

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Emery Unified School District

CDS Code: 1611680000000

School Year: 2024-25

LEA contact information:

Mila Kell

Director, Instructional Programs

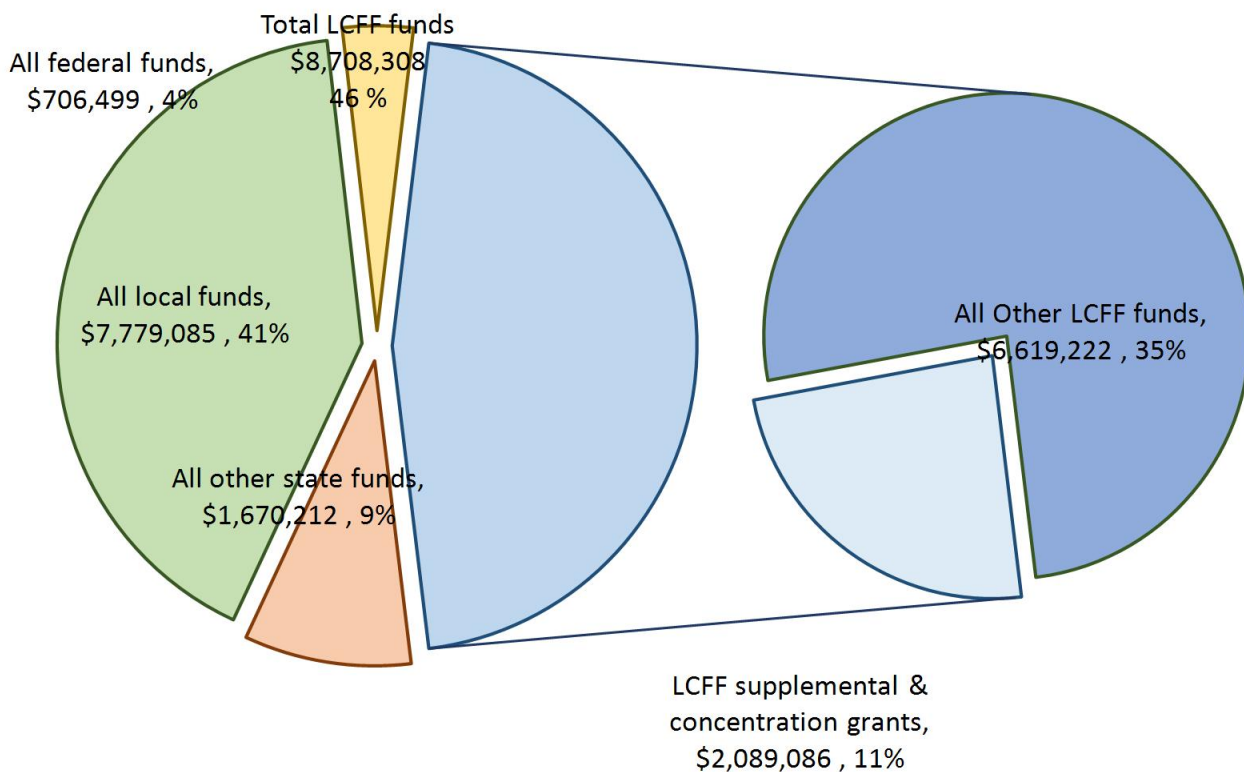
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

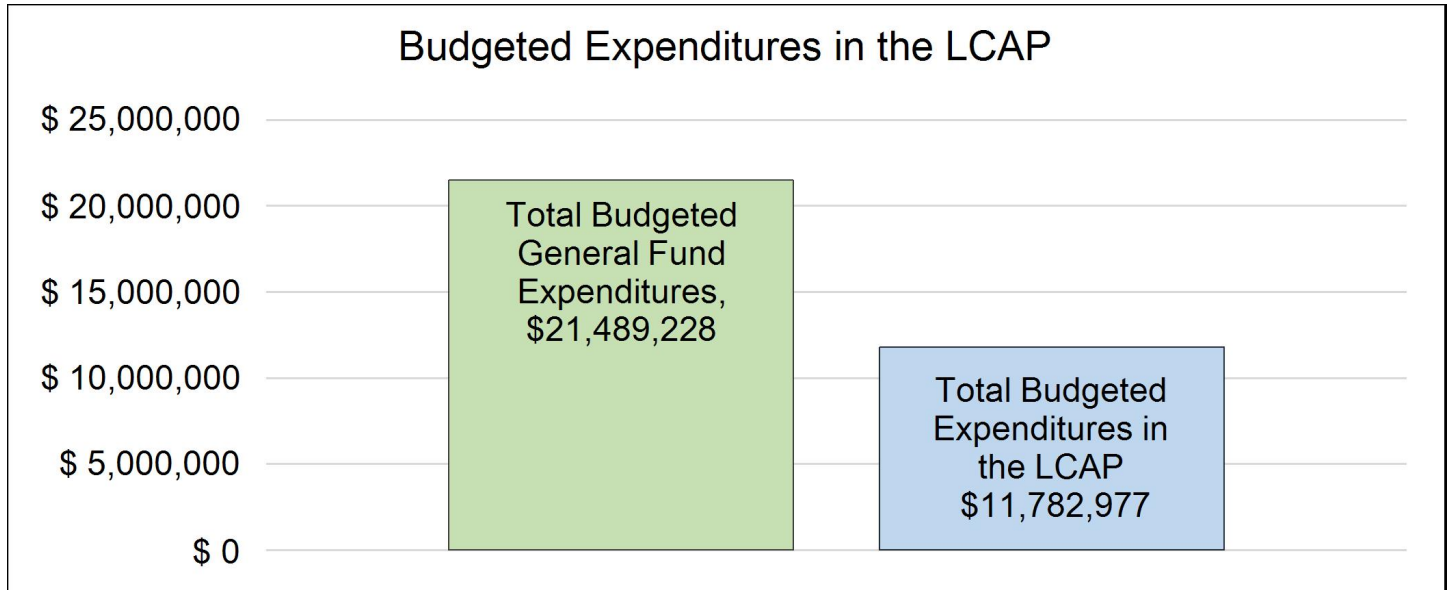


This chart shows the total general purpose revenue Emery Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Emery Unified School District is \$18,864,104, of which \$8,708,308 is Local Control Funding Formula (LCFF), \$1,670,212 is other state funds, \$7,779,085 is local funds, and \$706,499 is federal funds. Of the \$8,708,308 in LCFF Funds, \$2,089,086 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Emery Unified School District plans to spend \$21,489,228 for the 2024-25 school year. Of that amount, \$11,782,977.16 is tied to actions/services in the LCAP and \$9,706,250.84 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

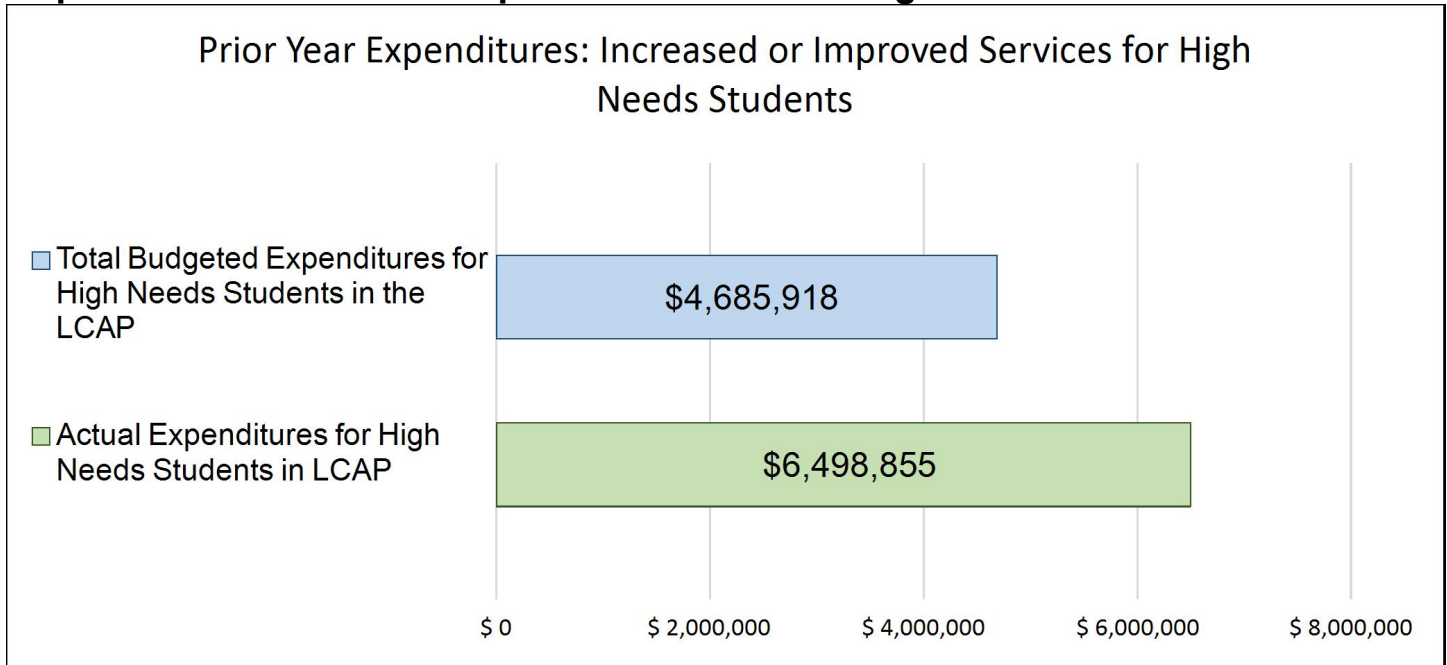
Some of the General Fund Budget Expenditures for the school year were not included in LCAP. Among them expenditures not directly related to instruction, such as maintenance or the physical plant, maintenance staff, food service department staff, furniture, medical supplies, office staff, administrative staff, etc. were not incorporated into this LCAP.

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

In 2024-25, Emery Unified School District is projecting it will receive \$2,089,086 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 \$3,959,336.80 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Emery Unified School District's LCAP budgeted \$4,685,917.69 for planned actions to increase or improve services for high needs students. Emery Unified School District actually spent \$6,498,855.32 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$1,812,937.63 had the following impact on Emery Unified School District's ability to increase or improve services for high needs students:

The difference between actual expenditures for actions and services to increase or improve services for high needs students in 2023-2024 school year resulted primarily from the shortage of staff. Two out of three teachers on special assignment had to go back to the classroom, which negatively affected our designated support for English Learners and the science instruction for the elementary students. Even after using these teachers to fill the classroom vacancies, we still had vacancies for math and science teachers at the middle school and one special education teacher at the high school and our elementary principal had to teach second grade in addition to fulfilling her regular duties. Unfortunately, student performance was impacted negatively despite our great efforts to compensate with digital materials and on-line learning opportunities. The good news is that we were able to secure most of the candidates for these positions for the upcoming school year, and the district is confident that our student achievement will improve.

1. 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Emery Unified School District	Mila Kell Director, Instructional Programs	mila.kell@emeryusd.org (510) 601-4950

1. Goals and Actions

1. Goal

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

2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Certifications	100% of teachers in the district are fully credentialed and appropriately assigned in their subject areas.	100% of teachers are fully credentialed and appropriately assigned in their subject areas in 2021-2022.	100% of teachers are fully credentialed and appropriately assigned in their subject areas in 2022-2023.	95% of teachers are fully credentialed and appropriately assigned in their subject areas in 2023-2024.	100% of teachers in the district will be fully credentialed and appropriately assigned in their subject areas.
Williams Report	100% of students have access to CA State Standards-aligned instructional materials (2020).	100% of students have access to CA State Standards-aligned instructional materials in 2021-2022.	100% of students have access to CA State Standards-aligned instructional materials in 2022-2023.	100% of students have access to CA State Standards-aligned instructional materials in 2023-2024.	100% of students will have access to CA State Standards-aligned instructional materials.
Graduation rate - CA School Dashboard	100% in 2019	According to CA School Dashboard, graduation rate in 2022 was 95%.	According to CA School Dashboard, graduation rate in 2022 was 95%.	According to CA School Dashboard, graduation rate in 2023 was 96.1%.	100% graduation rate
Smarter Balanced Assessment Data - Early Academic Program - ELA 2019	"Ready": 12.96% "Conditionally Ready": 29.63%	"Ready": 21.42% "Conditionally Ready": 27.59%	Per Dataquest: "Ready" - 20.5%	Per DataQuest 2023: "Ready"-20.73%; "Conditionally Ready" -25.93%.	Since the EAP data will be no longer in use, this metric will be replaced with the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Only ESS!	"Conditionally Ready" - 26.56%		metric from the CA School Dashboard.
Smarter Balanced Assessment Data - Early Academic Program - Mathematics	2019: "Ready": 10.91% "Conditionally Ready": 12.73% In 2021, "Ready": 4.88% "Conditionally Ready": 4.88% (DataQuest)	"Conditionally Ready": 15.78% "Ready": 17.98% Only ESS!	Per Dataquest: "Ready" - 16.06% "Conditionally Ready" - 17.32%	Per DataQuest 2023: "Ready"-17.14%; "Conditionally Ready" -17.48%.	Since the EAP data will be no longer in use, this metric will be replaced with the metric from the CA School Dashboard.
Meeting A-G Requirements	65% of students met A-G requirements in 2020; 72.5% - in 2021 (DataQuest)	33% of students met A-G requirements in 2022	88% of students met the A-G requirements in 2023	Per local data, in 2023-2024 60.5% of seniors at ESS are on track to meet A-G requirements.	75% of students will meet A-G requirements
Districtwide Change category in English Language Arts as evidenced by the CA School Dashboard	36.2 points below standard in 2019, CA School Dashboard; The following data were collected from local and state sources for 2021: Emery Secondary School - 29.73% of students Met or Exceeded Standard AYMS - 37% of students scored at or	Change category data is not available at this time due to COVID-19 Pandemic on CA School Dashboard .	Due to the COVID-19 Pandemic, the change category data is not available on CA School Dashboard.	According to the CA School Dashboard 2023, the score in ELA increased by 14.6 points districtwide. Students were at 24.6 points below standard.	27 or fewer points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>above grade level on IReady</p> <p>AYES - 42% of students scored at or above grade level on IReady</p>				
District-wide Change category in Mathematics as evidenced by the CA School Dashboard	<p>60.6 points below standard in 2019, CA School Dashboard;</p> <p>The following data were collected from local and state sources for 2021:</p> <p>ESS - 9.76%</p> <p>Met or Exceeded Standard for Math</p> <p>AYMS - 24% of students scored at or above grade level on IReady in mathematics</p> <p>AYES - 39% of students scored at or above grade level on IReady in mathematics</p>	<p>Dashboard change data for 2021 is not available at this time due to COVID.</p> <p>CAASPP Data:</p> <p>33.54% of students in the district met or acceeded standard in English Language Arts</p> <p>13.77% of students met or acceeded standard in mathematics.</p>	Due to the COVID -19 pandemic, the change category data is not available on CA School Dashboard.	According to the CA School Dashboard 2023, the score in mathematics increased by 18 points districtwide	52 of fewer points below the standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Change category in ELA for Students with Disabilities, per CA School Dashboard	125.8 points below standard, on the 2019 CA School Dashboard.	Data not available due to COVID. However, 19% of SPED students who participated in the latest local benchmark for ELA scored at or above grade level on IReady (2022).	Due to the COVID-19 pandemic, the change category data is not available on CA School Dashboard.	According to the CA School Dashboard 2023, the score for SWD in ELA increased by 50.1 points districtwide.	115 or fewer points below the standard
Change category in math for Students with Disabilities, per CA School Dashboard	126.3 points below standard on the 2019 CA School Dashboard	Data not available due to COVID. However, 35% of SPED students who participated in the latest local benchmark assessments for math scored at or above grade level on IReady (2022).	Due to the COVID-19 pandemic, the change category data is not available on CA School Dashboard.	According to the CA School Dashboard 2023, the score for SWD in mathematics increased by 34.8 points districtwide	112 or fewer points below the standard
English Learners' Change category in ELA, per CA School Dashboard	54.5 points below standard on the 2019 CA School Dashboard	Data regarding the change category is not available at this time. However, 32% of EL students who took the district benchmark assessment mid-year, scored at or above grade level on IREADY (2022).	Due to the COVID-19 pandemic, the change category data is not available on CA School Dashboard.	According to the CA School Dashboard 2023, the score for EL in ELA maintained by .3 points districtwide	40 or fewer points below the standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners Change category in math, per CA School Dashboard	70.4 points below standard on the 2019 CA School Dashboard	Data not available yet. 40% of EL students who participated in the latest local benchmark assessment for math scored at or above grade level on IReady (2022).	Due to the COVID-19 pandemic, the change category data is not available on CA School Dashboard.	According to the CA School Dashboard 2023, the score for EL in mathematics increased by 15.7 points	55 or fewer points below the standard
Data from Instructional Rounds/Learning Walks and from the principals' classroom observations	About 80% of teachers in elementary, middle, and high schools were observed implementing Integrated ELD strategies across content with English Learners in 2020-21.	At AYMS 85% of teachers can be observed implementing Integrated ELD strategies across content with English Learners; at AYES: 90% of teachers utilize these strategies. However, at ESS, although most teachers explicitly teach vocabulary, there is a need for a consistent use additional integrated ELD strategies (2021-2022).	100% of teachers, excluding subs, are observed using integrated ELD strategies across sites. However, there are several positions that we were unable to fill this year and where we employ substitute teachers who do not know how to use these strategies.	100% of teachers use integrated ELD strategies in 2023-24.	100% of teachers in elementary, middle, and high schools will be observed implementing Integrated ELD strategies across content with English Learners.
Data from Instructional Rounds/Learning Walks and classroom	About 50% of staff were observed implementing effective differentiation strategies and	At AYES, 95% of teachers use differentiation strategies and UDL approaches; at AYMS,	At AYES, 90% of teachers use differentiation strategies and UDL approaches; at AYMS,	At AYES, 95% of teachers use differentiation strategies and UDL approaches; at AYMS,	At least 80% of the faculty will be observed implementing effective

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
observations by the principals	teaching methods congruent with the principles of Universal Design for Learning (UDL) to meet the needs of all learners, especially of low-income, English Learners, students with learning needs, and Foster Youth in 2020-21.	100% of teachers employ these methods and collaborate to discuss the effectiveness using focal students. At ESS, some teachers use differentiation strategies, but there is a need for more professional development and collaboration when it comes to differentiation and UDL (2021-2022.)	100% of teachers employ these methods and collaborate to discuss the effectiveness using focal students. At ESS, about 65% of teachers use differentiation strategies. Teachers are given an opportunity to engage in a yearlong professional development about MTSS and get paid through the MTSS grant.	100% of teachers, subs exluding, employ these methods and collaborate to discuss the effectiveness using focal students. At ESS, about 70% of teachers use differentiation strategies. Teachers are given an opportunity to engage in a yearlong professional development about MTSS and get paid through the MTSS grant.	differentiation strategies and teaching methods congruent with the principles of Universal Design for Learning (UDL) to meet the needs of all learners, especially of low-income, English Learners, students with learning needs, SWD, and Foster Youth.
Advance Placement Examinations	15% of pupils achieved a score of 3 or higher in	5.8% of students received a score of 3; none achieved a score of 4.	24% of students received a score of 3; none received a higher score in 2022.	In 2023, 42% of students received a score of 3 or higher on AP exams.	Increase the passing rate on Advanced Placement examinations to 30% for pupils who achieve a score of 3 or higher.
Integrated and Designated ELD - classroom observations and the data from Instructional Rounds/Learning Walks	Many teachers are implementing integrated ELD strategies; students receive designated ELD to the extent that the schedule allows.	All teachers are CLAD certificated and are responsible for providing integrated and designated ELD to their EL students; as a result, 100% of students are receiving designated ELD.	All teachers are CLAD certificated. 100% of students are receiving designated ELD. At Anna Yates all English learners receive designated ELD from either the ELD specialist, their classroom teacher, or	All teachers are CLAD certificated. At Anna Yates Elementary, all English learners receive designated ELD from their classroom teachers or/and via iReady. At Anna Yates Middle School, 67% of ELD	100% of teachers will be observed implementing integrated ELD strategies; students will receive designated ELD to the greatest extent that the schedule allows.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		At Anna Yates all English learners receive designated ELD from either the ELD specialist, their classroom teacher, or via iReady. At the high school, about 75% of English learners are assigned to an ELD class lead by an ELD specialist based on the programming decisions made to best suit the individual students. The rest of the students receive this support from the core subject teachers who are also providing designated and integrated EL in their classrooms (2021-2022.)	via iReady. At the high school, about 75% of English learners are assigned to an ELD class lead by an ELD specialist based on the programming decisions made to best suit the individual students. The rest of the students receive this support from the core subject teachers who are also providing designated and integrated EL in their courses. All teachers provide integrated ELD instruction.	students receive designated ELD from the ELD specialist and the rest - from general education teachers. At the high school, about 50% 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.	
Rate of Attendance	95.4 % in 2019-2020	90.8 % in 2021-2022	As of 3/16/23 attendance rate was 94.44%.	As of 5/14, the rate of attendance is 94.79%.	Improve attendance rate by 2%(97.4%) by the 2023-24 school year.
English Learner Reclassification Rate	11.9% EL reclassification rate in 2019-2020	40.3% in 2022, per Dataquest	11.6 % in 2022, per Dataquest	Per DataQuest 2023-24, 41% reclassification rate.	20% EL reclassification rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English Learners who make progress toward English proficiency as measured by the state English Learner Progress Indicator on the CA School Dashboard.	62.9 % in 2019	<p>72.4% making progress towards English language proficiency.</p> <p>13.98% were proficient on ELPAC 2020-21</p> <p>12.9% of students were proficient on ELPAC in 2021-2022</p>	In 2023, 51.3% of English Learners made progress towards English Language proficiency.	In 2023, 51.3% of English Learners made progress towards English Language proficiency.	75%
Parent membership on the District Parent Advisory Committee and the District English Learner Advisory Committee.	Only 3% of parents participated on the committees in 2020-2021.	Parents' participation was very low due to Pandemic. 7% of parents responded to the district surveys and participated this way on the committees.	Parents' participation and membership on the district PAC increased by 30% between 2021 and 2022.	Parent membership on the District PAC increased by 68% from 2023 to 2024.	10% of parent membership in the committees.
Rate of Completion of a Career Technical Education Pathway	There is no complete sequence of courses available right now.	We do not have a complete sequence of courses at this time.	The sequence if CTE courses in the current school year. However, in 2021-2022 fifty-nine students completed one CTE course to continue the sequence the following year. The	ESS was unable to offer the second course in sequence of the CTE courses in 2023-2024	30% of students who enroll in CTE will complete the full pathway sequence

