS	2024-2027	$0.00	$500.00	$0.00	$0.00	$0.00	$500.00	$500.00	
1	1.31	Districtwide Suspension Rates for Socio-Economically Disadvantaged Students and Children with Disability.	Students with Disabilities SED and SWD	No			All Schools	Ongoing	$0.00	$31,776.63	$0.00	$0.00	$31,776.63	$0.00	$31,776.63	
1	1.32	Suspension Rates at AYES	All	No			Specific Schools: Anna Yates Elementary School	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.33	Student Information System	All	No			All Schools	Ongoing	$0.00	$15,000.00	$0.00	$0.00	$15,000.00	$0.00	$15,000.00	
1	1.34	Parent Supports and Communication	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.35	AP 3-D Art Course	All	No			Specific Schools: ESS	2024-2027	$154,217.10	$1,400.00	$0.00	$155,617.10	$0.00	$0.00	$155,617.10	
1	1.36	Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$40,347.14	$22,347.14	$0.00	$0.00	$18,000.00	$40,347.14	
1	1.37	Summer School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYE and ESS	2024-2027	$123,470.00	$119,548.00	$17,828.00	$225,190.00	$0.00	$0.00	$243,018.00	
1	1.38	Implementation of Reveal Math Curriculum in Grades 7-12.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ESS and AYMS	2024-2027	$394,791.27	$47,000.00	$141,223.46	$0.00	$300,567.81	$0.00	$441,791.27	
1	1.39	Professional Development in Core Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$1,750.00	$66,000.00	$47,000.00	$0.00	$0.00	$20,750.00	$67,750.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.40	Coaching in Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$14,900.00	$14,900.00	$0.00	$0.00	$0.00	$14,900.00	
1	1.41	Mathematics: Embedded Coaching and Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AYES	2024-2027	$0.00	$26,000.00	$26,000.00	$0.00	$0.00	$0.00	$26,000.00	
1	1.42	Professional Development in English Language Development	All	No			All Schools	2024-2027	$0.00	$31,000.00	$0.00	$0.00	$0.00	$31,000.00	$31,000.00	
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 Students with Disabilities (SWD)	Students with Disabilities	No			All Schools	2026-2027	$0.00	$1,350.00	$0.00	$0.00	$0.00	$1,350.00	$1,350.00	
1	1.45	Parent Participation in Strategic Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$11,500.00	$11,500.00	$0.00	$0.00	$0.00	$11,500.00	
1	1.46	Support for Parents of English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$5,500.00	$5,500.00	$0.00	$0.00	$0.00	$5,500.00	
1	1.47	Attendance of Special Education Students	All	No			All Schools	2026-2027	$440.00	$0.00	$0.00	$0.00	$440.00	$0.00	$440.00	
1	1.48	Collaboration between General Education and Special Education Staff	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.49	Professional Development Focused on Special Education Strategies for General Education Staff	Students with Disabilities	No			All Schools	2024-2027	$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	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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							School									
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	$183,839.06	$2,000.00	$2,000.00	$0.00	$183,839.06	$0.00	$185,839.06	
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	2024-2027	$49,272.91	$0.00	$36,338.77	$0.00	$12,934.14	$0.00	$49,272.91	
1	**1.56**	Expanded School Day	All	No			Specific Schools: AYES and AYMS	2026-2027	$0.00	$370,000.00	$0.00	$370,000.00	$0.00	$0.00	$370,000.00	
1	**1.57**	AP Chemistry Course	All	No			Specific Schools: ESS	2025-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	**1.58**	Communication and Writing Course at ESS	All	No			ESS Specific Schools:	2024 - 2027	$4,000.00	$0.00	$0.00	$0.00	$4,000.00	$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	2024-2027	$130,732.83	$0.00	$75,423.45	$0.00	$55,309.38	$0.00	$130,732.83	
1	**1.60**	Additional Instructional Aids to Support Special Education Students	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: AYES	2025-2027	$184,474.43	$0.00	$136,049.95	$48,424.48	$0.00	$0.00	$184,474.43	
1	**1.61**	Additional Part-time Position of Speech and Language Pathologist	All	No			All Schools	2025-2027	$95,550.00	$0.00	$0.00	$95,550.00	$0.00	$0.00	$95,550.00	
1	**1.62**	Position of Data Analyst/ Technology Coordinator	All	No			All Schools	2025-2027	$162,571.36	$0.00	$0.00	$162,571.36	$0.00	$0.00	$162,571.36	
1	**1.63**	Position of Occupational Therapist	All	No			Specific Schools: ESS	2024-27	$41,590.24	$0.00	$0.00	$0.00	$41,590.24	$0.00	$41,590.24	

