Eastside Union
S C H O O L   D I S T R I C T

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Eastside Union School District
CDS Code: 19-64477
School Year: 2024-25
LEA contact information:
Dr. Jezelle Fullwood
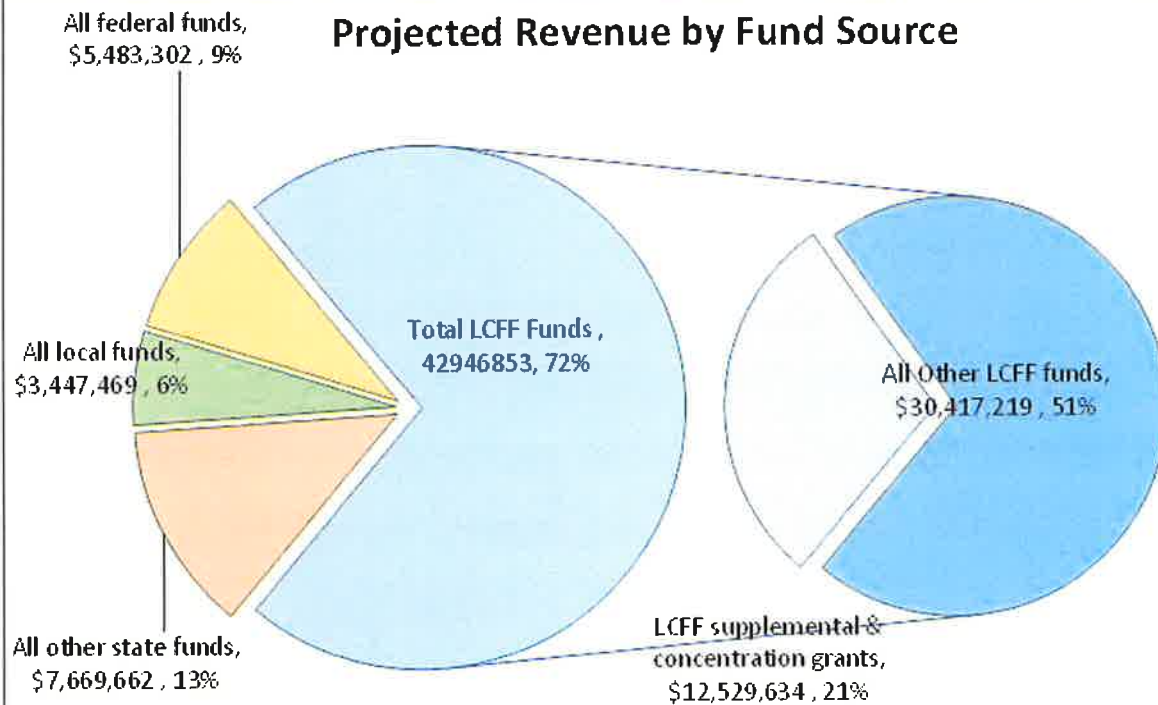Superintendent
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(661) 952-1200

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

Budget Overview for the 2024-25 School Year

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $5,483,302 , 9%

All local funds, $3,447,469 , 6%

Total LCFF Funds , 42946853, 72%

All Other LCFF funds, $30,417,219 , 51%

All other state funds, $7,669,662 , 13%

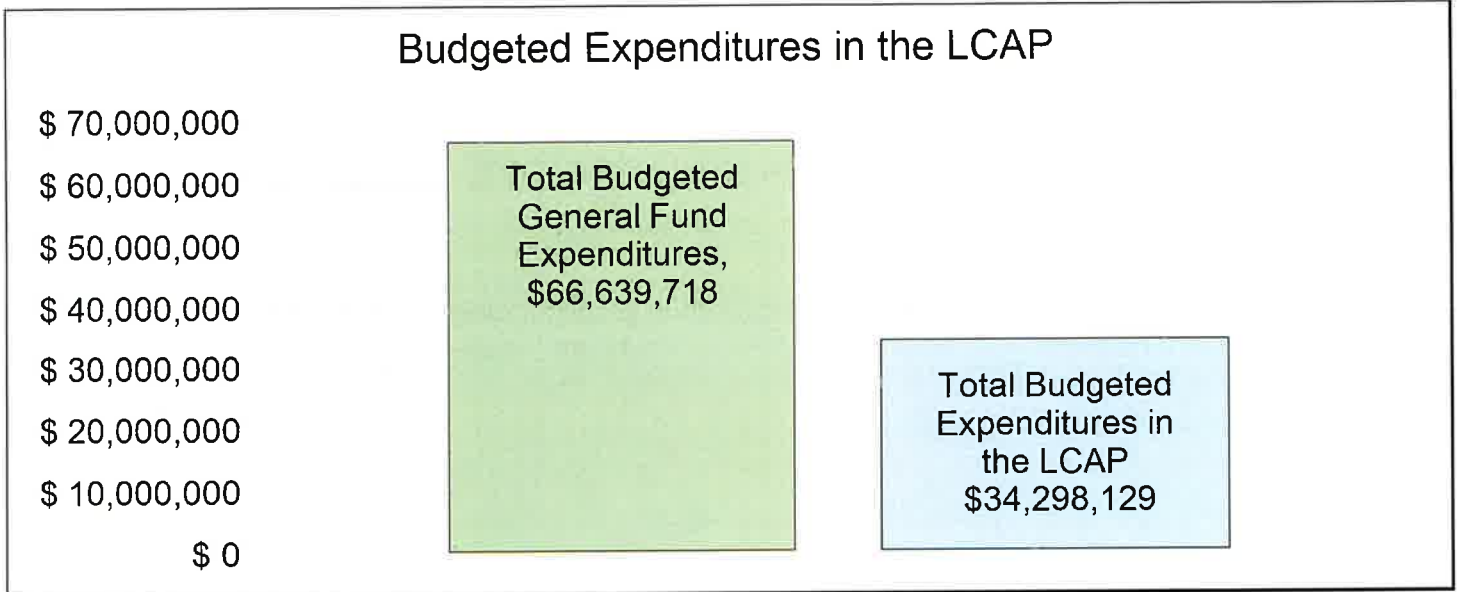LCFF supplemental & concentration grants, $12,529,634 , 21%

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

The text description for the above chart is as follows: The total revenue projected for Eastside Union School District is $59,547,286, of which $42,946,853 is Local Control Funding Formula (LCFF), $7,669,662 is other state funds, $3,447,469 is local funds, and $5,483,302 is federal funds. Of the $42,946,853 in LCFF Funds, $12,529,634 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 70,000,000

$ 60,000,000

$ 50,000,000

$ 40,000,000   Total Budgeted
                      General Fund
$ 30,000,000   Expenditures,
                      $66,639,718   Total Budgeted
$ 20,000,000   Expenditures in
                                                     the LCAP
$ 10,000,000 $34,298,129

$ 0

This chart provides a quick summary of how much Eastside Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Eastside Union School District plans to spend $66,639,718 for the 2024-25 school year. Of that amount, $34,298,129 is tied to actions/services in the LCAP and $32,341,589 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

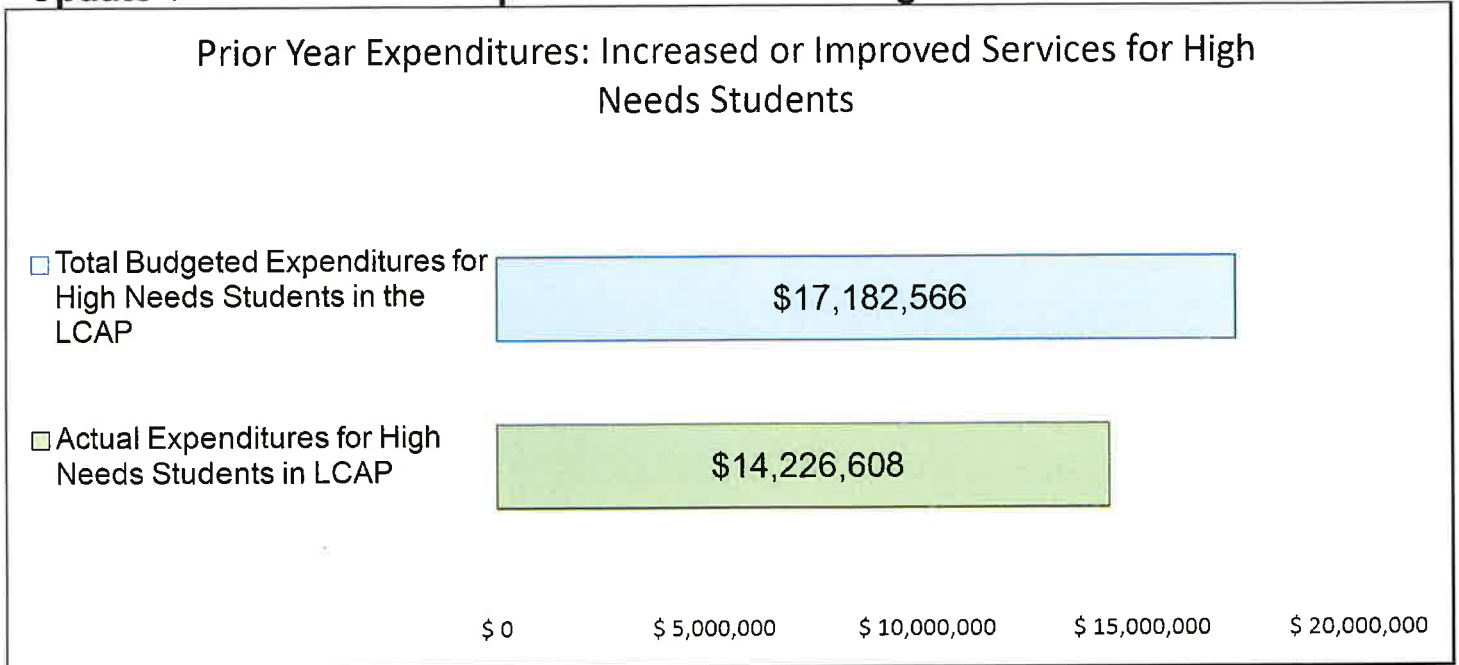The budgeted expenditures that are not included in this LCAP will be used for the following:
1. Utilities
2. Maintenance and Operations
3. Special Education
4. Employee Salary and Benefits
5. Purchases of capital equipment

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

In 2024-25, Eastside Union School District is projecting it will receive $12,529,634 based on the enrollment of foster youth, English learner, and low-income students. Eastside Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Eastside Union School District plans to spend $15,406,893 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$17,182,566
☐ Actual Expenditures for High Needs Students in LCAP	$14,226,608

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000

This chart compares what Eastside Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Eastside Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Eastside Union School District's LCAP budgeted $17,182,566 for planned actions to increase or improve services for high needs students. Eastside Union School District actually spent $14,226,608 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-2,955,958 had the following impact on Eastside Union School District's ability to increase or improve services for high needs students:

Strategic use of the one-time funds for expenditures decreased the amount that was spent in the LCAP. Due to the use o one time funds, the district was able to implement all educational and programmatic goals and actions. There was no impact to the district's programs.

Eastside Union

SCHOOL DISTRICT

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eastside Union School District	Dr. Jezelle Fullwood Superintendent	jfullwood@eastsideusd.org (661) 952-1200

Goals and Actions

Goal

Goal #	Description
1	Improve teaching for student learning, achievement, and success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards: Local Indicator - Professional Development	3 - Initial Implementation	4 - Full Implementation	4 - Full Implementation	4 - Full Implementation	4 - Full Implementation
Implementation of State Standards: Local Indicator - Instructional Materials	3 - Initial Implementation	4 - Full Implementation	4- Full Implementation	4- Full Implementation	4 - Full Implementation
Implementation of State Standards: Local Indicator - Policy and Program Support	2 - Beginning Development	3 - Initial Implementation	3 - Initial Implementation	4- Full Implementation	4 - Full Implementation
CAASPP ELA	57.6 Points Below Standard	Not available due to suspension of testing during the pandemic	72.8 Points Below Standard	76.5 Points Below Standard	0 points (at standard)
CAASPP Math	92.5 Points Below Standard	Not available due to suspension of testing during the pandemic	113.5 Points Below Standard	111.9 Points Below Standard	17 Points Below Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Science Test - Grade 5	17.42% of students Met or Exceeded Standard	Not available due to suspension of testing during the pandemic	6.0% of students Met or Exceeded Standard	9.72 Met or Exceeded Standard	50% of students Met or Exceeded Standard
California Science Test - Grade 8	6.59% of students Met or Exceeded Standard	Not available due to suspension of testing during the pandemic	5.0% of students Met or Exceeded Standard	Spring 2023 8.19% Met/Exceeded Standard	50% of students Met or Exceeded Standard
STAR 360 Reading - District wide	Student Growth Percentile - 31.3	Student Growth Percentile - 36.4 End of Year 2022	N/A Replaced with iReady Diagnostic	N/A Replaced with iReady Diagnostic	Student Growth Percentile - 50.0
STAR 360 Math - District wide	Student Growth Percentile - 22.2	Student Growth Percentile - 40.4 End of year 2022	N/A Replaced with iReady Diagnostic	N/A Replaced with iReady Diagnostic	Student Growth Percentile - 50.0
EL Progress toward English Proficiency (ELPAC)	45.9% ELs making Progress toward English Proficiency (2019)	44.7% ELs making Progress toward English Proficiency (2021)	48.7% ELs making Progress toward English Proficiency (2022)	49% making Progress toward English Proficiency (2023)	60.0% ELs making Progress toward English Proficiency
EL Reclassification Rate	6.1% Reclassification Rate	5.1% Reclassification Rate (2020-2021)	6.3% Reclassification Rate (2022-2023)	4.6% Reclassification Rate (2023-2024)	20.0% Reclassification Rate
Access to and enrollment in a broad course of study	Master Schedules: 100% Students at the middle school receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective)	Master Schedules: 100% Students at the middle school receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective)	Master Schedules: 100% Students at the middle school receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective)	Master Schedules: 100% Students at the middle school receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective)	Master Schedules: 100% Students at the middle school receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and and an elective)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)	100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)	100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)	100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)	100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)
FITNESSGRAM - Grade 5 Aerobic Capacity	68.9% in High Fitness Zone	Not available due to suspension of testing during the pandemic	N/A - Students participated in the assessment however no scores are being provided by the state at this time	N/A - Students participated in the assessment however no scores are being provided by the state at this time	80.0% in High Fitness Zone
FITNESSGRAM - Grade 5 Flexibility	69.7% in High Fitness Zone	Not available due to suspension of testing during the pandemic	N/A - Students participated in the assessment however no scores are being provided by the state at this time	N/A - Students participated in the assessment however no scores are being provided by the state at this time	80.0% in High Fitness Zone
FITNESSGRAM - Grade 8 Aerobic Capacity	62.5% in High Fitness Zone	Not available due to suspension of testing during the pandemic	N/A - Students participated in the assessment however no scores are being provided by the state at this time	N/A - Students participated in the assessment however no scores are being provided by the state at this time	80.0% in High Fitness Zone
FITNESSGRAM - Grade 8 Flexibility	81.9% in High Fitness Zone	Not available due to suspension of testing during the pandemic	N/A - Students participated in the assessment however no scores are being provided by the state at this time	N/A - Students participated in the assessment however no scores are being provided by the state at this time	85.0% in High Fitness Zone

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Diagnostic Reading	102% - Median Percent Progress			59% Median Percent Progress (Mid-year Diagnostic)	100% - Median Percent Progress
iReady Diagnostic Mathematics	96% - Median Percent Progress			56% Median Percent Progress (Mid-year Diagnostic)	100% - Median Percent Progress

Goal Analysis

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

Overall, the implementation of the actions for Goal # 1 have been fully implemented.
- 10 of 11 actions were implemented fully,
- 1 of 11 actions were implemented partially, and
- 0 of 11 actions were minimally or not implemented.The most successful aspects of our implementation of these actions are:

- Action 1 Instructional Leadership Teams: Each school maintained their Instructional Leadership Team and continued to focus on their Cycles of Professional Learning which includes data analysis. This is the sixth year that the ILT engaged in the work of refining instructional practices to be more rigorous and intentional toward student needs. The team continued looking at student work protocols and implementing the gradual release of Instruction routines throughout all content instruction. Professional learning activities went well and all teams met regularly and worked toward the planned objectives.

- Action 2 Culturally Responsive Teaching: Three full days of professional development were provided to all certificated and classified staff as planned. However two additional days that were added this year could not take place due to lack of staff and transitions.

- Action 3 Improve English Learner Outcomes: Professional development was implemented as planned. However the Dual Immersion committee was not continued due to a focus on ELD, ELA and Math.

- Action 4 Intervention Strategies was partially implemented due to changes in staffing. Although the district has a robust intervention program through SIPPS and Do the Math programs, the MTSS process needs to be refined.

- Action 5 Assessment and Progress Monitoring: Based on feedback from our educational partners, we were able to fully transition to iReady Diagnostic. Data from iReady Diagnostic has greatly enhanced our progress monitoring and supported our

intervention and enrichment programs.

- Action 6 Enrichment Programs: The district continues to provide a comprehensive music program with 1 full-time middle school music teacher and 2 full-time elementary school music teachers. We purchased and repaired musical instruments. Additionally, we continued our partnerships with Junior Test Pilot School and STARBASE.

- Action 7 Early Education Program: The district provided a developmental TK and early education program focused on the development of early learners. The district saw progress on the development of students as evidenced by the DRDP and other early assessments.

- Action 9 Student Device Program: The district takes pride in the ability to provide devices for all students both at school and at home. Students are able to access core and supplemental programs to support ongoing learning and mastery of standards.

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

There have been some material differences (20% or more) between the Budgeted and the Estimated Actual Expenditures for the following Actions in Goal 1:

Action #1: Instructional Leadership Teams (ILT)
Reason for difference: We had an increase in services using Impact Education Consultants which resulted in an increase of expenditures. This was needed to support schools with new staff and administration at each site.

Action #2: Culturally Responsive Teaching
Reason for difference: We had planned for 5 professional development days, but only did 3. The remaining two days were cancelled due to lack of staff and transitions in staffing.

Action #4: Intervention Strategies:
Reason for difference: There were 12 Instructional Aides budgeted to support mathematics instruction. However they were covered using a different resource.

Action 1.1 (Instructional Leadership Teams); Action 1.2 (Culturally Responsive Teaching); Action 1.4 (Intervention Strategies); Action 1.5 (Assessment & Monitoring - iReady); and Action 1.6 (Enrichment Programs) are actions deemed effective in making progress toward the goals outlined in our LCAP 3-year cycle as evidenced by growth in our iReady diagnostic data.

Instructional Leadership Teams (Action 1.1) build professional learning communities at every school site with an emphasis on examining instructional practices and honing in on analyzing data (CAASPP, Interim, & iReady). Culturally Responsive Teaching (Action 1.2) has provided teachers with 3 non-student professional development days, as well as additional optional professional development days to ensure that our low-income, foster students, and EL students are provided with pedagogical strategies and school environments that are responsive to their unique needs.

Intervention Strategies (Action 1.4) have been deemed effective in enhancing our students' achievement and progress, and that is evidenced in the iReady diagnostic data for both reading and mathematics. Our reading intervention is SIPPs and our mathematics intervention is Do The Math, and both interventions have directly influenced the growth in our academic and growth data.

Assessment and Monitoring (Action 1.5) has been deemed an effective tool to monitor student growth and progress, and inform our steps moving forward. Over the course of the LCAP 3-year cycle (2021-2024), baseline scores used to measure student learning achievement (CAASPP in ELA/Math, CAST scores for 5th & 8th grade, & iReady achievement and growth scores) did not reach the anticipated outcome data for 23-24. Current iReady diagnostic data in both math and reading does demonstrate that all elementary schools have landed in the high growth, low achievement quadrant. These gains are noteworthy as they are showing that students are on track to achieve CAASPP proficiency if they continue demonstrating the same rate of academic growth and achievement on iReady in the coming years.