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			capstone courses will be offered in 2023-24.		
Dropout Rate - Middle School	Currently, the dropout rate at AYMS is 0%.	The dropout rate at AYMS is 0% (2021-2022)	The dropout rate at AYMS is 0%(22-23)	The dropout rate at AYMS is 0% .	Maintain the dropout rate of 0%.
High School Dropout Rate - CA School Dashboard	0% in 2021	The dropout rate at ESS is 0% (2021-2022)	The dropout rate at ESS is 0% (2022-2023)	The dropout rate at ESS is 0%.	Maintain the high school dropout rate of 0%.
Pupil Expulsion Rate	0% pupil expulsion rate in 2021 across the district.	The expulsion rate in the district is 0% (2021-2022.)	The expulsion rate in the district is 0% (2022-2023.)	In 2023, per DataQuest, the expulsion rate districtwide was 0.44%.	Maintain the expulsion rate at 0% across the district.
Healthy Kids Survey	<p>Elementary students in Gr. 5 reported School Connectedness at 72%.</p> <p>Middle school students reported that they have caring adult relationships in school at 64%.</p> <p>52% of high school students reported having caring adult relationships in school.</p>	Current data is not available yet.	<p>The school connectedness indicator in 2022 was as follows:</p> <p>Elementary students - 56%.</p> <p>Middle school students - 56%.</p> <p>High school students - 60%.</p>	<p>According to the CA Healthy Kids Survey 2023, the school connectedness indicator was as follows:</p> <p>Elementary - 56%; MS - 51%; HS -50%.</p>	80% of elementary students in Gr. 5 will report the feeling of school connectedness 70% of middle school students will report that they have caring adult relationships in school 60% of high school students report having caring adult relationships in school.
ESS Course Catalog and Williams Report	Students have access to a variety of courses that meet and go	Students have access to a variety of courses that meet and go	Students have access to a variety of courses that meet and go	Students have access to a variety of courses that meet and go	Maintain and expand the broad course of studies that are

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	beyond the requirements of CA Education Code	beyond the requirements of CA Education Code (2020-2021.)	beyond the requirements of CA Education Code (2021-2022.)	beyond the requirements of CA Education Code (2023-2024.)	rigorous and relevant to students.
Number of students who take and complete a CTE course.	97 students took a CTE course in 2020-2021	104 students are took a CTE course in 2021-2022 school year.	In 2021-2022 fifty-nine students completed a CTE course.	80 students are taking CTE courses in 2023-2024 school year. This constitutes 51% of students at ESS and all of them are on track to completing the course.	90% of ESS students, to the extent possible with scheduling, will take and complete a CTE Course.
Williams Report	All school facilities are clean, safe, and maintained in good repair	98.8% of school facilities are clean, safe, and maintained in good repair with the rating of "Good", per Williams audit 2021.	98.33% of school facilities are clean, safe, and maintained in good repair with the rating of "Good", per Williams audit 2022.		All school facilities will be clean, safe, and maintained in good repair.
Rate of completion of both A-G courses and of courses that satisfy the requirements for career technical education	Baseline: there are no complete sequences of CTE courses available in 21-22.	There are no complete sequences of CTE courses available in 21-22.	No capstone courses were offered in 22-23. However, in 2021-2022 fifty-nine students completed one CTE course to continue the sequence the following year.	In 2023-2024 the district was unable to offer any capstone courses due to the staffing difficulties.	50% of students will complete both, the A-G courses and a CTE sequence of courses.
Setting appropriate goals and	Baseline for 21-22: there is no systematic	Currently, there is no systematic way to	Depending on a student's IEP goals,	In 2023-2024, teachers set up	100% of education specialists in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
implementing academic interventions for student with special needs.	way to evaluate the effectiveness of goals set for students with special needs.	evaluate the effectiveness of goals set for students with special needs.	teachers use a variety of assessment instruments such as I WIAT 4, KTEA, iReady, Basic Reading Inventory, RAZ Kids, Goal Book, TpT, and a Scholastic Phonics Assessment. They create individualized interventions and also use IReady, RAZ Kids, and Goal Book to set appropriate goals for students with special needs.	appropriate goals for SWD and are using a variety of assessment instruments such as I WIAT 4, KTEA, iReady, Basic Reading Inventory, RAZ Kids, Goal Book, TpT, and a Scholastic Phonics Assessment. They create individualized interventions and also use IReady, RAZ Kids, and Goal Book to set appropriate goals for students with special needs.	district will write effective goals for students with IEPs. Interventions will be systematically determined and implemented based on the progress reports towards the goals.
Increased TK enrollment; better supports for students per parents' feedback on surveys.	Baseline for 21-22: 17 students	There are 17 students in TK in 2021-2022	Only 12 students were enrolled in 2022-2023 in TK.	In 2023-2024, there are 19 students in TK. This constitutes a 58% increase in TK enrollment.	TK enrollment will increase 30% as compared to the 2022-23 enrollment.
Outcomes on the social-emotional metrics from the CA Healthy Kids Survey (CHKS) and increased test scores on CAASPP in math and reading.	Baseline: On the last CHKS (2021) many students reported that they felt depressed, alienated, and needed tools for emotional support. 32% of high school students and 23% of	On the last CHKS (2022) many students reported that they felt depressed, alienated, and needed tools for emotional support. 32% of high school students and 23% of middle school students reported the feelings of emotional distress. 54% of 5th-	On CHKS, 2022 17% of students in grades 6-12 reported social-emotional distress. 51% of students expressed optimism.	On the 2023 CHKS, 26% of students experienced social-emotional distress.	On CHKS, 10% or less than 10% of students across the district will report social-emotional distress and 60% or more students will express optimism.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	middle school students reported the feelings of emotional distress. 76% of 5th-graders felt that they received emotional support.	graders felt that they received emotional support.			
Expanded learning time - school schedules	New action	Students in grades TK-6 will have an opportunity to engage in academic, enrichment, and SEL learning activities up to 9 hours a day and 30 intersession days in 2021-2022.	Students in grades TK-6 will have an opportunity to engage in academic, enrichment, and SEL learning activities up to 9 hours a day and 30 intersession days in 2022-2023.	In 2023-2024, all students in TK-6 are given an opportunity engage in expanded array of academic, enrichment, and SEL learning activities up to 9 hours a day and 30 intersession days.	Students in grades TK-6 will continue engaging in even wider array of academic, enrichment, and SEL learning activities up to 9 hours a day and 30 intersession days.
Access to credit recovery and tutoring opportunities for socio-economically disadvantaged students, foster youth and English learners.	New action	100% of unduplicated students have access to tutoring and credit recovery.	100% of unduplicated students have access to tutoring and credit recovery.	100% of unduplicated students have access to tutoring and credit recovery in 2023-2024.	100% of unduplicated students will have access to tutoring and credit recovery.
College and Career Readiness - CCR indicator on CA School Dashboard	New action	22.5% prepared (2019 Dashboard)	CCR indicator was not reported on the 2022 dashboard. Based on the CAASPP scores used for Early College Indicator, 0% of the high school students were in "Ready" and 6% were	According to 2023 CA School Dashboard, in 2023 23.5% of students were prepared.	33% of students prepared in 2023-24.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			"Conditionally Ready" in math; 9% "Ready" and 26% "Conditionally Ready" in 2022.		
Completion of Capstone CTE Courses	New action		No capstone CTE courses were offered in 2022-23 school year.	No capstone CTE courses are offered in 2023-24 school year.	95% of students who took a CTE course complete the sequence for a pathway.
Baseline assessment for AP Chemistry course in 2023-2024	New action		There was no pre-AP Chemistry course offered in 22-23.	In 2023-2024, 30 students are taking pre-AP Chemistry course and 6 of them are seniors.	95% of students who took Pre-AP Chemistry will enroll in Ap Chemistry and will be prepared for success in that class.

3. Goal Analysis

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

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

Overall, this goal was carried out successfully, although there were some setbacks. Despite numerous challenges with staffing, the district teachers, administrators, and our students worked very hard to achieve the articulated goal. We had many successes: districtwide overall scores in ELA and mathematics increased on the CAASPP, including the scores of our subgroups. Many of the planned actions were met or even achieved at a higher level than planned. Some examples are higher scores on AP exams, the implementation of the differentiation and integrated ELD strategies, EUSD EL reclassification rate at 41%. Our parent membership on the committies, instead of increasing by the planned 20%, increased by 68% in one year; our students had access to a large variety of courses which went beyond the requirements of CA Education Code. Likewise, in 2023-24 TK enrollment increased by 58% comparing to the prior year; in 2023-2024, all students in TK-6 were given an opportunity to engage in expanded array of academic, enrichment, and SEL learning activities up to 9 hours a day and for additional 30 intersession days. 100% of unduplicated students had access to tutoring and credit recovery in 2023-2024. However, some actions were not carried out as planned due to a variety of challenges, primerily around staffing. Equally important, the negative social-emotional effect of the pandemic still lingered, dispite the district's efforts to provide more SEL support to our scholars. The

following actions were not implemented as we planned with the stated reasons for these regressions:

- Teacher certifications: 95% of teachers and not 100% of teachers were certified in 2023-24 in their area of assignment because the district was unable to fill several positions despite our great effort.
- Graduation rate: this action was actually successfully implemented and 100% of our students graduated in 2023. However, because one student transferred before graduating, their data somehow was counted with our district and it brought our graduation rate to 96.1%.
- Meeting A-G requirements: due to staffing shortages, only 65% and not 75% of our seniors last year met these requirements.
- District-wide change category in mathematics : although our students' performance increased by 18 points, we were unable to meet our goal of 52 or fewer points below standard. This happened because the district was unable to fill positions of math teacher in grades 7 and 8 and classes were taught by various substitutes. With more competitive compensation package negotiated by the district, we hope to fill these positions in the upcoming year.
- Change category in ELA for students with disabilities: although our SWD's scores increased by 50.1 points, they didn't reach the planned 115 or less points below standard due to our inability to fill one of the Sp. Ed. teachers' position.
- Change category in ELA for students with disabilities: although our SWD's scores increased by 34.12 points, they didn't reach the planned 112 or less points below standard due to our inability to fill one of the Sp. Ed. teachers' position.
- English Learners' change category in mathematics: although our EL's scores increased by 15.7 points in 2023, they were still 105.1 points below standard and didn't achieve the planned score of 55 or fewer points. The schools need to be more creative with scheduling so that all of the EL students receive designated ELD support. Greater language proficiency will provide them with greater access to have better to mathematics. In addition, the district had difficulty filling several math positions, and substitute teachers didn't differentiate strategically enough to address the needs of EL.
- As of May 2024, our attendance rate is a couple of % lower than we planned. Although this number may change this year, we need to continue employ positive incentives to improve student attendance.
- We were only able to maintain our percentage of English Learners who make progress toward English proficiency in 2023; we do not have data for the planned 75% for 2024 but considering that we had only one ELD specialist providing designated ELD for our EL districtwide due to the teacher shortage, we may not reach this goal in 2024.
- Complete CTE sequence of courses was not offered in 2023-2024 - we were only able to offer single courses due to staffing shortages.

- One student was expelled in 2023 and this means that we didn't maintain our 0% expulsion goal. We will be incorporating a restorative justice program into our curricula.
- According to the CA Healthy Kids Survey 2023, the school connectedness indicator in 2023 was as follows: Elementary - 56%; MS - 51%; HS -50%. This means that we didn't meet our stated objectives for this action; we will need to improve our SEL offerings and work closer with parents to improve students' mental health.
- Number of students who take and complete a CTE course: ESS didn't meet this objective as planned. Although most students who signed up for a CTE course completed it successfully, due to scheduling complexities some students couldn't participate.
- Completion of full sequence of CTE courses: in 2023-2024 the district was unable to offer any capstone courses due to the staffing difficulties.
- Social-emotional outcomes: the district didn't meet the planned % on SEL outcomes - the impact of the COVID-19 pandemic still lingers. We will need to strengthen our SEL programming to remediate this.
- The goal of 33% of students prepared for college and career was not achieved - in 2023 only 23% of students were prepared. A lot of this is due to the teachers' shortage and the fact that many of our inter-district transfer students can't stay after school for additional support. We will incorporate more differentiation strategies to provide this assistance during the school day.

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

The district implemented most of the actions successfully despite the many challenges with staffing, as evidenced by our students' performance on CAASPP. Yet, the staffing problems we had to overcome were real and our staff really raised to the occasion. Many teachers were willing to sub during their prep periods; our elementary principal took a position of a second grade teacher all the while continuing her administrative duties. The challenges that were not in the district's control caused some of the actions to not be implemented and other actions were implemented in a manner that differs from how it was described in the adopted LCAP. These are the explanations of material differences between Budgeted Expenditure and Estimated Actual Expenditures of Improved Services:

1.2 - we spent significantly more funds on this action to ensure that our TK students receive more services. Also, the number of students in TK increased by 58% so the budgeted amounts needed to be increased. In addition, we provided and instructional assistance for this class.

1.3 - the difference in expenditures was necessitated by the expansion of services to ensure that our K-5 students get more support in ELA. This investment paid off as evidenced by the significant increase in scores shown on CA School Dashboard.

1.4 - the difference in expenditures was necessitated by the expansion of services to ensure that our secondary students get more support in ELA. This investment paid off as evidenced by the significant increase in scores shown on CA School Dashboard.

1.6 - the material difference between Budgeted and Estimated Actual Expenditures occurred because we couldn't fill math positions for 7 and 8 grades, so we didn't spend the funds planned for these positions.

1.8 - the material difference between Budgeted and Estimated Actual Expenditures occurred because we couldn't fill the 3d grade vacancy and our elementary ELD teacher had to go back to the classroom. This greatly affected the designated ELD services for our EL which had negative impact on the implementation of this action.

1.10 - the material difference between Budgeted and Estimated Actual Expenditures occurred because we couldn't fill the 4th grade vacancy and our intervention specialist, a teacher on special assignment, had to go back to the classroom. This negatively affected the availability of the intervention services for unduplicated students which, in turn, had negative impact on the implementation of this action.

1.11 - the material difference between Budgeted and Estimated Actual Expenditures occurred because we couldn't fill a kindergarten vacancy and our elementary science teacher on special assignment had to go back to the classroom fill this vacancy. This negatively affected the availability of science instruction for unduplicated students which, in turn, had negative impact on the implementation of this action.

1.12 - this pilot occurred during 2022-2023 and the program, My World Interactive, was purchased with the 22-23 funds. However, the action was not removed from 23-24 LCAP, so the funds didn't need to be spent.

1.15 - the material difference between Budgeted and Estimated Actual Expenditures occurred because the district used local funds, instead of LCFF funds, to fund this action. There was no decrease in total expenditures for this action.

1.17 - the material difference between Budgeted and Estimated Actual Expenditures occurred because we used a contractor to provide some of these services to students, so the funds were reported in 3.9. This action was implemented successfully.

1.18 - the material difference between Budgeted and Estimated Actual Expenditures occurred because the position of ESS counselor was filled by a new employee and there was a difference in their compensation vs. the compensation of the previous counselor. Additionally, this counselor was willing to provide additional services to students after their work hours and more funds were spent to pay them.

1.19 - the material difference between Budgeted and Estimated Actual Expenditures occurred because the district offered a Saturday AP boot camp, requested by parents, and we paid for these additional hours.

1.20 - the increased funding was used to pay for teachers' after-hours support for students to compensate for the absence of an interventionist we hoped to have.

1.23 - the material difference between Budgeted and Estimated Actual Expenditures occurred because we funded these services to students with local \$\$ instead of using the LCFF funds. This action was implemented successfully and funded as planned.

1.25 - the material difference between Budgeted and Estimated Actual Expenditures occurred because more students than we expected participated in dual enrollment at local colleges.

1.28 - the material difference between Budgeted and Estimated Actual Expenditures occurred because the district was unable to secure a position of second science teacher at ESS, so the funds were not spent.

1.29 - the material difference between Budgeted and Estimated Actual Expenditures occurred because was not originally accounted for in the 2023 LCAP and is accounted for here.

1.30 - the material difference between Budgeted and Estimated Actual Expenditures occurred because the district needed to expand the credit recovery program beyond what was planned to assist more students.

1.32 - the material difference between Budgeted and Estimated Actual Expenditures occurred because, as mentioned above, our ELD coordinator had to go back to the classroom and the secondary ELD teacher assumed a lot of ELD coordinator's responsibilities after hours to accommodate the needs of our EL students.

1.37 - the material difference between Budgeted and Estimated Actual Expenditures occurred because most of our staff had already received the training on Aeries the previous year so the planned number was overestimated.

1.38 - the material difference between Budgeted and Estimated Actual Expenditures occurred because the district didn't contract with Safe Passages last year. We are planning to resume this collaboration in 24-25.

1.41 - the material difference between Budgeted and Estimated Actual Expenditures occurred because the district decided to expand our summer program to incorporate more enrichment activities and physical activities such as swimming to increase student engagement and to prevent learning loss during the summer.

1.44 - the material difference between Budgeted and Estimated Actual Expenditures occurred because our ELD coordinator had to take a full-time 3d grade teacher's position while doing some of the ELD coordination after work, so her compensation was increased.

1.45 - the material difference between Budgeted and Estimated Actual Expenditures occurred because we had more new teachers and teachers whose assignment changed last year due to the many vacancies. As a result, we had more teachers who needed training in core programs and it cost more.

1.47 - the material difference between Budgeted and Estimated Actual Expenditures occurred because we were unable to hire a mathematics coach and didn't spend the allocated funds.

1.49 - the material difference between Budgeted and Estimated Actual Expenditures occurred because more teachers than we expected requested Quality Teaching for English Learners training and it cost more.

1.50 - the material difference between Budgeted and Estimated Actual Expenditures occurred because fewer teachers than we expected agreed to take PD in differentiated instruction during the summer and after school.

1.51 - the material difference between Budgeted and Estimated Actual Expenditures occurred because fewer teachers than we expected agreed to take PD in special education strategies during the summer and after school.

1.53 - the material difference between Budgeted and Estimated Actual Expenditures occurred because we were able to secure the services of the City of Emeryville employee to translate and interpret in Arabic and our Bilingual Parent Liaison to translate from Spanish.

1.54 - the material difference between Budgeted and Estimated Actual Expenditures occurred because fewer Sp. Ed. teachers than we expected agreed to take PD during the summer and after school.

1.55 - the material difference between Budgeted and Estimated Actual Expenditures occurred because we were unable to fill the vacancy of one of the special education teachers who left the district.

1.62 - the material difference between Budgeted and Estimated Actual Expenditures occurred because the district was able to expand the broad course of study and offer more rich electives and after school enrichment opportunities to increase student engagement.

1.64 - the material difference between Budgeted and Estimated Actual Expenditures occurred because the instructional assistance in TK cost more than what was budgeted.

1.65 - the material difference between Budgeted and Estimated Actual Expenditures occurred because the district used additional funds to expand our ELOP program and to pay the City of Emeryville all the student fees for their part of the program.

1.66 - the material difference between Budgeted and Estimated Actual Expenditures occurred because we were unable to offer capstone CTE courses this year as we only have one CTE teacher who teaches three different subjects and we were unable to contract with any of the CTE-certified outside providers.

1.68 - the material difference between Budgeted and Estimated Actual Expenditures occurred because the professional development for the writing teacher cost less than we expected.

1.70 - the material difference between Budgeted and Estimated Actual Expenditures occurred because we were able to use local funds for the training in equity for teachers and didn't spend the LCFF funds.

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

Most of the planned actions for this goal were very effective. Some actions necessitated more funds than we budgeted for and were expanded in scope with greater than planned investment because we were unable to use the funds as planned to support other actions and these \$\$ became available. In many instances the expansion of these actions compensated for us not being able to implement some actions due to staffing problems. Among the expanded in scope effective actions were actions 1.2, 1.3, 1.4, 1.17, 1.19, 1.20, 1.23, 1.25, 1.41, 1.45, 1.49, 1.53, 1.62, and 1.65.

Most of the actions that were not implemented or implemented not as planned occurred due to our staff shortages. We had to improvise and use all of our staff on special assignment as classroom teachers, including one of the principals who taught second grade and fulfilled administrative duties. The following actions are among these: 1.6, 1.8, 1.10, 1.11, 1.28, 1.44, 1.47, 1.55, and 1.66.

In addition, there were several actions around professional development that were not implemented or reduced in scope. These occurred because the district has a very limited number of contractual days for professional development in 2023-2024. This was renegotiated in the last contract with ETA. As a solution to compensate for limited number of PD days and to differentiate professional development offerings for our staff, the district offered 10 hours of professional development on your own time during the school year and 10 hours in summer. As an incentive, we compensate teachers for their time and pay their professional development registrations. However, we cannot mandate the attendance at any of these trainings, so some of the PD offerings that we promoted didn't have as many teachers willing or able to participate after hours or during vacation days, as we hoped. Among these were actions 1.50, 1.51, and 1.54.

All the material differences between Budgeted and Estimated Actual Expenditures are described above.

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

The planned goal did not change. Some of the metrics were added to measure new actions. At the same time, some actions were eliminated either because they were already fully implemented, such as the social studies pilot at AYES, or because they were ineffective. For instance, action 1.7 was eliminated two years ago but still had to be included in the last year's LCAP. It is now removed. Action 1.70 was folded into actions 1.8 and 1.44 as our African American subgroup improved achievement and are no longer among the subgroups that are required to be strategically singled out.

By the same token, some new required actions were included in the current iteration of the LCAP. For example, action 1.20 - support for long-term ELs met the new requirements in the current LCAP, action 1.35 satisfies the requirement to address suspensions among the SED students and SWD, districtwide; action 1.36 deals with strategies to reduce suspensions at AYES and is also a required action. In addition, the district added some new actions, such as 1.23 (AP Psychology).

Some of the actions were ineffective the way they were planned. In the past iteration of EUSD LCAP, action 1.6 encompassed strategies for mathematics instruction for all the grades (corresponding metrics: District-wide change category in mathematics as evidenced by the CA School Dashboard, English Learners change category in math, per CA School Dashboard, College and Career Readiness - CCR indicator on CA School Dashboard). This proved ineffective and too broad in scope. For example, the ESS mathematics indicator on CA School Dashboard is very low (114.1 points below Standard), despite our students' performance improving by 29.4 points in 2022-23). Unfortunately, the latest CAASPP scores in mathematics (2024) are very low at ESS (12% of students met or exceeded the standard.) It was clear that we need to address the needs of our ESS scholars in mathematics separately, and perhaps even replace the program, Eureka Math, which we have been implementing for the last 10 years without producing the desired improvement. ESS mathematics department discussed the root causes for such slow progress and decided that Eureka Math is not a good fit for our students. After years of implementing Eureka Math our teachers feel that it is time to implement a different math curriculum at the high school. Our math teachers examined and piloted some lessons from other programs, and they chose Math Reveal for the next year's implementation. This decision found its way into action 1.44. The ESS math faculty will attend professional development focused on this program and proceed with its implementation in 2024-2025.

Also, for the last three years, the district sought to hire a math coach but couldn't secure a qualified candidate (action 1.44, metric District-wide change category in mathematics as evidenced by the CA School Dashboard). Instead of continuing on this route, we decided to contract with The Teachers' Development Group whose staff will offer mathematics coaching support to educators at AYES. At the high school, we decided to implement a different strategy: we will hire an additional math teacher who will provide additional differentiated support to small groups of students to improve mathematics performance. This extra position will also allow ESS to double-block the math classes and provide more support to students in that way. This decision is memorialized in action 1.28.

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.

2. Goals and Actions

1. Goal

Goal #	Description
2	EUSD students will develop global awareness, cultural competence, and media and technical literacy with innovative technology integrated across disciplines to become productive citizens in the 21st Century.

