

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 |
|-------------------------------------|---|--------------------------------------|
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Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students will be provided with equitable access to educational opportunities and programs for economic, political, and social empowerment to acquire and demonstrate 21st-century skills including collaboration, critical thinking, and creativity for college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3

4 5

7

Local Priorities: N/A

Annual Measurable Outcomes

| Expected | Actual |
|---|-------------|
| <p>AMO's are numbered on left side under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions. PRIORITY 1 -- Basic Services 100 % of all teachers in the district will be appropriately credentialed and assigned in their subject matter areas.</p> | Implemented |
| <p>100% of students will have access to CA State Standards-aligned instructional materials. The staff will engage in ongoing collaborative examination of materials' effectiveness. (2)</p> | Implemented |
| <p>All school facilities will be clean, safe, and maintained in good repair.</p> | Implemented |
| <p>PRIORITY 2 -- Implementation of State Standards 100% of certificated staff will continue engaging in professional development to deepen their understanding of the CA content and performance standards (e.g., CCSS, NGSS, CA History/Social Studies Framework, ELA/ELD Framework) and/or research-based best practices as reflected in Standards-based instructional materials adopted by the district. (4)</p> | Implemented |
| <p>100% of 10th and 12th graders will continue participate in project-based, portfolio defense learning activities for rigorous, standards- aligned college and career preparation. Evidence of PBL strategies will be observed in many TK-8 as well. (4).</p> | Implemented |
| <p>100% of teachers in elementary, middle, and high schools will be observed using Integrated ELD QTEL strategies across content with English Learners. (5) The district will provide QTEL professional development to explore these strategies; the ELD teachers will coach and support staff to increase their competence.</p> | Implemented |

| Expected | Actual |
|--|---|
| <p>100% of English Learners will receive integrated ELD instruction and academic support, based on the students' ELPAC level. English Learners will receive designated ELD instruction based on their needs to the greatest extent that the scheduling allows. (5)</p> | <p>Implemented</p> |
| <p>At least 80% of the faculty will use effective differentiation strategies and the teaching methods congruent with the principles of Universal Design for Learning (UDL) to meet the needs of all learners, especially of low-income, African American students, English Learners, and Foster Youth.</p> | <p>Implemented with variable results - 80% of teachers utilized differentiation strategies, but not all are implementing strategies congruent with UDL.</p> |
| <p>PRIORITY 3 -- Parental Involvement Continue providing access for 100% of English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students at ESS and their families to the college and career center. (18)</p> | <p>Implemented</p> |
| <p>100% of students with special needs at ESS and their families will have access to a college and career center. ESS Special Education teachers will collaborate with college and career center to support their students. (19)</p> | <p>Implemented</p> |
| <p>The district will continue encouraging parents to provide input into the district's curriculum in various committees and will send at least three communications a year to parents soliciting feedback.</p> | <p>Implemented</p> |
| <p>PRIORITY 4 -- Pupil Achievement District-wide, increase the Change category in mathematics on CA School Achievement Dashboard by 5 or more points, based on performance on Smarter Balanced Assessment.</p> | <p>Due to COVID-19 Pandemic, the Dashboard for 2020 was unavailable.</p> |

| Expected | Actual |
|---|---|
| District-wide, increase the Change category by 5 or more points in English Language Arts on CA School Achievement Dashboard, based on performance on Smarter Balanced Assessment. | Due to COVID-19 Pandemic, the Dashboard for 2020 was unavailable. |
| All student groups that scored 10+ points lower on an academic indicator than their district peers on CA School Dashboard based on their performance on Smarter Balanced will receive targeted intervention, after-school tutoring, and differentiated support as part of the district's Multi-Tier System of Supports (MTSS) | Due to COVID-19 Pandemic, the Dashboard for 2020 was unavailable. |
| 100% of high school students will have access to a Career Technical Education pathway for high school students. (11) | Implemented |
| 100% of high school students will have access to a full-time EAOP Counselor to increase access to college preparation for unduplicated students. (11) | Implemented |
| 50% of high school students will fulfill A-G requirements based on a clearly articulated 4-year academic schedule. (11) | Implemented |
| Increase the 2019-20 passing rate on Advanced Placement examinations to 22% for pupils who achieving the score of 3 or higher. | Achieved – 42% |
| Increase percentage of students meeting EAP using 2016 CAASPP results as baseline: "Ready" ELA increase to 25%"Ready" math increase to 10%"Conditionally Ready" ELA increase to 35% "Conditionally Ready" math increase to 18% | Since the 2020 CAASPP administration was cancelled due to pandemic, there is not data for this indicator. |

| Expected | Actual |
|---|--|
| <p>PRIORITY 5 - Pupil Engagement Continue implementing the multi-year program led by an MTSS/PBIS coordinator working with teachers so that 100% of students gain access to Tier I data-driven positive, systematized, high-quality learning environments (see Goal 3 AMO #48). As part of MTSS, expand the use of intervention, enrichment, and differentiation strategies in the classrooms to meet the needs of all students, including ELs, students from low socioeconomic backgrounds, Foster Youth, and Students with Disabilities. (20, 21, 22, 23)</p> | <p>Some elements of MTSS were implemented – intervention and differentiation strategies were employed. Some instructional enrichment opportunities were implemented but the district needs to offer more.</p> |
| <p>97% of teachers will engage in professional development around differentiation, Universal Design for Learning, and effective intervention strategies to provide greater and more targeted support to all students, including the unduplicated populations.</p> | <p>Many teachers engaged in professional development incorporating intervention and differentiation strategies. However, no UDL-specific professional development was offered because the district had to pivot to distance learning and other professional development needs, e.g., technical skills for virtual teaching, became a priority.</p> |
| <p>Use School Attendance Review Board (SARB) as a vehicle for preventing poor attendance, tardiness, and suspensions.</p> | <p>Not implemented in 2019-2020.</p> |
| <p>100 % of classified and administrative school staff will continue improving procedures for monitoring and documenting attendance, tardiness, and suspensions. The school sites will continue strengthening school climate to reduce the number of suspensions and incidents of tardiness.</p> | <p>Implemented</p> |
| <p>At least 25% of teachers will incorporate the principles of Project-Based Learning into classroom instruction. Teachers will engage students in working on at least one long-term PBL activity a year and will visit each other’s classrooms to collaborate and learn together.</p> | <p>Implemented - more than 25% of teachers use Project-Based Learning in the classrooms and assign at least one long-term PBL activity a year.</p> |

| Expected | Actual |
|---|---|
| <p>PRIORITY 7 -- Course Access 100% of 9th graders will be enrolled in science. (6) Continue employing the second FTE science teacher at the high school to sustain the number of science offerings.</p> | <p>Implemented</p> |
| <p>Continue providing coaching support to 1-8 grade teachers to incorporate literacy and writing into their instruction. Expand this support into high school for the high school English teachers. 100% of the district teachers will work on implementing the 21st Century instructional practices which will directly address students historically under-served within educational systems, including unduplicated students and the African American student group which, based on the data from the CA School Dashboard has the greatest needs in the district. The focus will be on equity, academic rigor, racial and cultural education, and ELD strategies to provide access to high-quality content for all students. (7)</p> | <p>Not implemented due to budget constraints. However, the same action was achieved through collaboration with Partners in School Innovation.</p> |
| <p>100% of Emery English Learners will participate in integrated ELD across disciplines to ensure greater access to the core curriculum. (7) All teachers will participate in professional learning focused on effective ELD strategies in content areas. All the teachers will continue implementing strategies congruent with the Universal Design for Learning (UDL). English Language Arts and English Language Development teachers will continue collaboration around strengthening the comprehensive ELA/ELD curriculum in grades 6-12.</p> | <p>100% of English learners participated in integrated ELD across disciplines. All teachers participated in QTEL PD. Many teachers implemented strategies consistent with the UDL principals. English Language Arts and English Language Development teachers continued collaboration around strengthening the comprehensive ELA/ELD curriculum in grades 6-12.</p> |
| <p>100% of English Learners, Re-designated English Proficient, Foster Youth, Low Income, At-risk students in all demographics will receive support through various district initiatives, including the high school's college and career center, and summer school. (7)</p> | <p>Implemented</p> |

| Expected | Actual |
|--|---|
| <p>100% of students with special needs will have access to all programs, classes, and services through EUSD's full-inclusion model. (8) Teachers will use UDL and differentiation strategies to address the needs of Special Learners. General education and Sp. Ed. teachers will collaborate to meet the needs of all the learners with special needs.</p> | <p>Partly implemented - many teachers used elements of UDL, but not all.; 100% of students with special needs had access to all programs and classes.</p> |
| <p>CELDT data - 43.4% of the Less than 5 Years Cohort and 48.9% of the 5+ Years Cohort will attain English Proficiency in 2017-2018 school year.</p> | <p>ELPAC scores were unavailable in 2019-2020; the 2018-2019 scores were 16.40% proficient (CELDT and ELPAC reporting differs.)</p> |

Actions/Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| <p>AMO 1 Continue funding 7th and 8th grade single-subject Social Studies and English Language Arts) credentialed teachers. Continue funding a single-subject art teacher for K-8 and continue supporting the science resource teacher position. Continue funding a single-subject PE teacher. Continue supporting a supplemental-funded additional (above the base program) Science teacher at ESS.</p> | <p>\$214,804.48 Parcel Tax 1000-1999: Certificated Personnel Salaries Single-subject ELA and Social Studies teachers \$109,899.14 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Art Teacher's Position \$123,962.86 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Single-subject PE</p> | <p>\$228,899 Parcel Tax 1000-1999: Certificated Personnel Salaries Single-subject ELA and Social Studies teachers \$ 112,388 Supplemental & Concentration 1000-1999: Certificated Personnel Salaries \$127,623 General Fund and Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Salaries Single-subject PE teacher position \$78,04 Supplemental &</p> |

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|--|--|
| <p>teacher position \$76,188.91 Supplemental and Concentration 1000- 1999: Certificated Personnel Salaries Supplemental-funded additional (above the base program) Science teacher at ESS \$31,260.31 Supplemental and Concentration 2000- 2999: Classified Personnel Salaries 50% of Instructional aide #1 time (equivalent level of supplemental funded service from 15-16). \$32,553.50 Parcel Tax 2000-2999: Classified Personnel Salaries 50% of Instructional aide #1 time (equivalent level of supplemental funded service from 15-16). \$127,495.14 Supplemental and Concentration 1000- 1999: Certificated Personnel Salaries</p> | <p>Concentration 1000- 1999: Certificated Personnel Salaries Supplemental-funded additional (above the base program) Science teacher at ESS \$34,317 Supplemental & Concentration 2000- 2999: Classified Personnel Salaries Education Protected Account (EPA) 50% of Instructional aide #1 time \$34,018 Parcel Tax 2000-2999: Classified Personnel Salaries 50% of Instructional aide #1 time \$ 130.547 Supplemental and Concentration 1000- 1999: Certificated Personnel Salaries Science resource teacher's position \$73,430.62 GF, S & C, Title II, Title III, SPED 1000-1999: Certificated Personnel Salaries Stipends for various district assignments</p> |
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Science resource teacher's position \$4,900 1150: Subs for Rounds
 \$74,800 Parcel Tax, EPA, GF, Donations, Supplemental & Concentration, Title II 1000-1999: Certificated Personnel Salaries Stipends for various district assignments \$7,000 LPSBG 5800: Professional/Consulting Services and Operating Expenditures Subs for Instructional Rounds (5 days * \$175 a sub, * 4 subs) * 2 schools

AMO 1 Continue to ensure that 100% of the District teachers in grades K-12 are fully credentialed and CLAD-certified, including Special Ed.

\$ 5,388,837.56 S &C, Sp. Ed, Parcel Tax, GF, Federal & State Mental Health, EPA, Sp. Ed., IDEA 1000-1999: Certificated Personnel Salaries Teacher Salaries \$5,066,820.59 (without aids and McIntosh) S &C, Sp. Ed, Parcel Tax, GF, Federal & State Mental Health, EPA, Sp. Ed., IDEA 1000-1999: Certificated Personnel Salaries Teacher Salaries