23-24 CAASPP scores in Math & ELA & CAST came in lower than predicted (Math - 119.9 points below standard; ELA - 75.5 points below standard; CAST 5th grade - 8.61% met or exceeded standard; CAST 8th grade - 8.19% met or exceeded standard). The metrics are still appropriate to measure students achievement and growth gains.

During the 2022-2023 school year, Amplify CKLA (K-5) and Amplify ELA (6-8) was implemented as the newly adopted ELA curriculum. During the 2023-2024 school year, EUSD adopted 3 new core curricula - Amplify Science (K-8), McGraw History (K-6) and SAVASS History 7-8, and Great Minds Eureka Math Squared (K-8). This newly adopted curriculum is rigorous, engaging, and standards aligned. Based on iReady diagnostic growth, it is evident that the implementation of this curriculum is contributing to the gains we are seeing in iReady Math and Reading data. It is very likely that our CAASPP scores for Spring 2024 will also reflect this growth.

Not meeting our anticipated achievement levels and growth targets can be attributed to:
1. New curriculum adoption in the 22-23 school year, and the 23-24 school year
2. Lack of fully utilizing the CAASPP interim assessment platform prior to the 23-24 school year
3. Lack of fully utilizing iReady data to inform classroom instruction and influence site-based decisions around student learning and achievement prior to the 23-24 school year

Action 1.3 (Improve English Learner Outcomes)

Action 1.3 has been deemed effective by EUSD given the noteworthy gains towards our EL English Language Proficiency outcomes. Currently our EL English Language Proficiency rate is at 49% proficient, compared to our anticipated 23-24 outcome of 60%. Investing in the training and professional development designed to support ELs and LTELs acquiring English Language Proficiency has translated into effective results.

Currently our EL reclassification rate is at 6% which falls short of the anticipated 20% EL reclassification rate. Though our "reclassification" rates have been deemed effective, we will work to increase our effectiveness by:
1. Tightening the reclassification process to ensure school sites are following through with the reclassification of ELs
2. Revisiting the reclassification criteria with our sites multiple times per year

Action 1.6 (Enrichment Programs) has been deemed effective in exposing our students to a wholistic elementary music program, art, science fieldtrips (STARBASE for 5th grade students at Edwards Air Force Base), and intramural sports through the development of a comprehensive enrichment program because these students lack access to such services within our community. The effectiveness is evidenced by the implementation of these programs and enrichment opportunities across all of our school sites.

Action 1.7 has ensured that all 4 year old students (including low-income, foster, and EL students) had access to TK prior to California making it mandatory for districts to offer this to families. Research shows that earlier exposure to school shows greater academic achievement and gains throughout a child's schooling experience. Our Kindergarten iReady diagnostic data is evidence that our TK program is effectively contributing to the increased academic performance in that grade level.

Action 1.8 (Comprehensive Library Program) has been deemed very effective in providing various family literacy nights, Saturday library opportunities, and literacy focused fieldtrips for our students (low-income, foster, & EL students) throughout the school year.

Action 1.9 (Student Device Program); Action 1.10 (21st Century Learning Environment); Action 1.11 (Personalized Learning and Differentiated Instruction) have also been deemed effective in supporting student's academic growth and achievement which EUSD outlined as a goal for our LCAP 3-year cycle. The student device program has closed the gap in terms of technology access for our low-income and foster youth students. The 21st Century Learning Environment action has ensured that students have access to 21st century technology and classroom learning tools that are intended to close the gaps and improve achievement for low-income students. Action 1.11 was specifically intended to lower class in TK-3rd grade classrooms. Smaller class size has proven effective in building stronger teacher-student relationships, improve feelings of school belonging, and providing more opportunities for personalized learning for low-income, English Learners, and Foster Youth students.

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.

Based on our comprehensive analysis of the effectiveness of Goal #1, we have made the following refinements to these actions:

Action #1: Instructional Leadership Teams (ILT)
Refinement: We are in the process of evaluating the effectiveness of the services being provided.

Action #2: Culturally Responsive Teaching
Refinement: The amount of professional development days are going to remain at 3.

Action #4: Intervention Strategies:
Refinement: The instructional aides for math will continue on this funding source.

Action #6: Enrichment Programs
Refinement: A STEM teacher has been put in place for the next fiscal year.

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

Goals and Actions

Goal

Goal #	Description
2	Promote a safe and caring learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	2018-2019 P2 / CBEDS Attendance Rate - 94.24%	2021-2022 P2 / CBEDS Attendance Rate - 87.01%	2022-2023 P2/ CBEDS Attendance Rate - 87.81%	2023-2024 P2/ CBEDS Attendance Rate - 94.24%	Attendance Rate - 97.0%
Chronic Absenteeism Rate	2019 CA Dashboard Chronic Absenteeism - 19%	2019 CA Dashboard Chronic Absenteeism - 19%	2022 CA Dashboard Chronic Absenteeism - 41.1%	2023 CA Dashboard Chronic Absenteeism - 44.0%	Chronic Absenteeism - 10.0%
Middle School Dropout Rate	2020-2021 CALPADS Report 1.14 6 students	2020-2021 CALPADS Report 1.14 6 students (no new data available as of June 2022)	2021-2022 CALPADS Report 1.14 0 students	2023-2024 CALPADS Report 0% 0 students	CALPADS Report 1.14 0 students
Suspension Rate	2019- 2020 Data Quest Suspension Rate 06.4%	2020-2021 Data Quest Suspension Rate 0.0% Distance Learning	2021-2022 Data Quest Suspension Rate 5.9%	2023-2024 CA Dashboard Suspension Rate 9.3%	Suspension Rate - 03.0%
Suspension Rate	2019-2020 CALPADS Incident Report (Count of Students)	2020-2021 CALPADS Incident Report (Count of Students)	2020-2021 CALPADS Incident Report (Count of Students)	2022-2023 CALPADS Incident Report (Count of Students)	Incident Report (Count of Students) 05.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8.23%	0.00% (Distance Learning)	0.00%	0.00%	
Expulsion Rate	2019-2020 Data Quest Expulsion Rate - 0.0%	2020-2021 Data Quest Expulsion Rate - 0.0% (Distance Learning)	2021-2022 Data Quest Expulsion Rate - 0.0%	2022-2023 Data Quest Expulsion Rate - 0.2%	Expulsion Rate - 0.0%
Safety and School Connectedness	Panorama Education Fall 2020 School Climate Survey gr. 6-8 Rigorous Expectations - 20th - 39th percentile nationally	Panorama Education End of Year 21-22 School Climate Survey gr. 6-8 Rigorous Expectations 20th - 39th percentile nationally	Panorama Education End of Year 22-23 School Climate Survey gr. 6-8 Rigorous Expectations 0th - 19th percentile nationally	Panorama Education Beginning of Year 23-24 School Climate Survey gr. 6-8 Rigorous Expectations 0th - 19th percentile nationally	Panorama Education School Climate Survey gr. 6-8 Rigorous Expectations - 60-79% percentile nationally
Safety and School Connectedness	Panorama Education Fall 2020 School Climate Survey gr. 6-8 Teacher - Student Relationships - 20th - 39th percentile nationally	Panorama Education End of Year 21-22 School Climate Survey gr. 6-8 Teacher-Student Relationships 0th -19th percentile nationally	Panorama Education End of Year 22-23 School Climate Survey gr. 6-8 Teacher-Student Relationships 0th - 19th percentile nationally	Panorama Education Beginning of Year 23-24 School Climate Survey gr. 6-8 Teacher-Student Relationships 0th - 19th percentile nationally	Panorama Education School Climate Survey gr. 6-8 Teacher - Student Relationships - 60-79% percentile nationally
Safety and School Connectedness	Panorama Education Fall 2020 School Climate Survey gr. 6-8 School Climate -	Panorama Education End of Year 21-22 School Climate Survey gr. 6-8 School Climate	Panorama Education End of Year 22-23 School Climate Survey gr. 6-8 School Climate	Panorama Education Beginning of Year 23-24 School Climate Survey gr. 6-8 School Climate	Panorama Education School Climate Survey gr. 6-8 School Climate - 60-79% percentile nationally

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20th - 39th percentile nationally	0-19th percentile nationally	0-19th percentile nationally	0-19th percentile nationally	
Safety and School Connectedness	Panorama Education Fall 2020 School Climate Survey gr. 6-8 School Engagement - 20th - 39th percentile nationally	Panorama Education End of Year 21-22 School Climate Survey gr. 6-8 School Engagement 20th - 39th percentile nationally	Panorama Education End of Year 22-23 School Climate Survey gr. 6-8 School Engagement 0th - 19th percentile nationally	Panorama Education Beginning of Year 23-24 School Climate Survey gr. 6-8 School Engagement 0th - 19th percentile nationally	Panorama Education School Climate Survey gr. 6-8 School Engagement - 60-79% percentile nationally
Safety and School Connectedness	Panorama Education Fall 2020 School Climate Survey gr. 6-8 School Belonging - 0th - 19th percentile nationally	Panorama Education End of Year 21-22 School Climate Survey gr. 6-8 School Belonging 0th - 19th percentile nationally	Panorama Education End of Year 22-23 School Climate Survey gr. 6-8 School Belonging 0th - 19th percentile nationally	Panorama Education Beginning of Year 23-24 School Climate Survey gr. 6-8 School Belonging 0th - 19th percentile nationally	Panorama Education School Climate Survey gr. 6-8 School Belonging - 60-79% percentile nationally
Teacher Safety and Connectedness	Panorama Education School Climate Survey - Teachers Your Well-Being No current percentile ranking	Panorama Education End of Year 21-22 School Climate Survey - Teachers Your Well-Being 60th-79th percentile nationally	Panorama Education End of Year 22-23 School Climate Survey - Teachers Your Well-Being 20th-39th percentile nationally	Panorama Education Beginning of Year 23-24 School Climate Survey - Teachers Your Well-Being 20th-39th percentile nationally	Panorama Education School Climate Survey - Teachers Your Well-Being 60-79% percentile nationally
Teacher Safety and Connectedness	Panorama Education School Climate Survey - Teachers	Panorama Education End of Year 21-22	Panorama Education End of Year 22-23	Panorama Education Beginning of Year 23-24	Panorama Education School Climate Survey - Teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Belonging No current percentile ranking	School Climate Survey - Teachers Belonging 20th-39th percentile nationally	School Climate Survey - Teachers Belonging 40th-59th percentile nationally	School Climate Survey - Teachers Belonging 40th-59th percentile nationally	Belonging 60-79% percentile nationally

Goal Analysis

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

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

Overall, the implementation of the actions for Goal # 2 have been fully implemented.

- 3 of 5 actions were implemented fully
- 2 of 5 actions were implemented partially, and
- 0 of 5 actions were minimally or not implemented.

The most successful aspects of our implementation of these actions are:

- Action 1 Cultural and Climate Leadership Teams: Each school maintained their Cultural and Climate Leadership Team (C&CLT) and continued to focus on culturally responsive teaching practices. The major focus for this year was restorative practices, however, school teams continued to refine their Positive Behavior Interventions and Supports (PBIS) programs and implement the Move this World social emotional learning curriculum. In addition, the school counselors implemented Character Strong curriculum for more focused counseling of student who need additional support. Action 1 was fully implemented.

- Action 2 Improve Social Emotional Outcomes: We maintained and successfully implemented our robust counseling program, as well as our teacher behaviorist and district social worker program. Collectively this group provided services to over 30% of our student population and ensured that our foster youth, low-income, and English learners had their emotional and/or physical needs met to allow them to access their education. Action 2 was fully implemented.

The most challenging aspects of our implementation of these actions have been:

- Action 4 Improve Attendance: Chronic absenteeism continues to be high and the volume of absences has made it difficult to manage. All sites have developed robust Attendance Action plans with their Attendance Committees, but full implementation of the plans is an ongoing challenge. An additional staff member has been added to focus more directly on attendance concerns and ensure the developed protocols for School Attendance Review Boards (SARB)will be taking place next year. Action 4 was partially implemented.

- Action 5 Campus Beautification: Based on the plans developed in the 2021-2022 school year, several campus beautification projects, aimed at making our schools feel more welcoming and student centered, were completed this year. Ongoing supply chain issues and the DSA approval process made it difficult to complete as many projects as we had planned. Action 5 was partially implemented.

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

There have been some material differences (20% or more) between the Budgeted and the Estimated Actual Expenditures for the following Actions:

Action #5: Campus Beautification
Reason for difference: Due to the impact of COVID on the work of our Maintenance and Operations team and supply chain issues from the previous year we had a large carryover. This resulted in less than half of this action was spent.

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

Action 2.1 (Culture & Culture Leadership Team) and Action 2.2 (Improve Socio-Emotional Outcomes) have been deemed effective at building teacher capacity to implement culturally responsive teaching and socio-emotional practices that have been researched and proven to have a high likelihood to improve learning conditions for EL, low income and foster students as evidenced by the data cited below. Action 2.2 has been deemed effective in supporting students' SEL needs by ensuring that every campus has a full time school counselor, a district behaviorist, and the teachers have had opportunities to participate in professional development that is specifically focused on restorative practices.

While our 6th-8th grade students ranked rigorous expectations, teacher-student relationships, school climate, school belonging and school engagement in the 0-19th percentile on the Panorama Survey, our 3-5 grade students ranked 4 of these 5 areas on the Panorama Survey much higher.

3rd - 5th grade students ranking are as follows:
Rigorous expectations - 20th-39th percentile
Teacher-student relationships - 40th -59th percentile
School climate - 0-19th percentile
School belonging - 40th - 59th percentile
School engagement - 40th - 59th percentile

Our EUSD teachers ranked belonging and well-being in the highest possible percentile ranking (80-99% percentile). These metrics highlight the areas in which we have met our intended outcome, as well as highlight areas that we need to focus more heavily on improving for the next 3 year LCAP cycle.

Action 2.1 and 2.2 have been deemed effective, however EUSD does need to focus more closely on how to better support our middle school students given the outcome of the Panorama Survey data.

Action 2.3 (Campus Safety) has been deemed effective by providing additional Campus Safety supervisors, as well as Covered Six, at each school site to support student safety, enhance school belonging and reinforce school connectedness.

Action 2.4 has been deemed effective at addressing attendance rates throughout our district, however EUSD recognizes that decreasing our district chronic absenteeism rate is essential for improving academic outcomes for all students, and especially low-income, foster, and EL students. The addition of child welfare and attendance liaisons have been essential in building relationships with our families, especially our low-income, foster, and EL families, to address any barriers for school attendance. The use of our A2A contract assists administrators, office clerks, and attendance liaisons with identifying students early on who are struggling with attendance so we can take a proactive approach with addressing any needs that they have.

Lastly, Action 2.5 (Campus Beautification), has been deemed effective and is an intentional goal written to ensure that schools and campuses are welcoming spaces for our students. During this previous 3-year LCAP cycle we have ensured that our campus spaces are more inviting for our students and families through murals, updated classroom furniture and playground equipment, and improved facilities.

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.

Based on our comprehensive analysis of the effectiveness of Goal # 2, we have made the following refinements to these actions:
Action #5: Campus Beautification
Refinement: We are reducing the amount budgeted and delegating it to other areas in need.

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

Goals and Actions

Goal

Goal #	Description
3	Foster a team commitment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision Making	Local Indicator 2019-2020: Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. • Initial Implementation	Local Indicator 2021-2022: Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. • Initial Implementation	Local Indicator 2022-2023: Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. • Full Implementation	Local Indicator 2023-2024: Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. • Full Implementation	Local Indicator: Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. • Full Implementation
Parent Participation in Programs for Unduplicated Pupils	Average # of parents attending District Advisory Council 2020-2021 - 20 parents	Average # of parents attending District Advisory Council 2021-2022 - 3 parents	Average # of parents attending District Advisory Council 2022-2023 - 5 parents	Average # of parents attending District Advisory Council 2023-2024- 5 parents	Average # of parents attending District Advisory Council - 35 parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation in Programs for Unduplicated Pupils	Average # of parents attending District English Learner Advisory Committee 2020-2021 • 6 parents	Average # of parents attending District English Learner Advisory Committee 2021-2022 • 19 parents	Average # of parents attending District English Learner Advisory Committee 2022-2023 • 10 parents	Average # of parents attending District English Learner Advisory Committee 2023-2024 7 - parents	Average # of parents attending District English Learner Advisory Committee - 12 parents
Parent Participation in Programs for Unduplicated Pupils	Average # of parents attending African American Advisory Committee 2020 - 2021 • 8 parents	Average # of parents attending African American Advisory Committee 2021 - 2022 • 12 parents	Average # of parents attending African American Advisory Committee 2022 - 2023 6 - parents	Average # of parents attending African American Advisory Committee 2023 - 2024 13 - parents	Average # of parents attending African American Advisory Committee - 17 parents
Parent Participation in Programs for Unduplicated Pupils	Average # of parents attending LCAP Advisory Committee 2020 - 2021 • 19 parents	Average # of parents attending LCAP Advisory Committee 2021 - 2022 • 5 parents	Average # of parents attending LCAP Advisory Committee 2022 - 2023 • 9 parents	Average # of parents attending LCAP Advisory Committee 2023 - 2024 7- parents	Average # of parents attending LCAP Advisory Committee - 35 parents
Community Center In-person access to resources	Sign in at point of entry Daily - 3 in-person	Sign in at point of entry Daily - 3 in-person	Sign in at point of entry Daily - 4 in-person	Sign in at point of entry Daily (2023-2024) - 6 in-person	Sign in at point of entry Daily - 20 in-person
Parent Input School Safety and Connectedness	Panorama Education Family Survey Fall 2020 Barriers to Engagement 20th - 39th percentile nationally	Panorama Education Family Survey End of Year 21-22 Barriers to Engagement 40th - 59th percentile nationally	Panorama Education Family Survey End of Year 22-23 Barriers to Engagement 20th - 39th percentile nationally	Panorama Education Family Survey Beginning of Year 22-23 Barriers to Engagement	Panorama Education Family Survey Barriers to Engagement 60-79% percentile nationally

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				0th - 19th percentile nationally	
Parent Input School Safety and Connectedness	Panorama Education Family Survey Fall 2020 Family Support 20th - 39th percentile nationally	Panorama Education Family Survey End of Year 21-22 Family Support 20th - 39th percentile nationally	Panorama Education Family Survey End of Year 22-23 Family Support 0th - 19th percentile nationally	Panorama Education Family Survey Beginning of Year 2023-2024 Family Support 20th - 39th percentile nationally	Panorama Education Family Survey Family Support 60-79% percentile nationally
Parent Input School Safety and Connectedness	Panorama Education Family Survey Fall 2020 Family Engagement 40th - 59th percentile nationally	Panorama Education Family Survey End of Year 21-22 Family Engagement 20th - 39th percentile nationally	Panorama Education Family Survey End of Year 22-23 Family Engagement 40th - 59th percentile nationally	Panorama Education Family Survey Beginning of Year 2023-2024 Family Engagement 40th - 59th percentile nationally	Panorama Education Family Survey Family Engagement 60-79% percentile nationally

Goal Analysis

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

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

Overall, the implementation of the actions for Goal # 3 have been fully implemented.
- 3 of 3 actions were implemented fully,
- 0 of 3 actions were implemented partially, and
- 0 of 3 actions were minimally or not implemented.

The most successful aspects of our implementation of these actions are:

- Action 1 Family and Community Resource Development: This action was fully implemented. Our district parent liaison program continued to offer parent education services and community resources, partnered with many local and regional nonprofit

organizations, and moved forward two districtwide community events.