2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers' evaluations of professional development around the use of technology in the educational process	Most of the evaluations of PD offered by the district in 2020-2021 were positive, except for the session about Google Meet.	Teachers from each grade level attended the ISTE conference this school year; in addition, teachers receive individual coaching from the technology coordinator as the need arises and all the teachers were offered stipends to get Google certifications.	Professional development in use of technology is provided in the form of coaching by the district technology coordinator, available to all teachers, an opportunity to get a stipend support to achieve Google certifications and all the teachers in need of this support took advantage of these offerings. Additionally, several teachers attended the ISTE conference.	The district provided teachers with an opportunity to take technology PD as a part of their allotted 10 hours during the year and 10 hrs - in summer. Several educators attended the ISTE conference. 100% of teacher evaluations of professional learning around the use of technology was positive.	100% of teacher evaluations of professional learning opportunities provided by the district will be positive. Teachers will engage in facilitating professional development and coaching for each other and share their classroom practice with their colleagues to the benefit of all students.
Classroom discussions and debates	Many teachers facilitate classroom discussions; some orchestrate debates	About 85% of teachers incorporate discussions, debates and Socratic	About 90% of teachers incorporate discussions, debates and Socratic	About 95% of teachers are observed orchestrating classroom discussions and debates as a tool	At least 95% of the teachers will be observed orchestrating classroom discussions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	about the topics of social justice.	Seminars into their instruction.	Seminars into instruction.	for examining issues of social justice, racial equity, and cultural tolerance.	and debates as a tool for examining issues of social justice, racial equity, and cultural tolerance.
Personal Electronic Devices	All the students have access to a device in distance learning; most of this technology was issued by the district.	100% of students have access to personal devices.	The district is now a fully 2:1 district. Every student has a district-issued device at home and in school.	100% of students have a district-issued personal device. Students in grades 3-12 are able to take their devices home to do homework.	100% of students will have a district-issued personal device. Students in grades 3-12 will be able to take their devices home to do homework.
Classroom observations and observables collected during Instructional Rounds regarding student proficiency with technology	Many students, especially at the elementary level, need help logging on, doing simple troubleshooting, and have poor or no keyboarding skills (per parents and teachers).	Keyboard instruction is provided by classroom teachers at the elementary level and by the CS teacher at the high school.	Keyboard instruction is provided by our Technology Coordinator and by the classroom teachers. Students' proficiency with technology has greatly improved in 2021-2022.	Not all the students had access to technology coordinator to receive keyboarding instruction. About 90% of teachers are observed incorporating keyboarding into the times when students are expected to use technology.	100% of students will be observed learning about effective and appropriate ways of using technology as a tool for learning.
Classroom observations and data collected during Instructional Rounds demonstrating evidence of ethnic studies incorporated across disciplines; reduced rate of behavior offenses as	In some classrooms, students are encouraged to share information about their culture and learn about different cultures.	About 80% of teachers regularly incorporate some elements of ethnic studies into their instruction. Students are encouraged to share information about their cultures and also learn about	About 90% of teachers regularly incorporate some elements of ethnic studies into their instruction. Students are encouraged to share information about their cultures and also learn about	Elements of ethnic study in the form of learning about cultural differences and commonalities and issues of social justice are observed in all social studies classes. Students demonstrate growing awareness of	Across the district, there will be observable evidence of ethnic studies incorporated into disciplinary content. Students will demonstrate awareness of other cultures and tolerance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by CALPADS data.		the history of the many minority groups in context of the carefully curated novels and during the history and social science lessons.	the history of the many minority groups in context of the carefully curated novels and during the history and social science lessons.	other cultures and tolerance of differences appropriate in a democratic society.	of differences appropriate in a democratic society.
Workshops evaluations by parents and guardians	Parents report increased learning in how to use technology and programs to assist their children in the educational process as a result of the workshops provided by our technology coordinator.	Data not available yet.	Parents who participate in the district-provided community workshops expressed high levels of satisfaction. For instance, we offered a series of sessions in financial literacy and provided support by a Spanish and an Arabic interpreters. These courses were well-received by participants.	Parents who attended trainings around the use of technology reported satisfaction with the quality of support.	Parents will report satisfaction with the quality of tech support during the district-led trainings for parents in the use of technology.
Data from Instructional Rounds/Learning Walks and from Classroom Observations by Principals evidencing the implementation of 4Cs.	Many 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; many use Google Classroom in their instructional delivery.	Developing students' critical thinking skills is the work in progress; however, across the district the teachers incorporate the 4Cs in various ways, such as during creative projects in art courses and in Maker's Space classes, creating projects and slides, and communicating	In 22-23 the district expanded the repertoire of the available creative projects and courses for students which is a fertile ground for incorporating the 4Cs into classroom instruction. At least 85% of teachers are successful at doing this.	About 90% of teachers were observed implementing the 4Cs (critical thinking, collaboration, creativity, and communication) in their instructional practice. All of the teachers are observed using Zoom or Google Meet and Google	100% of teachers will implement the 4Cs (critical thinking, collaboration, creativity, and communication) in their instructional practice. All of the teachers will use Zoom or Google Meet and Google Classroom to enhance their instructional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		out problem- solving solutions in math and science.		Classroom to enhance their instructional delivery to a degree that benefits instruction.	delivery to a degree that benefits instruction.
Percent of Students Completing the Computer Science CTE Sequence	Many students take Introduction in Computer Science and some take AP Computer Science.	In 2021-22, 68.6 % of the ESS students are taking computer science courses. In addition, the district provides enrichment coding courses at AYMS and at AYES.	In 2022 our CTE- certified CS instructor retired and we were unable to fill the position; as a result, students weren't offered computer science courses.	0% of students had computer science available to them.	100% of EUSD students will have access to an articulated Computer Science sequence of courses.

3. Goal Analysis

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

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

Most of the actions in Goal 2 were carried out successfully. Every student has two electronic devices and students in grades 3-12 are able to use one device at home to work on projects and homework and another - in school. All parents who attended the district-offered technology training were satisfied with its quality. Likewise, teachers across the district are focused on promoting cultural education, social justice, and racial equity. Actions dealing with elements of ethnic studies were incorporated into the social studies curricula; the implementation of Girls Who Code at ESS, and providing technology-based resources for SWD were all implemented well. Additional list of the actions for this goal that were implemented successfully: 2.4, 2.6, 2.7,2.8, 2.9, 2.10, 2.13, 2.14, 2.16, 2.17, 2.18, 2.19

However, some actions were eliminated for a variety of reasons. Namely, 2.2 - became obsolete once the district implemented the 2:1 Initiative. Likewise, action 2.11 became outdated and was eliminated due to the district's pivot to 2:1 Initiative; actions 2.12 and 2.15 could not be implemented because our computer science teacher retired and the district was unable to secure an educator who is certified to teach CTE computer science courses. As a result, we had to remove these actions from the 24-25 LCAP.

Some actions were modified for different reasons. For example, action 2.5 was not implemented as planned because the teacher chose a different coding curriculum, CodeCombat, as more appropriate for our student population. This curriculum will replace Mastery Coding and it will be implemented in the summer of 2024.

One action, 2.1, was ineffective because we were unable to allocate enough resources to support its implementation due to staff shortage. As a result, action 2.1 was not implemented by all of our teachers- based on classroom observations, about 85% of our educators employed 21st Century skills in their practice. We need to provide more professional development and coaching to implement this action better.

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.

Overall, the implementation of the actions for this goal were successful. The challenges in implementation were the limitations in the number contractual PD days but the district used creative alternatives to compensate for that. Actions 2.2 and 2.11 became obsolete, as described above and actions 2.12 and 2.15 were not implemented due to the changes in staffing that couldn't be remedied.

The following are the list of actions that had material differences between Budgeted Expenditures and Estimated Actual Expenditures with explanations, respectively:

Action 2.1 - 21st Century Skills. The material difference occurred due to the fact that the digital citizenship program was purchased in the Spring of 2023 through 2024 and we didn't have to spend all the funds that we budgeted for this action.

Action 2.4 - PD in Technology. The material difference occurred because the district invested some local funds into the implementation of this action and we spent less LCFF funds, but the action was successfully implemented.

Action 2.5 - Mastery Coding. The material difference occurred because, as explained above, the program was replaced with CodeCombat.

Action 2.6 - Promote Cultural Education, Social Justice, and Racial Equity. The material difference occurred because we originally planned to continue our collaboration with Pacific Education Group but, per teachers' evaluations, the vendor's curriculum became redundant with what they already brought to the district in the past, and thus we didn't extend the contract with PEG this year.

Action 2.7 - Ethnic Studies. The material difference occurred because the district invested local funds into the implementation of this action in place of the LCFF funds; however, the action was successfully implemented.

Action 2.9 - Technology and web-based resources for Students with Disabilities. This action was primarily funded with the Special Education funds; only students at the intersection of SPED and SED were eligible for the LCFF funding, so we reduced these \$\$\$. The action was implemented successfully.

Action 2.10 - Workshops for Parents and Guardians. The material difference is due to the district using different funds, such as one-time grants, to implement the action, instead of LCFF \$\$.

Action 2.14 - Additional Position of a Districtwide Technology Specialist. The material difference is due to the district using different funds, such as one-time grants, to implement the action, instead of LCFF \$\$.

Action 2.16 - 2:1 Initiative. The material difference is due to the greater than expected needs in fixing and replacing technology.

Action 2.17 - Smartboard Technology to Support and Enhance Classroom Instruction. The material difference is due to the district using different funds, such as one-time grants, to supplement the funding of the action, in addition to the LCFF \$\$.

Action 2.18 - Laptop Devices for Maker's Space. The planned funds were not spent because the district received a donation of laptops from a local company which allowed us to allocate these devices to Maker's Space.

Action 2.19 - Technology for Expanded Learning Program. Similarly to 2.18 we used the influx of donated devices to equip our ELOP and didn't have to expend the LCFF funds.

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

The only action that was ineffective was 2.1, but it was not completely ineffective. We will invest more resources and support to implement it.

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

The district decided to keep the goal as is. Actions that became obsolete or couldn't be staffed in the past and in 2024-25 were eliminated. Action 2.1 will be strengthened with more support.

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.

3. Goals and Actions

1. Goal

Goal #	Description
3	EUSD will use the whole-child approach to help 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.

2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students' Emotional Wellbeing - Healthy Kids Survey, Spring 2021	Districtwide: 28% of students reported social-emotional distress 19% reported experiencing cyberbullying; 73% reported self-efficacy; 55% of secondary students reported feelings of optimism.	Data not available yet.	In 2022, the data in CA Healthy Kids Survey revealed that 17% of secondary students expressed emotional distress and 8.5 experienced suicidal ideation. On the other end of the spectrum, 48% of HS and 53% of MS students expressed feelings of optimism. 65% 5th-graders reported feeling safe at school and 34% were subjected to cyberbullying.	Per CHKS 2023, districtwide, 33% of students experienced social-emotional distress; 18% experienced cyberbullying, 49% reported fillings of optimism.	Districtwide: 10% of students or less will report social-emotional distress 10% of students or less will report experiencing cyberbullying 90% of students will report self-efficacy 80% of students will report feelings of optimism.
SEL Strategies Incorporated Across Disciplinary Content - Data from Instructional	Many teachers incorporate various SEL strategies; some are incorporated across content and	All schools incorporate SEL strategies. At Emery Secondary School all the teachers conduct	Every school in the district incorporates SEL strategies in instruction. At Emery Secondary School all	100% of teachers are incorporating SEL strategies across disciplines in 2023-2024. Many students	All teachers will teach SEL strategies incorporated across disciplines. Many students will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rounds/Learning Walks	some are taught as a separate class.	<p>individual wellbeing check-ins with students every two weeks.</p> <p>At AYMS the teachers implement an SEL program called 2nd Step and also utilize student agreements during the Advisory for self-regulation and mindfulness.</p> <p>At AYES, about 90% of teachers incorporate SEL strategies across content, some teachers invite speakers and yoga coaches and also conduct community circles. Some of these support services are also provided as a part of the COST support system. Finally, the school provides individual and whole group wellbeing check-ins.</p>	<p>the teachers conduct individual wellbeing check-ins with students every two weeks.</p> <p>At AYMS the teachers implement an SEL program called 2nd Step and also utilize student agreements during the Advisory for self-regulation and mindfulness.</p> <p>At AYES, about 94% of teachers incorporate SEL strategies across content, some teachers invite speakers and yoga coaches and conduct community circles. In addition, many of these support services are provided as a part of the COST support system. Additionally, the school provides individual and whole group wellbeing check-ins. Finally, the district purchased The Toolbox, a social-emotional program for</p>	demonstrate ability to self-regulate, to be self-aware and to seek help for themselves and others if the need arises.	demonstrate ability to self-regulate, to be self-aware and to seek help for themselves and others if the need arises.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			the AY students and the teachers received training in this curriculum. The impementation will begin in 2023-24 school year.		
Rate of Chronic Absenteeism - DataQuest	The latest chronic absenteeism data is available for 2018-2019. As evidenced on DataQuest, the chronic absenteeism rate in 2018-2019 was 20.5%.	Rate of chronic absenteeism in 2020-2021 was 25.4%, per Dataquest.	The rate of chronic absenteeism in 2021-2022 school year was at 42.1%, per Dataquest. However, the district is on the mend with the current chronic absenteeism at 23% in March of 2023.	35.9% in 2022-2023, according to Dataquest.	Reduce chronic absenteeism to 19% by the 2023-24 school year.
Suspensions Rate - DataQuest	In 2019-2020 school year, 15.2% of students were suspended multiple times across the district.	In 2020-21 the district suspension rate was 0%, per Dataquest.	In 2021-22 the district suspension rate was 5.1%, per Dataquest. The local data show that the majority of suspensions occured in the middle grades. At Emery High School, the suspension rate was at 2.1%.	Suspension rate in 2023 was 6.2% districtwide, according to Dataquest. 19% of students were suspended multiple times.	No more than 5% of students will be suspended multiple times across the district.
Staff Competence in Suicide Prevention	17.5% of middle school students and 19% of high school students considered suicide during 2020-	The EUSD staff received multiple trainings about suicide prevention from the Health Manager and	The staff at every school site received training in suicide prevention from the	23.5% of secondary students (MS and HS) considered suicide.	As a result of teachers' training and interventions, 3% or less of middle and high school students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	21 school year, according to the CA Healthy Kids Survey.	from some outside organizations, such as Crisis Support Services and Teens for Life.	EUSD Health Behavior Manager.		will report considering suicide.
Teacher Evaluations of Professional Development	The district didn't provide opportunities for professional development focused specifically on trauma-informed practices to date.	<p>Before the beginning of the school year the EUSD staff participated in the districtwide professional learning focused on trauma-informed practices. In addition, all the staff were encouraged to participate in Kaiser Rise Up virtual training.</p> <p>At the middle school, the teachers speak about trauma to students in weekly meetings.</p>	In 2021-2022 teachers were able to choose the topics for their professional development based on their needs. Since all the staff participated in the training around trauma-informed practices in the prior year, this wasn't mandated, but several teachers took advantage of taking the training on their own - the district funded their registration and they were compensated for their time.	All the staff, certificated and classified, were offered an opportunity to participate in Creating Trauma-Sensitive Schools conference and 9 people attended. Teachers also were provided with professional development from the district Behavior Health Manager. All teachers report confidence in implementing trauma-informed strategies.	Teachers will report confidence and will feel competent implementing trauma-informed strategies in evaluations of training.
Opportunities for Group and Individual Counseling	There are 4 counselor-interns available at the Health Center.	In 2021-22 school year there are 3 interns at the district Health Center - one less than the prior year. Due to the	In 2021-22 we had 3 interns but we were able to increase their number and expand the services by getting the 4th intern in 22-23.		There will be four additional psychology and social work interns to provide counseling to the EUSD students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		pandemic, it is difficult to fill these positions at this time.			
Parent Engagement	21% 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.	Parents contribute to decisions about the funds by participating in surveys and DELAC and PAC meetings.	Number of parents who responded and contributed to LCAP surveys increased by 30% from 21-22 to 22-23.		40% of families, including the parents of unduplicated and Special Education students, will provide input into the district's strategic planning via surveys or through the membership and participation in the work of the Parent Advisory Committee or a Districtwide English learning Advisory Committee.
School Connectedness and Engagement per CA Healthy Kids Survey	In 2021, 72% of elementary students felt connected to their school and 52% shared that they have caring relationships with adults in school.	On the 2022 Healthy Kids Survey, 56% of the elementary and the middle school students felt connected to school. The number of the high school scholars who felt connected was 60%.	On the 2022 Healthy Kids Survey, 56% of the elementary and middle school students felt connected to school. The number of the high school scholars who felt connected to school was 60%.	According to the 2023 CHKS, 56% of 5th-graders, 51% of middle school students, and 50% of high school scholars reported school connectedness. With regards to reporting the caring relationships with adults, they were shared by 43% of 5th-graders, 65% of middle school students, and 58% of high school students.	90% of elementary students will feel school connectedness and 70% of students will agree that they have caring relationships with adults in school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of Chronic Absenteeism for African American students and Students with Disability	New metric		Per CA School Dashboard, 41.3% of African American students and 38.5% of SWD were chronically absent in 2021-22.	Chronic absenteeism declined significantly on CA School Dashboard for African American students' chronic absenteeism was at 20.1% in 2023-2024.	Chronic absenteeism will be at 30% or lower for African American students and students with disability.
Collaboration with School Innovation and Achievement	New metric		This collaboration will begin in 2023-24 school year.	The district is using School Innovation and Achievement platform successfully in 2-23-2024. It is instrumental for meaningful two-way communications with parents and educators.	Systemwide utilization of the AyA tools. Improved student attendance.
Professional Development to Improve Student Attendance	New metric		Some staff had professional development focused on strategies to improve attendance, but not all the classified staff attended in the past.	All classified staff has attended this professional development for our information system.	Appropriate classified staff will attend professional development. Improved rate of attendance.

3. *Goal Analysis*

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

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

Actions 3.2, 3.3, and 3.6 were not implemented as planned. Action 3.2, SEL Programs, had spotty implementation - AYES and AYMS implemented SEL curricula (Toolbox and Second Step, respectively); however, ESS didn't have an SEL program in place and there was no

coherence in the implementation of the SEL strategies. This stands in direct connection to Action 3.6 - SEL Professional Development. We need to provide more PD in SEL best practices and programming.

Action 3.3, Restorative Justice Practices, was not implemented with fidelity because our teachers need more professional development in restorative justice practices and because we experienced such staff shortage. As evidenced on the 2023 CA School Dashboard, many of our students, in particular SED, students with disability, and Hispanic students are disproportionately suspended. The district is determined to find alternatives to suspensions, first and foremost, eliminating the behaviors that lead to suspensions through restorative justice practices. To accomplish this, we will strengthen and modify action 3.3 in 2024-25 by collaborating with IYCU and providing coaching in restorative practices to our staff. This work, coupled with better staffing next year, will impact our rate of attendance, reduce suspensions, and facilitate greater student engagement.

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.

In 2023-24 Goal 3 was implemented with mixed results. There were many successes despite all the barriers that the district had to face. Action 3.9 in particular, with an array of enrichment opportunities that the district was able to provide, increased student engagement and contributed to their overall development. Our greatest challenge was staffing - the inability to fill all of the teaching positions in 2023-2024. Although our amazing staff rose to the occasion to remedy these obstacles, there were setbacks that we will need to remedy in the upcoming school year, with complete staff lined up. We will provide training to the new and existing staff to strengthen the actions mentioned above that were rendered ineffective due to the lack of resources.

Material differences:

3.2 - the material difference occurred because we were able to use some of the one-time local funds instead of the LCFF funds to pay for this action.

3.3 - the material difference occurred because we with so many teachers reassigned we had to focus on academics and couldn't send them to restorative justice professional development, unless they chose it as a part of their 20-hour PD allocations. Teachers used materials we had from the past to address these needs.

3.6 - the material difference occurred because we were able to use some of the one-time local funding instead of the portion of the LCFF funds to implement this action.

3.7 - the material difference occurred because we were able to use some of the one-time local funding instead of the portion of the LCFF funds to implement this action.

3.8. - the material difference occurred because we were able to use some of the one-time local funding instead of the portion of the LCFF funds to implement this action.

3.9 - the material difference occurred because we were able to use some of the ELOP funding instead of some of the LCFF funds to implement this action.

3.10 - the material difference occurred because we were able to use some of the one-time local funding instead of the LCFF funds to implement this action.

3.11 - the material difference occurred because we were able to use some of the one-time local and federal funding instead of the LCFF funds to implement this action.

3.12 - the material difference occurred because the cost of hiring an attendance clerk was higher than we anticipated.

3.14 - the material difference occurred because all of our classified staff already took the training during the prior year, so we didn't need to send them again.

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

Most of the actions for Goal 3 were effective. Many actions, for instance actions 3.1, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, and 3.11, were implemented successfully. However, due to staff shortages in 2023-2024, some of our planned actions were not implemented as intended. The actions that were ineffective in making progress toward this goal were not implemented with fidelity; for instance, actions 3.2, 3.3, and 3.6. Since 3 of our teachers on special assignment had to return to the classroom, they needed training in the core programs - that became a priority. Because of staff shortage, we had to focus primarily on academics and didn't always have the bandwidth for a deeper dive into SEL practices. Furthermore, some of the classrooms were taught by rotating substitute teachers due to vacancies; these substitutes didn't have the SEL expertise and couldn't provide social-emotional support to the extent that our students needed. Data from CHKS, although it is from 2023, shows that many of our students still experience social-emotional distress and need more SEL support next year to overcome the lingering effects of the COVID-19 pandemic. Because of these obstacles, actions 3.2, 3.3, and 3.6 were ineffective in how they were implemented.

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

We didn't change the goal, as it is still well-aligned with the district's vision and is worthwhile. With regards to actions, although many of the latest available data metrics reflect the previous year's student performance and their responses to surveys from last year, close analysis of this data suggests that even if some of the metrics improved in 2023-24, our students will still benefit if we zero in on strengthening SEL practices while working closer with parents and the health center professionals to improve our students' mental health. Metric 3.2 shows inconsistency in how our SEL practices are implemented. We need a coherent strategy. To accomplish this, we need to provide more SEL professional development for teachers and strengthen our SEL practices. Action 3.2 was modified to ensure that we have a coherent approach to SEL.

Another area of focus needs to be the implementation of restorative justice practices. As evidenced on the 2023 CA School Dashboard, many of our students, in particular SED, students with disability, and Hispanic students are disproportionately suspended. The district is determined to find alternatives to suspensions by first and foremost eliminating the behaviors that lead to suspensions with restorative justice practices. To accomplish this, we will modify action 3.3 in 2024-25 by collaborating with IYCU and providing coaching in restorative practices to our staff. Action 3.3 articulates these ideas, and the district will ensure its implementation with fidelity. Finally, action 3.6 will be implemented districtwide next year during one of our district professional development days. This work, coupled with better staffing in 2024-2025, will improve our rate of attendance, reduce suspensions, and facilitate greater student engagement.

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.

4. **Goals and Actions**

1. **Goal**

Goal #	Description
4	

2. **Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

3. **Goal Analysis**

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

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.

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

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

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.

5. *Goals and Actions*

1. *Goal*

Goal #	Description
5	

2. *Measuring and Reporting Results*

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

3. *Goal Analysis*

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

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.

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

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

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.