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>AMO 4 Continue implementation of Eureka Math in TK-12 with school principals and the Director of Instruction monitoring implementation and reporting progress to the superintendent and the school board.</p> | <p>\$30,000 General Fund 4000-4999: Books and Supplies Common Core-aligned math curriculum (Eureka Math) - consumables \$14,000 Title II 5800: Professional/Consulting Services and Operating Expenditures Eureka Math training for new teachers and administrators</p> | <p>\$20,660.23 General Fund 4000-4999: Books and Supplies Common Core-aligned math curriculum (Eureka Math) - consumables \$3,500 Title II 5800: Professional/Consulting Services and Operating Expenditures Eureka Math training for new teachers and administrators</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>AMO 31 Continue supporting English Language Learners and their families by investing in a full time ELD teacher for high school and middle school students. Continue improving and implementing a coherent ELA/ELD, Common Core and ELD Frameworks-aligned curricula for secondary grades. Fund a consultant to provide coaching support to teachers in grades 1-12. Continue implementing Reach for Reading! Common Core-aligned program for grades TK-5.</p> | <p>\$130,964.34 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Full-time ELD teacher for ESS and middle school \$20,000 Low-Performing Student Block Grant 4000-4999: Books and Supplies Reach for Reading! supplemental instructional materials (consumable) for grades TK-5 \$7,040 Parcel Tax 4000-4999: Books and Supplies NEWSELA license For AY and for ESS \$4,800 Base 5800: Professional/Consulting Services and Operating Expenditures Ongoing professional development and support for ELA/ELD Instruction (collaboration time for teachers)</p> | <p>\$ 134,711 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Full-time ELD teacher for ESS and middle school \$1,879.84 Low-Performing Student Block Grant 4000-4999: Books and Supplies Reach for Reading! supplemental instructional materials (consumable) for grades TK-5 \$7,040 Parcel Tax 4000-4999: Books and Supplies NEWSELA license For AY and for ESS \$12,120 Unrestricted, Parcel Tax and Supplemental and Concentration 1124: Teacher Hourly Stipends Ongoing professional development and support for ELA/ELD Instruction (collaboration time for teachers)</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>AMO 3, 6, 25 Provide professional development in QTEL for teachers who were not trained in the program to improve the quality of our English Language Development instruction for English Learners in new English Language Development standards. Ensure opportunities for collaboration between the ELD and the general education faculty.</p> | <p>\$12,200 \$ Title III and Title II 5800: Professional/Consulting Services and Operating Expenditures Ongoing support for ELD instruction</p> | <p>\$5,700 \$ Title III and Title II 5200: Travel and Conferences and Stipends to attend - Ongoing support for ELD instruction</p> |
| <p>AMO1 Continue the 25% supplemental/concentration funding to ensure that our special education teachers can provide supplementary differentiated service for general education students in need of intervention. This additional support will be particularly beneficial to our African American students, English Learners (EL), and low-income students.</p> | <p>\$224,122 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Supplemental funded service non-SPED students in the regular classroom (25% for 4 to 6 teachers)</p> | <p>\$ 174,134.27 General Fund 1000-1999: Certificated Personnel Salaries Supplemental funded service non-SPED students in the regular classroom (25% for 4 to 6 teachers)</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>AMO 14 Provide professional development for all teachers in CA Common Core practices in the context of Eureka Math, Reach for Reading!, and Units of Study. Provide training in differentiated instruction, culturally relevant pedagogy, and effective ELD strategies to ensure that the needs of English Learners, African American students (our lowest-performing population), students with disabilities, students from the low socio-economical background, Foster Youth are met. Continue using Instructional Rounds as a mutual accountability and collaboration tool to support these practices. Participate in the Elementary Science Partnership, a collaboration between the Alameda County Office of Education and Cal State University, East Bay, to provide an intensive PD opportunity for educators in grades 3-5 focused on the CA NGSS and literacy integration, incorporating NGSS into practice and in learning more about project-based, inquiry infused practices that support all student populations. Continue providing ERWC coaching support for middle school and high school teachers. These educators will engage in facilitated ongoing collaborative teacher inquiry around student learning with an explicit focus on struggling learners, including African American, Hispanic, EL, and socio-economically disadvantaged students. This work will include a review of data to improve student outcomes based on multiple pieces of evidence from multiple assessment sources.</p> | <p>\$5,000 General Fund 5800: Professional/Consulting Services and Operating Expenditures Elementary Science Partnership with ACOE – teacher time</p> | <p>\$1,207.79 – Cengage Supplemental and Concentration 4100: Books and Supplies and restricted lottery.</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>Action 8 AMO's 5, 6, 17, 18, 25 Continue repurposing the position of English Language Development Coordinator to better support low income and ELL students by working more directly with teachers and pushing more into classrooms. The coordinator will determine several targeted QTEL strategies that align with Common Core, facilitate teachers' participation in ELD Learning Walks, model the strategies for classroom teachers, implement these herself, and monitor the implementation of these with the site administration and director of instruction through learning walks. English Learners will continue receiving support in English acquisition and the core content with the use various printed and digital materials including primary language supports and assessments and world language supports.</p> | <p>\$135,016.06 Supplemental and Concentration and GF 1000-1999: Certificated Personnel Salaries Full-time English Language Development Coordinator/teacher \$2,000 Parcel Tax 4000-4999: Books and Supplies English 3D Course materials for ESS and AYMS.</p> | <p>\$138,760 Supplemental and Concentration and GF 1000-1999: Certificated Personnel Salaries Full-time English Language Development Coordinator/teacher</p> |
| <p>AMO's 16, 19, 22, 23 Continue to provide Advanced Placement science course for all students, including low income and ELL. Continue offering AP Calculus course.</p> | <p>\$300 4000-4999: Books and Supplies (fill-in books for new students) AP Biology. Cost accounted for elsewhere. Materials and training for AP and honors courses.</p> | <p>\$0</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>AMO's 9, 10, 11, 12 Provide targeted academic intervention for struggling students during the intervention block and in after-school tutoring, TK-12. This plan also includes classes that prepare students for SAT/ ACT with additional support activities, such as Saturday SAT/ACT Academy, to ensure that students are ready for college.</p> | <p>\$26,000 Supplemental and Concentration 5800: Professional/Consulting Services and Operating Expenditures Tutoring support \$2,000 Supplemental and Concentration 5800: Professional/Consulting Services and Operating Expenditures On-site professional development for teachers in differentiation and in Sp. Ed. strategies.</p> | <p>\$19,149 Supplemental and Concentration 5800: Professional/Consulting Services and Operating Expenditures Tutoring support \$2,887.50 Unrestricted 1124: Stipends for teachers to attend professional in differentiation and in Sp. Ed. strategies.</p> |
| <p>AMO 4 Continue ensuring that Emery 10th and 12th grade students engage in project- based portfolio defense learning opportunities to enhance college and career preparation. Teachers will incorporate their understanding of PBL into this work. Unduplicated students who present and defend their work have shown greater engagement and are better prepared for college and career.</p> | <p>\$0</p> | <p>\$0</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>AMO 7, 8, 15, 16, 26 Continue supporting college and career center at ESS Continue collaboration between teachers and parents with the goal of improving graduation rates through college & career center. Continue employing the services of an EAOP counselor to support ESS students in all aspects of college preparedness, targeting students who previously have been underserved in navigating pathways to college. Continue to provide a summer learning program for special education students and for students in need of credit recovery.</p> | <p>\$36,000 Parcel Tax 5800: Professional/Consulting Services and Operating Expenditures Early Academic Outreach Program (EAOP) Counselor \$12,298.08 Parcel Tax 1000-1999: Certificated Personnel Salaries and Benefits Summer School</p> | <p>\$36,000 S & C and Title I 5800: Professional/Consulting Services and Operating Expenditures Early Academic Outreach Program (EAOP) Counselor \$58,332 Parcel Tax 1000-1999: Certificated Personnel Salaries and Benefits Summer School</p> |
| <p>AMO 21 Continue updating all attendance and absentee data weekly by using the Student Information System (SIS), Illuminate, which ensures more accurate state reporting while also allowing parents access to their child's ongoing attendance and progress. Provide professional development for the office staff in proper attendance-keeping procedures. Continue the implementation of restorative practices and strategies for teaching positive social skills and employ alternatives to suspensions, particularly for Students with Disabilities, a subgroup with the highest suspension rates in the district, as evidenced on CA School Dashboard. Convene a Student Attendance Review Board and report referrals to the District Attorney's office.</p> | <p>\$14,225 5000-5999: Services and Other Operating Expenditures Maintenance of Illuminate SIS</p> | <p>\$19,000 – Ares General Fund 5000-5999: Services and Other Operating Expenditures Maintenance of Illuminate SIS</p> |
| <p>AMO 21 Continue to provide a comprehensive multi-tiered system of social-emotional support through Positive Behavioral Intervention Systems (PBIS), including restorative practices. These efforts will include wellness programs, Behavior Support Teams, and PBIS/equity coaching. They will address the exclusionary discipline practices that disproportionately affect our African American, socio-economically disadvantaged and Hispanic students.</p> | <p>\$53,071 Base 1000-1999: Certificated Personnel Salaries Health Behavior Manager (salary and benefits matching funds)</p> | <p>\$67,606.97 Title I, LPBG, parcel tax 1000-1999: Certificated Personnel Salaries Health Behavior Manager (salary and benefits matching funds)</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| <p>Action 15 Continue offering coding to middle school students for at least one quarter in 2018- 2019 to prepare them for high school CTE technology classes and to support the development of the 21st Century skills. This instruction will be provided by the general education faculty who were trained by our technology coordinator. Provide coding instruction for Elementary Students and train the teacher who will lead this work.</p> | \$0 | \$0 |
| <p>Computer Science class in 2018-2019. In addition, the district will offer courses in Digital Photography 1 and 2 in response to students' interests. This will create a CTE sequence with the Publications as a capstone course.</p> | \$5,000 Title IV 4300: Materials and Supplies Cameras for the Digital Photography course. | \$0 |
| <p>AMO 14 Collaborate with Wareham and their partners to fun Aim High summer program in the summer of 2020 for middle school students. This curriculum targets youngsters from low socio-economic backgrounds to prepare them for college and career. The program has a proven record of high academic and social impact on unduplicated students.</p> | \$50,000 Supplemental and Concentration 5800: Professional/Consulting Services and Operating Expenditures Matching fun | \$0 |
| <p>AMO 14 In collaboration with the Teachers Development Group, provide intensive professional development and coaching for all EUSD elementary and middle school math teachers to strengthen their expertise in teaching Standards for Mathematical Practice and to enhance their use of best strategies in the teaching of Standards-based mathematics in the context of Eureka Math. This support will benefit the academic achievement of all our learners with intentional focus directed towards the best instructional practice for teaching African American students to close the achievement gap between this subgroup and the rest of their peers.</p> | \$15,000 Source: Supplemental and Concentration Budget Reference: 1000-1999: Certificated Personnel Salaries Math coach for middle school | \$61,740 of which \$12,250 was paid in 2021 (late) - budget above was for MS only; this number is for both. Supplemental and Concentration 5800: Professional/Consulting Services and Operating Expenditures |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| Continue offering an AP statistics class to ESS students. This contributes to equity of educational opportunity for all EUSD students, but especially for unduplicated populations. | \$6000 Supplemental and Concentration 4000-4999: Books and Supplies AP Statistics books for a class of 30 students. | \$0 |
| AMO 18 Continue offering music instruction at Anna Yates Elementary on a rotating schedule – vocal music TK through three for one trimester and band instruction in grades four and five. | \$0 | \$448.10 |
| AMO 18 Continue funding the after-school Homework Club and expand it beyond 3- 5 grades. This action originated in response to parents’ requests and the Homework Club will assist our EL, African American, low income, and Special Education students with additional support after school. | \$25,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries hourly for teachers in Homework Club | Tutoring – accounted for above |
| AMO 18 Fund collaboration with a consulting company to create a data-driven intervention system with focus on African American students. The Partners will provide leadership coaching to institute Results-oriented Cycles of Inquiry with the goals of raising student achievement, closing the achievement gap for African American students, improving attendance, and reducing the rate of suspensions/expulsions. Create rubrics to consistently measure high-quality instructional practices in service African American students. Collect student artifacts at multiple points in the year to gauge the progress during the year, with the focus on African American students, English Learners, and the Hispanic subgroup. | \$220,000 Supplemental and Concentration, Differentiated Assistance Funds 5800: Professional/Consulting Services and Operating Expenditures | \$200,000 + 20,000 was paid late (in 2021) Supplemental and Concentration, Differentiated Assistance Funds 5800: Professional/Consulting Services and Operating Expenditures |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>AMO 18 Engage in the vertical articulation of curriculum and instruction between grades and schools to achieve greater instructional coherence, continuity, equity of expectations, and rigor in all of our instructional offerings. This will enhance the academics for all of our students and will facilitate the closing of the achievement gap between the African American, low socio-economic, and Hispanic subgroups.</p> | <p>15,000 Supplemental and Concentration 5800: Professional/Consulting Services and Operating Expenditures Teacher hourly for working after hours on articulation with equity consultants – 3 hours a month per teacher</p> | <p>\$15,750 Supplemental and Concentration 5800: Professional/Consulting Services and Operating Expenditures Teacher hourly for working after hours on articulation with equity consultants – 3 hours a month per teacher</p> |
| <p>Collaborate with a math coaching organization to strengthen district-wide mathematics instruction and to build teachers' capacity to provide rigorous and Standards-based mathematics learning opportunities to students. This work will include embedded coaching, professional development, and collaborative lesson planning with peer observations.</p> | <p>\$75,000 Supplemental and Concentration 5800: Professional/Consulting Services and Operating Expenditures</p> | <p>\$61,740 - accounted for in Action 20 Supplemental and Concentration 5800: Professional/Consulting Services and Operating Expenditures</p> |
| <p>Hold a district-wide cultural event for all schools to celebrate the district's cultural diversity and to promote the sense of community at EUSD.</p> | <p>\$3,000 Supplemental and Concentration 4300: Materials and Supplies Decorations, etc. for the event 1000-1999: Certificated Personnel Salaries Hourly compensation for teachers to supervise the event.</p> | <p>\$0</p> |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of funds that were budgeted for the Actions/Services that were not implemented due to the pandemic were repurposed and spent on services and actions necessitated by the COVID-19 shelter-in-place order from the Alameda County Public Health Department (ACPHD). For instance, after the district had to pivot to the virtual mode of instructional delivery, the EUSD created a curated collection of 140+ virtual professional learning offerings for teachers and classified staff so they can acquire and/or strengthen their skills in delivering instruction virtually. As a result, part of the funds was invested in paying teachers stipends to take these classes after work hours. Also, after schools closed, 246 of our students, or 34% of the student population, didn't have access to devices and almost 60% of the children didn't have an Internet connection at home. This made virtual instructional delivery problematic. To ensure equitable access to learning, the district immediately began the work of sanitizing Chromebooks and iPads, deleting old profiles, updating software, applying patches, assigning and otherwise preparing and distributing electronic devices and hotspots to those of the district students who were in need of technology or access to the Internet. This was a big undertaking for the district with only two technology specialists on staff and therefore required overtime pay. As a consequence, EUSD spent some of the funds on fixing the devices which were on the last leg of their shelf life. In addition, during this period, as families became more experienced with distance learning and many realized that the pandemic would continue much longer than was originally expected, sharing devices between siblings or children and adults working from home became not practical. As a result, almost all of the students in the district requested and received devices.

The EUSD also purchased many new digital programs, such as E-Sports, and/or invested in expanded licenses for the existing digital curricula already implemented in the district, thus spending more funds than we originally intended. Curricula such as NewsELA were now purchased with all of its new digital components, including Social Studies and social-emotional learning platforms; we paid for all the digital extensions to our existing core board-approved curricula, not previously used; the district purchased additional art and other supplies and sent it home to students. We expanded services by outside partners and providers, such as Kala Arts and Children's Conservatory, to offer critically needed additional opportunities for social interactions among our students, even if virtual. Working from home necessitated reimbursements for equipment, materials, and supplies for teachers and staff to enable them to work virtually.

At the same time, many of our students, especially children with special needs, were struggling unable to engage in distance learning. To help them, the district created a Learning Hub and hired additional staff who were helping students with special needs and children struggling academically to engage in learning on-campus devices and to join their peers and teachers virtually.

As the directives from the CA Department of Education and the ACPHD kept changing, the district continued purchasing materials, supplies, and PPE to prepare for the re-opening of schools. Our facilities had to be deeply cleaned to prepare for re-opening, various disinfecting equipment was installed everywhere on campus and the corresponding expenditures were made. All these purchases were critical in supporting our staff and students during distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One of the big unexpected successes in implementing these actions was that our teachers and many of the classified staff responded to the distance learning challenge by going through a “boot camp” of technology training provided by the district which enabled them to significantly improve their technical expertise in using digital devices and programs. In addition, to accommodate the virtual mode of instructional delivery, many new digital programs were explored, processed, and incorporated into the teaching process, which provided our students with much greater access to diverse instructional content. Another unexpected benefit of pivoting to distance learning was that some of our students who were not very engaged during in-person learning actually flourished with this mode of instruction which seems to be better suited to their learning styles.

On the other hand, some of the challenges at the outset of distance learning were of a technical nature: helping students to get online, teach them how to use Zoom, Google Meets, Google Classroom and other platforms; for teachers to figure out the best ways to plan and deliver synchronous and asynchronous instruction and even how to track attendance were challenging because there was no time to plan and prepare for this unexpected change in instructional delivery. Technical issues often encroached on instructional time, especially in the beginning of distance learning, presenting another challenge.

Furthermore, some of our students had difficulty adjusting to the virtual mode of instruction because they learn best in-person. These students had struggled to engage digitally with teachers and peers - their learning preference was clearly to study in-person.

Another challenge was of social-emotional nature. Most students developmentally need in-person interactions with their peers and the lack of such opportunities during the shelter-in-place period negatively impacted their emotional wellbeing. Student participation and engagement were more challenging during this period. Children who generally need more oversight from adults and couldn't get that from their parents during COVID were less engaged.

Goal 2

Facilitate global awareness, communication, collaborative learning and critical thinking with innovative technology integrated across disciplines.

State and/or Local Priorities addressed by this goal:

State Priorities: 2 3

5

7

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|---------------------------------|
| <p>AMO's are numbered under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. PRIORITY 2 - Implementation of CA State Standards 100% of students will have access to CA State Standards-aligned instructional materials in ELA/ELD and mathematics which incorporate technology components for teachers and students. Continue implementing an online reading intervention program for grades K-2. Continue technology-based intervention programs for students in need of credit recovery in high school. (2, 4) Create a district-wide assessment calendar to monitor students' academic progress. PRIORITY 3 - Parental Involvement</p> | <p>Implemented</p> |
| <p>Continue providing ongoing support for teachers in the effective use of technology to enhance and promote Standards-based instructional practices.</p> | <p>Implemented</p> |
| <p>100% of the Spanish and Arabic -speaking parents will have access to a Spanish-speaking Parent Outreach Coordinator and to LCAP documents translated into Arabic.</p> | <p>Implemented</p> |
| <p>100% of EUSD families, including parents of unduplicated and exceptional needs students, will have access to the district family portal through Illuminate's Student Information System. (18,19)</p> | <p>Implemented</p> |
| <p>PRIORITY 5 - Student Engagement 100% of students will use their own devices to use in class or at home to increase active engagement. All the students will have access to CA State Standards materials and technology.</p> | <p>Implemented</p> |
| <p>100% of teachers will receive support with integrating technology to enhance learning across content areas.</p> | <p>Implemented and expanded</p> |

| Expected | Actual |
|--|-------------|
| 100% of teachers will integrate technology into instruction to enhance learning across content areas which will result in greater student engagement. | Implemented |
| PRIORITY 7 - Course Access Continue using YouTube videos to enhance classroom instruction. | Implemented |
| Continue providing access to computer-based and web-based supplemental curriculum for 100% of students with exceptional needs (8) | Implemented |
| PRIORITY 8 -- Other Student Outcomes 100% of students with failing grades in A-G courses will receive a passing grade through engagement with online class support. (16) | Implemented |

Actions/Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---|
| Action 1 (AMO 38) Continue services for all students and in particular English Language Learners students by providing access to YouTube video database, allowing students to engage with core content material and regulate its pace to accommodate all learning styles. The technology team will assist teachers with easier access to these on-demand videos. | \$0 | \$0 |
| Action 2 (AMO 29) Use Illuminate's Data program to create benchmark assessments for grades 9, 10, TK-2 to inform ongoing instruction. License Illuminate's Data and Assessment System. | \$6,000 Base 4000-4999: Books and Supplies - annual license cost and training | \$14,375.50 – total for Illuminate which included both the DnA and the information system |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| <p>Action 3 (AMO 34, 36) Provide on-line reading and math intervention support for grades K-8 with IReady and other digital adaptive platforms. This type of individualized learning opportunity will assist our struggling learners and will help close the achievement gap between African American, Hispanic, and low socio-economic student groups and the rest of the student population.</p> | <p>\$22,000 Supplemental and Concentration 5830: Licenses for IReady</p> | <p>\$23,477.50 Supplemental and Concentration and General Fund 5830: Licenses for IReady</p> |
| <p>Action 4 (AMO 40) Continue using Odysseyware as online class support for students who are failing the A-G courses with the goal of credit recovery. This will offer critical online re-teaching assistance for low-income and English Learner students who have traditionally struggled in core subjects and to the African American Students who need support. It will empower these students to access a full range of course content learning.</p> | <p>\$19,000 General Fund 4000-4999: Books and Supplies Odysseyware online teaching</p> | <p>\$20,000 Supplemental and Concentration 5830: Contracted Services</p> |
| <p>Action 5 (AMO 37) Continue to use supplemental computer and web-based materials such as Learning A-Z (Razz Kids reading support), Co-Writer Universal, Learning Ally, Goalbook, Explode the Code, Unique Learning and News2You, and Moby Max for students with special needs and ELs.</p> | <p>\$9,500 Special Education 6500: Books and Supplies Supplemental materials such as Learning A-Z (Razz Kids reading support), Co-Writer Universal, Learning Ally, Goalbook, Explode the Code and Moby Max, including renewal for license</p> | <p>\$11,375.39 5830: Contracted Services, Subscriptions Special Education, Supplemental and Concentration Supplemental digital materials</p> |
| <p>Action 6 (AMO's 32, 35) Offer a class for parents to enhance communication between parents and staff with the focus on the ways that parents can help their children with homework and with general learning skills and habits of mind.</p> | <p>\$20,000 General Fund 5800: Professional/Consulting Services and Operating Expenditures Class for parents</p> | <p>\$1,423 Supplemental and Concentration 1123,1124: Teacher's Stipend</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|------------------------------|
| Action 7 (AMO's 32, 35) Continue use of Illuminate's Student Information System to improve attendance and promote parental participation | Cost accounted for in Goal 1 | Cost accounted for in Goal 2 |
| Action 8 (AMO 36) Provide iPads for the ELD Newcomers so that they can use this technology for translations during the general education classes and during the integrated ELD time. | \$4,250 Title III 4000-4999: Books and Supplies iPads for newcomers | Not implemented |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds for Actions 6 and 8 were not spent as budgeted. For Action 6, the district planned to offer in-person classes for parents and budgeted for food and time for teachers to offer these classes; however, due to the COVID-19 shot-down, we offered several classes for parents led by our Technology Coordinator. Since we conducted these classes virtually, our expenditures were limited to paying the Technology Coordinator for his time at the \$50 per hour rate.

With regards to the funds budgeted for iPads to be used by our English Learners, due to COVID, we had to purchase enough on-on-one technology for students to take home, so instead of iPads, which we planned to use for projects led by teachers in-person, we gave younger students iPads and older English learners Chromebooks to take home to use in distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One of the successes during distance learning was that compelled by unique circumstances, teachers integrated technology across disciplines at unprecedented speed. The technical expertise of our teaching staff with regards to technology truly soared and our students also became much more expert in using technology for learning. Another success was that the district's partnerships with the outside community organizations expanded during this time – collaborations with Kala Arts, People's Conservatory, Alpha Kappa Alpha Sorority, Pilot City for CTE programming, Berkeley Community College for dual enrollment, and the local fire department which provided virtual guest speakers for students and monetary awards to our young scholars.

Among the challenges, most were caused by the isolated nature of distance learning. Teachers had to find ways to foster collaborative learning skills in break-out rooms on Zoom which was not as conducive to close collaboration as working with your peers in-person. In addition, students spent too much time on screens which was problematic for their health.