- Action 2 Family and Community Engagement and Empowerment: We maintained our site parent liaison program which was instrumental in communicating with parents at the school sites. We continued to assemble and meet with all advisory committees.

- Action 3 Communication: The Communication Specialist provided leadership in our district communication protocols, assisted in the development of several district videos, improved the functionality of all websites, and trains staff and parents on the use of Parent Square (an app that allows for mass communication, as well as 1:1 conversation between staff and families.

The most challenging aspects of our implementation of these actions have been:
- We have had major turnover with key staff members this year. We have a new superintendent, assistant superintendent, and new site administrators. This creates an increased need to build relationships and support students and community.

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

There have been no material differences (20% or more) between the Budgeted and the Estimated Actual Expenditures.

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

Action 3.1 (Family & Community Resource Development) and Action 3.2 (Family & Community Engagement & Empowerment) have been deemed effective by EUSD as evidenced by the community outreach events and services (food drives, Parent University workshops, parent classes, etc.) completed by our site and district liaisons. Given that Goal 3 focused on improving parent engagement opportunities, and eliciting parent involvement in site and district advisory committees, it is clear that we have an involved parent population. While our anticipated parent participation numbers did not reach the expected outcomes (see metrics) that we were hoping for, EUSD will continue to invest in promoting parent committees (especially committees to support our unduplicated pupil count) such as AAAC, DELAC, and District Advisory Committee, and EUSD will continue holding Parent Education classes such as our Mango language classes and our nutrition classes.

Action 3.3 (Communication) has been deemed a highly effective action by EUSD as evidenced by our local indicator survey data, the amount of communication that is sent out to parents on a weekly/monthly basis via Parent Square in both English and Spanish, and by the number of parents who are accessing the AERIES portal. The AERIES analytics portal is the platform our district utilizing to house all student data including grades, attendance, discipline, etc. Our communication specialist ensures that all events in which parents are invited are translated into Spanish.

Furthermore, based on our local indicator survey data, parents rated EUSD's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision as "fully implemented."

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

Based on our comprehensive analysis of the effectiveness of Goal # 3, no significant changes have been made to the actions in Goal 3.

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

Goals and Actions

Goal

Goal #	Description
4	Operate with increasing efficiency and effectiveness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully Credentialed and Appropriately Assigned Teachers	2019-2020 - 92% Fully Credentialed and Appropriately Assigned Teachers	2021-2022 - 96.7% Fully Credentialed and Appropriately Assigned Teachers	2022-2023 - 86.78% Fully Credentialed and Appropriately Assigned Teachers	2023-2024 - 84.21% Fully Credentialed and Appropriately Assigned Teachers	100% Fully Credentialed and Appropriately Assigned Teachers
Access to Standards Aligned Instructional Materials - Eastside Elementary	100% Compliant as of Fall 2020	100% Compliant as of Fall 2021	100% Compliant as of Fall 2022	100% Compliant as of Fall 2023	100% Compliant
Access to Standards Aligned Instructional Materials - Columbia Elementary	100% Compliant as of Fall 2020	100% Compliant as of Fall 2021	100% Compliant as of Fall 2022	100% Compliant as of Fall 2023	100% Compliant
Access to Standards Aligned Instructional Materials - Tierra Bonita Elementary	100% Compliant as of Fall 2020	100% Compliant as of Fall 2021	100% Compliant as of Fall 2022	100% Compliant as of Fall 2023	100% Compliant
Access to Standards Aligned Instructional Materials - Gifford C. Cole Middle School	100% Compliant as of Fall 2020	100% Compliant as of Fall 2021	100% Compliant as of Fall 2022	100% Compliant as of Fall 2023	100% Compliant
Access to Standards Aligned Instructional Materials - Enterprise	100% Compliant as of Fall 2020	100% Compliant as of Fall 2021	100% Compliant as of Fall 2022	100% Compliant as of Fall 2023	100% Compliant

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Elementary School - Added 23-24 to ensure all schools are included					
Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Eastside Elementary	2021 - School Rating 97.62% Good	2021-2022 - School Rating 98.07% Good	2022-2023 - School Rating 98.07 Good	2022-2023 - School Rating 98.07% Good	School Rating 90- 100% Good
Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Columbia Elementary	2020-2021 - School Rating 92.00% Good	2021-2022 - School Rating 96.69% Good	2022-2023 - School Rating 99.07% Exemplary	2023-2024- School Rating 93.49% Good	School Rating 90- 100% Good
Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Tierra Bonita Elementary	2020-2021 - School Rating 98.64% Good	No visit in 2021-2022	2022-2023 - School Rating 98.03 Good	2022-2023 - School Rating 98.03 Good	School Rating 90- 100% Good
Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Gifford C. Cole Middle School	2020-2021 - School Rating 94.24% Good (CORRECTION)	2021-2022 - School Rating 96.37% Good	2022-2023 - School Rating 98.49% Good	2023-2024 - School Rating 97.63% Good	School Rating 90- 100% Good

Goal Analysis

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

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

Overall, the implementation of the actions for Goal # 4 have been fully implemented.
- 5 of 8 actions were implemented fully,
- 2 of 8 actions were implemented partially, and

- 1 of 8 actions were minimally or not implemented.

The most successful aspects of our implementation that were fully implemented are:

- Action 5 and 8 Facilities Master Planning: These actions were completed successfully. We now have a new Director of Facilities and several projects for facilities and school improvement began this year. This includes roofing projects, new electronic marquees and repair and painting of buildings.

- Action 6 Implementation of Academic Standards: Teachers provided weekly lesson plans that indicated standards alignment of all content instruction. We implemented a new, high quality, ELA curriculum and piloted and selected a new Math and a new History Social Studies curriculum.

- Action 7 Fully Credentialed and Appropriately Assigned Teachers: We were able to provide fully credentialed and appropriately assigned teachers in 86.78% of classrooms.

The most challenging aspects of our implementation of these actions have been:

Action 2 - Partially implemented
Action 3 - Partially implemented
Action 4 - Partially implemented

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

There have been some material differences (20% or more) between the Budgeted and the Estimated Actual Expenditures for the following actions:

Action #3: Resource and Asset Management and Maintenance
Reason for difference: Funds were allocated to onboard staff for technological programs. However, due to staffing shortages training was delayed until the 2024-25 school year.

Action #4: Fiscal Solvency
Reason for difference: Consultation services were higher than expected due to fiscal solvency and increased budgeting needs.

Action # 5: Facilities Master Planning
Reason for difference: Facility master planning was placed on hold while the maintenance and operations team responded to the many facilities requirements in response to a newly required facilities bond. This resulted in spending less than anticipated.

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

Action 4.1 (Recruitment of qualified staff); Action 4.2 (Development of Staff); Action 4.3 (Resource and Asset Management Maintenance); Action 4.4 (Fiscal Solvency); Action 4.5 (Facilities Master Planning); Action 4.6 (Implementation of Academic Standards); Action 4.7 (Fully Credentialed and Appropriately Assigned Teachers) and Action 4.8 (Repair and Maintenance Program) have been deemed effective by EUSD as evidenced by our 23-24 outcome data based on the following metrics/results:

84.21% of our teachers are Fully Credentialed and Appropriately Assigned
100% of students at every school site within our district have access to standards aligned instructional materials
Based on the Facilities Inspection Tool, all school sites received a school rating of 90-100% (good) for "Facilities in Good Repair"

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.

Based on our comprehensive analysis of the effectiveness of Goal # 4, no significant changes have been made to the actions in Goal 4.

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

Goals and Actions

Goal

Goal #	Description
5	Improve outcomes for low-performing student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA - African American Students	Very Low 2022	N/A	N/A	Red 2023-2024	Medium
CAASPP Mathematics - African American Students	Very Low 2022	N/A	N/A	Orange 2023-2024	Medium
CAASPP ELA - Students with Disabilities	Very Low 2022	N/A	N/A	Red 2023-2024	Medium
CAASPP Mathematics - Students with Disabilities	Very Low 2022	N/A	N/A	Red 2023-2024	Medium
iReady - median percent progress towards Typical Growth (African American / Black)	100%	N/A	N/A	150% 2023-2024	150%
iReady - median percent progress towards Typical Growth (Students with Disabilities)	84%	N/A	N/A	134% 2023-2024	134%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism (African American / Black)	Very High 2022 - CA DASHBOARD	N/A	N/A	Red 2023-2024 - CA DASHBOARD	Medium
Chronic Absenteeism (Students with Disabilities)	Very High 2022 - CA DASHBOARD	N/A	N/A	Orange 2023-2024 - CA DASHBOARD	Medium
Suspension Rates (African American / Black)	Very High 2023 - CA DASHBOARD	N/A	N/A	Red 2023-2024 - CA DASHBOARD	Medium
Suspension Rates (Students with Disabilities)	Very High 2022 - CA DASHBOARD	N/A	N/A	Red 2023-2024 - CA DASHBOARD	Medium

Goal Analysis

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

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

Overall, the implementation of the actions for Goal #5 have been fully implemented.

- 1 of 2 actions were implemented fully,
- 1 of 2 actions were implemented partially, and
- 0 of 2 actions were minimally or not implemented.

The most successful aspects of our implementation of these actions are:

- Action 2 IEP Implementation: This action was fully implemented. The district continues to support students who have an Individualized Education Plan and additional professional development to refine understanding of IEP goals and other components.

The most challenging aspects of our implementation of these actions have been:

- Action 2 IEP Implementation: Multi-tiered System of Support: The district continues to refine our practices around supporting students who need additional support for academics and behavior. There was a plan to have a dedicated staff member at each site focused on the SST/MTSS process. However, due to staffing fluctuations and vacancies, this plan was deferred until the 2024-25 school year.

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

There have been some material differences (20% or more) between the Budgeted and the Estimated Actual Expenditures for the following Actions:

Action #1: Multi-Tiered System of Support
Reason for difference: Funding to support a teacher lead at each site was budgeted. However, due to staffing fluctuations, this action was delayed until the 2024-25 school year.

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

Action 5.1 (Multi-Tiered System of Support) and Action 5.2 (IEP Implementation) were deemed ineffective by EUSD as evidenced by our metric outcome data (iReady, CAASPP, Chronic Absenteeism, and Suspension), and did not contribute to the academic or behavioral advancement of our African American student population or our Students with Disabilities population.

Action 5.1 was ineffective because a comprehensive Multi-Tiered System of Support has been delayed to the 2024-2025 school year due to staffing and training needs. Moving into the 24-25 school year, EUSD will work to develop and implement a Multi-Tiered System of Support that is consistent and effective across all sites.

Action 5.2 was ineffective because a comprehensive SST process has not been implemented with consistency across all school sites in EUSD due to staffing and training needs.

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

The previous goal #5 is not continuing as it is no longer required. The current goal #5 and actions have been added to address the Equity Multiplier Schools within the district.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Eastside Union

SCHOOL DISTRICT

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
Eastside Union School District	Dr. Jezelle Fullwood Superintendent	jfullwood@eastsideusd.org (661) 952-1200

Plan Summary [2024-25]

General Information

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

Eastside Union is a vibrant school district nestled in the remote north-eastern corner of Lancaster, California, in the beautiful Antelope Valley. We serve approximately 3,126 students in Transitional Kindergarten to grade 8 at four elementary schools, one middle school, a community day school, and a community center. At all of our locations we strive to be responsive to the needs of our community.

Our mission is "to provide a rigorous education in a safe, inclusive environment with caring, passionate professionals who prepare students to reach their highest potential." We know that to do this well, we must develop the best administrators, teachers, staff, and students. To this end, we develop adult-centered professional learning and student-centered instructional programs that focus on ensuring all students have access to an equitable and humanizing educational experience.

We are guided by the core values of collaboration and teamwork; respect and trust; and equity. Working with stakeholders, such as our classified and certificated associations, parent advisory committees, administrators, parents, and community partners enables us to best meet the needs of our diverse student population (69% Hispanic, 22% African American/Black, 5% White, 4% all others). Currently, we serve approximately 90.6% low-socioeconomic students, 20.8% English learners, 4.4% foster youth, 12.6% students with disabilities, and 4.4% students experiencing housing insecurity.

Eastside Elementary School and Eastside Transitional Academy are Equity Multiplier Schools for the 24-25 school year.

To accomplish our goals, we employ approximately 244 classified staff, 164 teachers and other certificated staff, 4 classified managers, and 16 certificated administrators.

At Eastside Union School District we believe we must foster a team commitment to realize our vision, "Everyone Contributes, Every Student Achieves."

Reflections: Annual Performance

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

Eastside Union conducted a comprehensive data review with stakeholders during the LCAP development process in 2024 through several in-person and virtual meeting platforms. For the 2024 Annual Update, data from the 2023 CA School Dashboard (English Language Arts, Mathematics, Suspension Rates, and Chronic Absenteeism) and the 2023 Local Indicators were used along with local data, such as iReady diagnostic assessments and current attendance rates to determine where we have been most successful.

All school sites within Eastside Union School District, with the exception of Eastside Academy, have scored in the lowest performance level in one or more state indicator:

Columbia Elementary School

All Students - Red in ELA; Red in Math; Red in Suspension
English Learners - Red in ELA; Red in Math; Red in Chronic Absenteeism
Foster Youth - no data in ELA & Math; Red in Suspension; no data in Chronic Absenteeism
Homeless Youth - no data in ELA & Math; Red in Suspension; Red in Chronic Absenteeism
Socioeconomically Disadvantaged - Red in ELA; Red in Math; Red in Suspension;
SWD - Red in ELA; Red in Suspension
African American - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
Hispanic - Red in ELA; Red in Suspension; Red in Chronic Absenteeism
White - Red in Suspension

Enterprise Elementary School

All Students - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
English Learners - Red in ELA; Red in Math; Red in Chronic Absenteeism
Foster Youth - Red in Suspension;
Socioeconomically Disadvantaged - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
SWD -Red in Math; Red in Suspension
African American - Red in ELA; Red in Math; Red in Suspension;
Hispanic - Red in ELA; Red in Math; Red in Chronic Absenteeism

Eastside Elementary School

All students - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
English Learners - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
Homeless Youth - Red in Suspension; Red in Chronic Absenteeism

Socioeconomically Disadvantaged - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
SWD - Red in Suspension; Red in Chronic Absenteeism
African American - Red in Suspension; Red in Chronic Absenteeism
Hispanic - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
White - Red in Chronic Absenteeism

Tierra Bonita Elementary School

All students - No Red
English Learner - Red in ELA; Red in Math
Foster Youth- Red in Chronic Absenteeism
SWD - Red in ELA; Red in Math
African American - Red in ELA; Red in Suspension

Cole Middle School

All students - Red in Suspension; Red in Chronic Absenteeism
English Learners: Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism
Homeless Youth - Red in Suspension; Red in Chronic Absenteeism
Socioeconomically Disadvantaged - Red in Suspension; Red in Chronic Absenteeism
SWD - Red in Math; Red in Suspension; Red in Chronic Absenteeism
African American - Red in ELA; Red in Suspension; Red in Chronic Absenteeism
Hispanic - Red in Math; Red in Suspension; Red in Chronic Absenteeism
White - Red in ELA; Red in Math; Red in Suspension; Red in Chronic Absenteeism

District Wide Chronic Absenteeism:

Students in Red: English Learner; Homeless; Socioeconomically Disadvantaged; African American; Filipino; Hispanic; White, all students

District Wide Suspension Rate:

Students in Red: English Learner; Foster Youth; Homeless Youth; Socioeconomically Disadvantaged; Students with Disabilities; African American; Hispanic; White; Two or More Races, all students

2023 CAASPP Data:

ELA – All students (76.5 points below standard)

Students in Red for ELA: African American; English Learners; Foster; Homeless; Two or more races; Socio-economically disadvantaged; Students with disabilities; White

Students in Orange for ELA: Hispanic

Math – All students (111.9 points below standard)

Students in Red for Math: English Learners; Foster; Hispanic; Homeless; Two or More Races; Socio-economically disadvantaged; Students with disabilities; White

Students in Orange for Math: African American

iReady Diagnostic district data shows significant academic growth from Diagnostic #1 (August 2023) to Diagnostic #2 (December 2023) for READING: All Students

Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level Diagnostic #1: 9% Early On Grade Level; Diagnostic #2 15% Early On Grade Level

Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 24% 3 or More Grade Levels Below

Diagnostic #1: 20% 2 Grade Levels Below; Diagnostic #2 16% 2 Grade Levels Below

iReady student group data shows academic growth from Diagnostic #1 (August 2023) to Diagnostic #2 (December 2023) for READING:

Black or African American:

Diagnostic #1: 3% Mid or Above Grade Level; Diagnostic #2 6% Mid or Above Grade Level

Diagnostic #1: 5% Early On Grade Level; Diagnostic #2 13% Early On Grade Level

Diagnostic #1: 35% 3 or More Grade Levels Below; Diagnostic #2 31% 3 or More Grade Levels Below

Diagnostic #1: 22% 2 Grade Levels Below; Diagnostic #2 18% 2 Grade Levels Below

Special Education:

Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 4% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 7% Mid or Above Grade Level

Diagnostic #1: 59% 3 or More Grade Levels Below; Diagnostic #2 56% 3 or More Grade Levels Below

Diagnostic #1: 19% 2 Grade Levels Below; Diagnostic #2 15% 2 Grade Levels Below

Economically Disadvantaged:

Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level Diagnostic #1: 9% Early On Grade Level; Diagnostic #2 15% Early On Grade Level

Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 24% 3 or More Grade Levels Below

Diagnostic #1: 20% 2 Grade Levels Below; Diagnostic #2 16% 2 Grade Levels Below

Hispanic or Latino:

Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level Diagnostic #1: 10% Early On Grade Level; Diagnostic #2 16% Early On Grade Level

Diagnostic #1: 27% 3 or More Grade Levels Below; Diagnostic #2 22% 3 or More Grade Levels Below

Diagnostic #1: 20% 2 Grade Levels Below; Diagnostic #2 15% 2 Grade Levels Below

iReady Diagnostic district data shows academic growth from Diagnostic #1 (August 2023) to Diagnostic #2 (December 2023) for MATH: All Students:

Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level

Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below

Diagnostic #1: 25% 2 Grade Levels Below; Diagnostic #2 17% 2 Grade Levels Below

iReady student group data shows academic growth from Diagnostic #1 (August 2023) to Diagnostic #2 (December 2023) for MATH:

Black or African American:

Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 3% Mid or Above Grade Level

Diagnostic #1: 1% Early On Grade Level; Diagnostic #2 6% Early On Grade Level

Diagnostic #1: 38% 3 or More Grade Levels Below; Diagnostic #2 30% 3 or More Grade Levels Below

Special Education:

Diagnostic #1: 1% Mid or Above Grade Level Diagnostic; #2 3% Mid or Above Grade Level Diagnostic #1: 2% Early On Grade Level Diagnostic; #2 5% Early On Grade Level

Diagnostic #1: 58% 3 or More Grade Levels Below; Diagnostic #2 53% 3 or More Grade Levels Below

Diagnostic #1: 20% 2 Grade Levels Below Diagnostic; #2 19% 2 Grade Levels Below

Economically Disadvantaged:

Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level

Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below

Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below

Hispanic or Latino:

Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 10% Early On Grade Level

Diagnostic #1: 36% 3 or More Grade Levels Below; Diagnostic #2 30% 3 or More Grade Levels Below

Diagnostic #1: 27% 2 Grade Levels Below; Diagnostic #2 19% 2 Grade Levels Below

The increase in "Mid or Above Grade Level" and the decrease in "Below Grade Level" pattern was seen at all comprehensive elementary campuses.

This continued growth in student outcomes is a key indicator that our goals and actions focused on improving academic outcomes for our students are effectively moving student achievement and closing gaps.