6. 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$12,399,183.61	\$10,437,009.03

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)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.					
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	School Facilities	No	\$1,726,443.00	\$1,908,558.06
1	1.2	Improve Student Performance in English Language Arts, TK	Yes	\$150,858.20	\$152,019.25
1	1.3	Improve Student Performance in English Language Arts, K-5	Yes	\$866,579.11	\$977,237.39
1	1.4	Improve Student Performance in English Language Arts, secondary grades.	Yes	\$573,201.19	\$586,595.58
1	1.5	Culturally Relevant Summer Reading	No	\$16,369.32	\$19,611.06
1	1.6	Improve Student Performance in Mathematics, TK-12	Yes	\$1,356,438.82	\$1,112,718.44
1	1.7	Improve Student Performance in Mathematics, 7-8		\$0.00	\$0.00
1	1.8	Integrated and Designated ELD Support for English Learners.	Yes	\$317,918.80	\$343,093.23
1	1.9	Full Time Literacy Intervention Teacher at AYES	No	\$153,386.24	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Intervention and Acceleration Resources at AYES and AYMS Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading, and math digital adaptive platform during intervention blocks and in after-school tutoring.	Yes	\$74,375.00	\$81,669.53
1	1.11	Science Opportunities for AYES Students	Yes	\$186,707.52	\$56,929.97
1	1.12	Social Studies Pilot for AYES	Yes	\$6,868.96	\$0
1	1.13	Inclusion of All Student Subgroups District Initiatives	No	\$0.00	\$0
1	1.14	Resources for Special Education Students	No	\$2,500.00	\$3,385.15
1	1.15	Art Program at AYES and AYMS	Yes	\$127,255.28	\$129,838.11
1	1.16	Physical Education	Yes	\$289,926.55	\$289,697.07
1	1.17	Music program at AYMS	Yes	\$305,188.23	\$234,159.46
1	1.18	Early Academic Outreach Program	Yes	\$107,599.87	\$161,804.8
1	1.19	AP Exams	Yes	\$4,739.00	\$8,440
1	1.20	Early Academic Outreach Program - ELA	No	\$249.00	\$547.65

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	1.21	Early Academic Outreach Program - Mathematics	No	\$0.00	\$0
1	1.22	College and Career Center at ESS	Yes	\$32,000.00	\$34,547.65
1	1.23	Advanced Placement Courses at ESS	Yes	\$212,099.78	\$35,629.29
1	1.24	Collaborations with the Local Industry Partners and Internships	No	\$0.00	\$0
1	1.25	Dual Enrollment at Community Colleges	Yes	\$7,553.38	\$17,207.89
1	1.26	Career Technical Education	Yes	\$1,502.00	\$1600
1	1.27	Maker's Space	Yes	\$234,985.83	\$213,364.76
1	1.28	Additional FTE Science Position at ESS	Yes	\$98,984.22	\$0
1	1.29	ESS Science Offerings	Yes	\$4,894.47	\$93,271.44
1	1.30	Credit Recovery Opportunities at ESS	Yes	\$10,500.00	\$38,026.20
1	1.31	Project-Based Portfolio Defense Activities	No	\$0.00	\$0
1	1.32	ELA/ELD Program for Secondary Grades	No Yes	\$154,446.92	\$207,394.37
1	1.33	SAT Support at ESS	Yes	\$2,420.00	\$2,420

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	1.34	Intervention and Acceleration Support for ESS Students	No	\$0.00	\$0
1	1.35	Improve Attendance and Reduce Tardiness and Suspension Rates.	Yes	\$82,467.38	\$58,209.18
1	1.36	Progress Monitoring and Mutual Accountability	Yes	\$3,288.00	\$3,440.00
1	1.37	Student Information System	No Yes	\$39,900.00	\$2,948
1	1.38	Parent Supports and Communication	Yes	\$42,000.00	\$465
1	1.39	Procedures for Reducing Suspensions and Using Alternatives to Suspensions	No	\$0.00	\$0
1	1.40	Assessment	Yes	\$38,356.60	\$42,754.8
1	1.41	Summer School	Yes	\$162,817.00	\$253,514.05
1	1.42	Vertical Articulation	No	\$0.00	\$0
1	1.43	Project-Based Learning	No	\$0.00	\$0
1	1.44	Position of the English Language Development Coordinator	Yes	\$159,112.64	\$182,729.31
1	1.45	Professional Development for Core Programs	No	\$69,000.00	\$99,557.36

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	1.46	Literacy Coaching	Yes	\$12,900.00	\$9,900
1	1.47	Mathematics Coaching	Yes	\$150,000.00	\$0
1	1.48	Professional Inquiry into Practice	No	\$0.00	\$0.00
1	1.49	Teacher Professional Development - English Language Development	Yes	\$7,860.80	\$18,364.78
1	1.50	PD in Differentiated Instruction	Yes	\$55,722.75	\$13,766.78
1	1.51	PD in Supporting Students with Disabilities	Yes	\$2,154.00	\$291.50
1	1.52	Parent Engagement	Yes	\$123,876.75	\$105,386.55
1	1.53	Language Accessibility for Parents and Guardians	Yes	\$17,837.00	\$3,077.20
1	1.54	Professional Development for Special Education Specialists	No	\$32,563.00	\$250
1	1.55	Improving Attendance for Special Education Students	No	\$535,057.64	\$390,485.18
1	1.56	Collaboration between Special Education and General Education Staff	No	\$0.00	\$0
1	1.57	Professional Development Focused on Special Education Strategies	No	\$3,000.00	\$1,913
1	1.58	Inter-district Collaborations with Districts in SELPA	No	\$0.00	\$0
1	1.59	Middle School Dropout Rate	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)
1	1.60	High School Dropout Rate	No	\$0.00	\$0
1	1.61	Pupil Expulsion	No	\$0.00	\$0
1	1.62	Broad Course Of Study	Yes	\$51,766.23	\$170,027.21
1	1.63	Professional Development Focused on Equity	Yes	\$21,000.00	\$3,069.67
1	1.64	Instructional Assistant for TK	No	\$63,222.74	\$85,537.89
1	1.65	Expanded School Day	Yes	\$400,000.00	\$469,340.95
1	1.66	Capstone CTE Courses	Yes	\$80,000.00	\$23,173
1	1.67	Pre-AP Chemistry Course	Yes	\$4,000.00	\$5,670.02
1	1.68	Communication and Writing course	Yes	\$4,000.00	\$1037.3
1	1.69	Instructional Assistant for Kindergarten and First grades.	Yes	\$103,200.00	\$105,944.00
1	1.70	Implement research-based instructional strategies to improve academics among African American students.	Yes	\$7,000.00	\$0
2	2.1	21 Century Skills	No	\$12,250.00	\$0
2	2.2	1:1 Devices	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	2.3	Keyboarding Instruction	No	\$0.00	\$0
2	2.4	Professional Development in Effective Use of Technology	Yes	\$23,000.00	\$3,717.03
2	2.5	Mastery Coding	Yes	\$1,400.00	\$0
2	2.6	Promote Cultural Education, Social Justice, and Racial Equity	Yes	\$59,783.88	\$541.67
2	2.7	Ethnic Studies	Yes	\$235,188.42	\$195,363.00
2	2.8	Girls Who Code	No	\$0.00	\$0
2	2.9	Technology and web-based resources for Students with Disabilities	Yes	\$8,061.33	\$2575
2	2.10	Workshops for Parents and Guardians	Yes	\$10,218.16	\$1,174.79
2	2.11	Tools for ELD Newcomers	No	\$0.00	\$0
2	2.12	Computer Science at ESS	No	\$0.00	\$0
2	2.13	Position of District Technology Coordinator	Yes	\$168,171.91	\$168,519.73
2	2.14	Additional Position of a Districtwide Technology Specialist	Yes	\$206,328.00	\$110,121.10
2	2.15	CoderZ	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	2.16	2:1 Initiative	Yes	\$80,000.00	\$202,773.90
2	2.17	Smartboard Technology to Support and Enhance Classroom Instruction	Yes	\$250,000.00	\$157,991
2	2.18	Laptop Devices for Maker's Space	Yes	\$31,545.00	\$0
2	2.19	Technology for Expanded Learning Program	Yes	\$53,855.55	\$7,299.72
3	3.1	Supporting Positive Behavior Outcomes for Students with Disabilities	No	\$519,562.13	\$4,000
3	3.2	Social-Emotional Programs	Yes	\$41,603.52	\$20,300.66
3	3.3	Restorative Justice Practices	Yes	\$6,128.00	\$864.78
3	3.4	Suicide Prevention Training for Teachers and Staff	No	\$0.00	\$0
3	3.5	Position of Behavior Health Manager	No	\$229,120.85	\$146,393.76
3	3.6	Professional Development in Social-Emotional Strategies	Yes	\$5,064.25	\$0
3	3.7	Professional Development Focused on Trauma-Informed Practices	Yes	\$500.00	\$3,920
3	3.8	EUSD Community Health Center	Yes	\$675,223.00	\$105,015
3	3.9	Enrichment Opportunities and Social Interactions	Yes	\$242,522.96	\$333,750.51

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	3.10	Positive school climate	Yes	\$2,500.00	\$4,088.01
3	3.11	Mentoring and Structured Play	Yes	\$153,624.32	\$87,363.88
3	3.12	Reduce chronic absenteeism for African American students and Students with Disability	No Yes	\$52,439.11	\$92,016.41
3	3.13	Collaboration with School Innovation and Achievement	No	\$30,000.00	\$28,600
3	3.14	Professional Development to Improve Attendance for Classified Staff	Yes	\$3,000.00	\$0

7. 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,383,162	\$4,685,917.69	\$6,498,855.32	(\$1,812,937.63)	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)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.							
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.2	Improve Student Performance in English Language Arts, TK	Yes	\$3,916.20	\$91,464.14		
1	1.3	Improve Student Performance in English Language Arts, K-5	Yes	\$57,247.32	\$271,220.3911		
1	1.4	Improve Student Performance in English Language Arts, secondary grades.	Yes	\$60,569.66	\$93,098.29		
1	1.6	Improve Student Performance in Mathematics, TK-12	Yes	\$283,090.86	\$342.78		
1	1.8	Integrated and Designated ELD Support for English Learners.	Yes	\$205,040.53	\$242,240.52		
1	1.10	Intervention and Acceleration Resources at AYES and AYMS Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading, and math digital adaptive platform during intervention blocks and in after-school tutoring.	Yes	\$74,375.00	\$43,175		

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	Science Opportunities for AYES Students	Yes	\$168,833.84	\$38,877.38		
1	1.12	Social Studies Pilot for AYES	Yes	\$6,868.96	\$0		
1	1.15	Art Program at AYES and AYMS	Yes	\$120,027.41	\$5,833.02		
1	1.16	Physical Education	Yes	\$289,926.55	\$18,420.44		
1	1.17	Music program at AYMS	Yes	\$305,188.23	\$71,286.91		
1	1.18	Early Academic Outreach Program	Yes	\$907.32	\$64.28		
1	1.19	AP Exams	Yes	\$4,739.00	\$8,440		
1	1.22	College and Career Center at ESS	Yes	\$4,224.00	\$34,000		
1	1.23	Advanced Placement Courses at ESS	Yes	\$139,037.45	\$252.51		
1	1.25	Dual Enrollment at Community Colleges	Yes	\$7,553.38	\$1,437		
1	1.26	Career Technical Education	Yes	\$1,502.00	\$1,224.31		
1	1.27	Maker's Space	Yes	\$41,793.17	\$4,437.1		
1	1.28	Additional FTE Science Position at ESS	Yes	\$93,272.83	\$0		
1	1.29	ESS Science Offerings	Yes	\$4,894.47	\$92,598.06		
1	1.30	Credit Recovery Opportunities at ESS	Yes	\$10,500.00	\$17,133.55		
1	1.32	ELA/ELD Program for Secondary Grades	Yes	\$148,334.93	\$187,569.93		
1	1.33	SAT Support at ESS	Yes	\$2,420.00	\$0		
1	1.35	Improve Attendance and Reduce Tardiness and Suspension Rates.	Yes	\$72,040.71	\$68,365.92		

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	1.36	Progress Monitoring and Mutual Accountability	Yes	\$3,288.00	\$3,440.00		
1	1.37	Student Information System	Yes	\$39,900.00	\$1,899.00		
1	1.38	Parent Supports and Communication	Yes	\$42,000.00	\$0		
1	1.40	Assessment	Yes	\$37,193.36	\$42,754.80		
1	1.41	Summer School	Yes	\$10,430.00	\$0		
1	1.44	Position of the English Language Development Coordinator	Yes	\$75,529.81	\$0		
1	1.46	Literacy Coaching	Yes	\$12,900.00	\$9,900		
1	1.47	Mathematics Coaching	Yes	\$150,000.00	\$69,550		
1	1.49	Teacher Professional Development - English Language Development	Yes	\$7,860.80	\$10,864.78		
1	1.50	PD in Differentiated Instruction	Yes	\$10,264.24	\$3,914.18		
1	1.51	PD in Supporting Students with Disabilities	Yes	\$29.00	\$239		
1	1.52	Parent Engagement	Yes	\$106,505.79	\$105,386.55		
1	1.53	Language Accessibility for Parents and Guardians	Yes	\$17,837.00	\$107,388.75		
1	1.62	Broad Course Of Study	Yes	\$50,562.12	\$170,491.22		
1	1.63	Professional Development Focused on Equity	Yes	\$18,000.00	\$5432		
1	1.65	Expanded School Day	Yes	\$400,000.00	\$389,5730		
1	1.66	Capstone CTE Courses	Yes	\$80,000.00	\$0		

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	1.67	Pre-AP Chemistry Course	Yes	\$4,000.00	\$3,217		
1	1.68	Communication and Writing course	Yes	\$4,000.00	\$1,037.3		
1	1.69	Instructional Assistant for Kindergarten and First grades.	Yes	\$103,200.00	141,946.98		
1	1.70	Implement research-based instructional strategies to improve academics among African American students.	Yes	\$7,000.00	\$0		
2	2.4	Professional Development in Effective Use of Technology	Yes	\$23,000.00	\$7,137.03		
2	2.5	Mastery Coding	Yes	\$1,400.00	\$0		
2	2.6	Promote Cultural Education, Social Justice, and Racial Equity	Yes	\$59,783.88	\$9,764		
2	2.7	Ethnic Studies	Yes	\$100,229.69	\$79,645.64		
2	2.9	Technology and web-based resources for Students with Disabilities	Yes	\$2,233.18	\$2,182		
2	2.10	Workshops for Parents and Guardians	Yes	\$4,000.00	\$843.68		
2	2.13	Position of District Technology Coordinator	Yes	\$148,663.86	\$145,297.16		
2	2.14	Additional Position of a Districtwide Technology Specialist	Yes	\$206,328.00	\$0		
2	2.16	2:1 Initiative	Yes	\$80,000.00	\$0		
2	2.17	Smartboard Technology to Support and Enhance Classroom Instruction	Yes	\$250,000.00	\$157,151		
2	2.18	Laptop Devices for Maker's Space	Yes	\$31,545.00	\$0		

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	2.19	Technology for Expanded Learning Program	Yes	\$53,855.55	\$0		
3	3.2	Social-Emotional Programs	Yes	\$24,442.44	\$13,628.68		
3	3.3	Restorative Justice Practices	Yes	\$6,128.00	\$0		
3	3.6	Professional Development in Social-Emotional Strategies	Yes	\$5,064.25	\$3478.21		
3	3.7	Professional Development Focused on Trauma-Informed Practices	Yes	\$500.00	\$0		
3	3.8	EUSD Community Health Center	Yes	\$123,110.00	\$0		
3	3.9	Enrichment Opportunities and Social Interactions	Yes	\$83,488.82	\$79,879.68		
3	3.10	Positive school climate	Yes	\$2,500.00	\$0		
3	3.11	Mentoring and Structured Play	Yes	\$141,382.06	\$67,224.14		
3	3.12	Reduce chronic absenteeism for African American students and Students with Disability	Yes	\$48,459.02	\$67,951.01		
3	3.14	Professional Development to Improve Attendance for Classified Staff	Yes	\$3,000.00	\$0		

8. 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
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This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

\$6,965,990	\$2,383,162	0%	34.211%	\$6,498,855.32	0.000%	93.294%	\$0.00	0.000%
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9. Instructions

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

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

1. Goals and Actions

1. Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

2. Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

3. Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education

November 2023

10.

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 [2024-25]

General Information

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

Emery Unified School District (EUSD) is an urban school district comprised of three schools - Anna Yates Elementary, serving students in grades TK-5, Anna Yates Middle School for grades 6-8, and Emery Secondary School - grades 9-12. The total enrollment in 2023-2024 is 606 youngsters. 63% of the district students are socioeconomically disadvantaged, 0.3% are homeless, 0.4% are Foster Youth, 12.5% are students with disabilities, and 19% are English Learners who speak 23 different languages, most common among them Spanish and Arabic. The district works in collaboration with many educational partners - parents and guardians, community members, the City of Emeryville staff, district office personnel, EUSD teachers, and various vendors. Emery Unified School District and its partners strive to provide students with equitable and rigorous educational opportunities.

During the 2023-2024 school year, at the elementary level, EUSD continued the implementation of Reach for Reading! , an English Language Arts (ELA)/English Language Development (ELD) program, which is aligned with the CA Common Core Standards. This curriculum, created by National Geographic and published by Cengage Learning, is implemented along with a supplemental writing program designed by our teachers. At the secondary level, in English Language Arts students participate in novel study and in Expository Reading and Writing Curriculum(EWRC), a program that offers our students access to reach non-fictional texts. In mathematics, our district is in its tenth year of implementing Eureka Math, a CA Common Core Standards-aligned curriculum, taught across all the grades districtwide.

In addition to the core programs, our scholars benefit from many extra-curricular and enrichment activities. At the elementary site, students can participate in Girls on the Run, choral music, band, capoeira, science, makers space, visual arts in collaboration with Kala, coding, social skill groups, lunchtime alternatives including Kala Art Club, Lion's Loot Incentives Program which reinforces schoolwide norms, Trimester Award Student Incentives, such as pancake breakfasts, as well as dodgeball, Scientific Adventures for Girls, and swim lessons.

At Anna Yates Middle School, our scholars have a choice of band, coding, hip hop, dance, and creative art after-school club. In addition, our middle school offers an immersive learning program with virtual and augmented reality components in collaboration with Verizon.

At Emery Secondary School, students participate in EUSD Debate Club, which routinely earns top awards in regional and even national competitions, as well as in La Raza Club, Black Student Union, Muslim Student Association, Gender and Sexualities Club, Anime Club, Art Club, Bay Area Urban Debate League, girls basketball, boys basketball, girls and boys volleyball, boys soccer, girls soccer, Cross Country, Track and Field, cheer and dance, majorettes, and the swim team.

Regarding academics, our high school students are encouraged to take advantage of dual enrollment courses with Berkeley City College and/or enroll in biology, mathematics, and art advanced placement courses. The EUSD advanced placement offerings include AP Biology, AP 2-D Art, AP Statistics, AP Calculus AB, AP Human Geography, AP Environmental Science, as well as Saturday AP boot camp for calculus and statistics.

Many of our students take coding courses which, since 2017-2018, were expanded into the middle school and then in 2018-2019 into elementary grades. A variety of the district's after-school enrichment programs are offered through collaborations with our community partners, such as the Emery Center for Community Life (ECCL), The People's Conservatory, and Kala Art Institute. These experiences provide fertile ground for developing our scholars' talents, advancing their social and entrepreneurial skills, and promoting the spirit of teamwork. In addition, as part of the EUSD Expanded Learning Program, our students in grades TK-8 have an option of a 9-hour school day offering academic, enrichment, and sports classes in collaboration with the City of Emeryville and with several community organizations.

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

Reflections: Annual Performance

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

In 2023-2024, the district made nice strides in improving student performance in English Language Arts (ELA) and mathematics. As evidenced by the CA School Dashboard, in ELA our students' scores increased by 14.6 points and in mathematics - by 18 points. Although our scholars are still 24.6 points below standard in ELA, this distance decreased as compared to 2019, the year before the COVID-19 Pandemic. This demonstrates that many of the district's strategies for improvement are working. However, although most of our student subgroups are in yellow on CA School Dashboard, the district's English Learners (EL) and Students with Disabilities (SWD) are in orange, one color behind their peers. Additionally, the district's schools performed differently - AY scored 32.6 points below standard and only increased by 6.3 points. By contrast, Emery Secondary School increased ELA performance by an impressive 71.1 points and is now 26.9 points below standard.

In mathematics, most of our students are also in yellow; yet, they are 79.7 points below standard, and our African American (AA) and SWD are in orange. Unfortunately, this still constitutes scores lower than pre-pandemic. The district needs to provide individualized support and implement intentional strategies to assist our scholars in closing the gap. Anna Yates students scored 73.3 points below standard with an impressive increase of 15.4 points. At ESS the scores increased by 29.4 points but are still 114.1 points below standard. It is evident that we need to focus more attention on improving student performance in mathematics in 2024-2025.

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

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The district engaged many educational partners in the process of collecting input into this iteration of EUSD LCAP. We solicited their feedback during the meetings with the LCAP Parent Advisory Committee, the District English Learner Advisory Committee, the Superintendent's Cabinet, and the school principals. In addition, we followed up via surveys to get input from as many parents as possible. Furthermore, the district surveyed students, teachers, classified staff, and the local bargaining units to ensure that all of the voices were represented. Next, the totality of the data that we collected was quantified and examined for patterns. Importantly, we ensured that the resulting actions were aligned with the district's Vision and Mission. As a result, this EUSD LCAP integrated the ideas shared by our educational partners to the greatest extent possible.

Reflecting on the most common requests from our educational partners, we noticed some recurring patterns. Consistent with the results of the CA Healthy Kids Survey, many of our partners' requests and suggestions focused on students' social, emotional, and mental needs. Their feedback, congruent with our analysis, pointed to the still lingering social and emotional impact of the COVID-19 pandemic.

The following is a list of the most common requests from the various stakeholders.

Parents:

- More school community events, such as bowling night teachers vs. students, sports games, school carnival, festivals that the classes/students help put together, events hosted on campus, projects students/teachers create together (mural, garden, play area beautification, hallway decoration).
- Free sports - the field/facility is under-utilized by the school district.
- Mandatory after-school tutoring
- Weekly check-ins with teachers/parents
- More equity for neurodivergent students in terms of academic success and socialization
- Targeted academic materials designed for neurodivergent students

- More training for kids in IReady
- Bring back Tutor.com
- More support from counselors and interns

DELAC Parents:

- More translators and interpreters
- Arabic-speaking staff
- More ELD support

The parents' suggestions are reflected in the following actions: 1.10, 1.53, 1.8, 1.32, 2.6, 2.8, 2.10, 3.7, 3.9, 3.8.

Teachers and Local Bargaining Units:

- Hire more teachers
- Avoid split classes
- Pull-out reading/phonics support in grades 1-5 by a reading specialist.
- ELD Specialist to do pull-out support for our English Learners and to support teachers with ELD implementation in our classrooms.
- Professional development for teachers on our Wednesday meetings.
- Coaches to work with teachers during Wednesday meeting times
- Time for vertical articulation between grade levels
- Online materials
- Reading interventionists for TK-2, 3-5, and 6-8.
- Curriculum updates
- Tk-1 leveled phonics books that help support decoding.

The teachers' suggestions are reflected in the following actions: 1.8, 1.18, 1.29, 1.31, 1.27, 1.17, 1.12, 1.9, 1.2, 1.3, 1.4.

Administrators and Principals:

- Build vertical articulation across middle and high school math and science departments
- Implement cycles of inquiry to inform instruction - data-driven
- Adopt district benchmark assessments that are held centrally, and support data analysis and next steps with site admin and teams
- Create opportunities to implement skills with Project Based Learning and/or Internships
- Support the development of district-business partnerships, creating more opportunities for internships and career-linked activities

The teachers' suggestions are reflected in the following actions:

Other School Personnel:

- More carnivals or family fun events
- Coding classes
- VR classes
- Tech Team TA

The school personnel's suggestions are reflected in the following actions: 2.2, 2.3, 2.4, 2.7, 2.8, 2.10, 2.11.

Students:

- More sports
- In-class tutoring
- More clubs
- Tutor.com

Students' suggestions are reflected in the following actions: 3.9, 1.31, 1.17, 1.25, 1.57.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher Certifications	100% of teachers in the district are fully credentialed and appropriately assigned in their subject areas.			100% of teachers in the district will be fully credentialed and appropriately assigned in their subject areas.	