Goal 3

Provide a comprehensive multi-use city-school campus that fosters a respectful environment, engages students in innovative education, and offers comprehensive resources to bring members of the Emeryville community together to interact and learn.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3

4 5

7

Local Priorities: N/A

Annual Measurable Outcomes

| Expected | Actual |
|---|--------------------|
| <p>AMO's are numbered under State Priority headings. State metrics 1-27 identified in parentheses at end of AMO. AMOs are identified by number in Actions. PRIORITY 1 -- Basic Services Continue to receive 100% ratings of "Good" or "Exemplary" in all categories on Williams Facilities Inspection Tool as reported on School Accountability Report Card (SARC). (3)</p> | <p>Implemented</p> |
| <p>100% of students will attend a multi-use school facility that provides opportunities for students to interact and learn together in an optimal learning environment. These may include quality sports, clubs, and other activities. (3)</p> | <p>Implemented</p> |

| Expected | Actual |
|---|---|
| PRIORITY 5 -- Student Engagement Increase average daily attendance rate district-wide by 2%. | Didn't achieve: the ADA increased in Feb. of each year by 1.2%, not 2% (from 94.3% to 95.5%); the records at the beginning of COVID were not kept as accurately as before. |
| Decrease chronic absenteeism rate district-wide by 10%. | Didn't achieve: chronic absenteeism decreased by 7.2%, not 10% in Feb. of each year (18-19: 20.7%; 19-20: 13.5%) |
| Decrease the dropout rate in middle school to 0% in 2017-18 and on. | Implemented |
| Decrease the dropout rate at high school by 10%. | Implemented - 0% |
| PRIORITY 6 -- School Climate Reduce the current rate of suspensions by 3% and expulsions to 0% | Didn't achieve. |
| On internal surveys increase by 3 basis points (to 93%) the number of students in grades 4-8 who report they never or rarely experience bullying. | Healthy Kids Survey was not conducted in 2020, but based on the surveys and interviews conducted by teachers and the district, as well as on parents' comments, bullying significantly decreased in 2020. |
| 100% of Emery teachers will continue training in equity awareness and culturally relevant pedagogy. (27) | Implemented |
| 52.100% of Emery students will have access to social-emotional supports such as Positive Behavioral Intervention Systems and mental health services facilitated by wellness programs and Behavior Support Teams. (27) | Implemented by most teachers but not with PBIS – teachers used various SEL programs. |
| 53.100% of students, in collaboration with local partnerships, will have access to after-school programs that give students the opportunity to interact, socialize and learn. (27) | Implemented - 100 % of students had access to the City of Emeryville after-school program. |

Actions/Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--------------------------|-----------------------|---------------------|
|--------------------------|-----------------------|---------------------|

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| <p>AMO 3 Continue to ensure that school facilities are clean and in working condition. Continue to provide appropriate and equitable facilities for all organized sports. Continue to maintain all school facilities to provide safe and orderly campuses to support student learning.</p> | <p>\$365,319.43 Operations and Maintenance 2000-2999: Classified Personnel Salaries Campus maintenance (Funding Source: ongoing maintenance 8150)</p> | <p>\$426,204 (includes overtime, excludes the management) Operations and Maintenance 2000-2999: Classified Personnel Salaries Campus maintenance (Funding Source: ongoing maintenance 8150)</p> |
| <p>AMO 40 Continue to fund athletic director and adequate budget for uniforms and equipment.</p> | <p>\$7,700 Base 1000-1999: Certificated Personnel Salaries Athletic Director</p> | <p>\$8,270 Base 1000-1999: Certificated Personnel Salaries Athletic Director</p> |
| <p>AMO 43 Expand programming/staffing for students to interact, socialize and learn with focus on increasing equity and access for unduplicated students.</p> | <p>\$79,302.53 General Fund 2000-2999: Classified Personnel Salaries Supervisory staff</p> | <p>\$75,916 General Fund and 2000-2999: Classified Personnel Salaries</p> |
| <p>AMO 32 Fund the position of the Spanish speaking Bilingual Parent Outreach Coordinator</p> | <p>\$110,281.22 Supplemental and Concentration; Learning Communities (NIC, Prop. 47) 2000-2999: Classified Personnel Salaries Bilingual Parent Outreach Coordinator</p> | <p>\$ 83,173 her schedule was changed from 12 years to 11. Supplemental and Concentration; Learning Communities (NIC, Prop. 47) 2000-2999: Classified Personnel Salaries Bilingual Parent Outreach Coordinator</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>AMO 40 Provide structured play support by hiring PlayWorks to ensure greater engagement during recess, bullying prevention, and student mentoring. This will serve the social-emotional needs of unduplicated populations and our African American students, which will impact their ability to focus in class. According to the research from National Bullying Prevention Center, students with disabilities are particularly vulnerable to bullying, so structured play will help to protect and benefit this student group.</p> | <p>\$36,000 Supplemental and Concentration 5800: Professional/Consulting Services and Operating Expenditures Structured play and bullying prevention</p> | <p>\$0</p> |
| <p>AMO 51 Fund collaboration with a consulting firm to engage in professional development around equity, unconscious bias, and culturally relevant pedagogy to strengthen the systemic approach to improvement and to close the achievement gap.</p> | <p>Cost accounted for in Goal 1, Action 25.</p> | <p>Cost accounted for in Goal 1, Action 25.</p> |
| <p>AMO 31, AMO 32, AMO 47 Provide access to a Parent Center at ECCL. Offer a parent class to increase community engagement.</p> | <p>\$20,000 Supplemental 5800: Professional/Consulting Services and Operating Expenditures Parent Class</p> | <p>\$2,059.19 Supplemental and Concentration, general fund, and Title III 5800: Professional/Consulting Services and Operating Expenditures Parent Classes</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>AMO's 46, 47, 48, 49, 51, 54 Continue to implement a multi-year program to provide 100% of EUSD students with access to Tier I data-driven, positive, systematized, high-quality learning environments across all settings. This will help in preventing new incidences of problem behaviors and improve attendance while decreasing the absenteeism and dropout rates that directly affect EUSD's African American and unduplicated students.</p> | <p>2,500 Supplemental 1000-1999: Certificated Personnel Salaries Training with Santa Clara Office of Education \$1,500 Supplemental 4000-4999: Books and Supplies SWIS Software \$4,200 Base 1000-1999: Certificated Personnel Salaries Sub pay for PBIS team (6 staff for 4 days at \$175 per day) \$7,000 Base 5000-5999: Services and Other Operating Expenditures Leadership Consulting Hannah Acevedo</p> | <p>\$0</p> |
| <p>AMO 11 Continue funding small school model at Anna Yates by supporting autonomous middle and elementary schools with two school principals to promote greater equity, improve school climate, create closer personal connections between students and teachers, and improve student attendance and engagement.</p> | <p>\$352,314.05 Base 1000- 1999: Certificated Personnel Salaries Elementary and Middle School Principals Salaries and Benefits</p> | <p>\$ 303,570 (the new middle school principal made less money than the old one.) Base 1000- 1999: Certificated Personnel Salaries Elementary and Middle School Principals Salaries and Benefits</p> |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for Actions 6 and 9 that were not implemented had to be repurposed to pay for increased costs of other actions and services. For instance, the district spent \$60,884.57 more on Action 1 because the custodian staff had to work overtime during the pandemic. Some of the funds were re-routed from actions 6 and 9 and some were used from other sources. Similarly, we spent \$571 more on Action 3. The district also invested much greater funds than we usually did on ongoing professional development for teachers who needed to get up-to-speed in technology. Finally, teachers purchased and trained in additional social-emotional digital programs to support students' social-emotional needs which became very urgent during COVID.

Additionally, the district spent more money on growing our CTE program and bringing to school, virtually, a Job Fair with 15-20 speakers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Some of the successes of implementing Goal 3 were the increased parent participation in the students' learning and greater attendance in virtual meetings for parents, such as Coffee with the Principal. Another success was greater exposure for the high school students in summer classes through PERALTA college credit and some students receiving a \$500 stipend for participating. Another success and a simultaneous challenge was that the social-emotional needs of students and families during the pandemic dramatically increased and the district provided greater behavior health support through referrals for therapy and through counseling. Celebrating students' accomplishments via academic rallies, student participation in school academic events, such as Civic Family Night, and in virtual graduations were also unexpected successes, considering the constraints of the closed schools.

One of the many challenges was student engagement during the pandemic, particularly on Wednesdays which were primarily asynchronous days and some students interpreted them to be a non-school day. This put a greater strain on our teachers who had to reach out to more students and parents, including home visits, to improve participation and engagement.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------------|-------------------------------|--------------|
| Once schools return to in-person instruction, the district will ensure that 100% of staff and students are provided with appropriate PPEs. | \$133,328 (100,000 in LCP) | \$168,772 | N |
| All school facilities will undergo regular and ongoing deep cleaning consistent with the recommendations from CDC and ACPHD. | \$424,144 (40,000 in LCP) | \$424,144 | Y |
| Schools will institute district-wide safety procedures such as staggered day, transitions, lunch and recess. | \$0 | \$0 | N |
| When the ACPHD permits schools to resume in-person instruction with social distancing, the district will transition to the hybrid model developed by the district RSC in agreement with ETA and CSEA. | \$0 | \$0 | N |
| Once schools return to in-person instruction, 100% of teachers will positively communicate the need for social distancing in the classroom during the COVID-19 pandemic and will model and monitor the health and safety procedures mandated by the ACPHD. | \$0.00 | \$0.00 | N |
| Teachers will conduct age-appropriate lessons on the science behind the infection. | \$0 | \$0 | N |
| For in-person instruction, schools will follow the guidance of the ACPHD and will organize students into pods, and will use designated areas for transitions and recess to contain the spread of the virus. | \$0 | \$0 | N |
| All teachers TK-12 will be licensed and appropriately assigned according to their certification. | \$5,706,280 | \$5,703,945 | Y |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|--------------------------------|--------------|
| To the extent feasible, students at AYES will stay with the same teacher in cohorts consistent with the assignments from the prior year (looping practice) to maintain and strengthen relationships between students and teachers and to provide more targeted and efficient instruction. | \$ 0.00 | \$ 0.00 | Y |
| Schools will prioritize transition to in-person instruction based on the needs of the unique populations, students struggling with school engagement in an asynchronous environment, and of the youngest students to deliver much-needed assistance to these groups in a strategic way. | \$ 0.00 | \$ 0.00 | Y |
| 100% of students will have access to Standards-aligned instructional materials. | \$833,189 | \$313,035 | Y |
| All school facilities will be clean, safe, and maintained in good repair. The facilities will be deep cleaned often and regularly, as required by the ACHD. | \$ 0.00 | Cost accounted for in Action 2 | N |
| 100% of certificated staff will continue engaging in professional development, including SEL, to build instructional capacity across the district. | \$71,527 | \$111,027 | Y |
| 100% of teachers will use Integrated ELD QTEL strategies across content with English Learners. | \$ 0.00 | \$ 0.00 | Y |
| 100% of English Learners will receive integrated ELD instruction and will receive designated ELD instruction to the greatest extent that the scheduling allows. | \$ 0.00 | \$ 0.00 | Y |
| At least 80% of the faculty will use effective differentiation strategies to meet the needs of all learners. | \$ 0.00 | \$ 0.00 | Y |
| 100% of students at ESS, including youngsters with special needs, will have access to a college and career center. | \$ 0.00 | \$ 0.00 | Y |
| 100% of high school students will have access to a Career Technical Education pathway. | \$ 136,008 | \$135,581 | Y |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| The district will use School Attendance Review Board (SARB) as a vehicle for preventing poor attendance, tardiness, and suspensions. | \$39,559 | \$6,028 | Y |
| 100% of 9th graders will be enrolled in science courses. | \$ 0.00 | \$ 0.00 | Y |
| Continue employing the second FTE science teacher at the high school. | \$81,896 | \$81,183 | Y |
| The district will continue employing an additional full-time ELD teacher position to provide services for the ESS and AYMS students. | \$136,047 | \$135,161 | Y |
| The district will continue re-purposing the ELD teacher's position to allow for a 50% of position of the ELD coordinator and 50% of an ELD teacher for AYES. | \$139,516 | 139,852 | Y |
| English Learners, Foster Youth, low-income, and at-risk students will receive support through various district initiatives, including the high school's college and career center, acceleration strategies, daily intervention block, and after-school tutoring. | \$0.00 | \$0.00 | Y |
| 100% of students with special needs will have access to all programs and services through EUSD's full inclusion model with the support of the special education specialists. | \$1,151,335 | \$925,662 | Y |
| The district will provide learning hubs for students with more intensive needs to receive at-school support with their virtual sessions and digital assignments. | \$0.00 | \$293,981 | Y |
| The district will continue using technology-based intervention programs for students in need of credit recovery in high school. Edgenuity will replace Odyssey as a more student-friendly and effective program. | \$20,250 | \$20,250 | Y |
| All Spanish-speaking and Arabic-speaking parents will have access to a Spanish bilingual Parent Outreach Coordinator and to an Arabic interpreter. The district will contract a part-time Arabic interpreter to assist parents and students. | \$ 103,844 | \$105,240 | Y |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| All district and school communications with parents will be translated into Spanish and Arabic – the two prevalent second languages in the district. | \$5,000 | \$4,864 (through April) | Y |
| All the important district planning and funding documents, such as LCAP, LCAP Budget for Parents, Federal Addendum and Learning Continuity and Attendance Plan, will be translated into Spanish and Arabic. | \$11,300 | \$7,332 (through April) | Y |
| 100% of families will have access to the district family portal through the new Aeries Student Information System. | \$ 30,000 | \$10,110 | Y |
| All classified office staff and the certificated staff will receive training in the use of new Aeries Student Information System. | \$ 24,000 | \$3,430 | N |
| 100% of teachers will integrate technology into instruction to enhance learning across content areas. | \$0.00 | \$0.00 | Y |
| 100% of students will have access to social-emotional supports and mental health services. | \$37,500 | \$26,529.88 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The EUSD Governing Board unanimously voted not to re-open schools for in-person instruction for the remainder of 2020-2021 school year.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

No in-person instructional offerings were held in 2020-2021.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| During distance learning, all the teachers will provide a minimum of 60 minutes of live instruction daily across the district. | \$0.00 | \$0.00 | N |
| Teachers will work in department/grade level groups to identify essential grade-level standards between the previous and the current school year and to determine the articulation between different sets of standards (CA Common Core, Next Generation Science Standards, ELD, College and Career Standards, History-Social Science Standards) to plan distance learning instruction that is standards-based and rigorous. | \$0.00 | \$0.00 | Y |
| Schools will institute consistent, grade-wide daily schedules that are fluid between distance learning, hybrid learning, and in-person instruction to ensure learning continuity and seamless transition between these different modes of instruction. | \$0.00 | \$0.00 | Y |
| Following the district-wide assessment calendar, the schools will continuously engage in diagnostic and progress monitoring assessment activities based on multiple forms of assessment and followed by collaborative data analysis to accelerate instruction and to mitigate learning loss due to COVID-19. | \$ 34,991.75 | \$34,980 | Y |
| In addition, the teachers will employ formative forms of assessment such as observations, interviews, self-assessment instruments, and student artifact analysis during live contacts and synchronous instructional minutes to inform instructional planning. | \$0.00 | \$0.00 | Y |
| Teachers will incorporate regular daily transition activities that require movement to ensure that students have energy and are not fatigued by spending a lot of time on screens. | \$0.00 | \$0.00 | Y |
| Teachers will maximize the use of resources by balancing digital and physical materials (based on their quality and availability) to limit the time students work on screens. | \$0.00 | \$0.00 | Y |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|------------------------|--|--------------|
| Schools will continue the implementation of the district-adopted Standards-based curricula with necessary modifications for distance learning and integrating strategies for social and emotional learning. | \$0.00 | \$0.00 | Y |
| The schools will adopt a variety of digital programs, Zearn, Seesaw, Newsela, Biology, STEMScopes, Eureka In Sync, Raz Kids, Learning A-Z, Accelerated Reader 360, Starfall, Edgenuity to enable educators to teach virtually in distance learning and hybrid learning modes. | \$70,686 | \$150,526 | Y |
| The district will purchase new Chromebooks for students at middle school and high school. | \$ 400,000 | \$235,225.65 chromebooks +\$111,616.00 iPads + \$36,000 hot spots = \$382,842 | Y |
| 28. The district will purchase new Chromebooks and iPads for the elementary students. | \$ Accounted for above | \$ Accounted for above | Y |
| The district will provide a device and/or a hotspot for every student who needs technology and/or connectivity to enable participation in distance learning. | \$ Accounted for above | \$ Accounted for above | Y |
| The district will purchase SWIVL devices for all classrooms. | \$31,000 | \$20,980.20 | N |
| The district will institute the new Student Acceptable Use of Technology policy to ensure quality digital citizenship. | \$0.00 | \$0.00 | Y |
| The district will purchase various instructional digital tools, aps, and programs such as EdPuzzle, NewsELA, ScreenCastify, Padlet, Zoom license, Clever, IReady, Zearn, KAMI and many others to assist students and teachers in distance and hybrid learning. | \$34,991 | \$156,038.34 | Y |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Schools will maintain daily and weekly participation records for each student including data collected with tools built into the apps and platforms such as Clever, Zoom, iReady, and Zearn to track student participation. Teachers will take attendance multiple times a day to encourage greater student participation. Teachers will contact students or parents if a student didn't participate in either synchronous or asynchronous instruction on a given school day. | \$ 0.00 | Accounted in Goal 32. | Y |
| Teachers will use a school-wide system of positive incentives to encourage student attendance and participation. | \$5,000 | \$5,000 | Y |
| The district will develop a re-engagement plan for students who dis-engaged from participating in distance or blended learning for 60% of the time in a given week. | \$0.00 | \$0.00 | Y |
| Teachers will use attendance data during synchronous learning time and the value of assignments with percent of completion and submission to gauge student engagement. | \$0.00 | \$0.00 | Y |
| During collaboration times, the teachers will develop rubrics for each grade level to assess student participation with various agreed-upon weighted criteria such as coming to class, commenting on peer's thinking or asking a question in a chat, or participating in whole group or small group discussion. Participation will be represented as a learning outcome with a weighted percent of the overall grade. | \$0.00 | \$0.00 | Y |
| Each homeroom teacher will reach out to students in the first week of school to identify themselves as a safe person to talk to when in need of emotional support. Teachers will conduct ongoing weekly wellness surveys, mental health small group check-ins, individual interviews and phone calls with students who need additional support related to mental health and emotional well-being. | \$0.00 | \$0.00 | Y |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| The high school counselor will provide virtual in-person sessions for students in need of social-emotional support. | \$ 95,102.87 | \$ 90, 575.78 | Y |
| Schools will orchestrate biweekly social interaction opportunities for students to socialize and support each other emotionally. | \$0.00 | \$0.00 | N |
| Teachers will hold regular office hours for parents and students to learn about and discuss students' social and emotional needs and to problem-solve support strategies, including referrals to the appropriate outside agencies for help. | \$0.00 | \$0.00 | Y |
| Teachers will incorporate mental health wellness practices, such as mindfulness activities, meditation, gratitude practice, and suggestions for physical exercise throughout the day to support students' mental health and social and emotional well-being. | \$0.00 | \$0.00 | Y |
| The district will contract with the Mindful Life non-profit to provide impactful mindfulness-based social-emotional learning supports and programs for students, school/district staff, and families. The Project staff will provide virtual coaching for teachers to enhance their expertise in SEL. | \$37,500 | \$0.00 | Y |
| During the summer, the teachers will participate in ten+ hours of professional development sessions to hone their skills in using a variety of technology tools, such as Zoom, Google Meets, G-Suite, and various apps based on the individual needs of the participants. | \$13,500 | \$15,287.94 | Y |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|-------------------------------|--|--------------|
| The district staff will engage in ongoing virtual professional development throughout the 2020-2021 school year around a variety of topics. This learning will focus on best practices in distance and blended instruction, the district-adopted curricula, culturally responsive pedagogy, equity in education, technology, social and emotional learning, and many other topics to build teachers' capacity in teaching via various modes of instruction and to implement best practice. Teachers will be compensated for their attendance of professional development held after work hours. | \$63,000 | \$24,135 (plus many PD sessions are were included in the price of materials) | N |
| The district will provide professional learning opportunities and tools to teachers and paraprofessionals focused on meeting the needs of English learners during distance learning and in the transition to reopening schools. | \$5,000 | Cost accounted for in Action 45. | Y |
| The teachers will be offered opportunities to lead professional learning sessions for their colleagues. | \$3,000 | \$6,178 | N |
| The district will provide ongoing training for parents about best ways that they can support their children in distance learning; the importance of a dedicated quiet space for students will be communicated to parents and families. | \$0.00 | \$0.00 | N |
| The district will provide additional collaboration time opportunities for teachers on Wednesdays and up to thirty hours of paid collaboration time between departments and grade levels after work hours. During these collaborative meetings, the teachers will explore and exchange best practice ideas to improve pedagogical coherence across the district in Distance Learning and in blended learning modes. | Already accounted for in Q.12 | Already accounted for in Q.12 | Y |
| Teachers will weekly communicate with parents and families via emails, virtual office hours, or phone calls to discuss learning plans, students' progress, and assignments due. | \$0.00 | \$0.00 | Y |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| 51. Teachers will offer daily small group virtual instruction which was found to be particularly effective during the emergency distance learning of 2019-20. | \$0.00 | \$0.00 | Y |
| Teachers will create a variety of time-valued assignments for asynchronous learning, including videos and customized activities within apps. | \$0.00 | \$0.00 | Y |
| Teachers will allocate more 1:1 and small group synchronous instructional time for English learners to help them practice oral language skills in a socially non-threatening and peer-pressure-free environment. | \$0.00 | \$0.00 | Y |
| Teachers will orchestrate intentional peer-to-peer and adult-to-student activities to encourage the practice of oral language skills for English learners and to accelerate oracy development. | \$0.00 | \$0.00 | Y |
| Teachers will use acceleration strategies, such as amplifying the curriculum, providing additional content chunking, scaffolds, and assigned additional office hours for English learners, Students with Disabilities, socio-economically disadvantaged, foster youth, and homeless students for additional support. | \$0.00 | \$0.00 | Y |
| General education and Special Education teachers will collaborate to offer additional time and support for students with special needs as described in their IEPs. | \$0.00 | \$0.00 | Y |
| Teachers will make more frequent contacts with the parents and students to ensure that English learners, students with special needs, socio-economically disadvantaged, foster youth, and homeless students receive all the support that they need to be successful regardless of the mode of instruction. | \$0.00 | \$0.00 | Y |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---------------------------------|---------------------------------|--------------|
| English learners will receive an ongoing flexible and comprehensive program of designated and integrated English Language Development (ELD) instruction targeted to students' proficiency level with additional academic instruction in a language acquisition program. | \$0.00 | \$0.00 | Y |
| Teachers will implement an asset-oriented and needs-responsive approach to supporting all students will unique needs. | \$0.00 | \$0.00 | Y |
| All communications to students and families, written and oral, will be translated into Spanish and Arabic (the two prevalent languages in the district), and into other languages as much as possible. | \$ 5,000 | \$ 5,000 | Y |
| The school counselor, the ELD, and the classroom teachers will provide additional check-ins on a weekly basis with English learners to discuss their social-emotional and physical health needs | \$0.00 | \$0.00 | Y |
| All students with unique needs will receive devices, access to educational apps, and training or tutorials for accessing and using technology to ensure success in both English and in content areas. | Cost accounted for in Action 10 | Cost accounted for in Action 10 | Y |
| English learners will receive instruction from ELD teachers and from CLAD-certified general education staff using additional physical packets, virtual programs, apps, such as RAZ-KIDs, ELA/ELD curricula, such as Reach for Reading!, and specifically designed for English learners programs, such as English 3D, in synchronous and asynchronous modes of instruction | \$0.00 | \$0.00 | Y |
| Students with disabilities will have equitable access to all programs and offerings consistent with the Free Appropriate Public Education (FAPE) requirements which will be provided in collaboration with the Special Education specialists and the general education faculty. | \$0.00 | \$0.00 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Action 11: we spent less on technology than budgeted because we over-estimated the number of requests from parents, based on the surveys.