Data from the Panorama Education Student Social Emotional Learning and School Climate surveys Beginning of the Year 2023-2024 reveal areas of growth in social emotional and school climate.

For grades 3-5 growth was seen in:

- School-Teacher Relationships

- School Rigorous Expectations

- School Belonging

- School Climate

- School Engagement

- Supportive Relationships

- Self-Management

- Social Awareness

- Growth Mindset

- Self-Efficacy

- Emotion Regulation

For grades 6-8 growth was seen in:

- School Belonging

- Social Awareness

These growth indicators provide evidence that our implementation of the Move This World social emotional learning curriculum, work focused on restorative practices, school counselors, and behavioral specialist are all working together to promote a safe and caring learning environment.

Data from the Panorama Education Staff and Teacher Surveys Beginning of the Year 2023-2024 reveal areas of growth in the following areas :

For staff:

- Professional Learning

- Feedback and Coaching

- Belonging

For teachers:

- Staff-Leadership Relationships

- Professional Learning

- Faculty Growth Mindset

- Feedback & Coaching

- Belonging

- Well-being

Our data from the Staff and Teacher Surveys indicate that we are at or above the national average in the areas of Professional Learning, Feedback and Coaching, Belonging, and Well-being.

Data from the Panorama Education Family Members Survey Beginning of the Year 2023-2024 reveal areas of growth in the following areas: For Family Members:

- Family Support

- Family Engagement

- School Climate

- School Safety

Our data from the Family Members surveys indicate we are at or above the national average in the area of Family Engagement. These growth indicators provide evidence that our focus on Goal 3 actions is having the intended positive impact.

The following goals and actions will address the disparities among all of the Red Groups in our LEA:
Goal 1 (Actions 1.1 - 1.11)
Goal 2 (Actions 2.1-2.6)

Reflections: Technical Assistance

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

Eastside Union School District was identified for Differentiated Assistance based on 2023 CA Dashboard lowest performance in the following categories:

- African/American student group in ELA (red) and Math (orange) (Priority 4), for Chronic Absenteeism (Priority 5), and Suspension Rates (Priority 6)

- English Learners student group in ELA (red) and Math (red) (Priority 4), for Chronic Absenteeism (Priority 5), and Suspension Rates (Priority 6)

- Foster Youth student group in ELA (red) and Math (red) (Priority 4), and Suspension Rates (Priority 6)

- Hispanic student group in ELA (orange) and Math (red) (Priority 4), for Chronic Absenteeism (Priority 5), and Suspension Rates (Priority 6)

- Homeless youth student group in ELA (red) and Math (red) (Priority 4), for Chronic Absenteeism (Priority 5), and Suspension Rates (Priority 6)

- Socioeconomically Disadvantaged student group in ELA (red) and Math (red) (Priority 4), for Chronic Absenteeism (Priority 5), and Suspension Rates (Priority 6)

- Students with Disabilities student group in ELA (red) and Math (red) (Priority 4), and Suspension Rates (Priority 6)

- White student group in ELA (red) and Math (red) (Priority 4), for Chronic Absenteeism (Priority 5), and Suspension Rates (Priority 6)

- Two or more races student group in ELA (red) and Math (red) (Priority 4), and Suspension Rates (Priority 6)

As part of receiving technical assistance, Eastside Union School District has worked with Los Angeles County Office of Education to review CA Dashboard data on the following dates: 5/3/23; 5/10/23; 5/30/23; 6/2/23, 6/16/23 and at the Differentiated Assistance Convening – Empowering Education: Enhancing Systems for Equitable Learning Outcomes on 3/6/24 and 3/7/24. Los Angeles County Office Education provided support and resources to assist with addressing student needs.

The following goals and actions address Differentiated Assistance status for the district:
ELA and Math
Goal 1/Actions
1.1, 1.2,1.4, 1.5, 1.10, and 1.11 - Increased academics in ELA and Math for all students and student groups including homeless, Foster Youth, and Socioeconomically Disadvantaged
1.3 - English Learner support

Suspension Rates and Chronic Attendance
Goal 2 /Action 2.1, 2.2, and 2.4 - 2.12 - Decrease in suspension rates and chronic absenteeism for all students

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.

Columbia Elementary
Enterprise Elementary
Eastside Elementary

Support for Identified Schools

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

Eastside Union School District's mission, vision and goals are focused on student progress and achievement. To that end we have met with several educational partners to identify ways in which we can continuously improve outcomes for our students in both academics and social emotional learning. The goal is to remove barriers while putting supports in place that reflect ongoing support and
In addition to required advisory groups such as District English Learner Advisory Council (DELAC) and the School Site Council (SSC) the district has a culture and climate committee, and African American Advisory committee. The Eastside Union School District maintains open communication with our parents, students and community. Both at school sites and the district level, we bring all required reports to our various educational partnership groups for discussion and input. Several of these groups have various levels of input, provided guidance in the development of the CSI plans. In developing the CSI plan school sites met with their instructional leadership teams (ILT), and content area/grade level teams to review data to determine site needs. Some of the data reviewed included iReady assessments, formative assessments such as unit tests, grade level and content area common formative assessments and classwork. In addition to the assessments, suspension and expulsion rates and attendance data were considered as the needs assessment was completed and reviewed by our educational partners.

After reviewing the needs assessments, a plan is being developed to determine how to best meet student needs through interventions, professional development, and building knowledge of both parents and staff. Sites are identifying causes and analysis to help identify reasons of continued learning loss. The district continues it's work with consultant Dr. James Randal of Impact Educational Services. His work and facilitated conversations around of best instructional practices and have helped in the development of the CSI plan as well as

supported best practices across the district. The district works closely with school and Dr. Randal in the development of Instructional Leadership Teams focused on sound, researched based instructional practices. Identified CSI schools will have increased monitoring with members of the the Educational Services Team and Dr. Randal to ensure that Tier I, II, and III instruction is being fully implemented with fidelity to the adopted curriculum and grade level standards. In addition, Dr. Randal, members of the Educational Services Team, and site teams will have an increased focus on the use of data from iReady and standards based and curriculum based common formative assessments. This ongoing analysis will further drive the interventions needed to meet the needs of students.

The District Director of Curriculum and Instruction and the Superintendent along with site administrators and leadership teams reviewed data and instructional practices to develop comprehensive plans to address student inequities and disparities. This information is included in each school plan to determine where resources can be allocated and how CSI funds would best be expended for the direct needs of students. The district will continue to support the individual school sites through monthly cohort meetings in which site leadership and district personnel meet to discuss the needs at the site and develop plans on how to improve services for students. These groups develop professional development and work with instructional consultants that will build the knowledge base for teachers and administration to ensure a common depth of knowledge of content, intervention strategies, and best practices.

Columbia Elementary, Eastside Elementary and Enterprise Elementary have been identified CSI for the first time; as such, District Leadership informed the principals of the new designation and explained the process for creating a CSI Plan. As previously mentioned, a comprehensive needs assessment has been implemented to further identify needs and implement the actions needed for continued progress monitoring and improvement.

Monitoring and Evaluating Effectiveness

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

District personnel, along with county representatives, and external consultants provide oversight for all CSI schools, assisting with planning, implementation of the plan and monitoring and evaluating the effectiveness of selected, evidence-based interventions. Monitoring is done through monthly meetings, attendance at ILT meetings, and check-ins with site principals. Consistent review of local assessment data, providing effective feedback regarding instruction and best practices, antidotal evidence through increased and focused classroom walkthroughs, and student work samples will help determine the effectiveness of evidence-based interventions and inform ongoing decision making regarding whether to continue the current services. Involvement of our educational Partners, in both formal and informal meetings and discussions, is crucial to ongoing monitoring and evaluation of the CSI plan. These meetings are important to building parent understanding of the requirements for CSI schools, and the importance of their voice in providing feedback on the effectiveness of various intervention programs.

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Other School Personnel, & Parents:	Eastside Union School District is deeply committed to working closely with parents, guardians, community members, and staff because the Board of Trustees and Superintendent understand that substantial, long-term change will only happen if everyone connected with our district is participating in finding solutions to our challenges and supporting programs that work. To this end we engaged in a robust, multi-faceted process to ensure we heard from our educational partners in the development of this Local Control and Accountability Plan (LCAP). All stakeholders (the Board of Trustees, community members, parents, guardians and family members, students, teachers, principals, assistant principal, district administrators, counselors, and certificated and classified bargaining unit members) have taken part in developing the goals, actions, and metrics in this plan. Through participation in a wide range of advisory groups, surveys, and focus groups, our educational partners have provided guidance for the 2024 - 2027 LCAP development. To update our LCAP plan we met with all our educational partners to ensure that we conducted a thorough analysis of our implementation and to include any recommended changes to the plan. Advisory Group composition:

Educational Partner(s)	Process for Engagement
	LCAP Advisory Meetings: Title I Parents, EL Parents, SWD Parents, community members, teachers, principals, assistant principals, district office administrators, counselors, classified and certificated bargaining members and elected officials (student input via focus groups and surveys)

African American Advisory Committee (AAAC): Title I Parents, EL Parents, SWD Parents, board members, parents and guardians of African American/ Black students (including foster youth), community members, principals, assistant principals, counselors, and classified and certificated bargaining members.

District English Learner Advisory Committee (DELAC) - Title I Parents, EL Parents, SWD Parents, community members, principals, assistant principals, district office administrators, certificated bargaining members, site parent liaisons, and district parent liaisons.

The LCAP development process began in January 2024 for the 2023-2024 school year and continued through board approval on June 26, 2024.

In accordance with Education Code section 52062(a)(1) or 52068(a)(1), the Assistant Superintendent of Educational Services worked with the LCAP Advisory Committee on LCAP development on the following dates:

LCAP Advisory Meetings: 1/22/24; 2/12/24; 3/4/24; 3/18/24; 5/20/24

LCAP Overview Meetings (English only - offered virtually): 2/21/24 and 3/4/24

LCAP Overview Meetings (Spanish only – offered virtually): 2/28/24 and 3/11/24

LCAP Overview Meeting (Open to all EUSD teachers – offered virtually): 3/12/24 |

Educational Partner(s)	Process for Engagement
	In accordance with Education Code section 52062(a)(2) or 52068(a)(2), the Assistant Superintendent of Educational Services and the Director of Curriculum and Instruction worked with the District English Learner Advisory Committee (DELAC) on LCAP development on the following dates: 3/14/24
	In accordance with the philosophical approach to parent and community engagement, the Director of Curriculum and Instruction worked with the African American Advisory Committee (AAAC) on LCAP development on the following dates: 4/18/24
	A virtual LCAP Training meeting between local districts and the Antelope Valley Special Education Local Plan Area (SELPA) was attended by the Director of Curriculum and Instruction on 3/18/24.
	A consultation meeting was held with district leadership (Superintendent, Director of Curriculum and Instruction, and Coordinator of Special Education) and the Antelope Valley Special Education Local Plan Area (SELPA). The team reviewed the Special Education Plan and LCAP goals to determine how to best leverage the work of both plans in service of meeting the needs of special education students.
	EUSD and SELPA Meeting: 5/13/24
	The agendas for the advisory meetings included the annual update of the LCAP 2022-2023, data analysis (Dashboard Data 2023, iReady Diagnostic Data 2023, Panorama Education Survey Data 2023), as well as input on goals and actions. Meetings were held in-person, and data was provided in PowerPoint slides.
	Thorough and engaging small group discussions captured educational partner input which was collected on poster papers. This feedback was typed up and presented at each subsequent LCAP Advisory meeting. The district team provided written comments addressing key questions that arose from the work with the advisory committees. The written comments included answers to key questions and directions for submitting additional comments on the

Educational Partner(s)	Process for Engagement
	LCAP from the meetings with the LCAP Advisory Committee, as well as the public hearing (Education Code section 52062(a)(3) or 52068(a)(3). Because Eastside Union leadership is aware that only a small portion of parents will participate in school governance, such as advisory committees, district leadership and principals strategically invited parents to ensure we were able to get input from parents of low-income, foster youth, English learners, students with disabilities, and African American families. This process yielded additional information to ensure the LCAP development was inclusive. A notice informing the community at large of their opportunity to review the LCAP and submit comments to the district was placed in the Antelope Valley Press on May 24, 2024. The LCAP was presented to DELAC on 5/30/24, and to the LCAP Advisory Committee on 5/20/24. Public Hearing was held on June 12, 2024 (23-24) in accordance with Education Code section 52062(b)(1) or 52068(b)(1). On June 26, 2024 the Eastside Union School District Board of Trustees adopted the Local Control and Accountability Plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2).
Students:	Student voice is a critical piece of informing our LCAP, thus principals held in-person student focus groups with diverse students. At the elementary schools, they divided the groups by grade span to ensure the questions and format were developmentally appropriate. The middle school focus groups included both grade 7 and 8 students. This process yielded additional information to ensure the LCAP development was inclusive of student need. Student LCAP Focus Groups were held at the following sites on the following dates: Eastside Elementary: 2/8/24 and 2/9/24

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Educational Partner(s)	Process for Engagement
	Enterprise Elementary: 5/1/24
	Columbia Elementary: 4/12/24
	Tierra Bonita Elementary: 4/30/24
	Gifford Cole Middle School: 3/6/24 (7th and 8th grade students)
Equity Multiplier Schools - Eastside Elementary School & Eastside Academy:	Eastside Union School District will be receiving Equity Multiplier Funding for the 2024-2025 school year for Eastside Elementary School and Eastside Academy based on their instability rates (greater than 25%) and low socio-economic status (greater than 70%). In an effort to continue seeking educational partner input on a specific focus goal(s) for our Equity Multiplier schools (Eastside Academy & Eastside Elementary School), district leadership met with staff, administrators, parents, bargaining members and community members on the following dates to get input on potential Equity Multiplier goals: 4/19/24 (Coffee with the Superintendent & Equity Multiplier School Overview) - This included parents and community partners 4/24/24 (Equity Multiplier School presentation to Eastside Elementary staff and faculty) - This included teachers and administrators 6/6/24 (Equity Multiplier School presentation to Eastside Academy staff and faculty) - This included teachers and administrators During these educational partner meetings, a presentation was given that highlighted how schools qualified as an Equity Multiplier School and the amount of money allocated to each of these school sites to support our students who are scoring in the lowest performance levels. The meeting also provided educational partners with an overview of our current LCAP goals, actions and metrics.

Educational Partner(s)	Process for Engagement
	The meetings were interactive and had attendees working in table groups to provide intentional feedback on our current goals, actions, and metrics. Data was provided to educational partners during these meetings which included CAASPP/CAA data, CA Dashboard Data, and Panorama Survey Data (school belongings, connectedness, student-teacher relationships, etc. Attendees were asked: What actions are currently working? What actions should be modified or changed? What suggestions do you have for modifying the goals, actions, and/or metrics.

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

Based on our educational partner feedback, we identified trends and highlighted the responses that were similar to the concerns of district personnel. The goals and actions are meeting the needs of our students and their families. It was determined that the implementation of our actions need to be increased to expand our focus in meeting student needs. The district will continue to focus the professional development, Instructional Leadership Teams, the purchase of supplemental curriculum and materials, as well as other, actions and services to reflect a greater emphasis on supporting improved skills in English Language Arts and Mathematics. Educational partners, all advisory and focus groups have identified the same trends from prior years and recommend continuing with our plan.

The feedback from our educational partners influenced the development of our new LCAP goal. In one example pertaining specifically for Equity Multiplier Schools (Eastside Elementary and Eastside Academy), we will be adding assistants to our busses at Eastside Elementary School who will serve to support bus safety as well as provide academic assistance to students in the classrooms. A split administrative position will be added to provide an AP position to Eastside Elementary School, and a Principal position to oversee Eastside Academy. A social worker position will be added to specifically address the chronic absenteeism rates and social emotional concerns among all of our student groups at both Eastside Elementary School and Eastside Academy.

Academic achievement for all student groups in both ELA and Math was a concern from all advisory committees and parent focus groups. While the data shows some increase, the overall achievement is still very low with achievement gaps for student groups who are significantly below standard. Feedback was clear that all educational partners believe the Teacher Support programs for both ELA and Math are working.

Culture and climate and safety were identified as a serious concern from most of the groups, with the African American Advisory Committee indicating this was a primary concern. Chronic Absenteeism was identified as a concern and many groups indicated that low attendance rates are likely tied to poor culture and lack of a sense of safety in the school community. Feedback from our educational partners indicate that more support in the area of attendance is needed. It was recommended we consider hiring Student Welfare and Attendance Liaisons to assist with chronic absenteeism.

Addressing bias in our curriculum, policies, and practices was brought up by all groups. The DELAC identified language bias and the need to develop a dual immersion program, while the AAAC identified a deficit in culturally relevant curriculum that accurately portrays the influence of African Americans in literature, science, and social studies. Educational partners were pleased with the process used to adopt new curriculum that is more culturally relevant in the areas of math, science, and social studies.

In addition, the Eastside Union School District will be implementing and/or expanding the following programs:
* School safety – Cameras, additional support for students coming to and departing from school, increase focus on Bullying cyber bullying
* Continue and/or increase Social-Emotional Supports/ Counseling
* After school / weekend tutoring
* After school enrichment programs
* Cultural Awareness Training and support
* Increased Parental Involvement Activities
* Community Center Parent Support/Technology Classes
* Professional Development for EL Roadmap Training
* Culturally Responsive professional development
* Professional development regarding Cultural Relevant Pedagogy
* Professional development as it relates to PBIS
* Focus on reducing Chronic Absenteeism
* Continuing to support Certificated and Classified Staff through various types of professional development

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve teaching for student learning, achievement, and success - All students will demonstrate high levels of academic through mastery of grade level content as determined by state proficiency levels, with an increased focus placed on ELA and Math. To accomplish this goal, the district will provide professional development that addresses the needs for our unduplicated students as we seek to prepare them for college and career. Utilizing rigorous, research based and standards aligned curriculum, students will receive instruction rooted in best practices and guided by the analysis of data from assessments that measure success toward established learning goals. Unduplicated students will have specific plans to meet their unique needs such as our English Learner Support Plan and Foster Youth Support Plans. Although the rate for unduplicated students within the district is in excess of 85%, there is a focus on ensuring students are provided an individualized education based on their specific learning and social emotional needs.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of state and local measures by all educational partners has produced evidence that instructional practices have not met the needs of EUSD's unique student population. Outcomes for Reading and Math continue to be well below standard (2023 - SBAC data: ELA - Very Low / Mathematics - Very Low). To address this issue, the Board of Trustees, the LCAP Advisory Committee, District English Learner Advisory Committee, principals, teachers, parents, and students, agreed that changes to instructional practices intentionally developed to implement state standards in a manner designed to best meet the needs of low-income, foster youth, and English learner students would be critical to improving outcomes for all students (Priority 2).

To continuously promote the achievement of all students, particularly low-income, Foster Youth, and English Learners students, we plan to improve or develop innovative and research-based programs for Tier II and Tier III academic interventions and develop Tier I & Tier II enrichment programs to increase the opportunity to close achievement gaps between all students and student groups through these targeted programs (Priority 7 & Priority 8).

We acknowledge that in the 21st century it is imperative for students to have access to technology in both broad and personal manners. Poverty has been shown to be a barrier to accessing the technology necessary for a well-rounded and rigorous education. To ensure our low-income students are provided the access they need we will maintain a 1:1 student technology program, that will include access to

Chromebooks in the classroom and at home and a laptop program for teachers and staff. Access to internet in the home will continue to be supported through a hotspot program. Updated and integrated 21st century teaching practices will continue to be an integral component of our professional development program (Priority 7 & 8). Action 1.10 and 1.11 address priority 8.

The district is committed to improving instructional practices, implementing researched based instructional practices and an increased focus on developing programs aligned with the science of reading. Utilizing actions developed for this goal we will improve English Language Arts and Math scores as measured by state and local assessments. (Priority 4).