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1	1.64	Part-Time Biology Teacher at ESS	All	No			Specific Schools: ESS	2025-2026	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.65	Part-time Drama or Chorus Teacher	All	No			All Schools	Ongoing	$145,304.24	$40,000.00	$0.00	$185,304.24	$0.00	$0.00	$185,304.24	
1	1.66	MTSS at AYES	All	No			Specific Schools: AYES	2026-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
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	All	No			All Schools	Ongoing	$0.00	$26,703.00	$0.00	$7,500.00	$17,703.00	$1,500.00	$26,703.00	
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	$481.68	$481.68	$0.00	$0.00	$0.00	$481.68	
2	2.5	Promote Cultural Education, Social Justice, and Racial Equity	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
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	$146,090.92	$499.75	$499.75	$0.00	$146,090.92	$0.00	$146,590.67	
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	
2	2.8	Technology and web-based resources for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$9,997.82	$0.00	$9,997.82	$0.00	$0.00	$9,997.82	
2	2.9	Workshops for Parents and Guardians	All	No			All Schools	2 years	$6,000.00	$0.00	$0.00	$6,000.00	$0.00	$0.00	$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 Districtwide Data Analyst and Technology	All	No			All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Coordinator - Action removed.														
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	$134,051.88	$0.00	$91,099.05	$0.00	$42,952.83	$0.00	$134,051.88	
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	$187,801.06	$73,635.05	$200,801.06	$0.00	$48,175.46	$12,459.59	$261,436.11	
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	$14,339.59	$321.56	$13,200.00	$0.00	$818.03	$14,339.59	
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	$5,800.00	$5,800.00	$0.00	$0.00	$0.00	$5,800.00	
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	$153,600.13	$0.00	$0.00	$36,203.46	$117,396.67	$0.00	$153,600.13	
3	3.6	Professional Development in Effective Social-Emotional Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$6,100.00	$5,000.00	$0.00	$0.00	$1,100.00	$6,100.00	
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	$275,522.82	$278,667.40	$0.00	$473,977.52	$37,212.40	$43,000.30	$554,190.22	

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	3.9	Enrichment Opportunities and Social Interactions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$142,679.90	$92,268.09	$90,976.44	$78,500.00	$51,703.46	$13,768.09	$234,947.99	
3	3.10	Positive School Climate	All	No			All Schools	Ongoing	$0.00	$3,431.28	$0.00	$744.18	$2,687.10	$0.00	$3,431.28	
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	$146,373.09	$42,586.81	$150,536.98	$0.00	$38,422.92	$0.00	$188,959.90	
3	3.12	Reduce chronic absenteeism for African American students and Students with Disability.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2026	$104,708.95	$271.93	$77,586.31	$27,394.57	$0.00	$0.00	$104,980.88	
3	3.13	Mental Health Specialists	All	No			All Schools	2024-2026	$358,729.82	$0.00	$0.00	$358,729.82	$0.00	$0.00	$358,729.82	
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	$51,455.00	$0.00	$51,455.00	$0.00	$0.00	$0.00	$51,455.00	
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	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7,040,511	1,847,741	26.244%	0.000%	26.244%	$2,800,434.65	0.000%	39.776 %	**Total:**	$2,800,434.65
								LEA-wide Total:	$1,133,655.88
								Limited Total:	$228,421.18
								Schoolwide Total:	$1,438,357.59