Action 13: we bought fewer SWIVLs because some of our teachers and the union expressed concerns about teachers using this technology for simultaneous instruction in-person and virtually.

Action 15: the district spent more funds on various digital programs than we estimated because we hoped to move into in-person instruction this year but our Board unanimously decided not to reopen schools for in-person instruction this year. This necessitated greater expenses for digital programs and tools to support distance learning longer.

Action 26: the district decided against contracting with Mindful Life and to provide SEL services in-house, by our own teachers, so the only expenses were on SEL programs accounted for in other Actions.

Action 27: we spent more funds on compensating teachers for attending professional development because there was greater interest in some sessions than what we originally anticipated.

Action 28: the reason for the discrepancy in the cost of PD providers is because many vendors folded these costs in the contract for their materials and other vendors provided PD for free due to the pandemic.

Action 30: Some of the PD sessions were provided in-house by our own teachers and the tech coordinator, so they cost us less than what we originally budgeted for the outside providers.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Our distance learning program was overall successful. Some of the successes were manifested in how quickly our staff and our students appropriated the necessary skills for using technology. 70% of students agreed in surveys that the distance learning program is successful. 44% of students reported that the distance learning program improved compared to the emergency distance learning of Spring of 2020. 77% of parents rated the distance learning program either excellent, average, or satisfactory.

Most of the district staff and students are now much more proficient in working with various apps, digital learning tools, and using communication platforms such as Zoom, Google Meet, and Google Classroom, as evidenced during classroom observations and in student and staff surveys. Many of our students, unexpectedly, flourished in distance learning because their unique learning styles were activated by this new way of instructional delivery, as demonstrated in the student surveys and the teacher interviews. All of our students now have access to devices and connectivity and we are hoping, once the district moves to in-person instruction, to continue providing students with 1:1 devices for use in the classroom and for learning at home. Because many professional development providers offered workshops virtually and for free or at a reduced cost, we were able to continue offering a curated collection of PD opportunities focused around a much greater variety of topics which allowed for better differentiation and the unique developmental needs of our staff. Another success was that our teachers, despite working remotely, were able to connect and collaborate with each other to ensure the coherence of the instructional delivery and the sharing of

expertise among our practitioners. With regards to supporting our struggling learners, including Pupils with Unique Needs and students who didn't respond well to distance learning instructional mode, the EUSD opened and expanded the instructional hub and we were able to create a support system for these students which improved their engagement and academic progress in distance learning.

Many of the challenges that the EUSD staff and students were forced to face are the lack of in-person social interactions so critical for children and adults at any age, the sheer amount of time that our students have to spend on electronic devices, and the stress and anxiety that many of the pupils and staff experienced and still live with in this pandemic. The district responded with increased number of enrichment offerings for students after school, with activities such as drive-in movie nights, and many others.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Teachers will work collaboratively to design and implement asset-based acceleration strategies for all the students who, as evidenced by assessment data, experienced learning loss due to the emergency COVID-19 distance learning of 2019-2020 | \$0 | \$0 | Y |
| Teachers will design additional small group synchronous learning opportunities for English learners to promote the development of English oracy based on the students' proficiency levels to remediate learning loss. | \$0 | \$0 | Y |
| Teachers will leverage technology tools and the services of the Arabic interpreter and Spanish-speaking district bilingual coordinator to provide translations for newcomers and the English learners who need these supports. | \$0 | \$1,970 | Y |
| Teachers of English learners will engage in on-going two-way communications with the parents and guardians of ELs to collaborate about students' needs in the language that the parents understand and to support students for success in distance learning, hybrid learning, and in-person learning. | \$0 | \$0 | Y |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Teachers will design additional small group synchronous learning opportunities for English learners to promote the development of English oracy. | \$0 | \$0 | Y |
| Teachers and Special Education specialists will collaborate to develop effective acceleration strategies for students with disabilities based on the students' IEPs. | \$0 | \$0 | N |
| Schools will provide after-school tutoring opportunities for small groups of students in need of additional support and priority will be given to English learners, students with disabilities, socio-economically disadvantaged, and foster youth. | \$28,000 | \$12,608 | Y |
| Technology Specialists will hold open hours for students and parents to assist with the use of technology. | \$0 | \$0 | Y |
| Technology specialists will hold professional development sessions for parents to assist with tech skills necessary to be able to support their children's education at home. | \$3,000 | \$2,940.54 | Y |
| Teachers will work in departments/grade level groups to identify the essential grade-level standards and to plan acceleration strategies that can help mitigate the learning loss. | \$0 | \$0 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The difference in the estimated and actual cost of our Learning Hub is due to the fact that at the time when the district was writing the Learning Continuity Plan we didn't plan for it yet, so the expenses were not estimated at that time.

The district planned to use an Arabic-speaking alumnus for interpretations, as she originally committed to this role but later had to decline due to unforeseen family circumstances. As a result, we contracted with GlobalSpeak agency and the interpretations cost the district \$1,970.

The district technology coordinator conducted parent workshops after-hours and was paid \$2,940.54 instead of the budgeted \$3,000.

Finally, the district spent \$12,608 for tutoring instead of the projected \$28,000 because fewer number of students signed up to participate in distance learning tutoring than in the past participated during the school year via in-person instruction. The reason for this may be the parents' objections to additional screen time.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The challenges in addressing Pupil Learning Loss continue to be lower than usual engagement during distance learning. Our Learning Hub is a great success in assisting students who are struggling with engagement, based on responses from their teachers and parents. The district expanded this initiative by adding an additional Learning Hub for grades 3-5 due to the great demand and undisputable success of this approach. Our digital assessment programs, such as IReady and Edgenuity, provide data to inform the teachers regarding the students' learning loss and even suggest strategies that can be helpful in addressing the situation. As evidenced by IReady, a program that we use as our benchmark assessment, in the 2020-2021 school year the students demonstrated 4.48% growth in English Language Arts and 1.89% growth in mathematics for students in grades K-8. Our high school students are still taking the CAASPP test so the data from 2021 is not available for comparison; their 2019 academic performance indicator is as follows: in ELA 26.7 points below standard (Increased 4.9 points) and in mathematics 70.9 points below standard (Increased 7.6 points).

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

As the pandemic progressed in 2020-21, many of our students were affected emotionally and experienced stress, anxiety, and even depression. According to the data from the recently conducted Healthy Kids Survey, 12% of the district's 5th graders, 24% of our middle school scholars, and 26% of our high school students are currently experiencing social-emotional distress. 19 % of students at ESS reported that they considered suicide within the last 12 months. Although in distance learning the physical bullying decreased, the cyberbullying is reported by our students at 19%. Currently, according to the data in the Survey, only 55% of our secondary children feel optimism. This data clearly points to the need for social and emotional support services. One of the successes is that our staff really stepped up to the challenge and many more of our teachers than before are now incorporating social-emotional learning into their daily instruction. The district behavior health manager supports this work with the help of the psychology and social work interns from our Health Center. Teachers use programs such as Edgenuity's and NewsELA social-emotional components and Reading with Relevance to incorporate SEL into instruction.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Student engagement was one of the greatest challenges for our district in 2020-2021 school year. The district implemented a tiered intervention plan where actions ranged from daily phone calls and 2-way communications with the families of dis-engaged students who are absent from distance learning by a teacher, to weekly calls by office staff, to a phone call from a principal, home visits, COST referrals, where the team problem-solved with the family to diagnose reasons and come up with solutions incorporated into the student's individual plan, to SART and SARB meetings and/or to referring students to outside agencies, if necessary. The current chronic absenteeism data stands at 22% across the district.

Some of the successes were that communicating with large groups of parents virtually seemed to be more effective than in-person and had more parents and guardians engaged with schools and the district. Also, surveys accompanied by back-and-forth emails became a much more very effective tool of data collection and increased opportunities to incorporate parents' voices in the process of the district's strategic planning.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Since the beginning of the school year, the district provided our families with grab-and-go breakfast, lunch, and snacks. The parents are picking up the food several times a week and receive enough to last between the pick-ups. This system of distributing meals has a very positive feedback from the parents and the community.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|------------------------|---|----------------------|-------------------------------|--------------|
| School Nutrition | The district will continue providing meals for all eligible free and reduced lunch students daily. In distance learning, the meals will be distributed twice a week with enough food for a full week. | \$356,762 | \$590,562 | N |
| Physical Plant Repairs | Heat, ventilation, and air conditioner repairs to ensure airflow during in-person instructional mode | \$500,000 | \$238.12 | N |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The difference in the estimated and actual cost of the meals is due to the fact that the original number only included the cost of the meals whereas the actuals include the cost of personnel preparing and distributing the food along with the cost of the meals.

The difference between the budgeted and the actual cost of repairs is due to the fact that the district only re-opened for a Hub and the rest of the students stayed in distance learning, so a much smaller number of students used the facilities and a fewer number of repairs were needed.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Since all of our students are still in distance learning, the district assessment data is used to inform our strategic planning for the upcoming school year. Many of our students and all of our teachers have learned a lot during this time, especially as it relates to the use of technology in instruction. Many of the district's students responded very positively to learning with devices; we will continue using technology to benefit those students who learn better with devices. On the other hand, we hear from parents in all the forums that the students spend too much time on screens; therefore, our schools will be very strategic and will use technology effectively balancing the benefits for our students in the educational process vis-a-vis the negative impact of screen time for our students' health.

Another important lesson is the importance of social-emotional learning and the need for social interactions during instruction. Our teachers will continue nurturing students' ability to work in collaborative settings and engage with each other, peer tutor, and develop team-building skills.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Our schools continue implementing regular formative assessments in the classroom along with the benchmark assessments using IReady, STAR, and the CAASPP assessments at ESS. Based on these data, the district is providing after-school tutoring for struggling students and is planning extended intervention during the summer school accompanied by the afternoon enrichment and social-emotional learning classes. Based on the data that illuminates student learning loss, the district is planning to hire a full-time intervention specialist for the upcoming school year and is including in our Actions the after-school intervention and tutoring, intervention blocks, and extensive professional development in differentiation for our teaching staff so that they are best equipped in supporting our students with the acceleration and intervention strategies incorporated across disciplines.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

None of these additional actions contributed towards the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have greatly informed all the actions in the development of the 21-22 through 23-24 LCAP. Although most of the outcomes for the 2019-20 school year were met, some of our metrics were disrupted by the pandemic and the district used the data from the local assessments, such as IReady, programmatic assessments, and Edgenuity to plan the outcomes for the 2020-21 and also for the new LCAP in 21-22 through 23-24 LCAP. Additionally, our students' needs in many areas changed or increased due to the fact that they are still in distance learning. On the one hand, most pupils and all of the staff were able to improve and enhance their proficiency with technology as a tool for learning, so in the new iteration for the LCAP the district plans to capitalize on this gain and take greater advantage of these new skills providing richer learning opportunities for our students. On the other hand, distance learning mode of instruction coupled with the stress and pressure of the pandemic were very challenging for some of our students, so they became less engaged in the educational process. In addition, all of our pupils are "starved" of social in-person interactions with their peers and teachers, and such interactions are paramount for the students' healthy emotional and mental development. As a result, the district incorporated more acceleration and enrichment opportunities into our Actions and Services to allow our students catch up academically and flourish emotionally. In fact, the district made a decision to dedicate one of our three broad goals to social-emotional learning with each school site committing to implement a social-emotional curriculum in 2021-2022 and beyond.

The district also greatly expanded our summer school offerings for 2021-22 school year with robust and varied acceleration and enrichment options to prepare students for in-person instruction in the upcoming 2021-22 school year.

In addition, as the pandemic shown, the gap between professional opportunities for individuals with a college degree and with high school diploma further broadened by 10%, according to the research cited by KQED. The value of technical skills and higher education is now more important than ever. To respond to this need, the EUSD beefed-up our technical enrichment offerings, such as coding with Girls Who Code and Mystery Coding starting at elementary level and continuing all the way through the high school; with articulating our Career Technical Education computer science courses at ESS and with many other opportunities presented in this plan. In addition, the EUSD is planning to

open a Maker's Space lab at ESS along with many more academic supports that will prepare students for college and career. Simultaneously, the district plans to equip our students with more 21st Century skills, such as media literacy, creative thinking, teamwork, responsible decision-making, self-regulation and management, social awareness, effective strategies for conflict resolution, and positive relational skills.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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. (<mailto:lcff@cde.ca.gov>)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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 | Mila Kell Director, Instructional Programs | mila.kell@emeryusd.org 5106014950 |

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

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, grades 6-8, and Emery Secondary School, serving grades 9-12. The total enrollment in 2020-2021 is 698 youngsters. 80% of the students are socioeconomically disadvantaged, 0.01% are homeless and 20.1% are English Learners who speak 23 different languages, the most common among them Spanish and Arabic. The district works in collaboration with a variety of stakeholders - parents, community members, city staff, district office personnel, and teachers to provide students with equitable and rigorous educational opportunities.

In 2020-2021 EUSD was in distance learning due to the COVID-19 pandemic. The EUSD adopted the mode of instruction and continued the district-wide implementation of the English Language Arts (ELA)/English Language Development (ELD) program, Reach for Reading!, which is aligned with the CA State Standards. This curriculum, published by National Geographic Cengage Learning, is implemented in grades K-5. Lucy Calkin's Units of Study are taught in TK-8 as the district writing program along with Expository Reading and Writing Curriculum

(EWRC) which is implemented in middle school and in high school. In the summer of 2018, the middle school teachers collaborated in developing a CA State Standards-aligned English Language Arts program for grades 6-8; this program will be finalized and implemented again in summer school, 2021.

In mathematics, the district is in its sixth year of implementing Eureka Math, a CA State Standards-aligned curriculum, across all the grades, TK-12. During the pandemic, the EUSD increased the number of additional supports for our students. After-school intervention/tutoring was available in English and mathematics in grades TK-8 for all the students in need of additional help. Also, during the summer school program, ESS students will have an opportunity for credit recovery while the TK-8 students will be offered a variety of options for academic acceleration and enrichment, including after-school tutoring.

Many extra-curricular activities, such as basketball for grades 4/5, Girls on the Run, and Mentoring Mens/Young Lions are offered at the elementary site. At the middle school break dancing, film-making and a performing/visual arts class are available to our students through The People's Conservatory. In addition, the middle school offers an immersive learning program with virtual and augmented reality components. Finally, the middle school also has a boys' basketball team.

Many of these after-school enrichment programs are offered through collaborations with outside partners, such as the Emery Center for Community Life (ECCL), People's Conservatory, and Kala Art Institute. These experiences help our children develop their talents, advance their social skills, and promote the spirit of teamwork.