The following goals and actions address Differentiated Assistance status for the district: Goal 1 (Actions 1.1 - 1.11)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard - 2023 CAASPP ELA	California School Dashboard - 2023 ELA (all students) 76.5 points Below Standard Red Groups: African American - 109.2 points below standard Homeless - 84.5 points below standard Two or More Races - 88 points below standard SWD - 149.9 points below standard White - 70.4 points below standard			California School Dashboard ELA - 2027 All students 30 points below standard Red Groups: We anticipate that every student group will improve a minimum of 30 points on the CAASPP ELA compared to the baseline data (Spring 2023)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard Hispanic (Orange district wide; Red group site specific) - 69.7 points below standard				
1.2	CAASPP Math (CA Dashboard)	California School Dashboard - 2023 MATH (All students) 111.9 Points Below Standard Red groups: Hispanic - 104.9 points below standard Homeless - 115.1 points below standard Two or More Races - 116.2 points below standard SWD - 179/9 points below standard White - 102.4 points below standard			California School Dashboard -MATH 2027 50 points below standard Red Groups: We anticipate that every student group will improve a minimum of 30 points on the CAASPP MATH compared to the baseline data (Spring 2023)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard African American (Orange district wide; Red group site specific) - 146 points below standard				
1.3	California Science Test - Grade 5 (Data Quest)	Spring 2023 8.61% Met/Exceeded Standard Low income - 8.38% Met/Exceeded Standard Foster - 7.14% Exceeded Standard EL - 1.2% Met Standard			California School Dashboard - 2027 30% Met/Exceeded Standard	
1.4	iReady Diagnostic Assessment Report iReady Math	iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged:			Spring 2027 - iReady MATH 30% mid, above, early on grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Foster Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	iReady Reading (CA Dashboard)	iReady Spring 2024 READING All students: 35% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level Diagnostic #1: 9% Early On Grade Level; Diagnostic #2 15% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 24% 3 or More Grade Levels Below Diagnostic #1: 20% 2 Grade Levels Below; Diagnostic #2 16% 2 Grade Levels Below EL Winter diagnostic - 18% mid-above or early on grade grade level Fall diagnostic - 6% mid-above or early on grade level			Spring 2027 - iREADY Reading 40% mid, above, early on grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Winter diagnostic - 20% mid-above or early on grade level Fall diagnostic - 9% mid-above or early on grade level				
1.6	California School Dashboard - 2023 California Science Test - Grade 8 (Data Quest)	Spring 2023 8.19% Met/Exceeded Standard Low income - 7.29% Met/Exceeded Standard Foster - 7.14% Exceeded Standard EL - 2.44% Met Standard			California School Dashboard - 2027 30% Met/Exceeded Standard	
1.7	EL Progress toward English Proficiency (CA Dashboard) All English Learner Students Long Term English Learner Students (CALPADS)	California School Dashboard - 2023 All English Learner Students: 49% making Progress toward English Proficiency Long Term English Learner Students (Spring 2024) - 179 LTEL students			California School Dashboard - 2027 All English Learner Students: 55% making Progress toward English Proficiency Long Term English Learner Students by 2027 - 100 LTEL students	
1.8	California School Dashboard - 2023 EL Reclassification Rate (Data Quest)	Dataquest - 2023 6% Reclassification Rate			Dataquest 2027 15% Reclassification rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Access to and enrollment in a broad course of study	Master Schedules: 2023-2024 100% Students at the middle school receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective) 100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)			Master Schedules: 2027 100% Students at the middle school receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective) 100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)	
1.10	21st Century Learning Environment (CA Dashboard, iReady & Data Quest)	iReady Spring 2024 READING All students: 35% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 5% Mid or Above Grade Level;			California School Dashboard ELA - 2027 30 points below standard California School Dashboard -MATH 2027 50 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Diagnostic #2 11% Mid or Above Grade Level Diagnostic #1: 9% Early On Grade Level; Diagnostic #2 15% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 24% 3 or More Grade Levels Below Diagnostic #1: 20% 2 Grade Levels Below; Diagnostic #2 16% 2 Grade Levels Below EL Winter diagnostic - 18% mid-above or early on grade grade level Fall diagnostic - 6% mid-above or early on grade level Foster Winter diagnostic - 20% mid-above or early on grade level Fall diagnostic - 9% mid-above or early on grade level iReady Spring 2024 - MATH			Spring 2027 - iREADY Reading 40% mid, above, early on grade level Spring 2027 - iReady MATH 30% mid, above, early on grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Foster				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level California School Dashboard - 2023 - ELA 76.5 points Below Standard EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard California School Dashboard - 2023 MATH 111.9 Points Below Standard EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard				
1.11	Personalized Differentiated Instruction (CA Dashboard, iReady & Data Quest)	iReady Spring 2024 READING			California School Dashboard ELA - 2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students: 35% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level Diagnostic #1: 9% Early On Grade Level; Diagnostic #2 15% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 24% 3 or More Grade Levels Below Diagnostic #1: 20% 2 Grade Levels Below; Diagnostic #2 16% 2 Grade Levels Below EL Winter diagnostic - 18% mid-above or early on grade grade level Fall diagnostic - 6% mid-above or early on grade level Foster			30 points below standard California School Dashboard -MATH 2027 50 points below standard Spring 2027 - iREADY Reading 40% mid, above, early on grade level Spring 2027 - iReady MATH 30% mid, above, early on grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Winter diagnostic - 20% mid-above or early on grade level Fall diagnostic - 9% mid-above or early on grade level iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Foster Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level California School Dashboard - 2023 - ELA 76.5 points Below Standard EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard California School Dashboard - 2023 MATH 111.9 Points Below Standard EL - 122.3 points below standard				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster - 136.8 points below standard Low income - 114.4 points below standard				
1.12	Implementation of Standards	Implementation of California State Standards as evidenced by California State Dashboard Local Indicators. Progress toward implementing each of the following academic standards adopted by the State Board of Education by teachers for all students: Rating Scale (lowest to highest): – Exploration and Research Phase – Beginning Development –Initial Implementation – Full Implementation – Full Implementation and Sustainability Baseline Rating: English Language Arts: 5			Implementation of California State Standards as evidenced by California State Dashboard Local Indicators. Continued progress toward implementing each of the following academic standards adopted by the State Board of Education by teachers for all students: English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Leadership Teams (ILT)	Instructional Leadership Teams (ILTs) (selected teachers, principals, district leaders) meet regularly to build teacher capacity through	$448,197.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional development to improve academic outcomes for low income, foster youth, and English Learners.		
1.2	Culturally Responsive Teaching	Additional non-student days for professional development have been added to the school calendar for culturally responsive and trauma informed practices workshops for all teachers (general education and special education), counselors, administrators, and classified staff assigned to school sites to ensure that are our low-income, foster youth, and English learners, are provided school environments that are responsive to their unique needs.	$549,434.00	Yes
1.3	Supporting English Learners	The Educational Services team will provide ongoing professional development in language development strategies to teachers of English Learners and Long Term English Learners to improve English Language Development instruction (designated and integrated) for students learning English. ELD teacher leads will assist with ELD program Implementation and will work with administration to reclassify EL and LTEL students to decrease the amount of LTEL students in EUSD.	$87,066.00	Yes
1.4	Intervention Strategies for English Learners, foster youth and low income students.	The Educational Services department (Coordinators and Support Teachers) will create and provide an academic Multi-tiered System of Support with a Support Teacher program and professional development series for all teachers that focuses on intervention strategies designed to address the low academic performance needs of low-income, English learner, and foster youth students.	$1,544,421.00	Yes
1.5	Assessment and Progress Monitoring	In order to effectively monitor low-income, English learners, and foster youth student progress, we will build an assessment system that includes classroom assessments, screeners, and local benchmark assessments. Student progress monitoring will lead to the identification of students in need of additional support and our Multi-Tiered System of Support (MTSS) will be integral to the process of effectively designing accommodations and interventions to meet identified need and monitor progress.	$317,997.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Enrichment Programs	The Assistant Superintendent of Educational Services, the Assistant Superintendent of Administrative Services, and principals will ensure that our low-income and foster youth students will have access to enrichment programs, such as music, art, science field trips, and intramural sports through the development of a comprehensive enrichment program because these students lack access to such services in the community.	$434,407.00	Yes
1.7	Early Education Program	The Assistant Superintendent of Education Services and the Assistant Superintendent of Administrative Services will implement a Transitional Kindergarten (TK) program for all four-year-olds to ensure that our English learner, foster youth, and low-income students have access to a quality early childhood educational program. All students turning 5 prior to June 30, 2025 will be admitted to our TK program. To ensure our youngest learners have the support necessary to learn appropriate school behavior and meet academic benchmarks, additional paraprofessionals will be hired and assigned to a transitional kindergarten class as part of the 15% Concentration Grant add-on.	$588,334.00	Yes
1.8	Comprehensive Library Program	The Assistant Superintendent of Educational Services will oversee a comprehensive library program that will include a District Librarian and Instructional Assistants at each of the five comprehensive campuses. Expanding access to school libraries will provide a valuable resource for our low-income, foster youth, and English learner students with a high likelihood of improving their academic achievement.	$470,310.00	Yes
1.9	Student Device Program	The Information Services department, in collaboration with cabinet and school site administrators, will develop a robust technology program (that includes safety and student devices) to provide technological equality for our low-income and foster youth students. This robust technology plan includes ensuring a 1:1 ratio of technology to students with the school setting, as well as a 1:1 student to technology ratio at home for our foster and low income students. The district has provided families with hot spots	$889,582.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to improve internet connectivity, and has purchased all of our foster/homeless students with headphone devices for use at home. Our technology plan also includes ensuring that our students have access to technology platforms over the summer to access enrichment programs in reading, math, and english language arts such as iReady, SORA, etc.		
1.10	21st Century Learning Environment	The Chief Technology Officer and the Manager of Maintenance and Operations will ensure our low-income students have access to equitable, well-equipped classrooms through the purchase and maintenance of 21st century instructional technology and classroom learning tools. These are proven strategies to address learning gaps and improve achievement of low-income students. This action address priority 8.	$1,050,000.00	Yes
1.11	Personalized Learning and Differentiated Instruction	Our district state data shows that our low-income, foster youth and English learners do not perform as well as other students in the district. In order to assist in this area, smaller class sizes (from 32:1 to a target of 24:1) in Transitional Kindergarten - grade 3, will assist with higher achievement among students who are disadvantaged. The TK-3 classrooms will provide stronger teacher-student relationships, improve feelings of school belonging, increase access to common core curriculum, provide personalized learning and differentiated instruction, specifically for low-income, English learners, and foster youth students. This action address priority 8.	$2,293,884.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Promote a safe and caring learning environment. This goal is a critical component of ensuring that our students experience positive learning environments, provided through trained staff, and clean, safe campuses and facilities. Ensuring that students, staff and families experience a welcoming, safe and healthy environment allows for students to focus on academic achievement and supports their social emotional well being.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of student survey data and student attendance and engagement data has shown that although fewer than last year, several students do not feel connected to the school community, particularly among students who are foster youth, experiencing homelessness, low-income, and/or African American/Black. Survey data from parents and teachers, as well as feedback from principals and school counselors has highlighted a critical need related to school connectedness. Education research predicts students are more likely to have poor attendance, increased behavior referrals, and low academic achievement when they lack school connectedness.

The science of learning and development identifies developmental relationships and safe, calm, and predictable environments as critical support for students to learn how to overcome stress so that they can self-regulate, focus, and learn. Utilizing actions targeted to address these needs will decrease the percentage of students who do not feel connected to the school community, decrease student discipline, and increase attendance. The actions in this goal are designed to improve overall culture, climate, and build relationships between staff and students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates	2023 P2 / CBEDS SchoolStatus Attend (A2A)			2026-2027 P2 / CBEDS SchoolStatus Attend (A2A)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Attendance Rate - 94.24%			Attendance Rate - 96%	
2.2	Chronic Absenteeism Rate	2023 CA Dashboard Chronic Absenteeism (all students) - 44% Red Groups: African American - 52.2% EL - 35.9% Filipino - 23.5% Hispanic - 41.8% Homeless - 53.2% Low income - 44.5% White - 39.6% Foster (Orange group district wide; Red Group school specific) - 33.9% SWD (Orange group district wide; red group school specific) - 45%			2027 CA Dashboard SchoolStatus Attend (A2A) Chronic Absenteeism - (all students) - 15% We expect that all student groups in the red (based on 2023 CA Dashboard Data) will improve their chronic absenteeism rate by a minimum of 20%	
2.3	Middle School Dropout Rate	2023-2024 CALPADS Report 0% 0 students			2027 CALPADS Report 0% - 0 students	
2.4	Suspension Rate	2023 CA Dashboard SchoolStatus Attend (A2A) 9.3% - all students Red Groups:			2027 Data Quest Suspension Rate SchoolStatus Attend (A2A) 3% for all students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American - 17.9% Hispanic - 6.3% Homeless - 9.4% White - 9.4% Two or More Races - 12.9% Students with Disabilities - 15.7% EL - 6.3% Foster - 17.4% Low Income - 9.7%			We expect that all student groups in red (based on 2023 CA Dashboard Data) will improve their suspension rate by 5% or greater by 2027	
2.5	Expulsion Rate	2023-2024 Data Quest Expulsion Rate - 0.0%			2027 Data Quest Expulsion Rate - 0.0%	
2.6	Safety and School Connectedness - Rigor	Panorama Education Fall 2023 School Climate Survey gr. 6-8 Rigorous Expectations - 0-19th percentile nationally			Panorama Education Fall 2026 School Climate Survey gr. 6-8 Rigorous Expectations - 50th percentile nationally	
2.7	Safety and School Connectedness - Relationships	Panorama Education Fall 2023 School Climate Survey gr. 6-8 Teacher - Student Relationships 0-19th percentile nationally			Panorama Education Fall 2026 School Climate Survey gr. 6-8 Teacher - Student Relationships - 50th percentile nationally	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Safety and School Connectedness - School Climate	Panorama Education Fall 2023 School Climate Survey gr. 6-8 School Climate - 0-19th percentile nationally			Panorama Education Fall 2026 School Climate Survey gr. 6-8 School Climate - 50th percentile nationally	
2.9	Safety and School Connectedness - School Engagement	Panorama Education Fall 2023 School Climate Survey gr. 6-8 School Engagement - 0-19th percentile nationally			Panorama Education Fall 2026 School Climate Survey gr. 6-8 School Engagement - 50th percentile nationally	
2.10	Safety and School Connectedness - School Belonging	Panorama Education Fall 2023 School Climate Survey gr. 6-8 School Belonging - 0th - 19th percentile nationally			Panorama Education Fall 2026 School Climate Survey gr. 6-8 School Belonging - 30th percentile nationally	
2.11	Teacher Safety and Connectedness - Well-being	Panorama Education School Climate Survey Fall 2023 - Teachers Your Well-Being Baseline data - 80-99% percentile			Panorama Education School Climate Survey Spring 2027- Teachers Your Well-Being 80-99% percentile	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Teacher Safety and Connectedness - Belonging	Panorama Education School Climate Survey Fall 2023 - Teachers Belonging - 80-99% percentile			Panorama Education School Climate Survey Spring 2027 - Teachers Belonging 80-99% percentile ranking	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culture and Climate Leadership Teams	Culture and Climate Leadership Teams (C&CLTs) (selected teachers, principals, assistant principals, district leaders) meet regularly to build teacher capacity to implement culturally responsive teaching and social	$43,942.00	Yes

Action #	Title	Description	Total Funds	Contributing
		emotional practices that have been researched and proven to have a high likelihood to improve learning conditions for English learner, low income, and foster youth students.		
2.2	Student Wellness and Social Emotional Support	Under the direction of the Coordinator of Student Services, a robust social emotional and mental health Multi-tiered System of Support Support will be implemented to meet the immense social emotional needs of our English learners, low-income, and foster youth students. Certificated and paraprofessional positions will comprise a Tier III level of social emotional and academic support as part of the 15% Concentration Grant add-on.	$1,892,703.00	Yes
2.3	Campus Safety	The Chief Technology Officer, Safety Technician, cabinet, school site administrators, and additional school staff have developed a dynamic safety program to address the underlying issues leading to high suspension rates of our low-income students. Our safety plan is designed to reduce behaviors that lead to harsh disciplinary practices or interactions with law enforcement agencies. For example, our district has invested heavily in the implementation of Playworks for all elementary recesses, and Playworks for middle class PE classes. This structured approached to play time empowers students to make positive choices and minimizes the opportunities for students to engage in maladaptive behaviors during these unstructured times. Additionally, all staff (including Campus Safety Officers) are trained on restorative practices to assist students in appropriately working through conflicts with their fellow peers. These restorative practices are designed to provide structured opportunities for students to explore the impact of their actions, and make positive choices moving forward.	$1,191,946.00	Yes
2.4	Improve Attendance	The Assistant Superintendent of Administrative Services, the Coordinator of Student Support Services, Principals, Child Welfare and Attendance Liaisons, and school attendance clerks will improve communication with families through the development of Attendance Improvement Plans, to and from school bus service, partnerships with outside agencies to increase attendance of our low-income and foster youth students.	$1,080,381.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Campus Beautification Activities	School site administration, low-income students, community members, and maintenance and operations will collaborate in order to develop short-term and long-term beautification projects at each school site to address school belonging and connectedness of our low-income students have toward their schools.	$1,268,393.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster a team commitment. This goal is needed to ensure that students receive a consistent focused education based on their specific needs. Schools across the district have high rates of transiency and the more consistent the instruction and information that is being shared with students, families, and the community, the better it is for supporting all educational partners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of state and local measures by all educational partners has produced evidence that many of the EUSD families lack sufficient resources to enhance the success of their children in school, are reluctant to fully engage in the schooling process, and desire more robust communication with the district. To address this, the Board of Trustees, the LCAP Advisory Committee, principals, teachers, and students, agreed that community resources, family engagement and empowerment programs, and a robust communications plan will best support the needs of low-income, foster youth, and English learner students and foster a team commitment throughout the district among all educational partners (Priority 3).

To provide ongoing support for low-income, Foster Youth, and English Learner students, we continue to operate a community resource center that provides assistance with food, clothing, medical services, and mentors for homework help (especially for our Spanish speaking families who struggle to help with homework in English). Adult education classes provide an important resource as parents' ability to help their children improve in school increases as they increase their own education. Through partnerships with local and regional non-profits, donations, and the expertise of the community center staff, resources are provided to meet these identified needs.

We acknowledge that engaging and empowering families is imperative for student success. Parent engagement in schooling has many positive outcomes, including better performance on academic measures, better attendance, higher self-esteem for children, better social skills, and higher high school graduation rates. EUSD will provide parent liaisons at each school site to improve parent engagement opportunities, promote attendance and involvement in parent education programs, and elicit parent involvement in site and district advisory committees.