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**	Student Performance in English Language Arts, TK	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$57,267.65	
1	**1.2**	Student Performance in English Language Arts, K-5	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$224,283.39	
1	**1.3**	Student Performance in English Language Arts, Secondary grades.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$95,374.46	
1	**1.4**	Books for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
1	**1.5**	Student Performance in Mathematics, K-5	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	$162,283.39	
1	**1.7**	Integrated English Language Development (ELD) Instruction for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: AYES	$64,630.51	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Intervention and Acceleration Resources at AYES and AYMS.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	$13,000.00	
1	1.10	Science Opportunities for AYES Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$151,146.31	
1	1.11	Support for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,000.00	
1	1.12	Additional Digital Resources for EL and SED Students	Yes	LEA-wide	English Learners Low Income	All Schools	$33,000.00	
1	1.14	Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$277,645.86	
1	1.15	Music program at AYMS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYMS	$1,300.00	
1	1.17	Support for Preparing for AP Exams	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$5,000.00	
1	1.20	Psychology and Human Geography Advanced Placement Courses at ESS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$124,751.35	
1	1.23	Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$15,000.00	
1	1.26	Science Opportunities for ESS Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$99,722.46	
1	1.27	Credit Recovery Opportunities at ESS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	$46,070.00	
1	1.29	Position of ELD Teacher at ESS and AYMS	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: AYMS and ESS	$152,290.67	
1	1.36	Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,347.14	

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	1.37	Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYE and ESS	$17,828.00	
1	1.38	Implementation of Reveal Math Curriculum in Grades 7-12.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ESS and AYMS	$141,223.46	
1	1.39	Professional Development in Core Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,000.00	
1	1.40	Coaching in Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,900.00	
1	1.41	Mathematics: Embedded Coaching and Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$26,000.00	
1	1.45	Parent Participation in Strategic Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,500.00	
1	1.46	Support for Parents of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,500.00	
1	1.54	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
1	1.55	Instructional Aid for TK	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$36,338.77	
1	1.59	Instructional Assistants for Kindergarten and First grades.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$75,423.45	
1	1.60	Additional Instructional Aids to Support Special Education Students	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: AYES	$136,049.95	
2	2.4	Coding program - CodeCombat	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	$481.68	
2	2.6	Ethnic Studies	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: ESS	$499.75	

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	2.12	Additional Position of a Districtwide Technology Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,099.05	
2	2.13	2:1 Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,801.06	
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	$321.56	
3	3.3	Restorative Justice Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,800.00	
3	3.6	Professional Development in Effective Social-Emotional Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.9	Enrichment Opportunities and Social Interactions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,976.44	
3	3.11	Mentoring and Structured Play	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	$150,536.98	
3	3.12	Reduce chronic absenteeism for African American students and Students with Disability.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,586.31	
3	3.14	Districtwide Discipline Protocols	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,455.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,369,086.11	$10,499,731.26

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, K-5	Yes	$1,100,396.33	$1,108,311.48
1	**1.2**	Improve Student Performance in English Language Arts, TK	Yes	$137,796.94	$244,905.80
1	**1.3**	Improve Student Performance in English Language Arts, secondary grades.	Yes	$561,945.69	$1,079,811.45
1	**1.4**	Books for Students	Yes	$17,764.70	$18,938.09
1	**1.5**	Improve Student Performance in Mathematics, K-5	Yes	$674,085.93	$1,122,330.10
1	**1.6**	Offer a CTE entrepreneurship course at ESS	Yes	$216,730.68	369,224.02
1	**1.7**	Integrated English Language Development (ELD) Instruction for English Learners	Yes	$355,065.78	$91,668.74
1	**1.8**	Position of ELD Coordinator	No	$9,111.00	$2250
1	**1.9**	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	$17,472.79	$25,787.48