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.	
1.3	Graduation rate - CA School Dashboard	96.1% graduation rate per CA School Dashboard 2023.			100% graduation rate as evidenced on the CA School Dashboard.	
1.4	Smarter Balanced Assessment Data - ELA, grades 3-5 as evidenced by DataQuest; Local Assessment Data for Gr. K-2	41.66% met or exceeded standard for ELA in 2023-2024; 37% on level or above in IReady for K-2			55% of students will meet or exceed standard in ELA in 2026-2027; 50% on-level in IReady.	
1.5	Smarter Balanced Assessment Data - Mathematics as evidenced by DataQuest	32.62% met or exceeded standard for math in 2023			40% of students will meet or exceed standard for math	
1.6	Meeting A-G Requirements	60.5% of 12th-graders are on track to meet A-G requirements in 2023-2024			70% of 12th-graders will meet A-G requirements.	
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			10 points below standard.	
1.8	District-wide Change category in Mathematics	79.7 points below standard			65 points below standard	

	as evidenced by the CA School Dashboard					
1.9	Students with Disabilities Change category in ELA, per CA School Dashboard	97.7 points below standard in 2022-2023			83 points below standard	
1.10	Students with Disabilities Change category in math, per CA School Dashboard	140.5 points below standard in 2022-2023			125 points below standard	
1.11	English Learners Change category in ELA, per CA School Dashboard	38.8 points below standard on the 2023 CA School Dashboard; 51.3% made progress toward proficiency.			25 points below standard in ELA on CA School Dashboard; 60% of EL will make progress toward proficiency.	
1.12	English Learners Change category in math, per CA School Dashboard	85.5 points below standard on the 2023 CA School Dashboard			76 or less points below standard	
1.13	Implementation of Integrated ELD strategies - data from Instructional Rounds/Learning Walks	50% of general education teachers at the high school are observed implementing integrated ELD; 67% of middle school teachers			At least 80% of the high school and middle school teachers and 100% of elementary teachers will be	

	and principals' classroom observations	and 95% of elementary teachers are observed implementing Integrated ELD strategies across content in 2023-24.			observed implementing integrated ELD.	
1.14	Implementation of differentiation strategies - data from Instructional Rounds/Learning Walks and principals' classroom observations	60% of high school, 67% of middle school and 73% of elementary teachers are observed implementing differentiation strategies across content in 2023-24.			80% or more teachers at all sites will be observed implementing differentiation strategies across content.	
1.15	Advanced Placement Examinations Scores of 3 or higher	42% of pupils achieved a score of 3 or higher in 2022-2023.			50% of students will achieve a score of 3 or higher on advanced placement examinations.	
1.16	Designated ELD - classroom observations and the data from Instructional Rounds/Learning Walks	All the high school and middle school English learners are receiving designated ELD instruction from an ELD specialist in 2023-2024. Elementary students are receiving instruction from their classroom teachers due to a vacancy of an ELD Coordinator for elementary.			All eligible English learners will receive designated ELD instruction from an ELD specialist, schedule permitting.	
1.17	Rate of Attendance	94.79% a of May 2024.			99% rate of attendance across the board	

1.18	English Learner Reclassification Rate	13% EL reclassification rate in 2022-23			20% or greater EL reclassification rate	
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.	40% in 2022-23			50% or greater	
1.20	Parent membership on the District Parent Advisory Committee and the District English Learner Advisory Committee.	Parent membership on the EUSD PAC increased by 50% in 2023-24.			Increase parent membership by 50% again or from 225% of the 2023-2024 data.	
1.21	Rate of Completion of the Career Technical Education Courses	All enrolled students are on track to complete their CTE course as of 5/2024.			100% of students enrolled in CTE courses will complete them successfully with a grade of C or higher.	
1.22	Dropout Rate - Middle School	Currently, the dropout rate at AYMS is 0%.			Maintain 0% dropout rate at the middle school	
1.23	High School Dropout Rate - CA School Dashboard	0% in 2023-24			Maintain 0% dropout rate at the high school	
1.24	Pupil Expulsion Rate	95% pupil expulsion rate in 2024 across the district.			0% expulsion rate	
1.25	School connectedness as reported on CA Healthy Kids Survey	In 2023-2024, students across all sites reported school connectedness at 53%			Increase school connectedness to 80% or higher	

1.26	School Course Catalogues and Williams Report	In 2023-24, students have access to a variety of courses that meet and go beyond the requirements of CA Education Code			Maintain or expand the availability and variety of rich instructional courses for our students	
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.			Add new courses, such as AP chemistry, AP 3D art, and AP psychology.	
1.28	Support for Long-Term English Learners	According to Dataquest, in 2022-23, 53.89% of LTEL scored at levels 3 and 4 on ELPAC.			Raise LTEL achievement to 60% of students scoring at 3 and 4 on ELPAC.	
1.29	Outcomes on social-emotional metrics from the CA Healthy Kids Survey (CHKS) and increased test scores on CAASPP in math and reading.	Baseline: On the last CHKS (2023) many students reported that they felt depressed, alienated, and needed tools for emotional support. 56% of 5th-graders, 33% of middle school students, and 50% of high school scholars reported the feeling of school connectedness.			At least 70% of 5th graders, 50% of middle school students and 65% of high school students will report school connectedness.	

1.30	Expanded learning time - school schedules	In 2023-2024 all of AY students had access to expanded learning programming.			Increase participation of the SED and academically struggling students at AY in the expanded learning program by greater 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, all students have access to credit recovery opportunities.			100% of SED students, Foster Youth, and English learners in need of credit recovery will take advantage of credit recovery opportunities and the accompanying support.	
1.32	College and Career Readiness - CCR indicator on CA School Dashboard	As evidenced on CA School Dashboard, in 2023 23.5% of students were prepared for college and career.			Increase the percentage of prepared students by 10% (to 33.5%)	
1.33	AP Chemistry exam data	No data available - new action.			70% of students who took AP Chemistry will receive a grade of C or higher on the AP exam.	
1.34	Implementation of CA State Standards	In 2023-24, 96% of teachers districtwide were observed by their principals implementing CA state standards.			100% of teachers will be observed implementing CA state standards.	

1.35	Completion of A-G Courses and CTE Sequence	In 2023-24, the district offered only single CTE courses, but no sequence of courses			The district will offer a sequence of CTE courses and at least 15% of students will satisfy both requirements.	
1.36	College Preparedness	13% of 11th-graders exceeded the standard on ELA CAASPP 6% of 11th-graders exceeded the standard on math CAASPP			20% of 11th-graders exceeded the standard on ELA CAASPP 15% of 11th-graders exceeded the standard on math CAASPP	
1.37	Professional Development around Intervention Strategies for SWD	In 2023-24 10% of teachers participated in professional development focused on intervention strategies for Students with Disabilities			30% of teachers will participate in PD focused on intervention strategies for SWD.	
1.38	Smarter Balanced Assessment Data - ELA, secondary grades, as evidenced by DataQuest	51% of students met or exceeded standard on ELA in secondary grades			63% will meet or exceed standard on CAASPP in secondary grades.	
1.39	Suspension Rates for SED and SWD	Disproportionally to the rest of the student population, 7.3% of SED students and 12.6% of SWD were suspended at least one day in 2022-2023 school year.			Reduce rate of suspensions for SED to no greater than 2% and for SWD to no greater than 6%.	
1.40	Professional Development in Core Programs	80% of new teachers take the PD in core programs			95% or higher % of new teachers will	

					take PD in new programs.	
1.41	Coaching in Literacy	50% of teachers request coaching and report high satisfaction with coaching in evaluations.			65% of teachers will request coaching and report high satisfaction with coaching in evaluations.	
1.42	AP Psychology Course	New course			40% of students taking AP Psychology will get a score of 3 or 4 on the AP exam.	
1.43	Designated ELD and Intervention at AYES	In 2023-24 students at AYES couldn't get any designated ELD instruction because the ELD coordinator had to fill one of the classroom teacher's vacancy. Likewise, our intervention specialist had to go back to the classroom to fill a vacancy as well, so students only received interventions from their classroom teachers.			100% of EL will receive designated ELD instruction and struggling general education students will receive in-school intervention from the intervention specialist as needed.	
1.44	TK Performance in ELA	These are brand new students entering school.			50% of students will be on-level on IReady	
1.45	New Entrepreneurship Course	New course - 43 unduplicated students are interested in taking it next year, schedule permitting.			Students taking the course will create products, market them, and sell them on-line.	

1.46	Local Benchmark Assessments in ELA and Math	IReady - 40% of students are on-level or above level in ELA and 51% in math. NWEA - 2024 (all grades) in 36th percentile in reading and in 56th 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.	
1.47	Science Assessment	Mystery Science was not taught at AY this year due to the need to fill the vacancy and assign the science teacher on special assignment to 1st grade classroom.			Data on Mystery Science 3D assessments.	
1.48	ESS Science Offerings	50% of ESS 11-graders met or acceeded standard on CAST in 2022 (the latest available data)			60% of ESS students will meet or acceed standard on CAST	
1.49	Summer School Assessments	This will be conducted when the summer school begins.			Programmatic assessments in Camplit and Do the Math.	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Improve Student Performance in English Language Arts, TK	Continue the implementation of Teaching Strategies, a Common Core-aligned TK ELA program. The TK teacher will collaborate with her pre-school and kindergarten colleagues to ensure instructional coherence. The teacher will intentionally focus on providing additional support to the student subgroups that are behind their peers in older grades - Students with Disabilities, Asian students and English learners. The elementary school principal will monitor the fidelity of implementation.	\$153,203.06	Yes
1.2	Improve Student Performance in English Language Arts, K-5	Continue implementing Reach for Reading! Common Core-aligned program for grades TK-5. The teachers will intentionally focus on providing additional differentiated support to the student subgroups that are behind their peers according to the 2023-24 data from the CA School Dashboard, the current benchmark assessment data, and the programmatic assessments - Students with Disabilities, Hispanic students, and English learners. The elementary school principal will monitor the fidelity of implementation.	\$1,863,092.95	Yes
1.3	Improve Student Performance in English Language Arts, secondary grades.	Continue providing ERWC training and coaching support for middle school and high school teachers. The educators will engage in facilitated ongoing collaborative teacher inquiry around student learning with an explicit focus on struggling learners, including Students with Disabilities, EL, and Asian students. The work will include a review of data to improve student outcomes based on multiple pieces of evidence derived from multiple assessment sources.	\$1,438,077.46	Yes

1.4	Books for Students	Provide grab-and-go packs of culturally relevant literature books for students to take home and read during the summer.	\$19,611.06	No
1.5	Improve Student Performance in Mathematics, TK-8	Continue the implementation of the Standards-based and EUSD board-approved Eureka Math program in TK-12. The teachers will intentionally focus on providing additional differentiated support to the student subgroups that are behind their peers according to the 2023 data from CA School Dashboard, the current benchmark assessment data, and the programmatic assessments. This will improve the performance of Students with Disabilities and of African American subgroups of students who are in orange, which is one color behind their peers in mathematics. Principals will monitor fidelity of implementation during classroom observations and the teachers will assess the implementation during Instructional Rounds/Learning Walks.	\$1,289,175.59	Yes
1.6	Offer a CTE entrepreneurship course at ESS	This new course will support students in developing their entrepreneurship, marketing, and artisanal skills and will promote greater student engagement and will prepare students for the future careers.	\$5,000.00	Yes
1.7	Integrated and Designated ELD Support 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.	\$343,986.43	Yes
1.8	Position of the ELD Coordinator and Literacy Interventionist at AYES.	Repurpose the position of the ELD coordinator to provide literacy intervention support at AYES	\$179,821.62	Yes
1.9	Intervention and Acceleration Resources at AYES and AYMS Provide	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.	\$82,494.87	Yes

	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.			
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.	\$211,910.62	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.	\$0.00	No
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.	\$5,960.15	Yes
1.13	Art Program at AYES and AYMS	Continue funding a shared FTE art teacher's position for AYES and AYMS.	\$147,365.77	Yes
1.14	Physical Education	Continue funding single-subject PE teachers.	\$323,506.73	Yes
1.15	Music program at AYMS	Provide music instruction at Anna Yates Middle School on a rotating schedule between the grade bands.	\$216,680.23	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.	\$120,825.65	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.	\$8,739.00	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 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.	\$2,000.00	Yes
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.	\$3,947.65	Yes
1.20	Psychology Advanced Placement Course at ESS	Offer a new AP Psychology course at ESS.	\$90,436.13	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.	\$11,893.40	No
1.23	Career Technical Education	100% of high school students will have access to Career Technical Education courses.	\$194,347.77	No

1.24	Maker's Space	Fund Maker's Space Fablab at ESS and offer this course to the high school students.	\$10,000.00	No
1.25	Additional FTE Math Position at ESS	Hire another math teacher at ESS to provide greater support to struggling math students and to improve math scores.	\$110,000.00	Yes
1.26	ESS Science Offerings	PRIORITY 7 -- Course Access 100% of 9-graders will be enrolled in science. (6)	\$110,581.44	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.	\$21,000.00	Yes
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.	\$96,501.89	No
1.29		Continue supporting English Language Learners and their families by investing in a full-time ELD teacher position shared between high school and middle school.	\$182,312.48	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.	\$0.00	No

1.31	Reduce districtwide suspension rates for socio-economically disadvantaged students and children with disability.	Continue using SARB as a vehicle for preventing and improving poor attendance, tardiness, and suspensions. Provide activities that improve student engagement. Analyze root causes for suspensions among the SED and SWD populations 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.	\$113,351.36	Yes
1.32	Reduce suspension rates at AYES	Reduce suspension rates at AYES for all students, especially for Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and Two Or More Races who, according 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 professional development to the office and teaching staff in using the system.	\$26,887.75	No
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.	\$3,000.00	Yes
1.36	Assessment	Create a district-wide calendar of benchmark and summative assessment activities to monitor students' academic progress and better inform instructional and strategic planning.	\$26,000.00	Yes
1.37	Summer School	Continue to provide a summer learning program for special education students and for students in need of credit recovery.	\$148,210.65	Yes

1.38	Implement Reveal Math, a new mathematics program, at ESS. Provide professional development for teachers in the new curriculum.	The ESS Mathematics Committee reviewed 4 different math curricula and determined that Reveal Math is best suited for our scholars, especially for our unduplicated student population. Since SED students, Foster Youth, and EL constitute 63.1%, 12.3%, and 1.1% of our scholars, respectively, they are the majority of the student population at ESS and it makes sense to offer these services schoolwide.	\$11,000.00	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.	\$109,468.76	Yes
1.40	Literacy Coaching	Provide coaching support in literacy to teachers in grades 1-12 to incorporate best practice and learning acceleration strategies into instruction.	\$12,900.00	Yes
1.41	Mathematics Coaching and Professional Development	Provide coaching support in mathematics for teachers in grades 1-8 to incorporate best practice and learning acceleration strategies into instruction.	\$62,700.00	Yes
1.42	Teacher Professional Development - English Language Development	The district will continue providing professional development for teachers to explore critical ELD strategies; the ELD specialists will coach and support staff to increase their competence. The ELD Coordinator will determine several targeted QTEL strategies aligned with Common Core, model them for classroom teachers, and monitor the implementation of these strategies with the site administration and director of instruction during Learning Walks.	\$7,860.80	Yes

1.43	Professional Development in Differentiation	97% or more teachers will engage in professional development around differentiation, intervention and enrichment strategies to provide greater targeted support to all students and especially Students with Disabilities, English Learners, low-income, and Foster Youth.	\$20,000.00	No
1.44	Professional Development in Supporting SWD	Provide professional learning opportunities for teachers to enhance their methodology in supporting Students with Disabilities. Special Education Specialists will collaborate with the general education teachers to support this work. This collaborative and comprehensive approach will help to close the achievement gap between SWD and their peers.	\$10,000.00	No
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.	\$104,011.24	No
1.46	Support for Parents of EL	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.	\$17,000.00	Yes
1.47	Improving Attendance for Special Education Students	Sp.Ed. teachers will include in students' Individualized Education Plans goals related to improving attendance in order to monitor and address absenteeism. Teachers, administrators, parents, and students will collaborate and problem-solve to improve attendance and participation of Students with Disabilities.	\$738,512.63	No
1.48	Collaboration between the General 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.	\$3,000.00	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
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.	\$181,605.59	Yes
1.55	Instructional Assistant for TK	Employ an instructional aid to support students in TK and to enable a more individualized approach to instruction and the students' social-emotional needs.	\$86,354.23	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.	\$450,000.00	No
1.57	AP Chemistry at ESS	Offer an AP chemistry course at ESS to provide more opportunities for students to prepare for college.	\$1,100.00	Yes

1.58	Communication and Writing course	Continue the expansion of course offerings - more electives and core courses. Writing and communication are essential for overall success of our students.	\$4,000.00	Yes
1.59	Instructional Assistant 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 address the students' social-emotional needs.	\$103,200.00	Yes

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.			100% of teachers who take technology professional development will give positive evaluations to this	

					training. Teachers will keep abreast 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	85% of teachers facilitate classroom discussions; 20% orchestrate debates about the topics of social justice and and cultural awareness			Classroom discussions and debates grounded in the disciplinary context and incorporating issues of cultural awareness and social justice will become a regular occurrence in 90% of classrooms.	
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.			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.	
2.4	Classroom observations and observables	About 30% of students, especially at the			80% of students will be proficient in	

	collected during Instructional Rounds regarding student proficiency with technology	elementary level, need help logging on, doing simple troubleshooting, and have poor or no keyboarding skills (per parents and teachers).			using technology for classroom and independent work.	
2.5	Workshop evaluations by parents and guardians	85% of parents who attended workshops reported both, increased 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 workshops provided by our technology coordinator.			Parents will be offered various classes in technology.	
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.			95% of teachers will incorporate 4Cs into instruction.	
2.7	Coding instruction at all sites	In 23-24 school year, coding was offered at the middle school and after-school at the elementary level.			Coding will be offered at all sites and all students will have access.	
2.8	Coding Classes and Clubs	Only AYMS students and girls at ESS have			100% of students districtwide will	

		access to coding in 2023-2024			have access to coding classes or clubs, staffing permitting.	
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Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	21 Century Skills	100% of the district teachers will participate in PLC to focus on best practice in implementing 21st Century instructional practices in the classroom. This will directly address the needs of students historically under-served within educational systems, including Foster Youth, English learners, Students with Disabilities, and low-income children with the focus on equity, academic rigor, racial and cultural education, and ELD strategies.	\$0.00	No

2.2	Keyboarding Instruction	Beginning in grade 3, EUSD students will receive formalized keyboarding instruction provided by their teachers and by the district technology coordinator. The EUSD technology coordinator will facilitate professional development sessions for teachers around this topic. The coordinator will help the staff with planning how to incorporate keyboarding into content lessons and will share appropriate resources with teachers.	\$0.00	No
2.3	Professional Development in Effective Use of Technology	Continue providing ongoing support for teachers in effective ways to use technology to enhance and promote Standards-based instructional practices. 100% of teachers will receive technical support and will have professional development opportunities to enhance their expertise in integrating technology across content areas.	\$4,000.00	Yes
2.4	Coding program - CodeCombat	Implement CodeCombat program at the elementary school either during the school day or as an enrichment offering for ELOP.	\$2,720.00	Yes
2.5	Promote Cultural Education, Social Justice, and Racial Equity	Teachers will promote ideas of racial equity and cultural tolerance into all the content they teach. The EUSD staff will continue engaging in professional development around issues of racism in the larger sociopolitical context and will focus on strategies for integrating culturally responsive practices to ensure equitable student outcomes. Teachers will advocate an active, intentional anti-racist stance and a commitment to social justice congruent with the district's vision and mission to shape our students to be informed and egalitarian members in the complex global society.	\$541.67	Yes
2.6	Elements of Ethnic Study	Incorporate elements of ethnic studies into the current ESS social studies curriculum to provide students with a multidisciplinary lens that produces culturally competent, global citizens and will afford our young scholars professional, competitive advantage in the workforce, and will represent diverse perspectives of reality in a globalized world. Students will research and better understand worlds different from their own, engage with the community for partnerships, and will learn to be proud of their own cultural identity while appreciating the differences around them.	\$243,784.51	No

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).	\$3,000.00	No
2.9	Workshops for Parents and Guardians	Offer workshops for parents in effective use of technology 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.	\$10,218.16	Yes
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 District Technology Coordinator	Continue supporting the position of a teacher on special assignment as a district technology coordinator. The technology coordinator will support teachers in increasing their tech expertise, will help to troubleshoot any issues that arise, and will model and coordinate effective use of technology as a tool to enhance instructional delivery across disciplines.	\$180,588.92	Yes
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.	\$293,132.65	No
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	\$53,000.00	No

		digitally, as appropriate, as well as conduct research at home. Additionally, our newcomers will be able to use Google Translate as the need arises.		
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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Students' Emotional Wellbeing - Healthy Kids SurveySpring	39%, 37%, and 42% of students at ESS, AYMS, and AYES, respectively, reported feelings of chronic sadness and helpfulness.			Decrease percent of students reporting feelings of sadness and helpfulness to 20% or less districtwide.	
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.			100% of teachers will incorporate SEL strategies in the content they teach districtwide.	
3.3	Rate of Chronic Absenteeism - DataQuest	According to Dataquest, in 2022-23 the latest chronic absenteeism rate was 36.8%. This is a very high rate and far exceeds the pre-pandemic rate of 20.5%			Decrease the rate of chronic absenteeism to 15% districtwide.	
3.4	Suspensions Rate - DataQuest	In 2022-2023 school year, districtwide suspension rate was 6.2%.			Decrease suspension rate to 1% or less.	
3.5	Staff Competence in Suicide Prevention	In 2023, all teachers at all sites attended professional development provided by the Behavior Support			Increase the capacity and the number of district leaders able to provide suicide prevention PD.	