Our district is committed to improving communication with our families. Utilizing communications staff and tools such as ParentSquare, we will increase attendance at our advisory committees and parent involvement opportunities, and indicators on our parent surveys will demonstrate parent satisfaction in connecting and engaging with their child(ren)'s teachers and school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Input in Decision Making	Local Indicators 2023: Full Implementation Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. o 1 – Exploration and Research o 2 – Beginning Development o 3 – Initial Implementation o 4 – Full Implementation o 5 – Full Implementation and Sustainability			Local Indicators 2027: Full Implementation Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. o 1 – Exploration and Research o 2 – Beginning Development o 3 – Initial Implementation o 4 – Full Implementation o 5 – Full Implementation and Sustainability	
3.2	Parent Participation in Programs for Pupils	Average # of parents attending District Advisory Council			Average # of parents attending District Advisory	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-2024 - 0 parents (No DAC meetings were held during the 2023-2024 school year)			Council - 15 parents	
3.3	Parent Participation in Programs for English Learner Students	Average # of parents attending District English Learner Advisory Committee 2023-2024 • 6 parents			Average # of parents attending District English Learner Advisory Committee • 20 parents	
3.4	Parent Participation in Programs for African American Students	Average # of parents attending African American Advisory Committee 2023-2024 • 7 parents			Average # of parents attending African American Advisory Committee • 20 parents	
3.5	Parent Participation in Programs for increased engagement and participation	Average # of parents attending LCAP Advisory Committee 2023-2024 • 4 parents			Average # of parents attending LCAP Advisory Committee • 10 parents	
3.6	Community Center In-person access to resources	Sign in at point of entry Daily - 6 in-person			Sign in at point of entry Daily - 10 in-person	
3.7	Parent Input School Safety and Connectedness - Engagement	Panorama Education Family Survey Fall 2023 Barriers to Engagement 0 - 19th percentile nationally			Panorama Education Family Survey Spring 2027 Barriers to Engagement	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					40th - 59th percentile nationally	
3.8	Parent Input School Safety and Connectedness - Engagement	Panorama Education Family Survey Fall 2023 Family Support 20th - 39th percentile nationally			Panorama Education Family Survey Spring 2027 Family Support 40th - 59th percentile nationally	
3.9	Parent Input School Safety and Connectedness - Engagement	Panorama Education Family Survey Fall 2023 Family Engagement 40th - 59th percentile nationally			Panorama Education Family Survey Spring 2027 Family Engagement 60th - 79th percentile nationally	
3.10	Parent Input on School Safety	Panorama Education Family Survey Fall 2023 School Safety 0 - 19th percentile nationally			Panorama Education Family Survey Fall 2023 School Safety 40-59th percentile nationally	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community Resource Development	Under the direction of the Coordinator of Student Support Services, the Community Center staff offer targeted resources designed to meet the needs of our low-income, foster youth, and English learner families. The services and programs provided through the community center are designed to build school – family relationships and to improve the circumstances of our student population to increase school attendance and overall well-being.	$250,216.00	Yes
3.2	Family and Community Engagement and Empowerment	The Coordinator of Student Services, principals, and parent liaisons develop parent engagement programs, advisory committees, and volunteer opportunities to ensure our English learner, low-income, and foster youth students and their families can meaningfully participate in school activities and have authentic opportunities to engage with district and site leaders in decision making.	$267,817.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Maintaining Ongoing Communication	The Chief Technology Officer and the Communication Specialist in collaboration with district leadership will develop an effective and comprehensive two-way communication system to overcome communication barriers that negatively impact our low-income, English learners, and foster youth families so that these barriers do not impede access to academic, social emotional, intervention, or enrichment programs.	$356,775.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Operate with increasing efficiency and effectiveness. The Eastside Union School District will provide basic services such as certificated staff, instructional materials /textbooks, facilities and operations, site allocations for basic school supplies and services, transportation, access to technology, classified staffing in the areas of health and safety, pupil engagement and parent involvement, and school climate, as required by the Williams Act requirements and outlined in the Facilities Inspection Tool.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In April 2020, we partnered with School Services of California (SSC) to conduct an organizational efficiency and comparative staffing review. This comprehensive process yielded findings and recommendations that were considered while developing the actions for Goal 4. Recommendations from the SSC study included improved practices in recruitment, retention, and development of qualified staff; resource asset management and maintenance; fiscal solvency; and maintaining facilities in good repair (Priority 1). District staff, including cabinet, maintenance, and human resources is committed to holding ourselves collectively accountable to ensure that the actions developed to improve efficiency and effectiveness will be implemented with fidelity and monitored to ensure we reach our collective goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Fully Credentialed and Appropriately Assigned Teachers	2023 - CALSASS Report Fully Credentialed and Appropriately Assigned Teachers 91.5%			Zero Misassignments	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Access to Standards Aligned Instructional Materials	100% Compliant - Williams Report 2023			100% Compliant	
4.3	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Enterprise Elementary	2023 - School Rating 98.43% Good			2027 - School Rating 100% Good	
4.4	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Eastside Elementary	2023 - School Rating 98.7% Good			2027 - School Rating 100% Good	
4.5	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Columbia Elementary	2023 - School Rating 93.49% Good			2027 - School Rating 100% Good	
4.6	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Tierra Bonita Elementary	2023 - School Rating 98.03% Good			2027 - School Rating 100% Good	
4.7	Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Gifford C. Cole Middle School/Eastside Transitional Academy)	2023 - School Rating 97.63% Good			2027 - School Rating 100% Good	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Recruitment of Qualified Staff	The Assistant Superintendent of Administrative Services will use a multi-pronged approach to attracting the most qualified employees because recruiting fully credentialed faculty and appropriately certified staff is a proven strategy to help meet the needs of low income, English Learners, and foster youth students.	$30,500.00	No
4.2	Development of Staff	The Assistant Superintendent of Administrative Services, in coordination with site and district administration, will support employee development through job specific training, certification programs, and recognition programs to increase job effectiveness and ensure that low-income, English learner, and foster youth students are provided the improved services necessary to increase academic and social emotional outcomes.	$381,088.00	Yes
4.3	Resource and Asset Management and Maintenance	The Assistant Superintendent of Administrative Services, the Chief Fiscal Officer, and the Chief Technology Officer will ensure procurement and receiving procedures, along with an asset management software program will provide timely and accurate resource and asset management systems that are essential to ensure low-income, English learner, and foster youth students have access to standards-aligned supplemental instructional materials, technology, and other resources and materials.	$52,850.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Fiscal Solvency	The Assistant Superintendent of Administrative Services and the Chief Fiscal Officer will ensure that the district pays bills on time, has a positive cash flow, and maintains the legally required reserve. To assist the fiscal team, consultants are contracted for support and memberships in fiscal organizations are maintained as needed. A well run and effective fiscal program ensures that all students have access to necessary resources and a higher likelihood of academic success.	$25,000.00	No
4.5	Facilities Master Planning	The Assistant Superintendent of Administrative Services and the Manager of Maintenance and Operations partner with consultants to develop a long-term facility master plan to ensure that substandard facilities are not a barrier to student learning.	$10,000.00	No
4.6	Implementation of Academic Standards	The Educational Services Department will ensure all students have access to rigorous standard aligned instructional materials.	$248,625.00	No
4.7	Fully Credentialed and Appropriately Assigned Teachers	The Assistant Superintendent of Administrative Services will provide all students access to teachers who are fully qualified and appropriately assigned.	$14,348,846.00	No
4.8	Repair and Maintenance Program	The Manager of Maintenance and Operations, along with district leadership, will ensure that all facilities are clean, safe, and are conducive to learning.	$1,779,418.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Improve outcomes for students who are affected academically and social-emotionally at Equity Multiplier Schools (Eastside Elementary School and the Eastside Academy). The metrics used to measure the effectiveness of the Equity Multiplier Goal for both Eastside Elementary and Eastside Academy are as follows: Pupil Achievement - ELA and Mathematics All students will increase in ELA and math by 20 points (DFS) by 2027 English Learner students will increase in ELA and math by 20 points (DFS) by 2027 Socially Economically Disadvantaged students will increase in ELA and math by 20 points (DFS) by 2027 Hispanic students will increase in ELA and math by 20 points (DFS) by 2027 School Climate - Suspension Rate All students will decrease suspension rate by 3% by 2027 English Learner students will will decrease suspension rate by 3% by 2027 Homeless Youth will decrease suspension rate by 3% by 2027 Socially Economically Disadvantaged students will decrease suspension rate by 3% by 2027 Students with Disabilities will decrease suspension rate by 3% by 2027 African American will decrease suspension rate by 3% by 2027 Hispanic students will decrease suspension rate by 3% by 2027 Pupil Engagement - Chronic Absenteeism All students will decrease in chronic absenteeism by 5% by 2027 English Learner students will decrease in chronic absenteeism by 5% by 2027 Homeless Youth will decrease in chronic absenteeism by 5% by 2027 Socially Economically Disadvantaged students will improve in ELA and Math by 5% by 2027 Students with Disabilities will decrease in chronic absenteeism by 5% by 2027 African American will decrease in chronic absenteeism by 5% by 2027 Hispanic students will decrease in chronic absenteeism by 5% by 2027	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of state and local measures by all educational partners has produced evidence that instructional practices have not met the needs of EUSD's unique student population at the schools within the district. Specifically Eastside Elementary and Eastside Academy have been deemed equity multiplier schools due to the low socio economic rates, low academic and school climate and pupil engagement rates and instability rates in excess of 25%.

Data from the 2023 CAASPP indicate that all students are in need of improvement in pupil achievement, school climate and pupil engagement. However, English Learners, Homeless Youth, Socioeconomically disadvantaged, African American(AA)/Black and Hispanic students have need for improvement in each of these areas.

The state has identified these students groups as consistently low performing per Ed. Code 52064. Outcomes for ELA and Mathematics continue to be well below standard. The data for Eastside Academy is not available due to low numbers of students within each student group. Due to student transiency and instability rates, here is no data available for Eastside Academy. The data for Eastside Elementary School is as follows:

Pupil Achievement - Eastside Academy

California School Dashboard - 2023
ELA (all students)
76.5 points Below Standard

Red Groups:

African American - 109.2 points below standard

Homeless - 84.5 points below standard

Two or More Races - 88 points below standard

SWD - 149.9 points below standard

White - 70.4 points below standard

EL - 88.4 points below standard

Foster - 104.2 points below standard

California School Dashboard - 2023
MATH (All students)
111.9 Points Below Standard

Red groups:

Hispanic - 104.9 points below standard

Homeless - 115.1 points below standard

Two or More Races - 116.2 points below standard

SWD - 179/9 points below standard

White - 102.4 points below standard

EL - 122.3 points below standard

Foster - 136.8 points below standard

Low income - 114.4 points below standard

2023 CA Dashboard
Chronic Absenteeism (all students) - 44%

Red Groups:

African American - 52.2%
EL - 35.9%
Filipino - 23.5%
Hispanic - 41.8%
Homeless - 53.2%
Low income - 44.5%

White - 39.6%

2023 CA Dashboard - Chronic Absenteeism
9.3% - all students

Red Groups:

African American - 17.9%
Hispanic - 6.3%
Homeless - 9.4%
White - 9.4%
Two or More Races - 12.9%
Students with Disabilities - 15.7%
EL - 6.3%
Foster - 17.4%
Low Income - 9.7%

Pupil Achievement & Data - Eastside Elementary School

2023 CA Dashboard - ELA
All students - 77.6 points below standard

Red Groups:
EL - 78.9 points below standard
Hispanic - 75.2 points below standard
Low Income - 78.1 points below standard

2023 CA Dashboard - Math
All students - 98.4 points below standard

Red Groups:
EL - 100.4 points below standard
Hispanic - 95.9 points below standard
Low Income - 98.3 points below standard

2023 CA Dashboard - Chronic Absenteeism
All Students - 44.1%

Red Groups:
African American - 63%

Hispanic - 40.7%
Homeless - 37.5%
Students with Disabilities - 47.2%
EL - 29.4%
Low Income - 47.2%

2023 CA Dashboard - Suspension
All Students - 10.7%

Red Groups:
African American - 19.4%
Hispanic - 8.3%
Homeless - 13.2%
Students with Disabilities - 18.6%
EL - 10.8%
Low Income - 10.7%
White - 13.3%

To address the data, the Board of Trustees, the LCAP Advisory Committee, District English Learner Advisory Committee, principals, teachers, parents, and students, agreed that changes to instructional practices intentionally developed to best meet the needs of these students is critical to improving outcomes for these student groups. The district's Multi-tiered System of Support (MTSS) will be leveraged to prioritize our highest need students and ensure that their interventions are monitored on a regular basis through Student Study Teams (SSTs). The district's Individualized Educational Plans (IEPs) process will be leveraged to prioritize Students with Disabilities as our highest need students and ensure IEPs are monitored on a regular basis (Priority 4, Priority 5, Priority 6).

By focusing on these schools, and closely monitoring their academic, behavioral, and attendance data, we will be able to modify programs quickly in response to students' needs. Research indicates that MTSS programs, SSTs, and IEPs are effective ways to improve outcomes for consistently low performing students. (The Student Study Team Process: Impact on Academic Achievement, Long, L., https://eric.ed.gov/?id=ED553955 / Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support (2015), Jimerson, S., Burns, M., & VanDerHeyden, A. https://link.springer.com/chapter/10.1007/978-1-4899-7568-3_1)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism CA Dashboard 2023 for Eastside Academy	Chronic Absenteeism CA Dashboard 2023 All students: 44.1%			Chronic Absenteeism	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learner Homeless Youth Socially Economically Disadvantaged Students with Disabilities African American Hispanic students	English Learner: 29.4% Homeless Youth: 37.5% Socially Economically Disadvantaged: 44.3% Students with Disabilities: 47.2% African American: 63.2% Hispanic students: 40.7%			CA Dashboard 2027 (decrease by 3%) All students: 39% English Learner: 24% Homeless Youth: 32% Socially Economically Disadvantaged: 39% Students with Disabilities: 42% African American: 58% Hispanic students: 35%	
5.2	Suspension Rates CA Dashboard 2023 for Eastside Academy English Learner Homeless Youth Socially Economically Disadvantaged Students with Disabilities African American Hispanic students	Suspension Rates CA Dashboard 2023 All students: 10.7% English Learner: 10.8% Homeless Youth: 13.2% Socially Economically Disadvantaged: 10.7% Students with Disabilities: 18.6% African American: 19.4% Hispanic students: 8.3% White: 13.3%			Suspension Rate CA Dashboard 2027 (decrease by 3%) All students: 7% English Learner: 7% Homeless Youth: 10% Socially Economically Disadvantaged: 7% Students with Disabilities: 11%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					African American: 16% Hispanic students: 5% White: 8%	
5.3	ELA Achievement CA Dashboard 2023 for Eastside Academy All students English Learner students Socially Economically Disadvantaged Hispanic students	ELA Achievement CA Dashboard 2023 All students: -77.6 DFS English Learners: - 79.9 DFS Socially Economically Disadvantaged: -78.1 DFS Hispanic students: -75.2 DFS			Achievement in ELA CA Dashboard 2027 (increase by 20 points) All students: -57 DFS English Learners: - 59 DFS Socially Economically Disadvantaged: - 58 DFS Hispanic students: -55 DFS	
5.4	Math Achievement CA Dashboard 2023 for Eastside Academy All students English Learners Socially Economically Disadvantaged Hispanic	Math Achievement CA Dashboard 2023 All students: -98.4 DFS English Learners: - 100.4 DFS Socially Economically Disadvantaged: -98.3 DFS Hispanic students: -95.9 DFS			Achievement in Math CA Dashboard 2027 (increase by 20 points) All students: -78 DFS English Learners: - 80 DFS Socially Economically Disadvantaged: - 78 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Hispanic students: -75 DFS	
5.5	Chronic Absenteeism CA Dashboard 2023 for Eastside Elementary School All students African American EL Hispanic Homeless Low Income SWD	Chronic Absenteeism CA Dashboard 2023 for Eastside Elementary School All students - 44.1% African American - 63% Hispanic - 40.7% Homeless - 37.5% Students with Disabilities - 47.2% EL - 29.4% Low Income - 47.2%			Chronic Absenteeism CA Dashboard 2027 for Eastside Elementary School (decrease by 3%) All students - 41% African American - 60% Hispanic - 37% Homeless - 34% Students with Disabilities - 43% EL - 26% Low Income - 44%	
5.6	Suspension Rates CA Dashboard 2023 for Eastside Elementary School All students African American EL Hispanic Homeless Low Income SWD White	Suspension Rates CA Dashboard 2023 for Eastside Elementary School All students -10.7% African American - 19.4% EL - 10.8% Hispanic - 8.3% Homeless - 13.2% Low Income - 10.7% SWD - 18.6% White - 13.3%			Suspension Rates CA Dashboard 2027 for Eastside Elementary School (decrease by 3%) All students - 7% African American - 16% EL - 7% Hispanic - 5% Homeless - 10% Low Income - 7% SWD - 15% White - 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.7	ELA Achievement CA Dashboard 2023 for Eastside Elementary School All students EL Hispanic Low Income	ELA Achievement CA Dashboard 2023 for Eastside Elementary School All students - 77.6 DFS EL - 78.9 DFS Hispanic - 75.2 DFS Low Income - 78.1 DFS			ELA Achievement CA Dashboard 2027 for Eastside Elementary School (increase by 20 points) All students - 57 DFS EL - 58 DFS Hispanic - 55 DFS Low Income - 58 DFS	
5.8	Math Achievement CA Dashboard 2023 for Eastside Elementary School All students EL Hispanic Low Income	Math Achievement CA Dashboard 2023 for Eastside Elementary School All students - 98.4 DFS EL - 100.4 DFS Hispanic - 95.9 DFS Low Income - 98.3 DFS			Math Achievement CA Dashboard 2027 for Eastside Elementary School (increase by 20 points) All students - 78 DFS EL - 80 DFS Hispanic - 75 DFS Low Income - 78 DFS	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Multi-tiered System of Support	Student Study Teams (classroom teachers, behavior support teachers, program specialist, administrators, classified staff, and parents) will identify consistently low-performing students (African American/Black per Ed. Code 52064) and will develop plans to respond to their needs and improve their academic outcomes, behavioral outcomes, and attendance. Teams will reconvene regularly, at minimum every 6 weeks, to monitor progress and increase interventions as needed.	$35,541.00	
5.2	Supporting Students with Disabilities	The Assistant Superintendent of Educational Services and the Coordinator of Special Education will ensure that general and special education teachers meet IEP procedural timelines and that they receive high-quality professional development on best practices to meet the needs of students with disabilities. Understanding that special education students are first and foremost general education students, and providing a comprehensive approach to meeting special education students' needs is a proven way to support their academic achievement, decrease chronic absenteeism, and decrease suspensions. This action contributes to the funds needed to support the special education program.	$1,881,995.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Increased Staffing	Staff will be added to support attendance, engagement and social emotional learning through home visits and classroom instructional support. (Social Worker, Assistant Principal, instructional Aides)	$245,667.00	
5.4	Increase Student Safety	Provide additional staff to support students arriving to and departing from school each day.	$232,794.00	

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$12,529,634	$1,637,345

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.277%	9.708%	$2,974,840.43	51.985%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Leadership Teams (ILT) **Need:** Reviewing the CA Dashboard data from 2023 indicates English leaners, foster youth, homeless, socioeconomically disadvantaged fell within the red performance levels in pupil achievement, school climate and pupil engagement.	Based on the needs of these student groups, the Instructional Leadership Teams will meet regularly to build teacher capacity to implement research proven instructional strategies that have a high likelihood to positively impact the academic achievement of low income, foster youth, English learners. Strategies include but are not limited to the Gradual Release protocol (Fisher and Frey), Academic Conversations (Zweirs), Text Dependent Questions (Fisher and Frey), and Hess's Cognitive Matrices.	CAASPP Data iReady Assessment Data ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Academically, these same student groups are scoring similarly on the local iReady assessments which measures English Language Arts and Mathematics. Building teacher capacity to implement research proven instructional strategies that have a high likelihood to positively impact the academic achievement of low income, foster youth, English learners are needed to address the unique needs of students that have barriers to their learning. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility which mirrors the data within the EUSD. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education.	English Learners Teachers will learn and refine their instructional practices in the delivery of instruction for English Learner students Foster Youth Teachers will refine their practices in understanding the needs for foster youth students. Professional Development focused on differentiation, trauma informed practices, and supports around attendance and school connectedness. Low Income Teachers and administrators will learn how to support students that may need tp supplement their learning for academic support. The ILT will support teachers in identifying the needs of students and supporting them with technology, supplemental programs, intervention and remediation. This action will create an opportunity to significantly increase student achievement for English leaners, foster youth, homeless, socioeconomically disadvantaged because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 CAASPP Data: English Learner, low income and foster youth are performing at the lowest level in ELA and mathematics in comparison to English Learner, low income, and foster youth across the State of California. Eastside CAASPP ELA Scores: EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores: EL - 67.7 points below standard Foster - 89.2 points below standard Low income - 42.6 points below standard Eastside CAASPP Math Scores: EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard State of California CAASPP Math Scores:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL - 93.4 points below standard Foster - 127.4 points below standard Low income - 80.8 points below standard **Scope:** LEA-wide		
1.2	**Action:** Culturally Responsive Teaching **Need:** English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum. In addition, students may feel disconnected from the classroom and lessons due to their diverse background. Research confirms that students who have well developed relationships and rapport with their teachers have higher academic performance, greater school connectedness, and lower behavioral incidents resulting in disciplinary actions. Assessment and survey data indicate the need to support diverse learners to improve school connectedness and academic outcomes.	To address the needs of the English Learners, the district will provide professional development strategies in culturally relevant teaching that aligns to language acquisition. Culturally relevant teachers help english Learner students make connections between their community, nationality and global identities. Teachers who are culturally relevant view knowledge critically and see teaching as "digging knowledge out" of English Learner students. The primary aim of culturally relevant teaching is to assist in the development of instruction focused that allows EL students to choose academic excellence yet still identify with their culture. Teachers who emphasize and practice culturally relevant methods, help students make connection between their local, national, racial, cultural and global identities. These teachers believe that students are capable of excellence and assume responsibility for ensuring that their students achieve such excellence. Finally the teachers that	iReady Assessments CAASPP Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CA CAASPP ELA English Learners - 67.7 points below standard EUSD CAASPP ELA (EL) - 88.4 points below standard CA CAASPP Math English Learners - 93.4 points below standard EUSD CAASPP Math English Learners - 122.3 points below standard iReady Math EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level iReady Reading EL Winter diagnostic - 18% mid-above or early on grade grade level Fall diagnostic - 6% mid-above or early on grade level **Scope:** LEA-wide	know the importance of culture and apply it within their classrooms. This action will create an opportunity to significantly increase student achievement for English Learners because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing reading for all students.	
1.4	**Action:** Intervention Strategies for English Learners, foster youth and low income students. **Need:**	To address the academic needs of our Low-income, English learner, and foster youth students the principals, school site teacher leadership teams, and support teachers will provide a English Language Arts and math intervention programs designed to address the low academic	iReady Assessments CAASPP Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	State and local data indicate that English Learners, foster youth, and low income are in need of additional academic support from highly qualified staff members. Moreover, local data indicates that unduplicated students are in need of additional strategies and supports to assist them in accessing the curriculum.