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	$200,757.29	$527,379.19
1	1.11	Support for Unduplicated Students	Yes	$48,100.09	$47,996.66
1	1.12	Additional Digital Resources for EL and SED Students	Yes	$50,650.80	$51,651.23
1	1.13	Art Program at AYES and AYMS	Yes	$140,816.50	$147,119.82
1	1.14	Physical Education	Yes	$337,474.42	$355,409.11
1	1.15	Music program at AYMS	Yes	$135,914.47	$91,345.20
1	1.16	Counseling for the HS students	No	$116,075.10	$119,887.25
1	1.17	Support for preparing for AP Exams	Yes	$447.53	$5,840.14
1	1.18	Support for Long-Term ELs	No	$0.00	0
1	1.19	College and Career Center at ESS	Yes	$70,025.00	$71,300.00
1	1.20	Psychology Advanced Placement Course at ESS	Yes	$12,782.04	$14,061.00
1	1.21	Collaborations with the Local Industry Partners and Internships	No	$0.00	0
1	1.22	Dual Enrollment	No	$0.00	0
1	1.23	Career Technical Education	Yes	$853.60	$11,347.99

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	$0.00	0
1	1.25	Additional Math Teacher for ESS	No	$0.00	0
1	1.26	Science Opportunities for ESS Students	Yes	$105,488.29	$162,836.10
1	1.27	Credit Recovery Opportunities at ESS	Yes	$12,465.00	$11,332
1	1.28	Project-Based Learning	No	$0.00	0
1	1.29	ELD Teacher Position for ESS and AYMS	Yes	$187,000.80	$66,501.765
1	1.30	Intervention and Acceleration Support for ESS Students	Yes	$367.82	424.88
1	1.31	Reduce districtwide suspension rates for socio-economically disadvantaged students and children with disability.	No	$11,200.00	31,289.42
1	1.32	Reduce suspension rates at AYES	No	$0.00	0
1	1.33	Student Information System	No	$13,142.81	19,930.38
1	1.34	Parent Supports and Communication	No	$0.00	0
1	1.35	AP 3-D Art Course	Yes	$145,456.15	$152,533.24
1	1.36	Assessment	Yes	$53,038.81	$41,031.22

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	$400,586.89	$342,883.02
1	1.38	Implement Reveal Math in Secondary Grades.	Yes	$249,325.24	249,325.24
1	1.39	Professional Development in Core Programs	Yes	$50,549.62	$75,757.07
1	1.40	Coaching in Literacy	Yes	$12,900.00	$14,900
1	1.41	Mathematics Coaching and Professional Development	Yes	$81,900.00	$24,570
1	1.42	Teacher Professional Development - English Language Development	Yes	$29,750.00	$28,850.00
1	1.43	Professional Development in Differentiation	No	$0.00	$0
1	1.44	Professional Development in Supporting SWD	No	$2,400.00	$1,350.00
1	1.45	Parent Participation in Strategic Planning	No	$2,108.00	$11,264.71
1	1.46	Support for Parents of English Learners	No	$4,206.00	$5,475
1	1.47	Improving Attendance for Special Education Students	No	$400.00	$440
1	1.48	Collaboration between General Education and Special Education Staff	No	$56,369.65	$62,006.62

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	$0.00	$0
1	1.50	Inter-district Collaborations with Districts in SELPA	No	$0.00	$0
1	1.51	Middle School Dropout Rate	No	$0.00	$0
1	1.52	High School Dropout Rate	No	$0.00	$0
1	1.53	Pupil Expulsion Districtwide	No	$0.00	$0
1	1.54	Broad Course of Study	Yes	$7,482.52	$8,230.77
1	1.55	Instructional Aid for TK	Yes	$82,695.80	$83,768.00
1	1.56	Expanded School Day	No	$322,560.00	$596,041.00
1	1.57	AP Chemistry Course	Yes	$3,000.00	$0
1	1.58	Communication and Writing course	Yes	$4,000.00	$4,000
1	1.59	Instructional Assistants for Kindergarten and First grades.	Yes	$110,998.90	$125,650.00
1	1.60	Additional Instructional Aids to Support Sp. Ed. Students	Yes	$134,537.00	$138,215.98
1	1.61	Additional Part-time Position of Speech and Language Pathologist	No	$72,970.00	$95,550