		Manager in suicide prevention.				
3.6	Teacher Evaluations of Professional Development	Every staff member interested in attending Creating Trauma-Sensitive Schools had an opportunity to attend in 2024.			100% of staff will have opportunities to attend Creating Trauma-Sensitive Schools conferences and events.	
3.7	Opportunities for Group and Individual Counseling	There are 5 counselor-interns available at the Health Center.			6 or 7 interns, if possible to hire.	
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.			Increase the % of parents and guardians responding to our surveys to 70%.	
3.9	School Connectedness and Engagement per CA Healthy Kids Survey	Districtwide 50%, 51%, and 56% of scholars at ESS, AYMS, and AYES, respectively, shared the feelings of school connectedness.			Raise sentiments of school connectedness across the district to 60%.	
3.10	Additional Position of a Mental Health Specialist	In 2023, according to the CHKS, 36% of			With expanded mental health	

		secondary students experienced feelings of chronic sadness and hopelessness. In 2023-24 there is only one mental health specialist in the district. Our students would benefit from hiring another mental health specialists to provide support to more students.			services, decrease students' feelings of chronic sadness and hopelessness to 20% or less).	
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.			100% of school facilities will be clean, safe, and maintained in good repair.	
3.12	Professional Development in SEL, districtwide	30% of teachers had professional development in SEL; 100% at AYMS			100% of teachers will attend PD in SEL	
3.13	Reduce the rate of suspensions for socio-economically disadvantaged students and students with disability	Both SED and SPED students are in Red on the 2023 CA School Dashboard for the Suspensions indicator. 7.3% of SED students and 12.6% of students with disability were suspended at least one day.			Bring suspensions of SED students to 4% or less and suspensions of SWD to 6% or less. This should put both groups in the yellow on the CA School Dashboard and reduce the disproportionality with their peers.	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.	\$1,000.00	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 facilitate 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.	\$14,464.68	Yes

3.3	Restorative Justice Practices	Implement practices of restorative justice at all sites focused on mediation and agreement rather than on punitive measures to eliminate bullying and to minimize negative behavior. These practices will increase student engagement and reduce suspensions, which are disproportionately 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.	\$5,000.00	No
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.	\$181,434.47	No
3.6	Professional Development in Social-Emotional Strategies	Teachers will be offered professional development in teaching SEL programs such as Teaching with Relevance, NewsELA SEL component, and Toolbox. This will benefit all of our scholars, including English learners, low-income, Students with Disabilities, and Foster Youth.	\$6,000.00	Yes
3.7	Professional Development Focused on Trauma-Informed Practices	All EUSD certificated and classified staff will be given an opportunity to engage in professional development about trauma-informed practices to be well-equipped to support students who experienced trauma as a result of the pandemic or for any other reason. This action will benefit all of our students and staff, including English learners, Students with Disabilities, Foster Youth, and low-income students. This work will be lead by the district Behavior Health Manager.	\$5,000.00	No

3.8	EUSD Community Health Center	Expand funding for psychology interns and social workers at the EUSD Health Center to provide critical group and individual counseling and other mental health services to our students and community.	\$462,124.00	Yes
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.	\$334,870.83	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.	\$5,000.00	No
3.11	Mentoring and Structured Play	Provide mentoring and structured play opportunities for students to promote better mental health, SEL competencies, and social skills.	\$137,169.10	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.	\$3,980.09	No
3.13	Mental Health Specialists	Continue funding a mental health specialist and hire an additional mental health specialist to provide mental health support to more students.	\$306,130.00	No
3.14	Districtwide Discipline Protocols	Establish clear discipline protocols campuswide which are equitably implemented and supported	\$47,183.12	No

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.	<p>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.</p> <p>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.</p>	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,089,086	\$245,323

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.951%	0.000%	\$0.00	31.951%

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	<p>Action: Improve Student Performance in English Language Arts, TK</p> <p>Need: Based on local assessment measures, the district TK students need a more intense instruction in ELA because few of them get enough literacy support outside of school.</p>	By providing targeted and small group support for students in literacy, the district will help our TK students to get better prepared for kindergarten and then for the first grade. Since SED students, Foster Youth, and EL are the majority of the student population at AY, it makes sense to offer these services schoolwide.	Local benchmark assessments

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	<p>Action: Improve Student Performance in Mathematics, TK-8</p> <p>Need: Although the district has made a nice progress in mathematics achievement, as evidenced on the 2023 CA School Dashboard (increased by 18 points), our students still performed 79.7 points below standard.</p> <p>Scope: Schoolwide</p>	Using Eureka Math, a research-based and standards-based program on a schoolwide basis provides coherence across the grades. At the same time, this curriculum, when implemented with fidelity, utilizes important strategies that are particularly beneficial for low income, English learner, Foster Youth, and African American students who are a majority of our student population. Approaches such as hands-on learning, contextually-grounded problem solving, and the use of multiple representations in Eureka not only particularly support the learning of these student subgroups but also the achievement of all of our students.	Math achievement on CAASPP and further closing the distance from the standard on the CA School Dashboard - 65 points below standard.
1.6	<p>Action: Offer a CTE entrepreneurship course at ESS</p> <p>Need: Our high school students need greater ownership in courses of their choice and more variety. Students expressed interest in entrepreneurship course to be able to manufacture and sell their products.</p> <p>Scope: Schoolwide</p>	This action will increase student engagement and prepare them better for future careers. Also, since SED students, Foster Youth, and EL constitute 63.1%, 12.3%, and 1.1% of our scholars, respectively, they are the majority of the student population at ESS, so it makes sense to offer these services schoolwide.	Programmatic assessments
1.7	<p>Action: Integrated and Designated ELD Support for English Learners.</p> <p>Need: EL progress at AYES declined 15.7% and only 51.3% of EL made progress towards proficiency in English in 2023, according to CA School Dashboard. There is a need to improve</p>	Designated ELD support will provide protected time during the school day to focus on developing critical English Language skills. Additionally, integrated ELD instruction will support greater access to content area material for EL. Since SED students, Foster Youth, and EL constitute 63%, 18.8%, and 15% of the scholars in the district, respectively, they represent the majority of the student population, so it makes sense to offer these services districtwide.	25 points below standard on CA School Dashboard; 60% of EL will make progress toward proficiency.

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
	<p>their achievement and integrated and designated ELD support is critical in this effort.</p> <p>Scope:</p>		
1.8	<p>Action: Position of the ELD Coordinator and Literacy Interventionist at AYES.</p> <p>Need: Based on our local data, we need to provide additional intervention literacy services at the primary grades. In the past. year, the district was unable to fill the position of the Intervention Specialist. However, we now have two faculty co-coordinating the ELD manager's responsibilities, so half of one of these positions can be freed to provide the intervention services.</p> <p>Scope: Schoolwide</p>	<p>ELD and Intervention Specialist will provide additional, critical support to our EL and to students struggling in literacy. Since SED students, Foster Youth, and EL are the majority of the student population at AY, it makes sense to offer these services schoolwide.</p>	
1.9	<p>Action: Intervention and Acceleration Resources at AYES and AYMS Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading, and math digital adaptive platform during intervention blocks and in after-school tutoring.</p> <p>Need: Although, according to the CA School Dashboard, AYES has made some progress closing the distance to Standard in ELA (increase of 6.3 points) and math (increased 15.4 points), the school is still at 32.6 points</p>	<p>Based on research, small group and individual intervention support is very effective in accelerating the learning of students. IReady has a proven record in our district, as well as at the districts with similar demographics in accomplishing this goal. At the same time, according to DataQuest, in 2023-24 18% of students at AY are EL and 59% - SED. Many students belong to both groups, which makes these subgroups the majority of our student population. Individual intervention support is good for these students as well as for the rest of the student population, so we do this on a schoolwide basis.</p>	<p>25 points below standard in ELA on CA School Dashboard; 60% of EL will make progress toward proficiency.</p>

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
	below standard in ELA and 74.4 points below standard in mathematics. Scope: Schoolwide		
1.10	Action: Science Opportunities for AYES Students Need: Based on the local assessments, AYES students need more hands-on, inquiry-based science experiences which are provided in this program. Scope: Schoolwide	Research shows that EL, SED, and Foster Youth students particularly benefit from hands-on science experiences, rather than just reading about science or observing experimental simulations on screens. Also, per DataQuest, in 2023-24, 18% of students at AY are EL and 59% - SED. Many students belong to both groups, which makes these subgroups the majority of our student population. Hands-on, inquiry-based science experiences will promote greater conceptual understanding among these students as well as among the rest of the student population, so we do this on a schoolwide basis.	Programmatic assessments in Mystery Science.
1.12	Action: Additional Digital Resources for EL and SED Students Need: Our SWD, EL, and SED students need more digital resources to improve their academics. Scope: LEA-wide	Additional resources we have chosen are research-based and proven to be beneficial for unduplicated populations. The majority of our students are SED and/or EL, so this action is beneficial on a district-wide basis.	CAASPP scores and data on CA School Dashboard
1.13	Action: Art Program at AYES and AYMS Need: Art is essential in developing the whole child. It is also instrumental in helping EL and low-	Art is essential in developing the whole child. It is also instrumental in helping EL and low-income students to integrate their language skills and to express themselves creatively. Since the majority of our students are SED and/or EL, this is beneficial on a schoolwide basis.	CHKS data coupled with the data from CAASPP and CA School Dashboard.

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
	<p>income students to integrate their language skills and to express themselves creatively. Students at AY need art to flourish emotionally and academically.</p> <p>Scope: Schoolwide</p>		
1.14	<p>Action: Physical Education</p> <p>Need: Our students need physical education to ensure better focus and concentration during the content classes as well as for better physical health.</p> <p>Scope: LEA-wide</p>	<p>School-based physical education plays a key role in curbing obesity and improving fitness among children from low-income communities, according to a new study led by researchers at the University of California, San Francisco, and UC Berkeley. Because the majority of our students are SED and/or EL, this is beneficial on a districtwide basis.</p>	<p>Data from CAASPP and CHKS - metrics 1.38, 1.29, 1.36, 1.7.</p>
1.15	<p>Action: Music program at AYMS</p> <p>Need: Students at AY need music instruction to develop emotionally and academically.</p> <p>Scope: Schoolwide</p>	<p>Music is essential for developing the whole child. It affects children's cognition and is shown to improve scholastic skills, including mathematics. It is also instrumental in helping EL and low-income students to integrate their language skills and to express themselves creatively. the majority of our students are SED and/or EL, this is beneficial on a schoolwide basis.</p>	<p>CAASPP and CA School Dashboard data along with the data from CHKS; metrics 1.29, 1.38.</p>
1.17	<p>Action: Support for preparing for AP Exams</p> <p>Need:</p>	<p>Funding additional time for teachers to provide this essential support will allow more of our students to do well on Advanced Placement exams. Because the majority of our students are SED and/or EL, greater access to AP classes and successful performance on AP exams is beneficial on a</p>	<p>AP exam scores, metrics 1.27, 1.33, 1.42.</p>

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
	<p>Many parents of our unduplicated students shared that their children would benefit from a greater support in preparing for the AP exams.</p> <p>Scope: Schoolwide</p>	<p>district-wide basis for college and career readiness.</p>	
1.18	<p>Action: Support for Long-Term ELs</p> <p>Need: According to the Dataquest, the district has 20 "at-risk" long-term ELs (LTELs). all of them attending middle and high schools. These students need additional support to improve their English Language skills and to get reclassified.</p> <p>Scope: LEA-wide</p>	<p>Our dedicated ELD teacher/coordinator for K-5 and dedicated ELD teacher/coordinator for 6-12 will provide designated ELD for LTELs to support vocabulary development and explicitly teach language forms and functions. The focus will be on developing academic vocabulary in all content areas. Schools will implement the EL Master Plan through collaboration among general education and ELD teachers.</p> <p>SED students, Foster Youth, and EL constitute 63%, 18.8%, and 15% of the scholars in the district, respectively. As a result, they represent the majority of the student population, so it makes sense to offer these services districtwide.</p>	LTEL reclassification rates
1.19	<p>Action: College and Career Center at ESS</p> <p>Need: The ESS EL, SED, and Foster Youth students need greater access to college and career center and the support of an EAOP counselor to provide guidance not always available to these populations at home.</p> <p>Scope:</p>	<p>This action will help students to plan for their post-secondary education future.</p> <p>Because the majority of our students are SED and/or EL, access to a counselor is beneficial on a district-wide basis for emotional wellbeing and for college and career readiness.</p>	Data from CA School Dashboard on College and Career Indicator -Increase the percentage of prepared students by 10% (to 33.5%)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.20	<p>Action: Psychology Advanced Placement Course at ESS</p> <p>Need: Our unduplicated students need access to more AP courses for college and career readiness. AP psychology was of interest to many students.</p> <p>Scope: Schoolwide</p>	<p>A variety of AP offerings, not limited to core disciplines, will give more access to some students who are interested in other fields of study and thus will allow them to get better prepared to college or career.</p> <p>Because the majority of our students are SED and/or EL, this is beneficial on a district-wide basis.</p>	40% of students taking AP Psychology will get a score of 3 or 4 on the AP exam.
1.25	<p>Action: Additional FTE Math Position at ESS</p> <p>Need: Many students at ESS, particularly the majority of SED, EL, and Foster Youth scholars, scored very low in mathematics on CAASPP last year. Although the performance increased by 29.4 points, our students were still 114.1 points below standard.</p> <p>Scope: Schoolwide</p>	Additional mathematics teacher will provide small group interventions, tutoring, and double-blocked math sessions to improve achievement of our categorical student population. the majority of our students are SED and/or EL, this is beneficial on a schoolwide basis.	CAASPP scores and benchmark NWEA assessments - metrics 1.29, 1.36.
1.26	<p>Action: ESS Science Offerings</p> <p>Need: Based on the programmatic science assessments, ESS students, especially SED and EL., need more of the high quality science</p>	<p>Access to effective science instruction will improve our students' achievement in science.</p> <p>Since SED students, Foster Youth, and EL constitute 63.1%, 12.3%, and 1.1% of our scholars, respectively. As a result, they are the</p>	CAST test scores.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>instruction. Many students have significant gaps in science because the district was unable to fill the science teacher's position at the middle school and science was taught by substitutes.</p> <p>Scope: Schoolwide</p>	majority of the student population at ESS, so it makes sense to offer these services schoolwide.	
1.27	<p>Action: Credit Recovery Opportunities at ESS</p> <p>Need: According to the CAASPP and the benchmark assessment data, many of our unduplicated students are in need of credit recovery in order to graduate from high school.</p> <p>Scope: Schoolwide</p>	<p>Access to credit recovery courses will offer a chance to students who didn't perform satisfactory in a course to get credit they need in order to graduate.</p> <p>Because the majority of our students are SED and/or EL, this is beneficial on a schoolwide basis.</p>	Rates of credit recovery and graduation rates - metrics 1.31 and 1.3.
1.31	<p>Action: Reduce districtwide suspension rates for socio-economically disadvantaged students and children with disability.</p> <p>Need: Disproportionally to the rest of the student population, 7.3% of SED students and 12.6% of SWD were suspended at least one day in 2022-2023 school year.</p> <p>Scope: LEA-wide</p>	The district will identify alternatives to suspensions and this will improve attendance and academic achievement of our students with disability and socio-economically disadvantaged scholars. SWD and SED students constitute 63% and 14% of the district's student population, which is the majority of students. Therefore, it makes sense to implement these measures on a districtwide basis.	Reduce rate of suspensions for SED to no greater than 2% and for SED to no greater than 6% on evidenced by the CA School Dashboard; metric 1.35

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
1.35	<p>Action: AP 3-D Art Course</p> <p>Need: Our EL, SED, and Foster Youth students need a variety of advanced placement courses to feel successful and to be engaged with their education. Art is instrumental in developing whole child.</p> <p>Scope: Schoolwide</p>	Offering a challenging advanced placement art course will afford many students an opportunity to express their creativity and to become more engaged with school overall. SWD and SED students constitute 63% and 14% of the district's student population, which is the majority of students. Therefore, it makes sense to implement these measures on a schoolwide basis.	Programmatic assessments and school connectedness data on CHKS. Data from CAASPP and CHKS - metrics 1.38, 1.29, 1.36, 1.7.
1.36	<p>Action: Assessment</p> <p>Need: The district needs to improve academic performance across the grades. Assessment will help monitoring and modifying instruction to meet students' needs and to inform instructional planning.</p> <p>Scope: LEA-wide</p>	The district will implement a variety of assessments: formative and summative to inform instruction and to allow students demonstrate attainment in multiple ways. Since categorical population constitutes the majority of our students, we need to implement these assessments on a districtwide basis.	
1.37	<p>Action: Summer School</p> <p>Need: Many EL, Foster Youth, and SED students at ESS need additional opportunities for credit recovery in summer. Also, struggling students at Anna Yates, most of whom are in categorical programs, need academic and social-emotional support in summer to prevent learning loss. Finally, our students with special</p>	<p>Providing a variety of support and enrichment programs in summer will prevent summer learning loss and will allow students who are still in need of credit recovery to graduate from high school</p> <p>Unduplicated populations represent the majority of our student body and therefore the districtwide approach makes sense.</p>	Programmatic assessments used in summer school - metric 1.31

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
	needs also need ESY program to support them academically and emotionally. Scope: LEA-wide		
1.38	Action: Implement Reveal Math, a new mathematics program, at ESS. Provide professional development for teachers in the new curriculum. Need: Our students are 114.1 points below standard in mathematics on CA School dashboard. The ESS math department requested to implement this new program which they feel will better meet the needs of our high school students. Scope: Schoolwide	The ESS Mathematics Committee reviewed 4 different math curricula and determined that Reveal Math is best suited for our scholars, especially for our unduplicated student population. Since SED students, Foster Youth, and EL constitute 63.1%, 12.3%, and 1.1% of our scholars, respectively, they are the majority of the student population at ESS and it makes sense to offer these services schoolwide.	15% of 11th-graders exceeded the standard on math CAASPP; 65 points below standard in math on CA School Dashboard, districtwide.
1.39	Action: Professional Development in Core Programs Need: The district teachers need professional development support in all core programs, based on the survey responses and PD requests. Scope: LEA-wide	Professional development will enhance teachers' expertise in how to support our categorical population. Considering that the majority of our scholars belong to this subgroup, it is pertinent to provide these professional learning opportunities on a districtwide basis.	Data from CA School Dashboard, teachers' survey data, and CAASPP data - metrics 1.19, 1.12, 1.11, 1.8, 1.40
1.41	Action:	Embedded coaching supported with other forms of professional development in mathematics will	CA School Dashboard and CAASPP data; benchmark

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
	<p>Mathematics Coaching and Professional Development</p> <p>Need: The district teachers expressed the need for professional development support in teaching mathematics to improve student scores. Although our students' performance in mathematics increased by 15.4 points as evidenced on the CA school Dashboard, they are still 74.4 points below standard. Our EL and SWD are one color lower than the rest of the student population on this indicator.</p> <p>Scope: Schoolwide</p>	enhance our teachers' expertise and consequently will improve mathematics performance for all students. Since SED students, Foster Youth, and EL are the majority of the student population at AY, it makes sense to offer these services schoolwide.	assessment data - metrics 1.46, 1.12, 1.8, 1.5.
1.54	<p>Action: Broad Course Of Study</p> <p>Need: Student engagement with school declined after the pandemic and, unfortunately, didn't improve to at least the pre-pandemic levels. Our EL, Foster Youth, and SED students are much less engage with school than before.</p> <p>Scope:</p>	Providing a variety of enrichment opportunities facilitates greater engagement. This is true for a majority of our scholars, most of whom belong to the categorical student population; therefore, the districtwide approach is sensible.	Attendance rates, survey data, and academic performance on CA School Dashboard.

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		
1.55	<p>Action: Instructional Assistant for TK</p> <p>Need: There are many EL and SED students in TK who need support from an instructional aid.</p> <p>Scope: Schoolwide</p>	Bilingual IA will assist some EL students. Also, IA will be able to work with small group of students and provide a more individualized instruction. Success in TK, according to research, sets students up for a more successful academic performance in future schooling.	Base-line and benchmark TK assessments
1.56	<p>Action: Expanded School Day</p> <p>Need: Based on the CAASPP data and on the CA Healthy Kids Survey, students at AY need expanded school time to improve academics and to increase engagement and improve mental wellbeing.</p> <p>Scope:</p>	Additional small group tutoring after school coupled with a variety of enrichment activities will improve academic performance and increase student engagement. Since SED students, Foster Youth, and EL are the majority of the student population at AY, it makes sense to offer these services schoolwide.	Data from CAASPP, CA Healthy Kids Survey, and CA School Dashboard.
1.57	<p>Action: AP Chemistry at ESS</p> <p>Need: The EUSD unduplicated students need more opportunities for AP courses so they are better prepared for college.</p> <p>Scope:</p>	Since the majority of our scholars are EL, SED, and Foster Youth, the schoolwide approach is justified.	AP Chemistry exam - students who pass with a grade C or better.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.58	<p>Action: Communication and Writing course</p> <p>Need: Based on the CAASPP data and the local assessments, our HS scholars need more intentionally-focused instruction in writing and communication.</p> <p>Scope: Schoolwide</p>	Writing skills are critical for the HS and the post-graduation success, whether in college or in the workplace. Since the majority of our scholars are EL, SED, and Foster Youth, the schoolwide approach is justified.	CAASPP and benchmark assessment (NWEA) data.
1.59	<p>Action: Instructional Assistant for Kindergarten and First grades.</p> <p>Need: Based on the benchmark assessment data and the teachers' observations, students in TK and 1st grade are in need of individualized small group assistance, particularly in reading.</p> <p>Scope: Schoolwide</p>	IA will help to provide small group instruction for the K and 1st grade students. This will afford them a solid foundation in reading to promote success in all disciplines in older grades. Since SED students, Foster Youth, and EL are the majority of the student population at AY, it makes sense to offer these services schoolwide.	Local benchmark assessments
2.3	<p>Action: Professional Development in Effective Use of Technology</p> <p>Need: Many of our teachers expressed the need to have access to presentations and courses in effective use of technology.</p>	<p>Expanding our staff's expertise in effective use of technology to enhance instruction will afford greater access to content for all of our students, especially for EL, SED, and SWD.</p> <p>These populations represent the majority of our students and it is beneficial to implement this action districtwide.</p>	PD evaluations by staff - metric 2.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	Action: Coding program - CodeCombat Need: Students at AY need coding instruction to prepare them for MS and HS Scope: Schoolwide	<p>Students who are exposed to coding are more likely to continue taking computer classes in MS and HS and will be better prepared for college and career.</p> <p>Since SED students, Foster Youth, and EL constitute 59%, 1.1%, and 18%, respectively. As a result, they are the majority of the student population at ESS, so it makes sense to offer these services schoolwide.</p>	Coding will be offered at all sites and all students will have access.
2.5	Action: Promote Cultural Education, Social Justice, and Racial Equity Need: EUSD is a majority minority district. African American students are the majority of our student population and a fifth of our students are second language learners. They need greater exposure to cultural education and to issues of social justice and racial equity. Cultural education is critical in preparing our students for success in 21st Century. Scope: LEA-wide	<p>Infusing our curricula with cultural, social justice, and racial equity issues will help our students develop strong self-esteem and promote advocacy and agency in our scholars. This will increase their engagement with educational process and will prepare them for citizenship in the 21st Century.</p> <p>SED students, Foster Youth, and EL constitute 63%, 18.8%, and 15% of the scholars in the district, respectively. They represent the majority of the student population, so it makes sense to offer these services districtwide.</p>	Classroom observations; Instructional Rounds data - metrics 1.1 and 1.2.
2.9	Action: Workshops for Parents and Guardians Need:	Parents are our most important partners. Providing learning opportunities for our parents will contribute to greater collaboration and strategic coherency in our efforts to provide best possible	Data from parent surveys - metric 1.5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our parents and community expressed interest in attending workshops for parents around such topics as financial literacy, tech use, and how to help students with homework.</p> <p>Scope: LEA-wide</p>	<p>education for our students. Although parents of our unduplicated student populations may need these opportunities more, all the parents would benefit and it would strengthen the school-home connections on a districtwide basis.</p>	
2.11	<p>Action: Position of District Technology Coordinator</p> <p>Need: District unduplicated students are in particular need of focused instruction around all the new technology in education as it is essential in 21st Century. In addition, the District Tech Coordinator provides coding instruction for the MS and elementary students.</p> <p>Scope: LEA-wide</p>	<p>The District Tech Coordinator provides coding instruction for the MS and elementary students to prepare them for skills critical for the future success in the workplace and in college. He also coaches teachers in ways to incorporate technology in education effectively.</p> <p>SED students, Foster Youth, and EL constitute 63%, 18.8%, and 15% of the scholars in the district, respectively. As a result, they represent the majority of the student population , so it makes sense to offer these services schoolwide.</p>	<p>Classroom observations by principals focused on effective use of technology in the classroom - metrics 2.1, 2.3, 2.4, 2.5.</p>
2.13	<p>Action: 2:1 Initiative</p> <p>Need: Most of our SED, EL and Foster students do not own a device at home and need a device for doing research and, sometimes, homework.</p> <p>Scope:</p>	<p>SED students, Foster Youth, and EL constitute 63%, 18.8%, and 15% of the scholars in the district, respectively. As a result, they are the majority of the student population , so it makes sense to offer these services schoolwide.</p>	<p>CAASPP scores and parent responses to surveys</p>
3.2	<p>Action: Social-Emotional Programs</p>	<p>Social-emotional programs and Calm Corner Spaces are critical to promote wellbeing and self-regulation.</p>	<p>100% of teachers will incorporate SEL strategies in the content they teach.</p>