English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum.

Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility which mirrors the data within the EUSD. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates.

Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education.

Data is as follows:

2023 CAASPP Data: | performance of Low-income, English learner and Foster Youth students.

Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.

The district will continue to provide research based professional development for all teachers focused on meeting the needs of English learners, foster youth students. With this implementation, unduplicated students will learn from highly qualified and prepared teachers to increase student engagement and achievement as evidenced by local and state assessments.

This action will create an opportunity to significantly increase student achievement for English learners, foster youth, homeless, low income student because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students. | |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learner, low income and foster youth are performing at the lowest level in ELA and mathematics in comparison to English Learner, low income, and foster youth across the State of California. Eastside CAASPP ELA Scores: EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores: EL - 67.7 points below standard Foster - 89.2 points below standard Low income - 42.6 points below standard Eastside CAASPP Math Scores: EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard State of California CAASPP Math Scores: EL - 93.4 points below standard		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster - 127.4 points below standard Low income - 80.8 points below standard iReady Diagnostic Data Reading English Learners Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level Foster Youth Diagnostic #1: 29% 3 or More Grade Levels Below Diagnostic #2 24% 3 or More Grade Levels Below SocioEconomically Disadvantaged Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Foster Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Teachers are engaged in professional development that supports early learning, intervention, and language acquisition for students. For English Learners, low income and Foster Youth students who have not demonstrated proficiency and/or are in need of further connection and engagement, the District will provide professional development to address academic and social/emotional needs. Assessment data indicate an increase need to support students academically and social emotionally. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Assessment and Progress Monitoring **Need:** Ongoing progress monitoring is needed to ensure that low-income, English learners, and foster youth have intentional focused instruction based on their individual needs. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education. iReady Spring 2024 Reading: English Learners Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level	To effectively monitor low-income, English learners, and foster youth student progress, the district will support the ongoing assessment system that includes classroom assessments, screeners, and local benchmark assessments. Data will be disaggregated to identify specific learning needs of students within these groups. Low-income, English learners, and foster youth student progress monitoring will lead to the identification of students in need of additional support and our Multi-Tiered System of Support (MTSS) will be integral to the process of effectively designing accommodations and interventions to meet identified need and monitor progress. This action will create an opportunity to significantly increase student achievement for English learners, foster youth, homeless, low income student because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	iReady Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth Diagnostic #1: 29% 3 or More Grade Levels Below Diagnostic #2 24% 3 or More Grade Levels Below SocioEconomically Disadvantaged Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level iReady Spring 2024 - Math All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Foster		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level **Scope:** LEA-wide		
1.6	**Action:** Enrichment Programs **Need:** Low income have limited access to enrichments programs such as sports, visual and performing arts outside of the school day due to financial constraints. The remote rural location limits access to enrichment services offered by the county or even local parks and recreations, as many of our families are 5 - 20 miles away from locations such as music classes or organized park programs. The cost of and access to transportation to travel to and from these services and the cost of the services themselves make access for our low-income extremely difficult. Low Income students have little to no access to ongoing enrichment programs such as music, physical sports and activities, and other engagement. State Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6 % Low Income - 29.9%	To ensure our low income students have access to a well-rounded broad course of study, enrichment programs have been developed to be delivered during the school day (music, art, Lego for Education) and to be provided in an extended learning model that includes the arts and physical education through structured sports. Music, art, exploratory sciences, and physical activity are all important components of a well-rounded program for students. Music is proven to stimulate brain development in children and helps develop language and reasoning. To foster enrichment in mathematics and science, EUSD participates in fieldtrips. Low income students have the opportunity to participate in STEM based activities at Edwards Air Force Base. This program is intended to expose low income students to real life applications of mathematics and science. This action will create an opportunity to significantly increase student achievement and attendance for low income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in	SchoolStatus Attend (formally A2A) iReady diagnostic data CAASPP Data in Math & Science

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Eastside Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% 2023 CAASPP Data: Eastside CAASPP ELA Scores: EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores: EL - 67.7 points below standard Foster - 89.2 points below standard Low income - 42.6 points below standard Eastside CAASPP Math Scores: EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard State of California CAASPP Math Scores:	increasing overall attendance and achievement rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL - 93.4 points below standard

Foster - 127.4 points below standard

Low income - 80.8 points below standard

iReady Diagnostic Data Reading

English Learners
Diagnostic #1: 5% Mid or Above Grade Level;
Diagnostic #2 11% Mid or Above Grade Level

Foster Youth
Diagnostic #1: 29% 3 or More Grade Levels Below
Diagnostic #2 24% 3 or More Grade Levels Below

SocioEconomically Disadvantaged
Diagnostic #1: 5% Mid or Above Grade Level;
Diagnostic #2 11% Mid or Above Grade Level

iReady Spring 2024 - MATH
All students: 25% mid, above, early on grade level

Economically Disadvantaged:

Diagnostic #1: 1% Mid or Above Grade Level;
Diagnostic #2 5% Mid or Above Grade Level
Diagnostic #1: 3% Early On Grade Level;
Diagnostic #2 9% Early On Grade Level | | |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Foster Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level CA 5th Grade CAST Data: 31.86% Met or Exceeded Standard EUSD 5th Grade CAST Data: 9.72% Met or Exceeded Standard CA 8th Grade CAST Data: 28.76% Met or Exceeded Standard EUSD 8th Grade CAST Data: 8.19% Met or Exceeded Standard **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Early Education Program **Need:** Research indicates that English Learner and low income students lack the resources and English supports at home which are needed to thrive in a K-12 educational settings, which mirrors data at the Eastside Union School District. These student groups are in need of early developmental instruction and academics. In addition, research has shown that the investment in early education—particularly among disadvantaged children—improves not only cognitive abilities, but also critical behavioral traits like sociability, motivation, and self-esteem. Research indicates that early education programs promote improved academic and social emotional outcomes and our parent advisory committees indicate this is of high value to the community. **Scope:** Schoolwide	This action is limited to elementary schools only. The Assistant Superintendent of Education Services and the Assistant Superintendent of Administrative Services will implement a Transitional Kindergarten (TK) program for all four-year-olds to ensure that our English learner and low-income students have access to a quality early childhood educational program. The district will provide supplemental developmental curriculum for low income and English learner students focused on TK-3rd grade students. All students turning 5 prior to June 30, 2025, will be admitted to our TK program. Assistants are required to be present in all TK classrooms, however, to ensure our youngest learners K-3rd have the support necessary to learn appropriate school behavior and meet academic benchmarks, additional paraprofessionals will be hire as part of the 15% Concentration Grant add-on. This action will create an opportunity to significantly increase student achievement for English learner and low income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	iReady Diagnostic
1.8	**Action:** Comprehensive Library Program	To meet the needs of English Learners and low income students the district will expand access to school libraries to create learning hub resources	CAASPP Data iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Feedback from educational partners continue to identify a need for schools to provide English Learners and low income students access to libraries to foster critical thinking, and provide unduplicated students access to high quality literacy resources that enhance student learning. The district's school library aides assist unduplicated students with access to not only literature, they also support low income, and English learners access to technological resources, assisting them to find additional resources to assist their learning. For low income and English Learner students, it is essential that the students have access to school libraries to further assist the classroom teacher with supporting students to think critically, provide students resources that the unduplicated student may not have access to in the home, and further enhance student creativity. In addition, the school library aides partner with the teachers to provide support with the use of technology in accessing additional educational resources to accelerate student learning. Low income and foster youth students do not have consistent access to transportation to travel to the library and Spanish speaking families perceive language as a barrier to access. Research known as the School Library Impact Studies has consistently shown positive correlations between high-quality library programs and student achievement.	will provide a valuable resource for our low-income, foster youth, and English learner students with a high likelihood of improving academic achievement. The parent advisory committees and research indicate that library programs are of high value to the community and help promote improved academic and social emotional outcomes. This access will provide students with equitable opportunities to access curriculum and achieve at higher levels as evidenced by state and local assessments. This action will create an opportunity to significantly increase student achievement for English learner and low income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These studies have found that the benefits associated with good library programs are strongest for unduplicated students. EUSD is in a remote and unincorporated area of Los Angeles County with limited access to the one community library. In addition, the school libraries continue to greatly support English Learner students by providing a diversity of literature to assist with English Language acquisition, cultivating an interest in reading and creativity. The District expects students to show an increase in achievement in English Language Arts and Language Acquisition as evidenced by state and local assessments. 2023 CAASPP Data: English Learner, low income and foster youth are performing at the lowest level in ELA and mathematics in comparison to English Learner, low income, and foster youth across the State of California. Eastside CAASPP ELA Scores: EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL - 67.7 points below standard		
	Foster - 89.2 points below standard		
	Low income - 42.6 points below standard		
	Eastside CAASPP Math Scores:		
	EL - 122.3 points below standard		
	Foster - 136.8 points below standard		
	Low income - 114.4 points below standard		
	State of California CAASPP Math Scores:		
	EL - 93.4 points below standard		
	Foster - 127.4 points below standard		
	Low income - 80.8 points below standard		
	iReady Diagnostic Data Reading		
	English Learners Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level		
	Foster Youth Diagnostic #1: 29% 3 or More Grade Levels Below Diagnostic #2 24% 3 or More Grade Levels Below		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socio economically Disadvantaged Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Foster Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.9	**Action:** Student Device Program **Need:** Research has indicated that children living in poverty lack access to technology that their more affluent peers are able to utilize on a regular basis. This mirrors the data of EUSD. This action is directed toward low-income students, which represents 95% of our student population, although all students will have access to the same equipment and services, our low-income students will benefit academically as they will be able to access applications and programs for individualized support in ELA and Math. A review of our data shows low income students have disproportionately less access to technology when compared to their grade level peers. 2023 CAASPP Data: Eastside CAASPP ELA Scores: Low income - 78.6 points below standard State of California CAASPP ELA Scores: Low income - 42.6 points below standard	To meet the demand of 21st century teaching and learning a robust student device program that provides technological equality to low income students will be implemented, ensuring a 1:1 student device program for all TK – grade 8 students, and internet access in their homes via district issued hot spots. This access will provide low income students with equitable opportunities to access curriculum and achieve at higher levels as evidenced by state and local assessments. This action will create an opportunity to significantly increase student achievement and for low income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	CAASPP Data iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Eastside CAASPP Math Scores:		
	Low income - 114.4 points below standard		
	State of California CAASPP Math Scores:		
	Low income - 80.8 points below standard		
	iReady Diagnostic Data Reading		
	SocioEconomically Disadvantaged Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level		
	iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level		
	Economically Disadvantaged:		
	Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level		
	Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below		
	Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.10	**Action:** 21st Century Learning Environment **Need:** A review of our data shows indicated that low Income students have disproportionately less access to technology when compared to their grade level peers. Considering the need to assure low income students receive instruction that includes 21st century skills and practices, devices are provided to support low income students to eliminate that digital divide. There is a need to equip low income students with additional devices. This will provide equitable opportunities to low income students in order access curriculum and achieve at higher levels as evidenced by state and local assessments. 2023 CAASPP Data: Eastside CAASPP ELA Scores: Low income - 78.6 points below standard State of California CAASPP ELA Scores: Low income - 42.6 points below standard	To meet the diverse learning needs of low income students the district is ensuring that devices are provided at home and at each school site to support students and families with technology use to assure ongoing access, and the ability to leverage technology for the benefit of each low Income students. In additions, 21st century classrooms designed to improve teaching and learning of low income students by supporting small group instruction and differentiated instructional practices that are constant across all schools. Information and Technology Services department and cabinet are committed to ensuring equitable access to well-equipped classrooms. This action will create an opportunity to significantly increase student achievement and for low income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students.	CAASPP Data iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Eastside CAASPP Math Scores: Low income - 114.4 points below standard State of California CAASPP Math Scores: Low income - 80.8 points below standard iReady Diagnostic Data Reading SocioEconomically Disadvantaged Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.11	**Action:** Personalized Learning and Differentiated Instruction **Need:** District state and local data show that low-income, foster youth and English learners do not perform as well as other students in the district. In order to assist in this area, smaller class sizes (from 32:1 to a target of 24:1) in Transitional Kindergarten - grade 3, will assist with higher achievement among students who are disadvantaged. Small class sizes are needed in TK-3rd grade classrooms to support individualized instruction and mitigate language barriers for English Learner students. Reviewing the CA Dashboard data from 2023 indicates English Learners, foster youth, homeless, socioeconomically disadvantaged fell within the red performance levels in pupil achievement, school climate and pupil engagement. Academically, these same student groups are scoring similarly on the local iReady assessments which measures English Language Arts and Mathematics.	The District will provide small group learning experiences through small class sizes, to address language literacy and numeracy needs by lowering student to teacher ratios. The TK-3 classrooms will provide stronger teacher-student relationships, improve feelings of school belonging, increase access to common core curriculum, provide personalized learning and differentiated instruction, specifically for low-income, English learners, and foster youth students. This action, focused at our elementary school sites, will create an opportunity to significantly increase student achievement and for low income, foster youth and English learner students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all TK-3rd grade students.	CAASPP iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility which mirrors the data within the EUSD. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education. The need for low income, Foster Youth, and English Learners to have access to high-quality early education programs is essential. These student groups have higher chances of not being provided parental support in their educational learning, face social and/or emotional trauma, lack opportunities for oral speaking experiences, and an inadequacy of educational materials, such as devices and internet. Further, research supports that unduplicated students that are provided access to the early		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	childhood program, Transitional Kindergarten, earn higher scores at the beginning of kindergarten on math, reading, cognitive flexibility, attentiveness, persistence, and eagerness to learn. 2023 CAASPP Data: English Learner, low income and foster youth are performing at the lowest level in ELA and mathematics in comparison to English Learner, low income, and foster youth across the State of California. Eastside CAASPP ELA Scores: EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores: EL - 67.7 points below standard Foster - 89.2 points below standard Low income - 42.6 points below standard Eastside CAASPP Math Scores: EL - 122.3 points below standard		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster - 136.8 points below standard Low income - 114.4 points below standard State of California CAASPP Math Scores: EL - 93.4 points below standard Foster - 127.4 points below standard Low income - 80.8 points below standard iReady Diagnostic Data Reading English Learners Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level Foster Youth Diagnostic #1: 29% 3 or More Grade Levels Below Diagnostic #2 24% 3 or More Grade Levels Below SocioEconomically Disadvantaged Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Foster Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level **Scope:** LEA-wide		
2.1	**Action:** Culture and Climate Leadership Teams **Need:** Suspension and chronic absenteeism data indicate that our low income, English learners and foster youth students are in need of additional academic support from highly	To address these needs, the Culture and Climate Leadership Teams meet regularly to build teacher and staff capacity to implement culturally responsive strategies that have a high likelihood to promote an equitable and humanizing experience for low income and foster youth students. Strategies include but are not limited to the	Chronic Absenteeism Rates SchoolStatus Attend (formally A2A)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	qualified staff members. Moreover, local data indicates that English Learners, low Income and foster youth students are in need of additional strategies and supports to assist them in accessing the curriculum.

English Learners have limited English proficiency which is a barrier in accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging.

Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates.

Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education.

CA Chronic Absenteeism Rate:
EL - 26.3%
Foster - 33.6%
Low Income - 29.9%

EUSD Chronic Absenteeism Rate:
EL - 35.9% | Positive Behavior Intervention and Support (PBIS) and Restorative Practices.

The District will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students. The District will continue to provide researched based professional development for all teachers focused on meeting the needs of English Learners, foster youth and low income students. With this implementation, unduplicated students will learn from highly qualified and prepared teachers to increase student engagement and achievement as evidenced by local and state assessments.

By implementing these targeted and researched based actions we anticipate an improved district culture and more responsive school climates that are proven to increase attendance and reduce disciplinary practices for low-income and foster youth students.