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	1.62	Position of Data Analyst/ Technology Coordinator	No	$150,000.00	$164,116.64
1	1.63	Part-time Biology Teacher for ESS	No	$94,153.66	$41,590.24
1	1.64	Part-time Drama or Chorus Teacher	No	$94,653.66	$81,287.24
2	2.1	21 Century Skills	No	$0.00	$0
2	2.2	Keyboarding Instruction	No	$0.00	$0
2	2.3	Professional Development in Effective Use of Technology	Yes	$20,000.00	$26,703.00
2	2.4	Coding program - CodeCombat	Yes	$2,720.00	$240.84
2	2.5	Promote Cultural Education, Social Justice, and Racial Equity	Yes	$1,000.00	$0
2	2.6	Ethnic Studies	Yes	$141,892.28	$112,260.96
2	2.7	Girls Who Code	No	$0.00	$0
2	2.8	Technology and web-based resources for Students with Disabilities	Yes	$7,000.00	$9,997.82
2	2.9	Workshops for Parents and Guardians	No	$6,000.00	$6,000
2	2.10	Coding instruction at AYMS	No	$0.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	Position of Districtwide Data Analyst and Technology Coordinator	No	$0.00	$158,116.64
2	2.12	Additional Position of a Districtwide Technology Specialist	Yes	$136,892.28	$134,051.88
2	2.13	2:1 Initiative	Yes	$310,694.16	$261,425.39
2	2.14	English class for parents	Yes	$6,000.00	$0
3	3.1	Supporting Positive Behavior Outcomes for Students with Disabilities	No	$0.00	$0
3	3.2	Social-Emotional Programs	Yes	$3,500.00	$14,339.59
3	3.3	Restorative Justice Practices	Yes	$5,994.00	$5,768.09
3	3.4	Suicide Prevention Training for Teachers and Staff	No	$0.00	$0
3	3.5	Position of Behavior Health Manager	No	$150,563.44	$153,600.13
3	3.6	Professional Development in Social-Emotional Strategies	Yes	$6,000.00	$6,100
3	3.7	Professional Development Focused on Trauma-Informed Practices	No	$8,843.00	$0
3	3.8	EUSD Community Health Center	No	$73,745.00	$554,190.22
3	3.9	Enrichment Opportunities and Social Interactions	Yes	$204,698.16	$204,664.53
3	3.10	Positive School Climate	No	$5,000.00	$3,431.28

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	**3.11**	Mentoring and Structured Play	Yes	$111,361.20	$185,959.90
3	**3.12**	Reduce chronic absenteeism for African American students and Students with Disability.	No	$106,608.21	$104,980.88
3	**3.13**	Mental Health Specialists	No	$311,166.00	$358,729.82
3	**3.14**	School Site Discipline Protocols	Yes	$49,435.08	$51,455.00
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.	No	$0.00	$0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,970,425	$2,695,394.66	$3,000,340.25	($304,945.59)	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, K-5	Yes	$5,254.14	$57,192.32		
1	1.2	Improve Student Performance in English Language Arts, TK	Yes	$73,369.30	$295,651.16		
1	1.3	Improve Student Performance in English Language Arts, secondary grades.	Yes	$61,409.69	198,752.29		
1	1.4	Books for Students	Yes	$17,764.70	$18,938.09		
1	1.5	Improve Student Performance in Mathematics, K-5	Yes	$31,291.38	$245,906.44		
1	1.6	Offer a CTE entrepreneurship course at ESS	Yes	$33,409.98	$165,684.91		
1	1.7	Integrated English Language Development (ELD) Instruction for English Learners	Yes	$162,042.68	$67,310.06		
1	1.9	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	$17,472.79	$25,787.48		
1	1.10	Science Opportunities for AYES Students	Yes	$168,365.79	$14,369.36		