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
	<p>Need: Many of our students report on CA Healthy Kids Survey having feelings of depression and low engagement. This still is lingering after COVID.</p> <p>Scope: LEA-wide</p>	Considering that SED students, Foster Youth, and EL constitute 63%, 18.8%, and 15% of the scholars in the district, respectively, they represent the majority of the student population, so it makes sense to offer these services districtwide.	districtwide. from CA Healthy Kids Survey (CHKS).With expanded mental health services, decrease students' feelings of chronic sadness and hopelessness to the pre-pandemic levels (37% or less); also metric 2.2.
3.6	<p>Action: Professional Development in Social-Emotional Strategies</p> <p>Need: Our teachers need support in teaching social-emotional regulation skills.</p> <p>Scope: LEA-wide</p>	By providing opportunities for professional learning around SEL programs we will help teachers implement these programs with better fidelity and competence. All of our students are in need of support with social-emotional skills. Since SED students, Foster Youth, and EL constitute 63%, 18.8%, and 15% of the scholars in the district, respectively, they represent the majority of the student population , so it makes sense to offer these services districtwide.	70% of teachers will report greater competence in providing social-emotional support per OD evaluations; 100% of teachers will attend PD around SEL, metric 3.12.
3.8	<p>Action: EUSD Community Health Center</p> <p>Need: According to the CA Healthy Kids survey, the majority of our students experience health and emotional distress, so they need support from the counselors and interns at the Health Center.</p> <p>Scope: LEA-wide</p>	Hiring mental health professionals and interns would provide for a smaller ratio of counseling professional to students so it will allow them to support students in small groups or/and individually. Although our unduplicated students are in greater need of these services, all of our students need them, so it is going to be offered on a districtwide basis.	Decrease percent of students reporting feelings of sadness and helpfulness to 20% or less districtwide, metrics 3.10 and 3.1.
3.9	<p>Action:</p>	Offering a variety of enrichment opportunity will allow students access activities that lend	CHKS and teachers' observations; 100% of

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
	<p>Enrichment Opportunities and Social Interactions</p> <p>Need: Since COVID, our students' engagement with school declined, according to the CA Healthy Kids Survey.</p> <p>Scope: LEA-wide</p>	<p>themselves best to their learning styles and interests, thus increasing engagement. Since SED students, Foster Youth, and EL constitute 63%, 18.8%, and 15% of the scholars in the district, respectively, they represent the majority of the student population , so it makes sense to offer these services districtwide.</p>	<p>students and parents will rate enrichments as highly successful on surveys, metric 1.57.</p>
3.11	<p>Action: Mentoring and Structured Play</p> <p>Need: Our elementary students need support with mentoring and structured play to promote skills in self-regulation and collaboration.</p> <p>Scope: Schoolwide</p>	<p>Students will be more engaged in school and successful academically if they have better self-regulation and collaboration skills. In addition, this will improve their social and emotional wellbeing. Since SED students, Foster Youth, and EL constitute 59%, 1.1%, and 18%, respectively. As a result, they are the majority of the student population at ESS, so it makes sense to offer these services schoolwide.</p>	<p>Raise sentiments of school connectedness across the district to 60% and metric 3.9.</p>

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	<p>Action: Integrated and Designated ELD Support for English Learners.</p> <p>Need:</p>	<p>Integrated ELD strategies support EL in acquiring content knowledge across disciplines while small group designated ELD support, as research shows, accelerates their English Language acquisition.</p>	<p>ELPAC scores and EL reclassification rates.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>EL students across the district need designated and integrated ELD support, a conclusion supported by our data and by the research. Our English Learners' distance from the standard is in orange and has declined by 15.8% in 2022-23 school year, according to the CA School Dashboard.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.8	<p>Action: Position of the ELD Coordinator and Literacy Interventionist at AYES.</p> <p>Need: Based on our local data, we need to provide additional intervention literacy services at the primary grades. In the past year, the district was unable to fill the position of the Intervention Specialist. However, we now have two faculty co-coordinating the ELD manager's responsibilities, so half of one of these positions can be freed to provide the intervention services.</p> <p>Scope:</p>	<p>ELD and Intervention Specialist will provide additional, critical support to our EL and to students struggling in literacy. Since SED students, Foster Youth, and EL are the majority of the student population at AY, it makes sense to offer these services schoolwide.</p>	<p>100% of EL will receive designated ELD instruction and struggling general education students will receive in-school intervention from the intervention specialist as needed.</p>
1.26	<p>Action: ESS Science Offerings</p> <p>Need: Based on the programmatic science assessments, ESS students, especially SED and EL, need more of the high quality science instruction. Many students have significant gaps in science because the district was</p>	<p>Access to effective science instruction will improve our students' achievement in science.</p> <p>Since SED students, Foster Youth, and EL constitute 63.1%, 12.3%, and 1.1% of our scholars, respectively. As a result, they are the majority of the student population at ESS, so it makes sense to offer these services schoolwide.</p>	<p>Performance on benchmark and CAST assessments.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	unable to fill the science teacher's position at the middle school and science was taught by substitutes. Scope:		
1.29	Action: Need: ELs performance in English has declined 19.7% in 2022-2023. Scope: Limited to Unduplicated Student Group(s)	Our EL students need an ELD specialist who will support them with designated ELD instruction while also collaborating with the general education teachers providing integrated ELD.	ELPAC and CAASPP data along with NWEA as benchmark assessment.
1.31	Action: Reduce districtwide suspension rates for socio-economically disadvantaged students and children with disability. Need: Disproportionally to the rest of the student population, 7.3% of SED students and 12.6% of SWD were suspended at least one day in 2022-2023 school year. Scope: Limited to Unduplicated Student Group(s)	The district will identify alternatives to suspensions and this will improve attendance and academic achievement of our students with disability and socio-economically disadvantaged scholars. SWD and SED students constitute 63% and 14% of the district's student population, which is the majority of students. Therefore, it makes sense to implement these measures on a districtwide basis.	Reduce rate of suspensions for SED to no greater than 2% and for SED to no greater than 6% on evidenced by the CA School Dashboard; metric 3.13.
1.38	Action: Implement Reveal Math, a new mathematics program, at ESS. Provide professional development for teachers in the new curriculum. Need:	The ESS Mathematics Committee reviewed 4 different math curricula and determined that Reveal Math is best suited for our scholars, especially for our unduplicated student population. Since SED students, Foster Youth, and EL constitute 63.1%, 12.3%, and 1.1% of our scholars, respectively, they are the majority of the	CAASPP scores, CA School Dashboard data and the benchmark assessment data (NWEA) and metric 1.40.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Our students are 114.1 points below standard in mathematics on CA School dashboard. The ESS math department requested to implement this new program which they feel will better meet the needs of our high school students.</p> <p>Scope:</p>	student population at ESS and it makes sense to offer these services schoolwide.	
1.40	<p>Action: Literacy Coaching</p> <p>Need: The district's SED students need literacy instruction that is designed to assist struggling readers.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Teachers will receive embedded coaching in how to effectively meet the needs of these learners more effectively and how to differentiate instruction specifically in service of this student population.	STAR, IReady, and CAASPP data.
1.42	<p>Action: Teacher Professional Development - English Language Development</p> <p>Need: Our data shows that 51.3% were making progress towards English language proficiency in 2022-2023 and the overall performance of EL students declined in 22-23 by 15.8%, according to CA School Dashboard. We need to improve services for these students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Professional development for teachers focused on specific ELD strategies is instrumental in improving instruction and providing greater support for these youngsters.	ELPAC scores
1.46	<p>Action: Support for Parents of EL</p>	Language support will afford our parents of EL to fully participate in strategic planning and for us to use their voice.	Parent surveys

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Based on our survey data, we have many parents in the district who need translation/interpretation support.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.54	<p>Action: Broad Course Of Study</p> <p>Need: Student engagement with school declined after the pandemic and, unfortunately, didn't improve to at least the pre-pandemic levels. Our EL, Foster Youth, and SED students are much less engage with school than before.</p> <p>Scope: LEA-wide</p>	Providing a variety of enrichment opportunities facilitates greater engagement. This is true for a majority of our scholars, most of whom belong to the categorical student population; therefore, the districtwide approach is sensible.	School catalogues
1.55	<p>Action: Instructional Assistant for TK</p> <p>Need: There are many EL and SED students in TK who need support from an instructional aid.</p> <p>Scope: Schoolwide</p>	Bilingual IA will assist some EL students. Also, IA will be able to work with small group of students and provide a more individualized instruction. Success in TK, according to research, sets students up for a more successful academic performance in future schooling.	Classroom observations

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.57	<p>Action: AP Chemistry at ESS</p> <p>Need: The EUSD unduplicated students need more opportunities for AP courses so they are better prepared for college.</p> <p>Scope: Schoolwide</p>	Since the majority of our scholars are EL, SED, and Foster Youth, the schoolwide approach is justified.	AP chemistry exam data
1.58	<p>Action: Communication and Writing course</p> <p>Need: Based on the CAASPP data and the local assessments, our HS scholars need more intentionally-focused instruction in writing and communication.</p> <p>Scope: Schoolwide</p>	Writing skills are critical for the HS and the post-graduation success, whether in college or in the workplace. Since the majority of our scholars are EL, SED, and Foster Youth, the schoolwide approach is justified.	CAASPP and benchmark assessment (NWEA) data.
1.59	<p>Action: Instructional Assistant for Kindergarten and First grades.</p> <p>Need: Based on the benchmark assessment data and the teachers' observations, students in TK and 1st grade are in need of individualized small group assistance, particularly in reading.</p> <p>Scope:</p>	IA will help to provide small group instruction for the K and 1st grade students. This will afford them a solid foundation in reading to promote success in all disciplines in older grades. Since SED students, Foster Youth, and EL are the majority of the student population at AY, it makes sense to offer these services schoolwide.	Local benchmark assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Schoolwide		

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

The overall percentage of the increased or improved services of 42.95% exceeds the required 31.95 % to improve and increase services. Since 80.4% of the EUSD students are socioeconomically disadvantaged and 20.1% are English Learners, the majority of actions geared towards the unduplicated populations are implemented on a districtwide and the school-wide basis. However, all of these actions were designed with the unduplicated students in mind first, as they are the most impactful for these populations. At the same time, what is good for English Learners, social-economically disadvantaged, and Foster Youth, is usually just as beneficial for the rest of our populations. However, there are also specific actions designed solely for the benefit of unduplicated students and the overall increase in the percent of increased or improved services directly benefits only these students. Some of the examples are actions 1.8, 1.9, 1.10, 1.20, 1.21, 1.32, 1.34, 1.44, 1.49, 1.50, 2.2, 2.3, 2.6, 2.7, 2.10, 3.7, 3.9 and many others.

The EUSD intentionally maximizes our resources to accommodate all of our students and especially our unduplicated population. By investing more funds into assisting these children, the district positions itself to provide greater support and to exact greater impact on the education of our unduplicated scholars. The district strives to support our foster youth, English learners, and low-income students to the greatest extent possible.

Additional Concentration Grant Funding

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

All of the EUSD's school sites have greater than 55 percent enrollment of low-income, English learners, and/or foster youth students. Unfortunately, hiring new staff has proven to be very challenging in 2023-2024 school year. That is in addition to the fact that recruiting new teachers was difficult even before the pandemic - a problem prevalent throughout educational systems across the Nation. Regretfully, staff recruiting continues to be challenging. The district referred one candidate to the ACOE program for teacher preparation in hopes that they will come back to the district to teach. In 2023-2024 EUSD couldn't secure middle school science and mathematics teaching positions. These subjects were taught online with the help of substitute teachers. Our elementary principal had to teach second grade full-time, in addition to her administrative duties. Our ELD coordinator and our elementary science teachers had to fill in the vacancies in third and first grade, respectively. We hope to fill all of these positions in 2024-2025.

The district is currently exploring several options and is employing a multi-prong strategy to solve the staffing problem, not the least of which is continuing to advertise these positions in hopes that qualified candidates may apply. In addition, we encourage our existing teaching staff to provide intervention and acceleration services after school and during the summer break to compensate for any possible learning loss. In 2024-25 school year the district will also purchase licenses for tutor.com, a company that offers tutoring remotely 24 hours a day. This may

not be an optimal solution as we strongly believe that students learn best in person; however, not enough of our teachers are able to provide services in person after school hours. Simultaneously, we are in talks with another provider to offer tutoring in person. However, this solution is further complicated by many of our students being inter-district transfers who do not live within the district boundaries, so extending the school day is problematic for some of them. If we succeed, our add-on concentration funds will be utilized to purchase these additional services and programs.

It is important to note that despite the shortage of teachers applying for positions, the influx of the new funds enabled the district to retain some existing staff despite a decrease in our student enrollment. For instance, the district was able to protect the position of technology coordinator, a teacher on special assignment, whose services are critical to supporting our teachers and students.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	6,538,366	2,089,086	31.951%	0.000%	31.951%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$3,959,369.80	\$1,149,716.18	\$4,974,578.17	\$1,699,313.01	\$11,782,977.16	\$8,729,728.08	\$3,053,249.08

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
This table was automatically populated from this LCAP.																
1	1.1	Improve Student Performance in English Language Arts, TK	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income		2024-2026	\$147,948.92	\$5,254.14	\$5,254.14	\$136,530.23	\$11,418.69	\$0.00	\$153,203.06
1	1.2	Improve Student Performance in English Language Arts, K-5	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: AYES	2024-2027	\$1,641,321.50	\$221,771.45	\$911,026.96	\$185,897.08	\$689,784.63	\$76,384.28	\$1,863,092.95
1	1.3	Improve Student Performance in English Language Arts, secondary grades.	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: ESS	3 years	\$532,187.58	\$905,889.88	\$905,000.00	\$0.00	\$533,077.46	\$0.00	\$1,438,077.46
1	1.4	Books for Students	All		No			All Schools	2 years	\$0.00	\$19,611.06	\$0.00	\$0.00	\$19,611.06	\$0.00	\$19,611.06
1	1.5	Improve Student Performance in Mathematics, TK-8	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	Ongoing	\$1,097,642.96	\$191,532.63	\$271,026.96	\$28,255.10	\$909,609.25	\$80,284.28	\$1,289,175.59
1	1.6	Offer a CTE entrepreneurship course at ESS	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income		2024-2025	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
1	1.7	Integrated and Designated ELD Support for English Learners.	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$301,764.00	\$42,222.43	\$244,600.92	\$6,167.56	\$55,300.66	\$37,917.29	\$343,986.43

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
1	1.8	Position of the ELD Coordinator and Literacy Interventionist at AYES.	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	One year	\$179,821.62	\$0.00	\$72,217.46	\$8,508.73	\$97,724.21	\$1,371.22	\$179,821.62
1	1.9	Intervention and Acceleration Resources at AYES and AYMS Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading, and math digital adaptive platform during intervention blocks and in after-school tutoring.	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	3 years	\$0.00	\$82,494.87	\$44,000.00	\$38,494.87	\$0.00	\$0.00	\$82,494.87
1	1.10	Science Opportunities for AYES Students	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools:	2024-2025	\$211,910.62	\$0.00	\$186,369.67	\$0.00	\$24,670.95	\$870.00	\$211,910.62
1	1.11	Support for Unduplicated Students	All		No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.12	Additional Digital Resources for EL and SED Students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$5,960.15	\$5,960.15	\$0.00	\$0.00	\$0.00	\$5,960.15
1	1.13	Art Program at AYES and AYMS	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	3 years	\$133,846.75	\$13,519.02	\$9,000.00	\$0.00	\$138,365.77	\$0.00	\$147,365.77
1	1.14	Physical Education	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2025	\$322,506.73	\$1,000.00	\$1,000.00	\$0.00	\$322,506.73	\$0.00	\$323,506.73
1	1.15	Music program at AYMS	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYMS	2024-20225	\$177,284.74	\$39,395.49	\$64,639.65	\$1,292.32	\$150,748.26	\$0.00	\$216,680.23
1	1.16	Counseling for the HS students	All		No				2024-2025	\$120,825.65	\$0.00	\$0.00	\$0.00	\$120,825.65	\$0.00	\$120,825.65
1	1.17	Support for preparing for AP Exams	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	2024-2025	\$0.00	\$8,739.00	\$4,000.00	\$0.00	\$4,739.00	\$0.00	\$8,739.00
1	1.18	Support for Long-Term ELs	English	Learners	Yes	LEA-wide	English Learners		2024-2027	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00

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1	1.19	College and Career Center at ESS	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	2024-2027	\$3,947.65	\$0.00	\$3,400.00	\$0.00	\$547.65	\$0.00	\$3,947.65
1	1.20	Psychology Advanced Placement Course at ESS	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	2024-2025	\$80,169.49	\$10,266.64	\$14,766.64	\$1,350.00	\$71,619.49	\$2,700.00	\$90,436.13
1	1.21	Collaborations with the Local Industry Partners and Internships	All		No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.22	Dual Enrollment	All		No				42021-2027	\$0.00	\$11,893.40	\$0.00	\$11,893.40	\$0.00	\$0.00	\$11,893.40
1	1.23	Career Technical Education	All		No				2024-2025	\$172,167.77	\$22,180.00	\$0.00	\$22,180.00	\$172,167.77	\$0.00	\$194,347.77
1	1.24	Maker's Space	All		No				2024-2025	\$0.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00
1	1.25	Additional FTE Math Position at ESS	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	2021-2024	\$110,000.00	\$0.00	\$110,000.00	\$0.00	\$0.00	\$0.00	\$110,000.00
1	1.26	ESS Science Offerings	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-2025	\$110,581.44	\$0.00	\$94,735.19	\$0.00	\$15,846.25	\$0.00	\$110,581.44
1	1.27	Credit Recovery Opportunities at ESS	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	Ongoing	\$10,500.00	\$10,500.00	\$21,000.00	\$0.00	\$0.00	\$0.00	\$21,000.00
1	1.28	Project-Based Learning	All		No				2023-2024	\$96,501.89	\$0.00	\$0.00	\$0.00	\$96,501.89	\$0.00	\$96,501.89
1	1.29				Yes	Limited to Unduplicated Student Group(s)		Specific Schools: AYMS and ESS	2024-2025	\$180,582.05	\$1,730.43	\$154,507.36	\$0.00	\$27,805.12	\$0.00	\$182,312.48
1	1.30	Intervention and Acceleration Support for ESS Students	All		No				2024-2025	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.31	Reduce districtwide suspension rates for socio-economically disadvantaged students	English Foster Low	Learners Youth Income	Yes	LEA-wide Limited to Undupli	English Learners Foster Youth Low Income		Ongoing	\$68,418.10	\$44,933.26	\$68,169.75	\$43,678.35	\$1,503.26	\$0.00	\$113,351.36

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
		and children with disability.				cated Student Group(s)										
1	1.32	Reduce suspension rates at AYES	All		No			Specific Schools: AYES	2024-2025	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.33	Student Information System	All		No			All Schools	2024-2025	\$0.00	\$26,887.75	\$0.00	\$0.00	\$26,887.75	\$0.00	\$26,887.75
1	1.34	Parent Supports and Communication	All		No				2024-2025	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.35	AP 3-D Art Course	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income		2024-2025	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00
1	1.36	Assessment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2025	\$0.00	\$26,000.00	\$26,000.00	\$0.00	\$0.00	\$0.00	\$26,000.00
1	1.37	Summer School	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2025	\$0.00	\$148,210.65	\$0.00	\$0.00	\$0.00	\$148,210.65	\$148,210.65
1	1.38	Implement Reveal Math, a new mathematics program, at ESS. Provide professional development for teachers in the new curriculum.	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: ESS	2024-2027	\$1,000.00	\$10,000.00	\$11,000.00	\$0.00	\$0.00	\$0.00	\$11,000.00
1	1.39	Professional Development in Core Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$109,468.76	\$20,000.00	\$78,126.00	\$9,838.00	\$1,504.76	\$109,468.76
1	1.40	Literacy Coaching			Yes	Limite d to Undupli cated Student Group(s)		All Schools	2024-2025	\$0.00	\$12,900.00	\$12,900.00	\$0.00	\$0.00	\$0.00	\$12,900.00
1	1.41	Mathematics Coaching and Professional Development	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: AYES	2024-2025	\$0.00	\$62,700.00	\$62,700.00	\$0.00	\$0.00	\$0.00	\$62,700.00

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
1	1.42	Teacher Professional Development - English Language Development			Yes	Limited to Unduplicated Student Group(s)		All Schools	2024-2025	\$0.00	\$7,860.80	\$7,860.80	\$0.00	\$0.00	\$0.00	\$7,860.80
1	1.43	Professional Development in Differentiation	All		No				Ongoing	\$0.00	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00
1	1.44	Professional Development in Supporting SWD	Students with Disabilities		No				1 year	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00
1	1.45	Parent Participation in Strategic Planning	All		No				Ongoing	\$104,011.24	\$0.00	\$0.00	\$0.00	\$104,011.24	\$0.00	\$104,011.24
1	1.46	Support for Parents of EL			Yes	Limited to Unduplicated Student Group(s)		All Schools	Ongoing	\$0.00	\$17,000.00	\$17,000.00	\$0.00	\$0.00	\$0.00	\$17,000.00
1	1.47	Improving Attendance for Special Education Students	All		No				3 years	\$738,512.63	\$0.00	\$0.00	\$0.00	\$105,829.16	\$632,683.47	\$738,512.63
1	1.48	Collaboration between the General and Special Education Staff	Students with Disabilities		No				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				2024-2025	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00
1	1.50	Inter-district Collaborations with Districts in SELPA	Students with Disabilities		No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.51	Middle School Dropout Rate	All		No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.52	High School Dropout Rate	Emery Secondary School All		No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.53	Pupil Expulsion Districtwide	All		No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.54	Broad Course Of Study	English Foster Low Learners Youth Income		Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$164,805.59	\$16,800.00	\$13,000.00	\$3,000.00	\$164,805.59	\$800.00	\$181,605.59