At the ESS, students can participate in Debate Club, La Raza Club, Cooking Club, Anime Club, Hip Hop Dance Club, Black Student Union, Muslim Student Association, Robotics, Peer Mediation Club, Guitar Club, Construction Club, Engineering Club, Math Club, Fitness Club, Music Ensemble, Yearbook Club, and the co-ed soccer team. Additionally, students are encouraged to take advantage of dual enrollment courses with Berkeley City College and/or enroll in biology, mathematics, art, and computer science advanced placement courses. Many youngsters at the secondary level take computer science and coding courses which were expanded in 2017-2018 into the middle school and in 2018-2019 into the elementary grades. EUSD staff engages in professional collaboration in professional learning networks and participates in ongoing professional development to enhance and strengthen best practice in the classrooms. 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: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on the latest available data from the 2019 CA School Dashboard, one of the successes was that, overall, the district students' performance on CAASPP increased by 14.9 points in English Language Arts (ELA) and by 15.7 points in mathematics. Additionally, the district's indicator for college and career readiness increased by 9%. We plan to capitalize on these successes by ensuring that our students get daily in-person instruction in distance learning and a lot of effective feedback from their teachers during office hours; additionally, the district is providing a lot of supports with after-school tutoring, at the Learning Hub for students with disabilities and for the

disengaged youngsters. Furthermore, the district is currently utilizing additional adoptive digital programs which are used to support our students in continuing their academic progress.

Another one of the definite and unexpected successes during the 2020-2021 school year was the expansion in the arsenal of technology skills, which was accelerated by the imperative to engage in distance learning, for both, our students and staff. The local data, such as district surveys and student interviews, indicates that proficiency with electronic devices and the creativity of their application have increased.

Another success was that some students responded to distance learning with actually greater engagement than before because this way of instructional delivery was better suited to their learning styles.

Many students who had less oversight from their parents and teachers due to COVID-19, raised to the occasion by developing better organizational and study skills along with a sense of agency, as their responses to the district and school surveys indicate.

Additionally, the recently conducted Healthy Kids Survey documented that even as many of our students were and still are in emotional distress, they reported the sense of self-efficacy at 73% across the district, including elementary students. Clearly, our children responded to the challenges of the pandemic with developing coping, agency, and self-determination skills despite all the challenges.

Keeping educational equity at the heart of all that we do, the District is focused on providing greater opportunities for intervention and academic assistance to all students, especially to our unduplicated populations, through school day intervention blocks, after-school intervention tutoring, and in summer school programs.

Finally, huge success was that our community, teachers, and students really came together in the face of this pandemic to show greater engagement in town halls and voicing their input into the district strategic planning as well as participating in social activities with social distancing, such as picnics, virtual ceremonies, and movie nights.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the latest available data from the CA School Dashboard (2019), the district chronic absenteeism indicator is in red and increased by 1% from the previous year. Also, despite the overall color for suspension rate across the district was in green, our Students with Disabilities (SWD) were in orange and the African American students were in yellow, which means that these children were suspended more often; they also had a greater rate of chronic absenteeism comparing to their peers. The district plans to implement restorative justice practices to ameliorate this situation.

Additionally, SWD and English learners scored lower than the rest of the student population both in English Language Arts and in mathematics. The district strategic plan includes many services, described in our Actions, to close these gaps.

Another important need is to improve our students' social-emotional wellbeing because, as evidence in the data from the Healthy Kids Survey, many of our students are experiencing stress, anxiety, even suicidal thoughts, and have a great need for strategies that would help

them cope with these emotions and to alleviate the stress. As evidenced in the survey, 12% of the district's 5th graders, 24% of our middle school scholars, and 26% of our high school students are currently experiencing social-emotional distress. 19 % of students at ESS reported that they considered suicide within the last 12 months. As a result, the district created a new goal, Goal #3, which addresses the need for social-emotional programming and various services that will support our students and their mental and social-emotional health. There are nine actions and services that will support this goal, including the implementation of a research-based SEL curriculum at every site. The district is committed to improve the mental health of our students and provide them with the skills and strategies that would help our youngsters thrive.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This new iteration of the Local Control Accountability Plan for 2021-22 through 2023-2024 school years presents my new key features. The district's focus shows a definitive shift towards the greater effort in developing the 21st Century skills for our students. This includes expanded use of technology as a tool for learning and also as a set of technical skills that will afford our graduates greater marketability in a very competitive, increasingly international, "flat" global world. These new developments are spotlighted in our broad Goal II. Another shift in the plan is towards enhancing and expanding the social-emotional and cultural education to prepare students for successful citizenship in the global world. These aspirations are reflected in the district's broad Goal III. Overall, our LCAP demonstrates an even greater commitment to setting our students for success in the increasingly global and complex world while attending to their academic, social, and emotional needs.

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

This Local Control Accountability Plan incorporated the input from multiple stakeholders: parents and guardians through many surveys, teachers from all of the schools in the district (4/21, 4/28, 5/5), the Emery Teacher Union, the ESS Student Council (5/19), the LCAP Parent Advisory Committee (3/23 and 5/17), the Districtwide English Learner Advisory Committee (5/26), the district Cabinet (5/17), our classified staff (via a survey), and the Board Curriculum Committee (4/13). Each group received an update on the implementation of the 2019 LCAP and the 2020 Learning Continuity Plan; the stakeholders also contributed to all of the new actions and proposed most of them. Additional feedback was collected via multiple surveys, during in-person meetings, and at the district town hall meetings (3/9 and 4/20). All the surveys were translated into Spanish and Arabic, our two predominant second languages, so that the district ensured to incorporate voices and ideas from the entire community.

The entirety of this feedback data was thoroughly analyzed, and we identified patterns in our stakeholders' suggestions. Next, the data were prioritized vis-à-vis the district's vision and mission and based on the frequency of requests and patterns in the input. The resulting ideas and recommendations found their way directly into this Local Control Accountability Plan.

A summary of the feedback provided by specific stakeholder groups.

The EUSD LCAP incorporated the majority of ideas shared by our stakeholders to the greatest extent possible. Many requests and ideas focused on the students' social, emotional, and mental needs and on the imperative to accelerate learning for students to mitigate the impact of the pandemic. Some input pertained to collaborations with SELPA districts and to new actions, such as related to ethnic studies. For specific references to see the input from specific stakeholder groups, please refer to the next section.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The following Actions and Services were influenced by specific stakeholder input:

- Incorporate ethnic studies into the ESS curriculum LCAP Goal 2, Action 7 - governing board
- 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, Goal 1, Action 11 – teachers and parents
- Provide music instruction at Anna Yates Elementary, Goal 1, Action 19 – parents
- 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, Goal 1, Action 26 - parents
- Continue collaboration with community colleges to provide opportunities for dual enrollment and engage students in career and college planning, G.1, Action 28 - parents
- Fund Maker's Space lab at ESS and offer this course to the high school students, Goal 1, Action 30 - teachers
- Provide coaching support in literacy to teachers in grades 1-12 to incorporate best practice and learning acceleration strategies into instruction, Goal 1, Action 49 - teachers
- 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, Goal 1, Action 53 - teachers
- Provide professional learning opportunities for teachers to enhance their methodology in supporting Students with Disabilities, Goal 1, Action 53 -parents
- 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, Goal 1, Action 53 -parents and teachers
- Every student at EUSD will be issued a personal electronic device to use in the classroom and take home as necessary. This will contribute to greater equity of opportunity and greater access to instructional programs for our Foster Youth, English learners, Students with Disabilities, and low-income children, Goal 2, Action 2 - parents
- 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 to plan how to incorporate keyboarding into content lessons and will share appropriate resources with teachers, Goal 2, Action 3 – parents and teachers

- Continue providing access to computer-based and web-based supplemental curricula to 100% of students with exceptional needs, Goal 2, Action 9 – parents
 - Offer workshops for parents in the 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, Goal 2, Action 10 – parents
 - 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. Schools will agree on several SEL strategies to be integrated across disciplines and will monitor and assess their implementation during Instructional Rounds/Learning Walks., Goal 3, Action 2 – teachers, parents, students
 - Implement practices of restorative justice at all sites, Goal 3, Action 3 – teachers, parents
 - Suicide Prevention Training for Teachers and Staff, Goal 3, Action 4 – teachers, parents, students
 - Professional Development in Social-Emotional Strategies, Goal 3, Action 6 – teachers, parents
 - Professional Development Focused on Trauma-Informed Practices, Goal 3, Action 7 – teachers, parents
 - Enrichment Opportunities and Social Interactions, Goal 3, Action 7 – teachers, parents
- Goal 1, Action 59 - Recommended by SELPA director.

Goals and Actions

Goals

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

An explanation of why the LEA has developed this goal.

Education is one of the most effective vehicles of upward mobility in modern American society; therefore, providing the best programmatic opportunities will propel our students into a successful future and where they can thrive.

The EUSD developed this goal to ensure that our students have 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.

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. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 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). | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of students will have access to CA State Standards-aligned instructional materials. |
| Williams Report | All school facilities are clean, safe, and maintained in good repair. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | All school facilities will be clean, safe, and maintained in good repair. |
| Graduation rate – CA School Dashboard | 100% in 2019 | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% graduation rate |

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| Smarter Balanced Assessment Data - Early Academic Program - ELA 2019 | "Ready": 12.96% "Conditionally Ready": 29.63% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | "Ready": 22% "Conditionally Ready": 39% |
| Smarter Balanced Assessment Data - Early Academic Program - Mathematics | 2019: "Ready": 10.91% "Conditionally Ready": 12.73% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | "Ready": 20% "Conditionally Ready": 22%. |
| Meeting A-G Requirements | 65 % of students met A-G requirements in 2020 | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 75 % will meet A-G requirements |
| District-wide Change category in English Language Arts as evidenced by the CA School Dashboard | 36.2 points below standard in 2019, CA School Dashboard | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 27 or fewer points below standard |
| District-wide Change category in Mathematics as evidenced by the CA School Dashboard | 60.6 points below standard in 2019, CA School Dashboard | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 52 of fewer points below the standard |
| Students with Disabilities Change category in ELA, per CA School Dashboard | 125.8 points below standard, on the 2019 CA School Dashboard | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 115 or fewer points below the standard |
| Students with Disabilities Change category in math, per CA School Dashboard | 126.3 points below standard on the 2019 CA School Dashboard | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 112 or fewer points below the standard |

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| English Learners Change category in ELA, per CA School Dashboard | 54.5points below standard on the 2019 CA School Dashboard | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 40 or fewer points below the standard |
| English Learners Change category in math, per CA School Dashboard | 70.4 points below standard on the 2019 CA School Dashboard | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 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. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of teachers in elementary, middle, and high schools will be observed implementing Integrated ELD strategies across content with English Learners. |

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| Data from Instructional Rounds/Learning Walks and classroom observations by the principals | About 50% of staff were observed implementing effective 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, and Foster Youth in 2020-21. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | At least 80% of the faculty will be observed implementing effective 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 2020 | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Increase the passing rate on Advanced Placement examinations to 30% for pupils who achieve a score of 3 or higher. |

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| 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. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of teachers will be observed implementing integrated ELD strategies; students will receive designated ELD to the greatest extent that the schedule allows. |
| CA School Dashboard, 2019 - Chronic Absenteeism | SWD: 23.8% chronically absent; All Students: 21.8% chronically absent. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 15 % or less of SWD will be chronically absent; All Students: 12% or less chronically absent. |
| English Learner Reclassification Rate | 11.9% EL reclassification rate in 2019-2020 | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 20% EL reclassification rate |
| 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 | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 75% |

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| 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. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 10% of parent membership in the committees. |
| Rate of Completion of the Career Technical Education Pathway | There is no complete sequence of courses available right now. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 30% of students who enroll in CTE will complete the full pathway sequence. |
| Dropout Rate - Middle School | Currently, the dropout rate at AYMS is 0%. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Maintain the dropout rate of 0%. |
| High School Dropout Rate - CA School Dashboard | 0% in 2021 | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Maintain the high school dropout rate of 0%. |
| Pupil Expulsion Rate | 0% pupil expulsion rate in 2021 across the district. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Maintain the expulsion rate at 0% across the district. |

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|---|--|-----------------------|-----------------------|-----------------------|---|
| Healthy Kids Survey | Elementary students in Gr. 5 reported School Connectedness at 72% Middle school students reported that they have caring adult relationships in school at 64% 52% of high school students reported having caring adult relationships in school. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 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 include and go beyond the requirements of CA Education Code. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Maintain and expand the broad course of studies that are rigorous and relevant to students. |
| Increase the number of students who take and complete a CTE course. | % of students took the CTE course in 2020-2021 | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 90 % of students, to the extent possible with scheduling, will take and complete a CTE Course. |

Actions

| Action # | Title | Description | Total Funds Contributing | |
|-----------|---|---|--------------------------|-----|
| Action #1 | School Facilities | Continue ensuring that all school facilities are clean and in good repair. | \$745,551.00 | No |
| Action #2 | 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 and provide 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. | \$129,010.46 | Yes |
| Action #3 | 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 and provide additional differentiated support to the student subgroups that are behind their peers according to the 2019 data from the CA School Dashboard, the current benchmark assessment data, and the programmatic assessments – Students with Disabilities, Asian students, and English learners. The elementary school principal will monitor the fidelity of implementation. | \$31,000.00 | Yes |

| Action # | Title | Description | Total Funds Contributing | |
|-----------|---|---|--------------------------|-----|
| Action #4 | 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. | \$27,000.00 | Yes |
| Action #5 | Culturally Relevant Summer Reading | Provide grab-and-go packs of culturally relevant literature books for students to take home and read during the summer. This will enhance reading habits, prevent summer learning loss, and will build our students' home libraries in an effort to increase/support literacy. | \$14,547.00 | Yes |
| Action #6 | Improve Student Performance in Mathematics, TK-12 | 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 2019 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 Asian students in mathematics. It will also reverse the downward trend and decrease the performance gap for English Learners in mathematics. Principals will monitor fidelity of implementation during classroom observations and the teachers will assess the implementation during Instructional Rounds/Learning Walks. | \$85,518.00 | Yes |

| Action # | Title | Description | Total Funds Contributing | |
|------------|--|---|--------------------------|-----|
| Action #7 | Improve Student Performance in Mathematics, 7-8 | Identify and pilot an additional mathematics program in grades 7 and 8. | \$5,000.00 | No |
| Action #8 | 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. | \$75,205.00 | Yes |
| Action #9 | Full Time Literacy Intervention Teacher at AYES | Fund an FTE literacy intervention teacher position to support struggling students at AYES. Reverse the downward trend and decrease the performance gap for Students with Disabilities in English Language Arts with targeted small group support. | \$118,063.00 | Yes |
| Action #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. | \$0.00 | Yes |
| Action #11 | 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 last year. Teachers will participate in ongoing professional development and will develop competency around best practice strategies for teaching science in the context of this program. Fund science kits for AYES teachers. | \$0.00 | No |

| Action # | Title | Description | Total Funds Contributing | |
|------------|---|--|--------------------------|-----|
| Action #12 | Social Studies Pilot for AYES | Pilot a new social studies curriculum that is aligned to the CA History/Social Studies Framework at AYES. | \$0.00 | No |
| Action #13 | Inclusion of All Student Subgroups District Initiatives | 100% of English Learners, Foster Youth, Low Income, and at-risk students in all demographics will receive support through all major district initiatives, including the high school's college and career center and summer school. (7) | \$0.00 | Yes |
| Action #14 | Resources for Special Education Students | Continue providing access to computer-based and web-based supplemental curricula to support students with learning needs. | \$0.00 | No |
| Action #15 | Art Program at AYES and AYMS | Continue funding a shared FTE art teacher's position for AYES and AYMS. | \$113,118.00 | No |

| Action # | Title | Description | Total Funds Contributing | |
|------------|--|--|--------------------------|-----|
| Action #16 | Physical Education | Continue funding a single-subject PE teacher. | \$128,257.00 | No |
| Action #17 | Music program at AYES | Provide music instruction at Anna Yates Elementary on a rotating schedule between the grade bands. | \$0.00 | No |
| Action #18 | Early Academic Outreach Program | 100% of high school students will have access to a full-time EAOP Counselor to increase access to college preparation for unduplicated students. (11) | \$0.00 | Yes |
| Action #19 | 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. | \$1,618.00 | Yes |
| Action #20 | Early Academic Program – English Language Arts | Increase the number of students meeting EAP requirements in ELA by improving differentiated instructional strategies and utilizing targeted intervention supports. | \$0.00 | Yes |
| Action #21 | Early Academic Program - Mathematics | Increase the number of students meeting EAP requirements in math by improving differentiated instructional strategies and utilizing targeted intervention supports. | \$0.00 | Yes |

| Action # | Title | Description | Total Funds Contributing | |
|------------|---|--|--------------------------|-----|
| Action #22 | College and Career Center at ESS | 100% of students with special needs, English Learners, Foster Youth and socio-economically disadvantaged students at ESS will have access to a college and career center. Continue reinforcing collaboration between parents and teachers to improve graduation rates. Purchase and implement a college and career platform for ESS students to help them plan and prepare for the future after high school. | \$35,000.00 | Yes |
| Action #23 | Advanced Placement Courses at ESS | Implement the following AP courses at ESS: AP Biology AP 2-D Art AP Statistics AP Calculus AB AP Computer Science Providing AP opportunities for high school students will facilitate their readiness for college and promote equity. | \$5,000.00 | No |
| Action #24 | 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. | \$12,000.00 | Yes |
| Action #25 | Dual Enrollment at Community Colleges | Continue collaboration with community colleges to provide opportunities for dual enrollment and engage students in career and college planning. | \$0.00 | Yes |
| Action #26 | Career Technical Education | 100% of high school students will have access to a clearly articulated Career Technical Education pathway. | \$136,352.00 | Yes |
| Action #27 | Maker's Space | Fund Maker's Space lab at ESS and offer this course to the high school students. | \$50,000.00 | Yes |
| Action #28 | Additional FTE Science Position at ESS | Continue employing the second FTE science teacher at the high school to sustain the number of science offerings. | \$84,776.00 | Yes |

| Action # | Title | Description | Total Funds Contributing | |
|------------|--|--|--------------------------|-----|
| Action #29 | ESS Science Offerings | PRIORITY 7 -- Course Access 100% of 9-graders will be enrolled in science. (6) | \$3,000.00 | Yes |
| Action #30 | 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. | \$29,550.55 | Yes |
| Action #31 | Project-Based Portfolio Defense Activities | 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. | \$3,000.00 | Yes |
| Action #32 | ELA/ELD Program for Secondary Grades | Continue supporting English Language Learners and their families by investing in a full-time ELD teacher position shared between high school and middle school. | \$140,558.00 | Yes |
| Action #33 | SAT Support at ESS | 100% of ESS students will have access to additional support activities to prepare for SAT and to ensure that students are ready for college. | \$2,100.00 | No |
| Action #34 | Intervention and Acceleration Support for ESS Students | Provide intervention and acceleration opportunities to ESS students with Edgenuity, an English and math digital adaptive platform, during the school day and in after-school tutoring. | \$0.00 | Yes |