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	1.11	Support for Unduplicated Students	Yes	$36,138.09	$41,920.88		
1	1.12	Additional Digital Resources for EL and SED Students	Yes	$50,650.80	$32,967.15		
1	1.13	Art Program at AYES and AYMS	Yes	$140,816.50	0		
1	1.14	Physical Education	Yes	$146,054.52	$287,569.51		
1	1.15	Music program at AYMS	Yes	$3,386.37	$34,595.58		
1	1.17	Support for preparing for AP Exams	Yes	$447.53	$298.35		
1	1.19	College and Career Center at ESS	Yes	$30,025.00	0		
1	1.20	Psychology Advanced Placement Course at ESS	Yes	$12,782.04	$14,061		
1	1.23	Career Technical Education	Yes	$853.60	$11,347.99		
1	1.26	Science Opportunities for ESS Students	Yes	$86,653.12	$99,397.32		
1	1.27	Credit Recovery Opportunities at ESS	Yes	$12,465.00	$12,465		
1	1.29	ELD Teacher Position for ESS and AYMS	Yes	$153,303.40	$130,801.29		
1	1.30	Intervention and Acceleration Support for ESS Students	Yes	$367.82	$424.88		
1	1.35	AP 3-D Art Course	Yes	$59,753.69	$78,927.14		
1	1.36	Assessment	Yes	$31,673.25	$35,180.89		
1	1.37	Summer School	Yes	$34,794.89	$8,346.09		
1	1.38	Implement Reveal Math in Secondary Grades.	Yes	$8,328.14	$153,450.43		
1	1.39	Professional Development in Core Programs	Yes	$38,426.00	$49,132.07		

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	1.40	Coaching in Literacy	Yes	$12,900.00	$14,900		
1	1.41	Mathematics Coaching and Professional Development	Yes	$81,900.00	24,570		
1	1.42	Teacher Professional Development - English Language Development	Yes	$12,000.00	0		
1	1.54	Broad Course of Study	Yes	$7,482.52	$1,187.03		
1	1.55	Instructional Aid for TK	Yes	$60,988.20	$83,768		
1	1.57	AP Chemistry Course	Yes	$3,000.00	$0		
1	1.58	Communication and Writing course	Yes	$4,000.00	0		
1	1.59	Instructional Assistants for Kindergarten and First grades.	Yes	$110,998.90	$125,650		
1	1.60	Additional Instructional Aids to Support Sp. Ed. Students	Yes	$134,537.00	$137,000		
2	2.3	Professional Development in Effective Use of Technology	Yes	$20,000.00	$0		
2	2.4	Coding program - CodeCombat	Yes	$2,720.00	$481.68		
2	2.5	Promote Cultural Education, Social Justice, and Racial Equity	Yes	$1,000.00	$0		
2	2.6	Ethnic Studies	Yes	$105,957.92	$499.75		
2	2.8	Technology and web-based resources for Students with Disabilities	Yes	$7,000.00	$0		
2	2.12	Additional Position of a Districtwide Technology Specialist	Yes	$100,957.92	$91,099.05		
2	2.13	2:1 Initiative	Yes	$297,614.98	$200,801.06		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.14**	English class for parents	Yes	$6,000.00	$0		
3	**3.2**	Social-Emotional Programs	Yes	$3,500.00	321.56		
3	**3.3**	Restorative Justice Practices	Yes	$5,994.00	5768.09		
3	**3.6**	Professional Development in Social-Emotional Strategies	Yes	$6,000.00	5,000		
3	**3.9**	Enrichment Opportunities and Social Interactions	Yes	$155,900.93	29,829.37		
3	**3.11**	Mentoring and Structured Play	Yes	$88,207.00	147,536.98		
3	**3.14**	School Site Discipline Protocols	Yes	$49,435.08	51,450		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$6,859,019	$1,970,425	0%	28.728%	$3,000,340.25	0.000%	43.743%	$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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