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1	1.55	Instructional Assistant for TK	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	202402025	\$86,354.23	\$0.00	\$66,553.36	\$0.00	\$19,800.87	\$0.00	\$86,354.23
1	1.56	Expanded School Day	All		No				1 year	\$0.00	\$450,000.00	\$0.00	\$200,000.00	\$0.00	\$250,000.00	\$450,000.00
1	1.57	AP Chemistry at ESS	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS		\$0.00	\$1,100.00	\$1,100.00	\$0.00	\$0.00	\$0.00	\$1,100.00
1	1.58	Communication and Writing course	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS		\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00
1	1.59	Instructional Assistant for Kindergarten and First grades.	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$103,200.00	\$0.00	\$103,200.00	\$0.00	\$0.00	\$0.00	\$103,200.00
2	2.1	21 Century Skills	All		No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.2	Keyboarding Instruction	All		No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.3	Professional Development in Effective Use of Technology	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00
2	2.4	Coding program - CodeCombat	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	2023-2024	\$0.00	\$2,720.00	\$2,720.00	\$0.00	\$0.00	\$0.00	\$2,720.00
2	2.5	Promote Cultural Education, Social Justice, and Racial Equity	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$541.67	\$517.17	\$0.00	\$24.50	\$0.00	\$541.67
2	2.6	Elements of Ethnic Study	All		No				2024-2025	\$243,784.51	\$0.00	\$0.00	\$0.00	\$243,784.51	\$0.00	\$243,784.51
2	2.7	Girls Who Code	All		No				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 Disabilities	with	No				Ongoing	\$0.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$3,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.9	Workshops for Parents and Guardians	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2 years	\$6,218.16	\$4,000.00	\$4,000.00	\$0.00	\$6,218.16	\$0.00	\$10,218.16
2	2.10	Coding instruction at AYMS	All		No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.11	Position of District Technology Coordinator	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$180,588.92	\$0.00	\$145,139.23	\$0.00	\$25,878.45	\$9,571.24	\$180,588.92
2	2.12	Additional Position of a Districtwide Technology Specialist	All		No				Ongoing	\$293,132.65	\$0.00	\$0.00	\$0.00	\$293,132.65	\$0.00	\$293,132.65
2	2.13	2:1 Initiative	All		No				2 years	\$0.00	\$53,000.00	\$0.00	\$0.00	\$53,000.00	\$0.00	\$53,000.00
3	3.1	Supporting Positive Behavior Outcomes for Students with Disabilities	All		No				Ongoing	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00
3	3.2	Social-Emotional Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$0.00	\$14,464.68	\$1,464.68	\$13,000.00	\$0.00	\$0.00	\$14,464.68
3	3.3	Restorative Justice Practices	All		No				3 years	\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00
3	3.4	Suicide Prevention Training for Teachers and Staff	All		No				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				3 years	\$181,434.47	\$0.00	\$0.00	\$69,271.71	\$46,283.94	\$65,878.82	\$181,434.47
3	3.6	Professional Development in Social-Emotional Strategies	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$0.00	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00
3	3.7	Professional Development Focused on Trauma-Informed Practices	All		No				3 years	\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00
3	3.8	EUSD Community Health Center	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$460,274.00	\$1,850.00	\$105,015.00	\$0.00	\$276,902.00	\$80,207.00	\$462,124.00
3	3.9	Enrichment Opportunities and Social Interactions	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$334,870.83	\$52,000.00	\$282,070.83	\$0.00	\$800.00	\$334,870.83

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3	3.10	Positive school climate	All	No			Specific Schools: Anna Yates Elementary	Ongoing	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
3	3.11	Mentoring and Structured Play	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES		\$111,169.10	\$26,000.00	\$92,524.71	\$0.00	\$44,644.39	\$0.00	\$137,169.10
3	3.12	Reduce chronic absenteeism for African American students and Students with Disability	Differentiated Assistance Funds All	No					\$0.00	\$3,980.09	\$0.00	\$0.00	\$3,980.09	\$0.00	\$3,980.09
3	3.13	Mental Health Specialists	All	No					\$306,130.00	\$0.00	\$0.00	\$0.00	\$0.00	\$306,130.00	\$306,130.00
3	3.14	Districtwide Discipline Protocols	All	No					\$47,183.12	\$0.00	\$0.00	\$0.00	\$47,183.12	\$0.00	\$47,183.12
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.	SED and SPED students with Disabilities	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
6,538,366	2,089,086	31.951%	0.000%	31.951%	\$3,959,369.80	0.000%	60.556 %	Total:	\$3,959,369.80
								LEA-wide Total:	\$454,265.98
								Limited Total:	\$505,038.83
								Schoolwide Total:	\$3,068,234.74

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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Improve Student Performance in English Language Arts, TK	Yes	Schoolwide	English Learners Foster Youth Low Income		\$5,254.14	
1	1.2	Improve Student Performance in English Language Arts, K-5	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	\$911,026.96	
1	1.3	Improve Student Performance in English Language Arts, secondary grades.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	\$905,000.00	
1	1.4	Books for Students				All Schools	\$0.00	
1	1.5	Improve Student Performance in Mathematics, TK-8	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	\$271,026.96	
1	1.6	Offer a CTE entrepreneurship course at ESS	Yes	Schoolwide	English Learners Foster Youth Low Income		\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Integrated and Designated ELD Support for English Learners.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$244,600.92	
1	1.8	Position of the ELD Coordinator and Literacy Interventionist at AYES.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	\$72,217.46	
1	1.9	Intervention and Acceleration Resources at AYES and AYMS Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading, and math digital adaptive platform during intervention blocks and in after-school tutoring.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES and AYMS	\$44,000.00	
1	1.10	Science Opportunities for AYES Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools:	\$186,369.67	
1	1.11	Support for Unduplicated Students				All Schools	\$0.00	
1	1.12	Additional Digital Resources for EL and SED Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,960.15	
1	1.13	Art Program at AYES and AYMS	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	
1	1.14	Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,000.00	
1	1.15	Music program at AYMS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYMS	\$64,639.65	
1	1.17	Support for preparing for AP Exams	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	\$4,000.00	
1	1.18	Support for Long-Term ELs	Yes	LEA-wide	English Learners		\$2,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.19	College and Career Center at ESS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	\$3,400.00	
1	1.20	Psychology Advanced Placement Course at ESS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	\$14,766.64	
1	1.25	Additional FTE Math Position at ESS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	\$110,000.00	
1	1.26	ESS Science Offerings	Yes	Schoolwide	English Learners Foster Youth Low Income		\$94,735.19	
1	1.27	Credit Recovery Opportunities at ESS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	\$21,000.00	
1	1.29		Yes	Limited to Unduplicated Student Group(s)		Specific Schools: AYMS and ESS	\$154,507.36	
1	1.31	Reduce districtwide suspension rates for socio-economically disadvantaged students and children with disability.	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$68,169.75	
1	1.32	Reduce suspension rates at AYES				Specific Schools: AYES	\$0.00	
1	1.33	Student Information System				All Schools	\$0.00	
1	1.35	AP 3-D Art Course	Yes	Schoolwide	English Learners Foster Youth Low Income		\$3,000.00	
1	1.36	Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income		\$26,000.00	
1	1.37	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income		\$0.00	
1	1.38	Implement Reveal Math, a new mathematics program, at ESS. Provide professional development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	\$11,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		for teachers in the new curriculum.						
1	1.39	Professional Development in Core Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.40	Literacy Coaching	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$12,900.00	
1	1.41	Mathematics Coaching and Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	\$62,700.00	
1	1.42	Teacher Professional Development - English Language Development	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$7,860.80	
1	1.46	Support for Parents of EL	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$17,000.00	
1	1.54	Broad Course Of Study	Yes	LEA-wide	English Learners Foster Youth Low Income		\$13,000.00	
1	1.55	Instructional Assistant for TK	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	\$66,553.36	
1	1.57	AP Chemistry at ESS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	\$1,100.00	
1	1.58	Communication and Writing course	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ESS	\$4,000.00	
1	1.59	Instructional Assistant for Kindergarten and First grades.	Yes	Schoolwide	English Learners Foster Youth Low Income		\$103,200.00	
2	2.3	Professional Development in Effective Use of Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		\$4,000.00	
2	2.4	Coding program - CodeCombat	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: AYES and AYMS	\$2,720.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.5	Promote Cultural Education, Social Justice, and Racial Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$517.17	
2	2.9	Workshops for Parents and Guardians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
2	2.11	Position of District Technology Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$145,139.23	
3	3.2	Social-Emotional Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,464.68	
3	3.6	Professional Development in Social-Emotional Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
3	3.8	EUSD Community Health Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,015.00	
3	3.9	Enrichment Opportunities and Social Interactions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,000.00	
3	3.10	Positive school climate				Specific Schools: Anna Yates Elementary	\$0.00	
3	3.11	Mentoring and Structured Play	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AYES	\$92,524.71	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$12,399,183.61	\$10,437,009.03

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	School Facilities	No	\$1,726,443.00	\$1,908,558.06
1	1.2	Improve Student Performance in English Language Arts, TK	Yes	\$150,858.20	\$152,019.25
1	1.3	Improve Student Performance in English Language Arts, K-5	Yes	\$866,579.11	\$977,237.39
1	1.4	Improve Student Performance in English Language Arts, secondary grades.	Yes	\$573,201.19	\$586,595.58
1	1.5	Culturally Relevant Summer Reading	No	\$16,369.32	\$19,611.06
1	1.6	Improve Student Performance in Mathematics, TK-12	Yes	\$1,356,438.82	\$1,112,718.44
1	1.7	Improve Student Performance in Mathematics, 7-8		\$0.00	\$0.00
1	1.8	Integrated and Designated ELD Support for English Learners.	Yes	\$317,918.80	\$343,093.23
1	1.9	Full Time Literacy Intervention Teacher at AYES	No	\$153,386.24	\$0.00
1	1.10	Intervention and Acceleration Resources at AYES and AYMS	Yes	\$74,375.00	\$81,669.53

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)
		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.			
1	1.11	Science Opportunities for AYES Students	Yes	\$186,707.52	\$56,929.97
1	1.12	Social Studies Pilot for AYES	Yes	\$6,868.96	\$0
1	1.13	Inclusion of All Student Subgroups District Initiatives	No	\$0.00	\$0
1	1.14	Resources for Special Education Students	No	\$2,500.00	\$3,385.15
1	1.15	Art Program at AYES and AYMS	Yes	\$127,255.28	\$129,838.11
1	1.16	Physical Education	Yes	\$289,926.55	\$289,697.07
1	1.17	Music program at AYMS	Yes	\$305,188.23	\$234,159.46
1	1.18	Early Academic Outreach Program	Yes	\$107,599.87	\$161,804.8
1	1.19	AP Exams	Yes	\$4,739.00	\$8,440
1	1.20	Early Academic Outreach Program - ELA	No	\$249.00	\$547.65
1	1.21	Early Academic Outreach Program - Mathematics	No	\$0.00	\$0
1	1.22	College and Career Center at ESS	Yes	\$32,000.00	\$34,547.65

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	1.23	Advanced Placement Courses at ESS	Yes	\$212,099.78	\$35,629.29
1	1.24	Collaborations with the Local Industry Partners and Internships	No	\$0.00	\$0
1	1.25	Dual Enrollment at Community Colleges	Yes	\$7,553.38	\$17,207.89
1	1.26	Career Technical Education	Yes	\$1,502.00	\$1600
1	1.27	Maker's Space	Yes	\$234,985.83	\$213,364.76
1	1.28	Additional FTE Science Position at ESS	Yes	\$98,984.22	\$0
1	1.29	ESS Science Offerings	Yes	\$4,894.47	\$93,271.44
1	1.30	Credit Recovery Opportunities at ESS	Yes	\$10,500.00	\$38,026.20
1	1.31	Project-Based Portfolio Defense Activities	No	\$0.00	\$0
1	1.32	ELA/ELD Program for Secondary Grades	No Yes	\$154,446.92	\$207,394.37
1	1.33	SAT Support at ESS	Yes	\$2,420.00	\$2,420
1	1.34	Intervention and Acceleration Support for ESS Students	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)
1	1.35	Improve Attendance and Reduce Tardiness and Suspension Rates.	Yes	\$82,467.38	\$58,209.18
1	1.36	Progress Monitoring and Mutual Accountability	Yes	\$3,288.00	\$3,440.00
1	1.37	Student Information System	No Yes	\$39,900.00	\$2,948
1	1.38	Parent Supports and Communication	Yes	\$42,000.00	\$465
1	1.39	Procedures for Reducing Suspensions and Using Alternatives to Suspensions	No	\$0.00	\$0
1	1.40	Assessment	Yes	\$38,356.60	\$42,754.8
1	1.41	Summer School	Yes	\$162,817.00	\$253,514.05
1	1.42	Vertical Articulation	No	\$0.00	\$0
1	1.43	Project-Based Learning	No	\$0.00	\$0
1	1.44	Position of the English Language Development Coordinator	Yes	\$159,112.64	\$182,729.31
1	1.45	Professional Development for Core Programs	No	\$69,000.00	\$99,557.36
1	1.46	Literacy Coaching	Yes	\$12,900.00	\$9,900
1	1.47	Mathematics Coaching	Yes	\$150,000.00	\$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)
1	1.48	Professional Inquiry into Practice	No	\$0.00	\$0.00
1	1.49	Teacher Professional Development - English Language Development	Yes	\$7,860.80	\$18,364.78
1	1.50	PD in Differentiated Instruction	Yes	\$55,722.75	\$13,766.78
1	1.51	PD in Supporting Students with Disabilities	Yes	\$2,154.00	\$291.50
1	1.52	Parent Engagement	Yes	\$123,876.75	\$105,386.55
1	1.53	Language Accessibility for Parents and Guardians	Yes	\$17,837.00	\$3,077.20
1	1.54	Professional Development for Special Education Specialists	No	\$32,563.00	\$250
1	1.55	Improving Attendance for Special Education Students	No	\$535,057.64	\$390,485.18
1	1.56	Collaboration between Special Education and General Education Staff	No	\$0.00	\$0
1	1.57	Professional Development Focused on Special Education Strategies	No	\$3,000.00	\$1,913
1	1.58	Inter-district Collaborations with Districts in SELPA	No	\$0.00	\$0
1	1.59	Middle School Dropout Rate	No	\$0.00	\$0
1	1.60	High School Dropout Rate	No	\$0.00	\$0
1	1.61	Pupil Expulsion	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)
1	1.62	Broad Course Of Study	Yes	\$51,766.23	\$170,027.21
1	1.63	Professional Development Focused on Equity	Yes	\$21,000.00	\$3,069.67
1	1.64	Instructional Assistant for TK	No	\$63,222.74	\$85,537.89
1	1.65	Expanded School Day	Yes	\$400,000.00	\$469,340.95
1	1.66	Capstone CTE Courses	Yes	\$80,000.00	\$23,173
1	1.67	Pre-AP Chemistry Course	Yes	\$4,000.00	\$5,670.02
1	1.68	Communication and Writing course	Yes	\$4,000.00	\$1037.3
1	1.69	Instructional Assistant for Kindergarten and First grades.	Yes	\$103,200.00	\$105,944.00
1	1.70	Implement research-based instructional strategies to improve academics among African American students.	Yes	\$7,000.00	\$0
2	2.1	21 Century Skills	No	\$12,250.00	\$0
2	2.2	1:1 Devices	No	\$0.00	\$0
2	2.3	Keyboarding Instruction	No	\$0.00	\$0
2	2.4	Professional Development in Effective Use of Technology	Yes	\$23,000.00	\$3,717.03

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	2.5	Mastery Coding	Yes	\$1,400.00	\$0
2	2.6	Promote Cultural Education, Social Justice, and Racial Equity	Yes	\$59,783.88	\$541.67
2	2.7	Ethnic Studies	Yes	\$235,188.42	\$195,363.00
2	2.8	Girls Who Code	No	\$0.00	\$0
2	2.9	Technology and web-based resources for Students with Disabilities	Yes	\$8,061.33	\$2575
2	2.10	Workshops for Parents and Guardians	Yes	\$10,218.16	\$1,174.79
2	2.11	Tools for ELD Newcomers	No	\$0.00	\$0
2	2.12	Computer Science at ESS	No	\$0.00	\$0
2	2.13	Position of District Technology Coordinator	Yes	\$168,171.91	\$168,519.73
2	2.14	Additional Position of a Districtwide Technology Specialist	Yes	\$206,328.00	\$110,121.10
2	2.15	CoderZ	No	\$0.00	0
2	2.16	2:1 Initiative	Yes	\$80,000.00	\$202,773.90
2	2.17	Smartboard Technology to Support and Enhance Classroom Instruction	Yes	\$250,000.00	\$157,991

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	2.18	Laptop Devices for Maker's Space	Yes	\$31,545.00	\$0
2	2.19	Technology for Expanded Learning Program	Yes	\$53,855.55	\$7,299.72
3	3.1	Supporting Positive Behavior Outcomes for Students with Disabilities	No	\$519,562.13	\$4,000
3	3.2	Social-Emotional Programs	Yes	\$41,603.52	\$20,300.66
3	3.3	Restorative Justice Practices	Yes	\$6,128.00	\$864.78
3	3.4	Suicide Prevention Training for Teachers and Staff	No	\$0.00	\$0
3	3.5	Position of Behavior Health Manager	No	\$229,120.85	\$146,393.76
3	3.6	Professional Development in Social-Emotional Strategies	Yes	\$5,064.25	\$0
3	3.7	Professional Development Focused on Trauma-Informed Practices	Yes	\$500.00	\$3,920
3	3.8	EUSD Community Health Center	Yes	\$675,223.00	\$105,015
3	3.9	Enrichment Opportunities and Social Interactions	Yes	\$242,522.96	\$333,750.51
3	3.10	Positive school climate	Yes	\$2,500.00	\$4,088.01
3	3.11	Mentoring and Structured Play	Yes	\$153,624.32	\$87,363.88

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	3.12	Reduce chronic absenteeism for African American students and Students with Disability	No	\$52,439.11	\$92,016.41
			Yes		
3	3.13	Collaboration with School Innovation and Achievement	No	\$30,000.00	\$28,600
3	3.14	Professional Development to Improve Attendance for Classified Staff	Yes	\$3,000.00	\$0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,383,162	\$4,685,917.69	\$6,498,855.32	(\$1,812,937.63)	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.2	Improve Student Performance in English Language Arts, TK	Yes	\$3,916.20	\$91,464.14		
1	1.3	Improve Student Performance in English Language Arts, K-5	Yes	\$57,247.32	\$271,220.3911		
1	1.4	Improve Student Performance in English Language Arts, secondary grades.	Yes	\$60,569.66	\$93,098.29		
1	1.6	Improve Student Performance in Mathematics, TK-12	Yes	\$283,090.86	\$342.78		
1	1.8	Integrated and Designated ELD Support for English Learners.	Yes	\$205,040.53	\$242,240.52		
1	1.10	Intervention and Acceleration Resources at AYES and AYMS Provide intervention and acceleration opportunities to students in grades K-8 with IReady, a reading, and math digital adaptive platform during intervention blocks and in after-school tutoring.	Yes	\$74,375.00	\$43,175		
1	1.11	Science Opportunities for AYES Students	Yes	\$168,833.84	\$38,877.38		
1	1.12	Social Studies Pilot for AYES	Yes	\$6,868.96	\$0		

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	1.15	Art Program at AYES and AYMS	Yes	\$120,027.41	\$5,833.02		
1	1.16	Physical Education	Yes	\$289,926.55	\$18,420.44		
1	1.17	Music program at AYMS	Yes	\$305,188.23	\$71,286.91		
1	1.18	Early Academic Outreach Program	Yes	\$907.32	\$64.28		
1	1.19	AP Exams	Yes	\$4,739.00	\$8,440		
1	1.22	College and Career Center at ESS	Yes	\$4,224.00	\$34,000		
1	1.23	Advanced Placement Courses at ESS	Yes	\$139,037.45	\$252.51		
1	1.25	Dual Enrollment at Community Colleges	Yes	\$7,553.38	\$1,437		
1	1.26	Career Technical Education	Yes	\$1,502.00	\$1,224.31		
1	1.27	Maker's Space	Yes	\$41,793.17	\$4,437.1		
1	1.28	Additional FTE Science Position at ESS	Yes	\$93,272.83	\$0		
1	1.29	ESS Science Offerings	Yes	\$4,894.47	\$92,598.06		
1	1.30	Credit Recovery Opportunities at ESS	Yes	\$10,500.00	\$17,133.55		
1	1.32	ELA/ELD Program for Secondary Grades	Yes	\$148,334.93	\$187,569.93		
1	1.33	SAT Support at ESS	Yes	\$2,420.00	\$0		
1	1.35	Improve Attendance and Reduce Tardiness and Suspension Rates.	Yes	\$72,040.71	\$68,365.92		
1	1.36	Progress Monitoring and Mutual Accountability	Yes	\$3,288.00	\$3,440.00		
1	1.37	Student Information System	Yes	\$39,900.00	\$1,899.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.38	Parent Supports and Communication	Yes	\$42,000.00	\$0		
1	1.40	Assessment	Yes	\$37,193.36	\$42,754.80		
1	1.41	Summer School	Yes	\$10,430.00	\$0		
1	1.44	Position of the English Language Development Coordinator	Yes	\$75,529.81	\$0		
1	1.46	Literacy Coaching	Yes	\$12,900.00	\$9,900		
1	1.47	Mathematics Coaching	Yes	\$150,000.00	\$69,550		
1	1.49	Teacher Professional Development - English Language Development	Yes	\$7,860.80	\$10,864.78		
1	1.50	PD in Differentiated Instruction	Yes	\$10,264.24	\$3,914.18		
1	1.51	PD in Supporting Students with Disabilities	Yes	\$29.00	\$239		
1	1.52	Parent Engagement	Yes	\$106,505.79	\$105,386.55		
1	1.53	Language Accessibility for Parents and Guardians	Yes	\$17,837.00	\$107,388.75		
1	1.62	Broad Course Of Study	Yes	\$50,562.12	\$170,491.22		
1	1.63	Professional Development Focused on Equity	Yes	\$18,000.00	\$5432		
1	1.65	Expanded School Day	Yes	\$400,000.00	\$389,5730		
1	1.66	Capstone CTE Courses	Yes	\$80,000.00	\$0		
1	1.67	Pre-AP Chemistry Course	Yes	\$4,000.00	\$3,217		
1	1.68	Communication and Writing course	Yes	\$4,000.00	\$1,037.3		
1	1.69	Instructional Assistant for Kindergarten and First grades.	Yes	\$103,200.00	141,946.98		

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	1.70	Implement research-based instructional strategies to improve academics among African American students.	Yes	\$7,000.00	\$0		
2	2.4	Professional Development in Effective Use of Technology	Yes	\$23,000.00	\$7,137.03		
2	2.5	Mastery Coding	Yes	\$1,400.00	\$0		
2	2.6	Promote Cultural Education, Social Justice, and Racial Equity	Yes	\$59,783.88	\$9,764		
2	2.7	Ethnic Studies	Yes	\$100,229.69	\$79,645.64		
2	2.9	Technology and web-based resources for Students with Disabilities	Yes	\$2,233.18	\$2,182		
2	2.10	Workshops for Parents and Guardians	Yes	\$4,000.00	\$843.68		
2	2.13	Position of District Technology Coordinator	Yes	\$148,663.86	\$145,297.16		
2	2.14	Additional Position of a Districtwide Technology Specialist	Yes	\$206,328.00	\$0		
2	2.16	2:1 Initiative	Yes	\$80,000.00	\$0		
2	2.17	Smartboard Technology to Support and Enhance Classroom Instruction	Yes	\$250,000.00	\$157,151		
2	2.18	Laptop Devices for Maker's Space	Yes	\$31,545.00	\$0		
2	2.19	Technology for Expanded Learning Program	Yes	\$53,855.55	\$0		
3	3.2	Social-Emotional Programs	Yes	\$24,442.44	\$13,628.68		
3	3.3	Restorative Justice Practices	Yes	\$6,128.00	\$0		
3	3.6	Professional Development in Social-Emotional Strategies	Yes	\$5,064.25	\$3478.21		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	Professional Development Focused on Trauma-Informed Practices	Yes	\$500.00	\$0		
3	3.8	EUSD Community Health Center	Yes	\$123,110.00	\$0		
3	3.9	Enrichment Opportunities and Social Interactions	Yes	\$83,488.82	\$79,879.68		
3	3.10	Positive school climate	Yes	\$2,500.00	\$0		
3	3.11	Mentoring and Structured Play	Yes	\$141,382.06	\$67,224.14		
3	3.12	Reduce chronic absenteeism for African American students and Students with Disability	Yes	\$48,459.02	\$67,951.01		
3	3.14	Professional Development to Improve Attendance for Classified Staff	Yes	\$3,000.00	\$0		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$6,965,990	\$2,383,162	0%	34.211%	\$6,498,855.32	0.000%	93.294%	\$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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - 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\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - 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).

1. 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 of 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).

2. 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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