| Action # | Title | Description | Total Funds Contributing | |
|------------|--|--|--------------------------|-----|
| Action #35 | Improving attendance and reducing tardiness and suspension rate. | Continue using SARB as a vehicle for preventing and improving poor attendance, tardiness, and suspensions. Provide activities that improve student engagement. Utilize SART and COST teams to collaborate with students and parents and to problem-solve in identifying targeted supports for students. Particular focus will be on our Students with Disabilities who, according to the CA School Dashboard (2019) had a higher rate of chronic absenteeism and suspensions. Teachers will collaborate with the SPED specialists to identify alternatives to suspensions and strategies for improving student engagement. | \$10,110.00 | Yes |
| Action #36 | Progress Monitoring and Mutual Accountability | Continue using Instructional Rounds and Learning Walks as tools for mutual accountability and collaboration to support the implementation of best practice. | \$2,000.00 | Yes |
| Action #37 | Student Information System | Use 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. | \$0.00 | No |
| Action #38 | Parent Supports and Communication | 100% of EUSD families will have access to the district family portal through Aeries Student Information System. (18,19) 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. | \$5,000.00 | Yes |
| Action #39 | Procedures for Reducing and Using Alternatives to Suspensions | 100 % of classified and administrative school staff will continue improving procedures for monitoring and documenting attendance, tardiness, and suspensions. The school sites will continue strengthening the school climate to reduce the number of suspensions and incidents of tardiness. | \$0.00 | Yes |

| Action # | Title | Description | Total Funds Contributing | |
|------------|--|--|--------------------------|-----|
| Action #40 | Assessment | Create a district-wide calendar of assessment activities to monitor students' academic progress and better inform instructional and strategic planning. | \$0.00 | No |
| Action #41 | Summer School | Continue to provide a summer learning program for special education students and for students in need of credit recovery. | \$210,000.00 | Yes |
| Action #42 | Vertical Articulation | Teachers will engage in the vertical articulation of curricula between grades and among schools to achieve greater instructional coherence, provide continuity, ensure equity and infuse rigor in all of the district's instructional offerings. This will advance the academic progress for all of our students and contribute to closing the achievement gap between the Students with Disabilities, English learners, Asian students on one side, and the rest of the student population. | \$0.00 | Yes |
| Action #43 | Project-Based Learning | At least 25% of teachers will participate in professional development and will incorporate the principles of PBL into classroom instruction. Teachers will engage students in at least one long-term PBL activity a year and visit each other's classrooms to collaborate and learn together. | \$3,000.00 | Yes |
| Action #44 | Position of the English Language Development Coordinator | Continue repurposing the position of ELD Coordinator to better support low-income and EL by working directly with teachers and pushing into classrooms. | \$141,144.00 | Yes |

| Action # | Title | Description | Total Funds Contributing | |
|------------|---|---|--------------------------|-----|
| Action #45 | Professional Development for 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. | \$10,000.00 | No |
| Action #46 | Literacy Coaching | Provide coaching support in literacy to teachers in grades 1-12 to incorporate best practice and learning acceleration strategies into instruction. | \$50,000.00 | Yes |
| Action #47 | Mathematics Coaching | Provide coaching support in mathematics for teachers in grades 1-8 to incorporate best practice and learning acceleration strategies into instruction. | \$48,500.00 | Yes |
| Action #48 | Professional Inquiry into Practice | 100% of certificated staff will engage in professional inquiry to deepen their understanding of the CA content and performance standards (e.g., CCSS, NGSS, CA History/Social Studies Framework, ELA/ELD Framework) and of research-based best practices in the context of the Standards-based instructional materials adopted by the district. | \$0.00 | Yes |
| Action #49 | 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. | \$5,000.00 | Yes |

| Action # | Title | Description | Total Funds Contributing | |
|------------|--|--|--------------------------|-----|
| Action #50 | PD in Differentiated Instruction | 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. | \$3,000.00 | Yes |
| Action #51 | PD in Supporting Students with Disabilities | 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. | \$0.00 | No |
| Action #52 | Parent Engagement | The district will consistently engage parents and will solicit their input and incorporate their voice into the district's curriculum via various committees and through multilingual two-way communications. | \$0.00 | Yes |
| Action #53 | Language Accessibility for Parents and Guardians | 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. | \$118,675.76 | Yes |
| Action #54 | Professional Development for Special Education Specialists | SpEd specialists will be trained in the Orton Gillingham structured literacy approach at a cost of \$3250 per staff member | \$13,000.00 | No |

| Action # | Title | Description | Total Funds Contributing | |
|------------|---|---|--------------------------|----|
| Action #55 | Improving Attendance for Special Education Students | SpEd 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. | \$0.00 | No |
| Action #56 | Collaboration between Special Education and General Education Staff | Foster sustained collaboration & integration between general education and special education teachers to benefit students with disabilities. | \$7,000.00 | No |
| Action #57 | Professional Development Focused on Special Education Strategies | Provide targeted professional development activities to develop capacity of general education & special education teachers to make instructional adjustments for diverse learners. | \$3,000.00 | No |
| Action #58 | 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. | \$1,000.00 | No |

| Action # | Title | Description | Total Funds Contributing | |
|------------|--|---|--------------------------|-----|
| Action #59 | Middle School Dropout Rate | Maintain the middle school dropout rate at 0%. | \$0.00 | No |
| Action #60 | High School Dropout Rate | Maintain the high school dropout rate at 0%. | \$0.00 | No |
| Action #61 | Pupil Expulsion | Currently, in 2021, the student expulsion rate across the district is 0%. | \$0.00 | No |
| Action #62 | Broad Course Of Study | Provide broad, rich, and rigorous variety of courses available to all the students in EUSD. | \$0.00 | Yes |
| Action #63 | Professional Development Focused on Equity | All EUSD staff will have an opportunity to engage in ongoing training around issues of equity in education. Teachers will develop strategies that will facilitate greater student engagement, stronger supports, and will bolster students' self-esteem. This will benefit all of our scholars and especially socio-economically disadvantaged, English learners, Foster Youth and students with special needs. | \$50,000.00 | Yes |

Goal Analysis 2021-22

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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

| Goal # | Description |
|--------|--|
| Goal 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. |

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 # | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|---|---|-----------------------|-----------------------|-----------------------|---|
| 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. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 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 delivery to a degree that benefits instruction. |

| | | | | | |
|--|--|------------------------------|------------------------------|------------------------------|---|
| <p>Teachers' evaluations of professional development around the use of technology in the educational process</p> | <p>Most of the evaluations of PD offered by the district in 2020-2021 were positive, except for the session about Google Meet.</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>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.</p> |
| <p>Classroom discussions and debates</p> | <p>Many teachers facilitate classroom discussions; some orchestrate debates about the topics of social justice.</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>At least 95% of the teachers will be observed orchestrating classroom discussions and debates as a tool for examining issues of social justice, racial equity, and cultural tolerance.</p> |

| | | | | | |
|--|---|-----------------------|-----------------------|-----------------------|---|
| Personal Electronic Devices | All the students have access to a device in distance learning; most of this technology was issued by the district. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of the 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). | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of students will be observed learning about effective and appropriate ways of using technology as a tool for learning. |

| | | | | | |
|---|---|------------------------------|------------------------------|------------------------------|---|
| <p>Classroom observations and data collected during Instructional Rounds demonstrating evidence of ethnic studies incorporated across disciplines; reduced rate of behavior offenses as measured by CALPADS data.</p> | <p>In some classrooms, students are encouraged to share information about their culture and learn about different cultures.</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>Across the district, there will be observable evidence of ethnic studies incorporated into disciplinary content. Students will demonstrate awareness of other cultures and tolerance of differences appropriate in a democratic society.</p> |
| <p>Workshops evaluations by parents and guardians</p> | <p>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.</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>[Intentionally Blank]</p> | <p>Parents will report satisfaction with the quality of tech support during the district-led trainings for parents in the use of technology.</p> |

| | | | | | |
|--|--|-----------------------|-----------------------|-----------------------|--|
| Percent of Students Completing the Computer Science CTE Sequence | Many students take Introduction to Computer Science and some take AP Computer Science. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 100% of EUSD students will have access to an articulated Computer Science sequence of courses. |
|--|--|-----------------------|-----------------------|-----------------------|--|

Actions

| Action # | Title | Description | Total Funds Contributing | |
|-----------|-------------------------|--|--------------------------|-----|
| Action #1 | 21 Century Skills | 100% of the district teachers will work on 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. (7) | \$0.00 | Yes |
| Action #2 | 1:1 Devices | Every student at EUSD will be issued a personal electronic device to use in the classroom and take home as necessary. This will contribute to greater equity of opportunity and greater access to instructional programs for our Foster Youth, English learners, Students with Disabilities, and low-income children. | \$30,000.00 | Yes |
| Action #3 | 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 to plan how to incorporate keyboarding into content lessons and will share appropriate resources with teachers. | \$0.00 | No |

| Action # | Title | Description | Total Funds Contributing | |
|-----------|--|---|--------------------------|-----|
| Action #4 | 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. | \$3,000.00 | Yes |
| Action #5 | Mastery Coding | Implement Mastery Coding curriculum at AYES in grades 3-5. This will help our students develop interest in technology and will set them on the path to prepare for college and career. Provide professional development in the program for a teacher who will pilot the program in grades 3-5. | \$13,000.00 | Yes |
| Action #6 | 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. | \$17,500.00 | Yes |

| Action # | Title | Description | Total Funds Contributing | |
|------------|---|--|--------------------------|-----|
| Action #7 | Ethnic Studies | 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. | \$0.00 | Yes |
| Action #8 | 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 |
| Action #9 | 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. | \$0.00 | No |
| Action #10 | Workshops for Parents and Guardians | Offer workshops for parents in the 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. | \$2,000.00 | Yes |

| Action # | Title | Description | Total Funds Contributing | |
|------------|---|---|--------------------------|-----|
| Action #11 | Tools for ELD Newcomers | Provide iPads for the ELD Newcomers to utilize for translations during the general education classes and during designated ELD lessons. | \$0.00 | Yes |
| Action #12 | Computer Science at ESS | Offer a well-articulated sequence of CTE computer science courses at ESS to promote college and career readiness. | \$0.00 | No |
| Action #13 | 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. | \$140,546.00 | Yes |
| Action #14 | 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. | \$88,359.00 | No |
| Action #15 | CoderZ | Implement CoderZ program for 9-graders as a part of the computer science CTE sequence. | \$2,160.00 | Yes |

Goal Analysis 2021-22

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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

| Goal # | Description |
|--------|--|
| Goal 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. |

An explanation of why the LEA has developed this goal.

The district developed this goal because we recognize the great value of well-rounded education for our students. Furthermore, we understand that social-emotional competencies are critical for human wellbeing and for an individual's success in the global world. At this time our students, like many children and adults around the world, are experiencing feelings of stress, anxiety, uncertainty, and possibly even hopelessness amid the COVID-19 global pandemic. They need tools that can help them to become more self-aware, learn to cope, self-regulate, problem-solve and develop or strengthen skills that support self-efficacy, optimism, and gratitude.

The EUSD is committed to addressing the impact of trauma for our staff and students vis-a-vis the pandemic and the wider social movements in the country. We would like to put Social Emotional Learning (SEL) to work at the forefront of our strategic planning. The district will capitalize on the numerous benefits of SEL for students, including increased academic achievement, improved behavior,

increased graduation rates, and improved student attendance (CASEL, 2020).

At the same time, as a minority-majority district, our students need the strength and the ability to advocate for social justice, understand their social environment, and collaborate/join their allies with confidence 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 and community and to prepare for important citizenship work in the American society.

Measuring and Reporting Results

| Metric # | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|---|---|-----------------------|-----------------------|-----------------------|--|
| SEL Strategies Incorporated Across Disciplinary Content - Data from Instructional Rounds/Learning Walks | Many teachers incorporate various SEL strategies; some are incorporated across content and some are taught as a separate class. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | All teachers will teach SEL strategies incorporated across disciplines. Many students will demonstrate ability to self-regulate, to be self-aware and to seek help for themselves and others if the need arises. |

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|--|--|-----------------------|-----------------------|-----------------------|--|
| Rate of Chronic Absenteeism | The latest chronic absenteeism data is available for 2018-2019. As evidenced on DataQuest, the chronic absenteeism rate in 2018-2019 was 20.5%. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Chronic absenteeism rate of 10% or less |
| 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 SS reported feelings of optimism | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 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 |
| Suspensions Rate - DataQuest | In 2019-2020 school year, 15.2% of students were suspended multiple times across the district. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 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 2020-21 school year, according to the CA Healthy Kids Survey. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | As a result of teachers' training and interventions, 3% or less of middle and high school students 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. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Teachers will report confidence and will feel competent implementing trauma-informed strategies in evaluations of training. |
| Opportunities for Group and Individual Counseling | There are ... counselor-interns available at the Health Center. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | There will be four additional psychology and social work interns to provide counseling to the EUSD students. |

| | | | | | |
|--|--|-----------------------|-----------------------|-----------------------|--|
| 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. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 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. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 90% of elementary students will feel school connectedness and 70% of students will agree that they have caring relationships with adults in school. |

Actions

| Action # | Title | Description | Total Funds Contributing | |
|-----------|--|---|--------------------------|-----|
| Action #1 | Supporting Positive Behavior Outcomes for Students with Disabilities | SpEd teachers will include behavior goals and strategies in student IEPs in order to address behavioral concerns early on. | \$0.00 | No |
| Action #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. Schools will agree on several SEL strategies to be integrated across disciplines and will monitor and assess their implementation during Instructional Rounds/Learning Walks. | \$40,000.00 | Yes |
| Action #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. | \$0.00 | Yes |

| Action # | Title | Description | Total Funds Contributing | |
|-----------|---|--|--------------------------|-----|
| Action #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 | Yes |
| Action #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. | \$157,527.00 | Yes |
| Action #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 Mystery Coding with SEL. This will provide rich instructional opportunities and will contribute to marketability for our students in their future careers. The CTE/SEL hybrid approach will benefit all of our scholars, including English learners, low-income, Students with Disabilities, and Foster Youth. | \$0.00 | Yes |
| Action #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. | \$10,000.00 | Yes |
| Action #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. | \$223,136.85 | Yes |

| Action # | Title | Description | Total Funds Contributing | |
|------------|--|---|--------------------------|-----|
| Action #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, 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. | \$15,000.00 | Yes |
| Action #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. | \$0.00 | No |

Goal Analysis 2021-22

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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 27.43% | \$1,743,427.00 |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1

Action #2 - Improve Student Performance in English Language Arts, TK:

The district decided to replace Read for Reading! in TK with Teaching Strategies, a more developmentally appropriate program for TK because English learners and low-income students struggled with Reach for Reading! After piloting Teaching Strategies, the teacher and the school established, based on assessment data, that using Teaching Strategies gives our struggling students, especially EL, foster youth, and low-income children, better access to the literacy content.

Action #3 - Improve Student Performance in English Language Arts, K-5:

Our English Learners, according to CA School Dashboard, 2019, are in Orange, below the majority of their peers who are in Red; therefore, the district must focus on differentiating instruction to help this subgroup close the achievement gap. The following actions, in concert, will help the district to accomplish Actions 3 and 4:

Actions #5 (Culturally Relevant Summer Reading), #8 (Integrated and Designated ELD Support for English Learners), #9 (Full-Time Literacy Intervention Teacher at AYES), #10 (Shared Literacy Intervention Teacher for Secondary Grades), #11 (Intervention and Acceleration Resources at AYES and AYMS), #39 (Progress Monitoring and Mutual Accountability), #43 (Assessment), #44 (Summer School), #52 (Teacher Professional Development - English Language Development), #53 (PD in Differentiated Instruction), #56 (Language Accessibility for Parents and Guardians).

These actions will ensure that our staff gains the expertise they need to differentiate instruction for English Learners, SED children, and foster youth. Equipped with these strategies, the teachers will use the ELA/ELD integrated programs to assist English learners. Our ELD Coordinator will coach teachers and model ELD strategies to help this student population. We will also hire intervention specialists who will be able to work with struggling students, many of whom are SED, EL, or foster youth, to help them gain better access to content. By providing language accessibility for our parents, we will forge collaborative partnerships with our best allies in educating students and will ensure that teachers and parents act in concert to help students. We will use assessment to gather data and inform instructional planning so that the needs of these student populations, and of all of our students, are met. Teachers will engage in professional inquiry into their instruction to gain a better insight into students' understanding, misconceptions, and the most effective ways to assist them.

Action #12 - Science Opportunities for AYES Students: We chose to pilot Mystery Science because this curriculum is very hands-on and engaging and research shows that all students, but particularly SED, EL, and SWD benefit from programs that are easily accessible and real-life based. After piloting this program last year in collaboration with the local organization (CSR) the district decided that this was the best fit for all of our students and particularly for unduplicated population and for students with disabilities.

Action #20 - Early Academic Outreach Program, Action #24 - College and Career Center, Action #22 - Early Academic Program – English Language Arts, and Action #23 Early Academic Program - Mathematics were chosen because socio-economically disadvantaged students, English learners, and foster youth often don't have enough guidance in preparation for college and career, so the EAOP counselor and access to the College and Career Center are very helpful in support of these students.

Similarly, Action #26 - Collaborations with the Local Industry Partners and Internships, Action #27 -Fulfilling A-G Requirements, Action #28 - Dual Enrollment at Community Colleges, and Action #29 -Career Technical Education all are planned to support our subgroups of students to be best prepared for success in college or career.

Action #31 - Additional, above base, FTE Science Position at ESS and Action #32 - ESS Science Offerings are intended to ensure greater

exposure to science and STEM courses, allowing all the 9th-graders to enroll in science. This will benefit our scholars in their career or college choice.

Action #33 - Credit Recovery Opportunities at ESS was planned to support our struggling high school students, many unduplicated children, with credit recovery using Edgenuity digital adoptive platform during the year and in summer school.

Similar to Action #12, Action #34 - Project-Based Portfolio Defense Activities will allow our scholars at ESS to focus on relevant, real-life connected learning endeavors, which helps sustain interest and excitement for all students and particularly for SWD, SED, EL, and foster youth.

Action #35 - ELA/ELD Program for Secondary Grades serves specifically English learners by providing designated ELD delivered by a highly qualified ELD teacher.

Action #37 - Intervention and Acceleration Support for ESS Students is beneficial to our EL, foster youth, and SED students because it allows for an individualized intervention and acceleration, targeted to the specific needs of each student.

Action #38 - Improving attendance and reducing tardiness and suspension rate and Action #42- Procedures for Reducing and Using Alternatives to Suspensions:

Many of our SED students, EL, and foster youth are disengaged which contributes to tardiness and misbehavior. If we find ways to engage our learners and find alternatives to suspensions through the use of positive incentives, our students will be more engaged in their learning and will improve academically.

Action #44 - Summer School: we will extend the instructional year with summer school which will allow our struggling learners, some of them unduplicated, to catch up and have opportunities for credit recovery.

Action #47- Position of the English Language Development Coordinator: repurposing this position allows for coordination of all the services for our EL and also for coaching and modeling for our teachers by the ELD coordinator, which helps to build our general educators' capacity to use specific strategies that benefit our English Learners.

Action #49 - Literacy Coaching: a literacy coach will help to improve and enhance the practice of all our teachers because every teacher is a language teacher. The teachers will be equipped with better skills and will provide greater support to our EL and to the SED students who often have literacy scores below grade level.

Action #50 - Mathematics Coaching: a math coach will help our math teachers to be better at differentiating math instruction and using a variety of math representations to help our students access concepts at different levels. Also, our teachers will continue honing their skills at teaching math conceptually instead of procedurally which, as research suggests, helps all students, including unduplicated student populations.

Action #51 - Professional Inquiry into Practice: when teachers inquire into their teaching practice, they begin to understand the needs of students and their misconceptions better which leads to a more effective way of teaching. This benefits all students, including EL, SED, and foster youth.

Action #52 - Teacher Professional Development: English Language Development English learners constitute a quarter of our student population, it is very important that our teachers hone their ELD strategies, which impacts our students' learning.

Action #53 - PD in Differentiated Instruction: as mentioned above, differentiated instruction is a means of meeting the unique needs of small groups of students and individual learners, especially our unduplicated populations.

Action #55 - Parent Engagement and Action #56 - Language Accessibility for Parents and Guardians both serve to improve and strengthen our collaboration with parents and guardians. This partnership is critical in supporting EL, SED, and foster youth because supporting these students must be a concerted effort between the school and the home.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for English learners, Foster Youth, and low-income students are being increased or improved by a greater percentage than required (69%). This is planned to be achieved in a variety of ways.

Many of our unduplicated students are experiencing stress, so training their teachers in teaching self-regulation, mindfulness, ways to alleviate trauma-enforced health impacts and other SEL strategies will help our teachers assist our students with more competence and will benefit our English learners and SED students. Additional enrichment opportunities and social interactions are badly needed for all of our students, but especially for our unduplicated population because they are disproportionately affected by the effects of the pandemic – we expanded the number and quality of these opportunities thus increasing services.

Restorative justice practices are equally important and will increase and improve outcomes for our SED students.

Workshops for parents with interpreters supporting presenters in the parents' native languages will help the caretakers assist their children in the learning process thus improving the service for the students.

Incorporating into instruction ethnic studies and culturally responsive, informed strategies will help our EL adjust and feel more confident in school, which will improve their academics.

Providing all the additional academic supports, such as tutoring, homework club, supplemental digital programs, and additional, above the base, ELD teacher to implement integrated and designated language instruction; providing culturally responsive literature books for students to keep in their home libraries – all of these actions support, improve, and increase services for English learners and SED students in our district.

Data Entry Table

| Goal # | Action # | Action Title | Student Group(s) | Increased / Improved | Scope | Unduplicated Student Group(s) | Location | Time Span |
|--------|----------|-------------------|------------------|----------------------|----------|-------------------------------|-----------|-----------|
| 1 | 1 | School Facilities | All | No | LEA-wide | EL, SED, Foster Youth | All sites | Ongoing |

| | | | | | | | | |
|---|---|---|--|-----|------------|-----------------------|-----------|----------|
| 1 | 2 | Improve Student Performance in English Language Arts, TK | | Yes | Schoolwide | SED, EL, Foster Youth | AYES | Ongoing |
| 1 | 3 | Improve Student Performance in English Language Arts, K-5 | | Yes | Schoolwide | SED, EL, Foster Youth | AYES | Ongoing |
| 1 | 4 | Improve Student Performance in English Language Arts, secondary grades. | | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |
| 1 | 5 | Culturally Relevant Summer Reading | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | 2 months |
| 1 | 6 | Improve Student Performance in Mathematics, TK-12 | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |

| | | | | | | | | |
|---|----|--|-----|-----|------------|--------------------------------|------------|-----------------------|
| 1 | 7 | Improve Student Performance in Mathematics, 7-8 | All | No | | | AYMS | 9 months |
| 1 | 8 | Integrated and Designated ELD Support for English Learners | | Yes | LEA-wide | EL | All sites | Ongoing |
| 1 | 9 | Full Time Literacy Intervention Teacher at AYES | | Yes | Schoolwide | SED, EL, Foster Youth, and SWD | AYES | 9 months |
| 1 | 10 | Intervention and Acceleration Resources at AYES and AYMS | | Yes | LEA-wide | SED, EL, Foster Youth | AYES, AYMS | Ongoing |
| 1 | 11 | Science Opportunities for AYES Students | All | No | | | AYES | Ongoing |
| 1 | 12 | Social Studies Pilot for AYES | All | No | Schoolwide | SED, EL, Foster Youth | AYES | 2021-2022 school year |

| | | | | | | | | |
|---|----|---|-----|-----|------------|-----------------------|---------------|---------|
| 1 | 13 | Inclusion of All Student Subgroups District Initiatives | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 1 | 14 | Resources for Special Education Students | SWD | No | | | Lea-wide | Ongoing |
| 1 | 15 | Art Program at AYES and AYMS | All | No | | | AYES and AYMS | Ongoing |
| 1 | 16 | Physical Education | All | No | | | LEA-wide | Ongoing |
| 1 | 17 | Music program at AYES | All | No | | | AYES | ongoing |
| 1 | 18 | Early Academic Outreach Program | | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |
| 1 | 19 | AP Exams | All | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |
| 1 | 20 | Early Academic Program – English Language Arts | | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |

| | | | | | | | | |
|---|----|---|-----|-----|------------|-----------------------|-----|----------|
| 1 | 21 | Early Academic Program - Mathematics | | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |
| 1 | 22 | College and Career Center at ESS | | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |
| 1 | 23 | Advanced Placement Courses at ESS | All | No | | | ESS | Ongoing |
| 1 | 24 | Collaborations with the Local Industry Partners and Internships | | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |
| 1 | 25 | Dual Enrollment at Community Colleges | | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |
| 1 | 26 | Career Technical Education | | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |
| 1 | 27 | Maker's Space | All | Yes | Schoolwide | SED, EL, Foster Youth | ESS | 9 months |

| | | | | | | | | |
|---|----|--|-----|-----|------------|-----------------------|--------------|---------|
| 1 | 28 | Additional FTE Science Position at ESS | | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |
| 1 | 29 | ESS Science Offerings | | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |
| 1 | 30 | Credit Recovery Opportunities at ESS | | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |
| 1 | 31 | Project-Based Portfolio Defense Activities | | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |
| 1 | 32 | ELA/ELD Program for Secondary Grades | | Yes | LEA-wide | SED, EL, Foster Youth | ESS and AYMS | Ongoing |
| 1 | 33 | SAT Support at ESS | All | No | | | ESS | Ongoing |
| 1 | 34 | Intervention and Acceleration Support for ESS Students | | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |

| | | | | | | | | |
|---|----|--|-----|-----|----------|-----------------------|-----------|-----------|
| 1 | 35 | Improving attendance and reducing tardiness and suspension rate. | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 1 | 36 | Progress Monitoring and Mutual Accountability | All | Yes | LEA-wide | SWD, EL, Foster Youth | All sites | Ongoing |
| 1 | 37 | Student Information System | All | No | | | All sites | Ongoing |
| 1 | 38 | Parent Supports and Communication | All | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 1 | 39 | Procedures for Reducing and Using Alternatives to Suspensions | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 1 | 40 | Assessment | All | No | | | All sites | 2021-2022 |
| 1 | 41 | Summer School | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |

| | | | | | | | | |
|---|----|---|-----|-----|------------|-----------------------|------------|-----------------------|
| 1 | 42 | Vertical Articulation | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 1 | 43 | Project-Based Learning | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | 2021-2022 |
| 1 | 44 | Position of the English Language Development Coordinator | | Yes | LEA-wide | EL | All sites | Ongoing |
| 1 | 45 | Professional Development for Core Programs | All | No | | | All sites | Ongoing |
| 1 | 46 | Literacy Coaching | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | 2021-2022 school year |
| 1 | 47 | Mathematics Coaching | | Yes | Schoolwide | SED, EL, Foster Youth | AYES, AYMS | 2021-2022 |
| 1 | 48 | Professional Inquiry into Practice | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 1 | 49 | Teacher Professional Development - English Language Development | | Yes | LEA-wide | EL | All sites | Ongoing |

| | | | | | | | | |
|---|----|--|----------------------------|-----|----------|-----------------------|---------------|-----------|
| 1 | 50 | PD in Differentiated Instruction | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 1 | 51 | PD in Supporting Students with Disabilities | SWD | No | | | All sites | Ongoing |
| 1 | 52 | Parent Engagement | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 1 | 53 | Language Accessibility for Parents and Guardians | | Yes | LEA-wide | EL | All sites | Ongoing |
| 1 | 54 | Professional Development for Special Education Specialists | SWD | No | | | All sites | 2021-2022 |
| 1 | 55 | Improving Attendance for Special Education Students | Students with Disabilities | No | | | District-wide | Ongoing |

| | | | | | | | | |
|---|----|---|--------------|-----|----------|-----------------------|--------------|---------|
| 1 | 56 | Collaboration between Special Education and General Education Staff | SWD | No | | | Districtwide | Ongoing |
| 1 | 57 | Professional Development Focused on Special Education Strategies | SWD | No | | | Districtwide | Ongoing |
| 1 | 58 | Inter-district Collaborations with Districts in SELPA | SWD | No | | | Districtwide | Ongoing |
| 1 | 59 | Middle School Dropout Rate | All students | No | | | All sites | Ongoing |
| 1 | 60 | High School Dropout Rate | All students | No | | | All sites | Ongoing |
| 1 | 61 | Pupil Expulsion | All students | No | | | All sites | Ongoing |
| 1 | 62 | Broad Course Of Study | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |

| | | | | | | | | |
|---|----|--|-----|-----|------------|-----------------------|-----------|-----------------------|
| 1 | 63 | Professional Development Focused on Equity | | Yes | LEA-wide | SED, Foster Youth, EL | All sites | Ongoing |
| 2 | 1 | 21 Century Skills | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 2 | 2 | 1:1 Devices | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | 2021-2022 school year |
| 2 | 3 | Keyboarding Instruction | All | No | | | All sites | Ongoing |
| 2 | 4 | Professional Development in Effective Use of Technology | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | 2021-2022 School Year |
| 2 | 5 | Mastery Coding | | Yes | Schoolwide | SED, EL, Foster Youth | AYES | Ongoing |
| 2 | 6 | Promote Cultural Education, Social Justice and Racial Equity | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 2 | 7 | Ethnic Studies | | Yes | Schoolwide | SED, EL, Foster Youth | ESS | Ongoing |
| 2 | 8 | Girls Who Code | All | No | | | All sites | Ongoing |

| | | | | | | | | |
|---|----|---|-----|-----|------------|-------------------------------------|---------------|---------------------|
| 2 | 9 | Technology and web-based resources for Students with Disabilities | SWD | No | | | All sites | Ongoing |
| 2 | 10 | Workshops for Parents and Guardians | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 2 | 11 | Tools for ELD Newcomers | | Yes | LEA-wide | EL | District-wide | Ongoing |
| 2 | 12 | Computer Science at ESS | All | No | | | ESS | Ongoing |
| 2 | 13 | Position of District Technology Coordinator | All | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 2 | 14 | Additional Position of a Districtwide Technology Specialist | All | No | | | Districtwide | Ongoing |
| 2 | 15 | CoderZ | | Yes | Schoolwide | SED, English Learners, Foster Youth | ESS | 2021-22 school year |

| | | | | | | | | |
|---|---|--|-----|-----|----------|-----------------------|---------------------------------|---------|
| 3 | 1 | Supporting Positive Behavior Outcomes for Students with Disabilities | SWD | No | | | Districtwide | Ongoing |
| 3 | 2 | Social-Emotional Programs | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 3 | 3 | Restorative Justice Practices | | Yes | LEA-wide | SED, Foster Youth, EL | All sites | Ongoing |
| 3 | 4 | Suicide Prevention Training for Teachers and Staff | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 3 | 5 | Position of Behavior Health Manager | All | Yes | LEA-wide | SED, EL, Foster Youth | District office - for all sites | Ongoing |
| 3 | 6 | Professional Development in Social-Emotional Strategies | | Yes | LEA-wide | SED, Foster Youth, EL | All sites | Ongoing |

| | | | | | | | | |
|---|----|---|------------|-----|----------|-----------------------|-----------|---------|
| 3 | 7 | Professional Development Focused on Trauma-Informed Practices | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 3 | 8 | EUSD Community Health Center | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 3 | 9 | Enrichment Opportunities and Social Interactions | | Yes | LEA-wide | SED, EL, Foster Youth | All sites | Ongoing |
| 3 | 10 | Positive school climate | All groups | No | | | All sites | Ongoing |

Data Entry Table

| Personnel Expense | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|-------------------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|
| 90.32% | | | \$0.00 | | | | |
| 96.42% | | | \$4,618.46 | | | | |
| 80.65% | | | \$31,000.00 | | | | |
| 92.59% | | | \$27,000.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 57.30% | | | \$36,518.00 | | | | |

| | | | | | | | |
|---------|--|--|--------------|--|--|--|--|
| 0% | | | \$5,000.00 | | | | |
| 100.00% | | | \$0.00 | | | | |
| 100.00% | | | \$118,063.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 100.00% | | | \$113,118.00 | | | | |
| 100.00% | | | \$128,257.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$1,618.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$35,000.00 | | | | |
| 0% | | | \$5,000.00 | | | | |
| 0% | | | \$12,000.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 100.00% | | | \$0.00 | | | | |
| 0% | | | \$50,000.00 | | | | |
| 100.00% | | | \$84,776.00 | | | | |

| | | | | | | | |
|---------|--|--|--------------|--|--|--|--|
| 0% | | | \$3,000.00 | | | | |
| 0% | | | \$29,550.55 | | | | |
| 0% | | | \$3,000.00 | | | | |
| 100.00% | | | \$140,558.00 | | | | |
| 0% | | | \$2,100.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$10,110.00 | | | | |
| 0% | | | \$2,000.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$5,000.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 71.43% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 66.67% | | | \$3,000.00 | | | | |
| 100.00% | | | \$75,205.00 | | | | |
| 40.00% | | | \$10,000.00 | | | | |
| 0% | | | \$50,000.00 | | | | |
| 0% | | | \$48,500.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$5,000.00 | | | | |
| 100.00% | | | \$3,000.00 | | | | |

| | | | | | | | |
|---------|--|--|-------------|--|--|--|--|
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 91.57% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 100.00% | | | \$0.00 | | | | |
| 50.00% | | | \$0.00 | | | | |
| 100.00% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$50,000.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$30,000.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$3,000.00 | | | | |
| 0% | | | \$13,000.00 | | | | |
| 0% | | | \$17,500.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |

| | | | | | | | |
|---------|--|--|--------------|--|--|--|--|
| 100.00% | | | \$2,000.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 100.00% | | | \$140,546.00 | | | | |
| 100.00% | | | \$0.00 | | | | |
| 0% | | | \$2,160.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$40,000.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 100.00% | | | \$157,527.00 | | | | |
| 0% | | | \$0.00 | | | | |
| 0% | | | \$10,000.00 | | | | |
| 99.91% | | | \$88,305.22 | | | | |
| 0% | | | \$15,000.00 | | | | |
| 0% | | | \$0.00 | | | | |

Total Expenditures Table

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|-------------------|------------------|------------|-------------------|--------------|---------------|--------------|
| 1 | 1 | School Facilities | All | \$0.00 | \$0.00 | \$745,551.00 | \$0.00 | \$745,551.00 |

| | | | | | | | | |
|---|---|---|--|-------------|-------------|--------------|--------|--------------|
| 1 | 2 | Improve Student Performance in English Language Arts, TK | | \$4,618.46 | \$0.00 | \$124,392.00 | \$0.00 | \$129,010.46 |
| 1 | 3 | Improve Student Performance in English Language Arts, K-5 | | \$31,000.00 | \$0.00 | \$0.00 | \$0.00 | \$31,000.00 |
| 1 | 4 | Improve Student Performance in English Language Arts, secondary grades. | | \$27,000.00 | \$0.00 | \$0.00 | \$0.00 | \$27,000.00 |
| 1 | 5 | Culturally Relevant Summer Reading | | \$0.00 | \$14,547.00 | \$0.00 | \$0.00 | \$14,547.00 |
| 1 | 6 | Improve Student Performance in Mathematics, TK-12 | | \$36,518.00 | \$49,000.00 | \$0.00 | \$0.00 | \$85,518.00 |

| | | | | | | | | |
|---|----|--|-----|--------------|--------|-------------|--------|--------------|
| 1 | 7 | Improve Student Performance in Mathematics, 7-8 | All | \$5,000.00 | \$0.00 | \$0.00 | \$0.00 | \$5,000.00 |
| 1 | 8 | Integrated and Designated ELD Support for English Learners | | \$0.00 | \$0.00 | \$75,205.00 | \$0.00 | \$75,205.00 |
| 1 | 9 | Full Time Literacy Intervention Teacher at AYES | | \$118,063.00 | \$0.00 | \$0.00 | \$0.00 | \$118,063.00 |
| 1 | 10 | Intervention and Acceleration Resources at AYES and AYMS | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 11 | Science Opportunities for AYES Students | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 12 | Social Studies Pilot for AYES | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

| | | | | | | | | |
|---|----|---|-----|--------------|--------|--------|--------|--------------|
| 1 | 13 | Inclusion of All Student Subgroups District Initiatives | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 14 | Resources for Special Education Students | SWD | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 15 | Art Program at AYES and AYMS | All | \$113,118.00 | \$0.00 | \$0.00 | \$0.00 | \$113,118.00 |
| 1 | 16 | Physical Education | All | \$128,257.00 | \$0.00 | \$0.00 | \$0.00 | \$128,257.00 |
| 1 | 17 | Music program at AYES | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 18 | Early Academic Outreach Program | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 19 | AP Exams | All | \$1,618.00 | \$0.00 | \$0.00 | \$0.00 | \$1,618.00 |
| 1 | 20 | Early Academic Program – English Language Arts | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

| | | | | | | | | |
|---|----|---|-----|-------------|--------|--------------|--------|--------------|
| 1 | 21 | Early Academic Program - Mathematics | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 22 | College and Career Center at ESS | | \$35,000.00 | \$0.00 | \$0.00 | \$0.00 | \$35,000.00 |
| 1 | 23 | Advanced Placement Courses at ESS | All | \$5,000.00 | \$0.00 | \$0.00 | \$0.00 | \$5,000.00 |
| 1 | 24 | Collaborations with the Local Industry Partners and Internships | | \$12,000.00 | \$0.00 | \$0.00 | \$0.00 | \$12,000.00 |
| 1 | 25 | Dual Enrollment at Community Colleges | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 26 | Career Technical Education | | \$0.00 | \$0.00 | \$136,352.00 | \$0.00 | \$136,352.00 |
| 1 | 27 | Maker's Space | All | \$50,000.00 | \$0.00 | \$0.00 | \$0.00 | \$50,000.00 |
| 1 | 28 | Additional FTE Science Position at ESS | | \$84,776.00 | \$0.00 | \$0.00 | \$0.00 | \$84,776.00 |

| | | | | | | | | |
|---|----|--|-----|--------------|--------|--------|--------|--------------|
| 1 | 29 | ESS Science Offerings | | \$3,000.00 | \$0.00 | \$0.00 | \$0.00 | \$3,000.00 |
| 1 | 30 | Credit Recovery Opportunities at ESS | | \$29,550.55 | \$0.00 | \$0.00 | \$0.00 | \$29,550.55 |
| 1 | 31 | Project-Based Portfolio Defense Activities | | \$3,000.00 | \$0.00 | \$0.00 | \$0.00 | \$3,000.00 |
| 1 | 32 | ELA/ELD Program for Secondary Grades | | \$140,558.00 | \$0.00 | \$0.00 | \$0.00 | \$140,558.00 |
| 1 | 33 | SAT Support at ESS | All | \$2,100.00 | \$0.00 | \$0.00 | \$0.00 | \$2,100.00 |
| 1 | 34 | Intervention and Acceleration Support for ESS Students | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 35 | Improving attendance and reducing tardiness and suspension rate. | | \$10,110.00 | \$0.00 | \$0.00 | \$0.00 | \$10,110.00 |

| | | | | | | | | |
|---|----|---|-----|-------------|--------------|-------------|--------|--------------|
| 1 | 36 | Progress Monitoring and Mutual Accountability | All | \$2,000.00 | \$0.00 | \$0.00 | \$0.00 | \$2,000.00 |
| 1 | 37 | Student Information System | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 38 | Parent Supports and Communication | All | \$5,000.00 | \$0.00 | \$0.00 | \$0.00 | \$5,000.00 |
| 1 | 39 | Procedures for Reducing and Using Alternatives to Suspensions | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 40 | Assessment | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 41 | Summer School | | \$0.00 | \$210,000.00 | \$0.00 | \$0.00 | \$210,000.00 |
| 1 | 42 | Vertical Articulation | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 43 | Project-Based Learning | | \$3,000.00 | \$0.00 | \$0.00 | \$0.00 | \$3,000.00 |
| 1 | 44 | Position of the English Language Development Coordinator | | \$75,205.00 | \$0.00 | \$65,939.00 | \$0.00 | \$141,144.00 |

| | | | | | | | | |
|---|----|---|-----|-------------|--------|--------|--------|-------------|
| 1 | 45 | Professional Development for Core Programs | All | \$10,000.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 |
| 1 | 46 | Literacy Coaching | | \$50,000.00 | \$0.00 | \$0.00 | \$0.00 | \$50,000.00 |
| 1 | 47 | Mathematics Coaching | | \$48,500.00 | \$0.00 | \$0.00 | \$0.00 | \$48,500.00 |
| 1 | 48 | Professional Inquiry into Practice | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 49 | Teacher Professional Development - English Language Development | | \$5,000.00 | \$0.00 | \$0.00 | \$0.00 | \$5,000.00 |
| 1 | 50 | PD in Differentiated Instruction | | \$3,000.00 | \$0.00 | \$0.00 | \$0.00 | \$3,000.00 |
| 1 | 51 | PD in Supporting Students with Disabilities | SWD | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 52 | Parent Engagement | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

| | | | | | | | | |
|---|----|---|----------------------------|--------|-------------|--------------|--------|--------------|
| 1 | 53 | Language Accessibility for Parents and Guardians | | \$0.00 | \$0.00 | \$118,675.76 | \$0.00 | \$118,675.76 |
| 1 | 54 | Professional Development for Special Education Specialists | SWD | \$0.00 | \$13,000.00 | \$0.00 | \$0.00 | \$13,000.00 |
| 1 | 55 | Improving Attendance for Special Education Students | Students with Disabilities | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 56 | Collaboration between Special Education and General Education Staff | SWD | \$0.00 | \$0.00 | \$7,000.00 | \$0.00 | \$7,000.00 |
| 1 | 57 | Professional Development Focused on Special Education Strategies | SWD | \$0.00 | \$0.00 | \$3,000.00 | \$0.00 | \$3,000.00 |

| | | | | | | | | |
|---|----|---|--------------|-------------|--------|------------|--------|-------------|
| 1 | 58 | Inter-district Collaborations with Districts in SELPA | SWD | \$0.00 | \$0.00 | \$1,000.00 | \$0.00 | \$1,000.00 |
| 1 | 59 | Middle School Dropout Rate | All students | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 60 | High School Dropout Rate | All students | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 61 | Pupil Expulsion | All students | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 62 | Broad Course Of Study | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 63 | Professional Development Focused on Equity | | \$50,000.00 | \$0.00 | \$0.00 | \$0.00 | \$50,000.00 |
| 2 | 1 | 21 Century Skills | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2 | 2 | 1:1 Devices | | \$30,000.00 | \$0.00 | \$0.00 | \$0.00 | \$30,000.00 |
| 2 | 3 | Keyboarding Instruction | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2 | 4 | Professional Development in Effective Use of Technology | | \$3,000.00 | \$0.00 | \$0.00 | \$0.00 | \$3,000.00 |
| 2 | 5 | Mastery Coding | | \$13,000.00 | \$0.00 | \$0.00 | \$0.00 | \$13,000.00 |

| | | | | | | | | |
|---|----|---|-----|--------------|--------|--------|--------|--------------|
| 2 | 6 | Promote Cultural Education, Social Justice and Racial Equity | | \$17,500.00 | \$0.00 | \$0.00 | \$0.00 | \$17,500.00 |
| 2 | 7 | Ethnic Studies | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2 | 8 | Girls Who Code | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2 | 9 | Technology and web-based resources for Students with Disabilities | SWD | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2 | 10 | Workshops for Parents and Guardians | | \$2,000.00 | \$0.00 | \$0.00 | \$0.00 | \$2,000.00 |
| 2 | 11 | Tools for ELD Newcomers | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2 | 12 | Computer Science at ESS | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2 | 13 | Position of District Technology Coordinator | All | \$140,546.00 | \$0.00 | \$0.00 | \$0.00 | \$140,546.00 |

| | | | | | | | | |
|---|----|--|-----|--------------|--------|-------------|--------|--------------|
| 2 | 14 | Additional Position of a Districtwide Technology Specialist | All | \$0.00 | \$0.00 | \$88,359.00 | \$0.00 | \$88,359.00 |
| 2 | 15 | CoderZ | | \$2,160.00 | \$0.00 | \$0.00 | \$0.00 | \$2,160.00 |
| 3 | 1 | Supporting Positive Behavior Outcomes for Students with Disabilities | SWD | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3 | 2 | Social-Emotional Programs | | \$40,000.00 | \$0.00 | \$0.00 | \$0.00 | \$40,000.00 |
| 3 | 3 | Restorative Justice Practices | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3 | 4 | Suicide Prevention Training for Teachers and Staff | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3 | 5 | Position of Behavior Health Manager | All | \$157,527.00 | \$0.00 | \$0.00 | \$0.00 | \$157,527.00 |

| | | | | | | | | | |
|------------------------|----|---|------------|--------------------|----------------------------|----------------------|-------------|--------------------|--|
| 3 | 6 | Professional Development in Social-Emotional Strategies | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 3 | 7 | Professional Development Focused on Trauma-Informed Practices | | \$10,000.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 | |
| 3 | 8 | EUSD Community Health Center | | \$88,305.22 | \$41,534.19 | \$1,916.44 | \$91,381.00 | \$223,136.85 | |
| 3 | 9 | Enrichment Opportunities and Social Interactions | | \$15,000.00 | \$0.00 | \$0.00 | \$0.00 | \$15,000.00 | |
| 3 | 10 | Positive school climate | All groups | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| LCFF Funds | | Other State Funds | | Local Funds | | Federal Funds | | Total Funds | |
| \$1,611,030.23 | | \$328,081.19 | | \$1,367,390.20 | | \$91,381.00 | | \$3,397,882.62 | |
| Total Personnel | | | | | Total Non-Personnel | | | | |
| \$2,722,800.71 | | | | | \$675,081.91 | | | | |

Contributing Expenditures Tables

| Goal # | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|--------|----------|---|------------|-------------------------------|-----------|-------------|--------------|
| 1 | 2 | Improve Student Performance in English Language Arts, TK | Schoolwide | SED, EL, Foster Youth | AYES | \$4,618.46 | \$129,010.46 |
| 1 | 3 | Improve Student Performance in English Language Arts, K-5 | Schoolwide | SED, EL, Foster Youth | AYES | \$31,000.00 | \$31,000.00 |
| 1 | 4 | Improve Student Performance in English Language Arts, secondary grades. | Schoolwide | SED, EL, Foster Youth | ESS | \$27,000.00 | \$27,000.00 |
| 1 | 5 | Culturally Relevant Summer Reading | LEA-wide | SED, EL, Foster Youth | All sites | \$0.00 | \$14,547.00 |
| 1 | 6 | Improve Student Performance in Mathematics, TK-12 | LEA-wide | SED, EL, Foster Youth | All sites | \$36,518.00 | \$85,518.00 |
| 1 | 8 | Integrated and Designated ELD Support for English Learners | LEA-wide | EL | All sites | \$0.00 | \$75,205.00 |

| | | | | | | | |
|---|----|--|------------|--------------------------------|------------|--------------|--------------|
| 1 | 9 | Full Time Literacy Intervention Teacher at AYES | Schoolwide | SED, EL, Foster Youth, and SWD | AYES | \$118,063.00 | \$118,063.00 |
| 1 | 10 | Intervention and Acceleration Resources at AYES and AYMS | LEA-wide | SED, EL, Foster Youth | AYES, AYMS | \$0.00 | \$0.00 |
| 1 | 13 | Inclusion of All Student Subgroups District Initiatives | LEA-wide | SED, EL, Foster Youth | All sites | \$0.00 | \$0.00 |
| 1 | 18 | Early Academic Outreach Program | Schoolwide | SED, EL, Foster Youth | ESS | \$0.00 | \$0.00 |
| 1 | 19 | AP Exams | Schoolwide | SED, EL, Foster Youth | ESS | \$1,618.00 | \$1,618.00 |
| 1 | 20 | Early Academic Program – English Language Arts | Schoolwide | SED, EL, Foster Youth | ESS | \$0.00 | \$0.00 |
| 1 | 21 | Early Academic Program - Mathematics | Schoolwide | SED, EL, Foster Youth | ESS | \$0.00 | \$0.00 |
| 1 | 22 | College and Career Center at ESS | Schoolwide | SED, EL, Foster Youth | ESS | \$35,000.00 | \$35,000.00 |

| | | | | | | | |
|---|----|---|------------|-----------------------|--------------|--------------|--------------|
| 1 | 24 | Collaborations with the Local Industry Partners and Internships | Schoolwide | SED, EL, Foster Youth | ESS | \$12,000.00 | \$12,000.00 |
| 1 | 25 | Dual Enrollment at Community Colleges | Schoolwide | SED, EL, Foster Youth | ESS | \$0.00 | \$0.00 |
| 1 | 26 | Career Technical Education | Schoolwide | SED, EL, Foster Youth | ESS | \$0.00 | \$136,352.00 |
| 1 | 27 | Maker's Space | Schoolwide | SED, EL, Foster Youth | ESS | \$50,000.00 | \$50,000.00 |
| 1 | 28 | Additional FTE Science Position at ESS | Schoolwide | SED, EL, Foster Youth | ESS | \$84,776.00 | \$84,776.00 |
| 1 | 29 | ESS Science Offerings | Schoolwide | SED, EL, Foster Youth | ESS | \$3,000.00 | \$3,000.00 |
| 1 | 30 | Credit Recovery Opportunities at ESS | Schoolwide | SED, EL, Foster Youth | ESS | \$29,550.55 | \$29,550.55 |
| 1 | 31 | Project-Based Portfolio Defense Activities | Schoolwide | SED, EL, Foster Youth | ESS | \$3,000.00 | \$3,000.00 |
| 1 | 32 | ELA/ELD Program for Secondary Grades | LEA-wide | SED, EL, Foster Youth | ESS and AYMS | \$140,558.00 | \$140,558.00 |

| | | | | | | | |
|---|----|--|------------|-----------------------|-----------|-------------|--------------|
| 1 | 34 | Intervention and Acceleration Support for ESS Students | Schoolwide | SED, EL, Foster Youth | ESS | \$0.00 | \$0.00 |
| 1 | 35 | Improving attendance and reducing tardiness and suspension rate. | LEA-wide | SED, EL, Foster Youth | All sites | \$10,110.00 | \$10,110.00 |
| 1 | 36 | Progress Monitoring and Mutual Accountability | LEA-wide | SWD, EL, Foster Youth | All sites | \$2,000.00 | \$2,000.00 |
| 1 | 38 | Parent Supports and Communication | LEA-wide | SED, EL, Foster Youth | All sites | \$5,000.00 | \$5,000.00 |
| 1 | 39 | Procedures for Reducing and Using Alternatives to Suspensions | LEA-wide | SED, EL, Foster Youth | All sites | \$0.00 | \$0.00 |
| 1 | 41 | Summer School | LEA-wide | SED, EL, Foster Youth | All sites | \$0.00 | \$210,000.00 |
| 1 | 42 | Vertical Articulation | LEA-wide | SED, EL, Foster Youth | All sites | \$0.00 | \$0.00 |
| 1 | 43 | Project-Based Learning | LEA-wide | SED, EL, Foster Youth | All sites | \$3,000.00 | \$3,000.00 |

| | | | | | | | |
|---|----|---|------------|-----------------------|------------|-------------|--------------|
| 1 | 44 | Position of the English Language Development Coordinator | LEA-wide | EL | All sites | \$75,205.00 | \$141,144.00 |
| 1 | 46 | Literacy Coaching | LEA-wide | SED, EL, Foster Youth | All sites | \$50,000.00 | \$50,000.00 |
| 1 | 47 | Mathematics Coaching | Schoolwide | SED, EL, Foster Youth | AYES, AYMS | \$48,500.00 | \$48,500.00 |
| 1 | 48 | Professional Inquiry into Practice | LEA-wide | SED, EL, Foster Youth | All sites | \$0.00 | \$0.00 |
| 1 | 49 | Teacher Professional Development - English Language Development | LEA-wide | EL | All sites | \$5,000.00 | \$5,000.00 |
| 1 | 50 | PD in Differentiated Instruction | LEA-wide | SED, EL, Foster Youth | All sites | \$3,000.00 | \$3,000.00 |
| 1 | 52 | Parent Engagement | LEA-wide | SED, EL, Foster Youth | All sites | \$0.00 | \$0.00 |
| 1 | 53 | Language Accessibility for Parents and Guardians | LEA-wide | EL | All sites | \$0.00 | \$118,675.76 |
| 1 | 62 | Broad Course Of Study | LEA-wide | SED, EL, Foster Youth | All sites | \$0.00 | \$0.00 |

| | | | | | | | |
|---|----|--|------------|-----------------------|---------------|-------------|-------------|
| 1 | 63 | Professional Development Focused on Equity | LEA-wide | SED, Foster Youth, EL | All sites | \$50,000.00 | \$50,000.00 |
| 2 | 1 | 21 Century Skills | LEA-wide | SED, EL, Foster Youth | All sites | \$0.00 | \$0.00 |
| 2 | 2 | 1:1 Devices | LEA-wide | SED, EL, Foster Youth | All sites | \$30,000.00 | \$30,000.00 |
| 2 | 4 | Professional Development in Effective Use of Technology | LEA-wide | SED, EL, Foster Youth | All sites | \$3,000.00 | \$3,000.00 |
| 2 | 5 | Mastery Coding | Schoolwide | SED, EL, Foster Youth | AYES | \$13,000.00 | \$13,000.00 |
| 2 | 6 | Promote Cultural Education, Social Justice and Racial Equity | LEA-wide | SED, EL, Foster Youth | All sites | \$17,500.00 | \$17,500.00 |
| 2 | 7 | Ethnic Studies | Schoolwide | SED, EL, Foster Youth | ESS | \$0.00 | \$0.00 |
| 2 | 10 | Workshops for Parents and Guardians | LEA-wide | SED, EL, Foster Youth | All sites | \$2,000.00 | \$2,000.00 |
| 2 | 11 | Tools for ELD Newcomers | LEA-wide | EL | District-wide | \$0.00 | \$0.00 |

| | | | | | | | |
|---|----|---|------------|-------------------------------------|---------------------------------|--------------|--------------|
| 2 | 13 | Position of District Technology Coordinator | LEA-wide | SED, EL, Foster Youth | All sites | \$140,546.00 | \$140,546.00 |
| 2 | 15 | CoderZ | Schoolwide | SED, English Learners, Foster Youth | ESS | \$2,160.00 | \$2,160.00 |
| 3 | 2 | Social-Emotional Programs | LEA-wide | SED, EL, Foster Youth | All sites | \$40,000.00 | \$40,000.00 |
| 3 | 3 | Restorative Justice Practices | LEA-wide | SED, Foster Youth, EL | All sites | \$0.00 | \$0.00 |
| 3 | 4 | Suicide Prevention Training for Teachers and Staff | LEA-wide | SED, EL, Foster Youth | All sites | \$0.00 | \$0.00 |
| 3 | 5 | Position of Behavior Health Manager | LEA-wide | SED, EL, Foster Youth | District office - for all sites | \$157,527.00 | \$157,527.00 |
| 3 | 6 | Professional Development in Social-Emotional Strategies | LEA-wide | SED, Foster Youth, EL | All sites | \$0.00 | \$0.00 |
| 3 | 7 | Professional Development Focused on Trauma-Informed Practices | LEA-wide | SED, EL, Foster Youth | All sites | \$10,000.00 | \$10,000.00 |

| | | | | | | | |
|--------------------------|---|---|-------------------------|--------------------------|-----------|--------------------|--------------|
| 3 | 8 | EUSD Community Health Center | LEA-wide | SED, EL, Foster Youth | All sites | \$88,305.22 | \$223,136.85 |
| 3 | 9 | Enrichment Opportunities and Social Interactions | LEA-wide | SED, EL, Foster Youth | All sites | \$15,000.00 | \$15,000.00 |
| Totals by Type | | | Total LCFF Funds | | | Total Funds | |
| Total: | | | | | | | |
| LEA-wide Total: | | | \$884,269.22 | | | \$1,552,467.61 | |
| Limited Total: | | | \$0.00 | | | \$0.00 | |
| Schoolwide Total: | | | \$463,286.01 | | | \$724,030.01 | |

Annual Update Table Year 1

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|-----------------------|-----------------------|----------------------------------|--|--|-------------------------------------|
| [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] |
| Totals | | Planned Expenditure Table | | Estimated Actual Total | |
| Totals | | [Intentionally Blank] | | [Intentionally Blank] | |

Instructions

- Plan Summary

- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 perse stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information

Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

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:

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

Support for Identified Schools:

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:

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for 2020–21 . | Enter information in this box when completing the LCAP for 2020–21 . | Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then. | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2020–21 . |

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

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 self-reflection tool for local indicators within the Dashboard.

Actions:

Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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.

- 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services:

Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective:

An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools:

Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%:

For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

Increased / Improved:

Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

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 K-5), 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”.

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

Total Personnel:

Enter the total amount of personnel expenditures utilized to implement this action.

Total Non-personnel:

This amount will be automatically calculated.

Other State Funds:

Enter the total amount of Other State Funds utilized to implement this action, if any.

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).

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.