This action will create an opportunity to significantly increase student achievement and for low income, foster youth and English learner students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students. | |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster - 33.9% Low Income - 44.8% **Scope:** LEA-wide		
2.2	**Action:** Student Wellness and Social Emotional Support **Need:** Suspension and chronic absenteeism data indicate that our low income, English learners and foster youth students are in need of additional social emotional support from highly qualified staff members. Moreover, local data indicates that English Learners, low Income and foster youth students are in need of additional strategies and supports to assist them in dealing with social emotional and wellness issues. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility. As a consequence, they	To address the needs of English Learner, low income and foster youth students, teachers and staff, under the direction of the Coordinator of Student Services, will implement a robust social emotional and mental health Multi-tiered System of Support Support to meet the immense social emotional needs of our English learners, low-income, and foster youth students. Counselors, the district social worker and district behaviorist will meet with teacher to support MTSS through clear guidance and coaching. In addition, the behaviorist and counselors meet with students to address behavior errors and redirect student behaviors as needed. This action will create an opportunity to significantly increase student achievement and for low income, foster youth and English learner students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students. Certificated and paraprofessional positions will comprise a Tier III level of social emotional and academic support as part of the 15% Concentration Grant add-on.	Chronic Absenteeism Rates Suspension Data SchoolStatus Attend (formally A2A)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity gaps can hinder access to high-quality education. CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% CA Suspension Rate: EL - 3.7% Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7% **Scope:** LEA-wide	However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Campus Safety **Need:** Suspension and chronic absenteeism data indicate that our low income, English learners and foster youth students are in need of additional social emotional support from highly qualified staff members. Moreover, local data indicates that English Learners, low Income and foster youth students are in need of additional strategies and supports to assist them in dealing with social emotional and wellness issues. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. Low income students' success heavily relies on addressing a variety of issues. The digital divide, economic inequality, and food insecurity can all contribute to poor academic performances. Achievement and opportunity	The district is providing additional campus safety supports and additional personnel to support students feeling safe at school which will increase attendance rates. Structured recess will promote a positive climate in which English Learner, low-income, amd foster youth students can increase their social emotional skills to develop positive peer to peer and child to adult relationships. When these relationships are strong, research indicates that disciplinary events leading to suspension will decrease and attendance will increase. This action will create an opportunity to significantly increase attendance rates for low income, foster youth and English learner students because they are designed to address their identified needs regarding safety at school. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	Chronic Absenteeism Rates Suspension Data SchoolStatus Attend (formally A2A)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	gaps can hinder access to high-quality education. CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% CA Suspension Rate: EL - 3.7% Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7% **Scope:** LEA-wide		
2.4	**Action:** Improve Attendance **Need:** Data from the CA School Dashboard and SchoolStatus Attend (formally A2A) shows that 44% of students in the district are chronically absent. This has affected unduplicated student groups at an increased rate, as well.	To meet the needs of English Learner and foster youth students. The EUSD will provide increased bus routes to ensure English learners and foster youth students make it to school safely and eliminate a barrier to good school attendance. Child welfare and attendance personnel and the district social worker will support students and	Chronic Absenteeism Rates Suspension Data SchoolStatus Attend (formally A2A)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners - 29.4% Foster Youth- 33.3% English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging. Research shows that Foster Youth experience a range of challenges to their educational success, including an increased likelihood of having experienced trauma, higher rates of suspension and absenteeism, and higher rates of school mobility which mirrors the data within the EUSD. As a consequence, they typically experience lower academic outcomes and graduation and college-going rates. There is a need for English learner and foster youth students to have additional strategies and supports to assist them in dealing with social emotional and wellness issues to attend school regularly. CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8%	families in addressing the needs of students that could limit their ability to attend school. To increase attendance, we will improve communication with families through a partnership with SchoolStatus Attend (formally A2A) and the LA County Abolish Chronic Truancy (ACT) program. These programs are coordinated to follow up with Tier I interventions with an intended outcome of increasing daily attendance. Additionally, supplemental bus routes provided to Eastside Elementary, Enterprise Elementary, and Cole Middle School provide a safe and cost-efficient way for low-income and foster youth to be transported to school. This action will create an opportunity to significantly increase attendance rates for foster youth and English learner students because they are designed to address their identified needs regarding safety at school. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CA Suspension Rate: EL - 3.7% Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7% **Scope:** LEA-wide		
2.5	**Action:** Campus Beautification Activities **Need:** Low Income students may not have the resources to access enrichment opportunities such as gardening, museums to observe murals or other naturally occurring phenomena. In addition, low income and foster youth need varied experiences to support their learning and understanding of nature and visual arts. Research shows that campus beautification activities can support low income and foster youth students increase their awareness of and connection to school activities. Foster Youth have unique needs due their inconsistent academic careers and school mobility. This student group needs access to opportunities and lessons that beautify their	To address school connectedness and social emotional wellness leading to increased attendance, school site administration and maintenance and operations will collaborate to develop short-term and long-term beautification projects at each school site. Some student led activities include school gardening, painting murals, and farm to table activities. These actions are being provided on an LEA-wide basis and we expect that all students will benefit from increased campus beautification activities, however, because of the significantly higher rate of suspension for our low-income students, we have developed these actions to meet their needs with the anticipated outcome of significantly decreased disciplinary events that lead to suspension. This action will create an opportunity to significantly increase attendance rates for foster youth and low income students because they are designed to address their identified needs	SchoolStatus Attend (formally A2A) Suspension Rate Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	schools, enhance school connectedness and enrichment to increase access to academic and social emotional supports. Low income students may feel disconnected from school and lack a sense of belonging or feeling "different" if they do not have access to resources that are similar to their peers. Research shows that campus beautification activities can positively impact culture and climate, pride, and ownership of a school campus in a low-income community which can decrease unwanted behaviors that lead to disciplinary actions. CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% CA Suspension Rate: EL - 3.7% Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7%	regarding safety at school. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Family and Community Resource Development **Need:** Low income students and foster youth are in need of services to support them in coming to school. Having a lack of support in this area leads to attendance concerns. Additional, staff, strategies and supports are needed to assist low income in dealing with overall wellness issues due to limited financial resources. In addition, Low income students and foster youth may need access to services to aid them in accessing school curriculum and resources. **Scope:** LEA-wide	To support low income and foster youth students, the services and programs provided through the community center are designed to build school – family relationships and to improve the circumstances of our student population, offer services such as food and clothing, and to foster a team commitment for the benefit of improving student outcomes. The community center has been established to meet these identified needs, with programs and services aligned to low-income, foster youth, and English learners. A series of adult education classes are available as an important resource for parents to build their own capacity to help their children improve academically. Due to the limited access to low-cost or free medical services, the district nurse has partnered with Vaccines for Kids and community partners to establish vaccine clinics so that lack of childhood vaccines does not become a barrier to school attendance especially for our low-income or foster youth. This action will create an opportunity to increase attendance rates for low income and foster youth students because they are designed to address their identified needs regarding safety at school. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	SchoolStatus Attend (formally A2A) Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Family and Community Engagement and Empowerment **Need:** English Learners, low income students and foster youth students are in need of opportunities to address school connectedness and positive school relationships due to language barriers, financial constraints, and/or limited parental support. Schools promoting a positive school climate and behavior programs greatly enhance opportunities for unduplicated students' educational outcomes, and narrows the achievement gap among students of different socioeconomic backgrounds. Unduplicated students have a greater chance of facing obstacles in their journey to learn through the educational system due to not having access to additional support in school, lacking an opportunity to attend early childhood programs, parents working multiple jobs and not able to support their child both academically and behaviorally, as well as, lacking family engagement which can lead to feelings isolation and sadness. Data from the CA School Dashboard and SchoolStatus Attend (formally A2A) shows that 44% of students in the district are chronically absent. This has affected unduplicated student groups at an increased rate, as well.	There is a focus to support unduplicated students by providing academic and social emotional behavior programs to promote student engagement and foster connectedness with their peers and adults on campus. Implementation of this strategy will support students in mitigating behavior and social emotional concerns which will aid in students accessing curriculum and achieving at levels consistent with grade level peers as evidenced by attendance and behavior referral data. This action is designed to increase parent volunteering to improve student outcomes. Volunteering is one aspect of an effective parent engagement program, however, to have authentic relationships with families, we need to ensure parents are empowered to engage in two-way communication and decision making. All advisory committees include parent membership, and the district actively seeks out low-income, foster parents, and English learner families to participate. Advisory committees are designed to ensure parents and community members have authentic opportunities to engage with district and site leaders in decision making. A bilingual parent liaison is assigned to every school site to ensure our Spanish speaking families (approximately 30%) can participate fully. Parent engagement in schooling has many positive outcomes, including better performance on academic measures, better attendance, higher self-esteem for children, better social skills, and higher high school graduation rates. We are continuing this action because our data shows	SchoolStatus Attend (formally A2A) Suspension Rate Data Chronic Absenteeism Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners - 29.4% Foster Youth- 33.3% English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum and a feeling of school connectedness and belonging. There is a in need for English Learner and foster youth students to have additional strategies and supports to assist them in dealing with social emotional and wellness issues to attend school regularly. CA Chronic Absenteeism Rate: EL - 26.3% Foster - 33.6% Low Income - 29.9% EUSD Chronic Absenteeism Rate: EL - 35.9% Foster - 33.9% Low Income - 44.8% CA Suspension Rate: EL - 3.7% Foster - 13.6% Low Income - 9.7% EUSD Suspension Rate: EL - 6.3% Foster - 17.4% Low Income - 9.7%	increasing numbers of participation in our community events and advisory committees. This action will create an opportunity to increase attendance rates for English Learners, low income and foster youth students because they are designed to address their identified needs regarding safety at school. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.2	**Action:** Development of Staff **Need:** New teachers and new site administrators need coaching and support when instructing students of low income, foster youth, and English learners. These student groups have a greater risk of school failure due to several factors such as not having access to additional support with their education, parents working multiple jobs and difficulty with acquiring the English language. This strategy will enable teachers to receive support regarding classroom instruction to aid in meeting the needs of students as evidenced by state and local assessments. Eastside CAASPP ELA Scores: EL - 88.4 points below standard Foster - 104.2 points below standard Low income - 78.6 points below standard State of California CAASPP ELA Scores: EL - 67.7 points below standard	Professional development opportunities for new teachers and new site administrators will be targeted and offered. The district will provide coaches for new teachers and administrators to support their understanding of the needs of English Learners, foster youth and low income students. The retention and professional development programs will increase faculty and staff engagement, thus increasing efficiency and effectiveness in supporting the needs of low-income, English learner, and foster youth students. In order to continue to target closing the achievement gap of English learners, foster youth, and low income students, teachers on special assignment will provide coaching and intervention support for teachers focused on scaffolding lessons for English learners, supporting foster youth with school connectedness, and identifying needs for support for low income students. This action will create an opportunity to increase academics and supports for English Learners, low income and foster youth students because they are designed to address their identified needs in academics. However, these actions are being provided on an LEA-wide basis to maximize their impact in improving overall attendance and chronic absenteeism rates for all students.	CAASPP Data iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster - 89.2 points below standard Low income - 42.6 points below standard Eastside CAASPP Math Scores: EL - 122.3 points below standard Foster - 136.8 points below standard Low income - 114.4 points below standard State of California CAASPP Math Scores: EL - 93.4 points below standard Foster - 127.4 points below standard Low income - 80.8 points below standard iReady Diagnostic Data Reading English Learners Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level Foster Youth Diagnostic #1: 29% 3 or More Grade Levels Below Diagnostic #2 24% 3 or More Grade Levels Below		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SocioEconomically Disadvantaged Diagnostic #1: 5% Mid or Above Grade Level; Diagnostic #2 11% Mid or Above Grade Level iReady Spring 2024 - MATH All students: 25% mid, above, early on grade level Economically Disadvantaged: Diagnostic #1: 1% Mid or Above Grade Level; Diagnostic #2 5% Mid or Above Grade Level Diagnostic #1: 3% Early On Grade Level; Diagnostic #2 9% Early On Grade Level Diagnostic #1: 29% 3 or More Grade Levels Below; Diagnostic #2 23% 3 or More Grade Levels Below Diagnostic #1: 25% 2 Grade Levels Below Diagnostic #2 17% 2 Grade Levels Below EL Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level Foster Winter Diagnostic - 14% mid-above or early on grade level Fall Diagnostic - 4% mid-above or early on grade level CA 5th Grade CAST Data: 31.86% Met or Exceeded Standard		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EUSD 5th Grade CAST Data: 9.72% Met or Exceeded Standard CA 8th Grade CAST Data: 28.76% Met or Exceeded Standard EUSD 8th Grade CAST Data: 8.19% Met or Exceeded Standard **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Supporting English Learners **Need:** All school sites within Eastside Union School District, with the exception of Eastside Academy, have English learner students who scored in the lowest performance level in one or more state indicator:	Based on the needs of English learners to increase the language acquisition and pupil outcomes in ELA and math for English learner students at all sites, teachers will participate in increased professional development and classroom lesson support focused on the needs of English Learners. The Educational Services team will provide ongoing professional development in language development strategies to teachers of English	ELPAC Assessment Data CAASPP Data iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum English Learner, low income and foster youth are performing at the lowest level in ELA and mathematics in comparison to English Learners. Eastside CAASPP ELA Scores: EL - 88.4 points below standard State of California CAASPP ELA Scores: EL - 67.7 points below standard Eastside CAASPP Math Scores: EL - 122.3 points below standard State of California CAASPP Math Scores: EL - 93.4 points below standard **Scope:** Limited to Unduplicated Student Group(s)	Learners and Long Term English Learners (LTELs) to improve English Language Development instruction (designated and integrated) for students learning English. ELD teacher leads will assist with ELD program Implementation and work with admin to reclassify English Learners and decrease the amount of LTEL students in EUSD.	
3.3	**Action:** Maintaining Ongoing Communication	Based on the needs of English learners to increase the language acquisition and pupil	ParentSquare

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Feedback from the district ELAC committee and parent surveys indicated that there is a continued need for families to have access to resources, such as home/school communication tools, engagement for families to be connected to schools, and access to educational resources for families to support their child's learning. English Learners have limited English proficiency which is a barrier is accessing the core curriculum and challenges that create barriers to accessing curriculum. English Learner, low income and foster youth are performing at the lowest level in ELA and mathematics in comparison to English Learners. By supporting families with communication in both English and their home language, students will feel more connected to school and have greater access to curriculum and supports. **Scope:** Limited to Unduplicated Student Group(s)	outcomes in ELA and math for English learner students at all sites, the district will purchase ParentSquare to support home/school communication, participate in increased professional development and classroom lesson support focused on the needs of English Learners. The Chief Technology Officer and the Communication Specialist in collaboration with district leadership will support two way communication to overcome barriers that negatively impact our English Learner students.	SchoolStatus Attend (formally A2A) Chronic Absenteeism Rates

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

Additional Concentration Grant Funding

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

EUSD is using the concentration grant add-on funds in a manner consistent with CA Ed Code 42238.02 to increase the number of certificated and classified staff serving students. All EUSD schools have an enrollment of English learners, low-income, and foster youth that exceeds 55%.

To address the intense social emotional and academic needs of students brought on by pandemic related isolation and trauma, we will be maintaining the increase of certificated positions by 5 FTE and maintaining the increase in paraprofessionals by 7 positions to support all elementary school campuses. Five certificated and four paraprofessional positions comprise a Tier III level of social emotional and academic support as part of our Multi-tiered System of Support (Goal 2, Action 2) To ensure our youngest learners have the support necessary to learn appropriate school behavior and meet academic benchmarks, 7 paraprofessionals have been hired and assigned to a transitional kindergarten class (Goal 1, Action 7).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 to 24.95
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 to 18.64

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$29,637,188	12,529,634	42.277%	9.708%	51.985%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$31,902,132.00	$2,395,997.00	$0.00	$0.00	$34,298,129.00	$26,843,846.00	$7,454,283.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Leadership Teams (ILT)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$125,850.00	$322,347.00	$448,197.00				$448,197.00	0
1	1.2	Culturally Responsive Teaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$531,434.00	$18,000.00	$549,434.00				$549,434.00	0
1	1.3	Supporting English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$45,566.00	$41,500.00	$87,066.00				$87,066.00	0
1	1.4	Intervention Strategies for English Learners, foster youth and low income students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,389,421.00	$155,000.00	$1,544,421.00				$1,544,421.00	0
1	1.5	Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$107,997.00	$210,000.00	$317,997.00				$317,997.00	0
1	1.6	Enrichment Programs	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$394,407.00	$40,000.00	$434,407.00				$434,407.00	0
1	1.7	Early Education Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Eastside Elementary, Columbia Elementary, Tierra Bonita, and	ongoing	$588,334.00	$0.00	$588,334.00				$588,334.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Enterprise TK - 3rd Grade									
1	1.8	Comprehensive Library Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$383,310.00	$87,000.00	$470,310.00				$470,310.00	0
1	1.9	Student Device Program	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$282,582.00	$607,000.00	$889,582.00				$889,582.00	0
1	1.10	21st Century Learning Environment	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$1,050,000.00	$1,050,000.00				$1,050,000.00	0
1	1.11	Personalized Learning and Differentiated Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,293,884.00	$0.00	$2,293,884.00				$2,293,884.00	0
2	2.1	Culture and Climate Leadership Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$37,942.00	$6,000.00	$43,942.00				$43,942.00	0
2	2.2	Student Wellness and Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,875,203.00	$17,500.00	$1,892,703.00				$1,892,703.00	0
2	2.3	Campus Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$841,946.00	$350,000.00	$1,191,946.00				$1,191,946.00	0
2	2.4	Improve Attendance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$289,081.00	$791,300.00	$1,080,381.00				$1,080,381.00	0
2	2.5	Campus Beautification Activities	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$1,268,393.00	$1,268,393.00				$1,268,393.00	0
3	3.1	Family and Community Resource Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$245,216.00	$5,000.00	$250,216.00				$250,216.00	0
3	3.2	Family and Community Engagement and Empowerment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$220,117.00	$47,700.00	$267,817.00				$267,817.00	0
3	3.3	Maintaining Ongoing Communication	English Learners	Yes	Limited to Undupli	English Learners	All Schools	ongoing	$280,275.00	$76,500.00	$356,775.00				$356,775.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)											
4	4.1	Recruitment of Qualified Staff	All	No			All Schools	ongoing	$0.00	$30,500.00	$30,500.00				$30,500.00	0
4	4.2	Development of Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$153,588.00	$227,500.00	$381,088.00				$381,088.00	0
4	4.3	Resource and Asset Management and Maintenance	All	No			All Schools	ongoing	$12,850.00	$40,000.00	$52,850.00				$52,850.00	0
4	4.4	Fiscal Solvency	All	No			All Schools	ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	0
4	4.5	Facilities Master Planning	All	No			All Schools	ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	0
4	4.6	Implementation of Academic Standards	All	No			All Schools	ongoing	$0.00	$248,625.00	$248,625.00				$248,625.00	0
4	4.7	Fully Credentialed and Appropriately Assigned Teachers	All	No			All Schools	ongoing	$14,348,846.00	$0.00	$14,348,846.00				$14,348,846.00	0
4	4.8	Repair and Maintenance Program	All	No			All Schools	ongoing	$0.00	$1,779,418.00	$1,779,418.00				$1,779,418.00	0
5	5.1	Multi-tiered System of Support					Specific Schools: Eastside Elementary, Eastside Academy	ongoing	$35,541.00	$0.00		$35,541.00			$35,541.00	0
5	5.2	Supporting Students with Disabilities	Students with Disabilities	No			Specific Schools: Eastside Elementary, Eastside Academy	ongoing	$1,881,995.00	$0.00		$1,881,995.00			$1,881,995.00	0
5	5.3	Increased Staffing					Specific Schools: Eastside Elementary Eastside Academy	ongoing	$245,667.00	$0.00		$245,667.00			$245,667.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.4	Increase Student Safety					Specific Schools: Eastside Elementary Eastside Academy	ongoing	$232,794.00	$0.00		$232,794.00			$232,794.00	0

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$29,637,188	12,529,634	42.277%	9.708%	51.985%	$15,406,893.00	0.000%	51.985 %	**Total:**	$15,406,893.00
								LEA-wide Total:	$14,374,718.00
								Limited Total:	$443,841.00
								Schoolwide Total:	$588,334.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Leadership Teams (ILT)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$448,197.00	0
1	1.2	Culturally Responsive Teaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$549,434.00	0
1	1.3	Supporting English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$87,066.00	0
1	1.4	Intervention Strategies for English Learners, foster youth and low income students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,544,421.00	0
1	1.5	Assessment and Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$317,997.00	0
1	1.6	Enrichment Programs	Yes	LEA-wide	Foster Youth Low Income	All Schools	$434,407.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Early Education Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Eastside Elementary, Columbia Elementary, Tierra Bonita, and Enterprise TK - 3rd Grade	$588,334.00	0
1	1.8	Comprehensive Library Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$470,310.00	0
1	1.9	Student Device Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	$889,582.00	0
1	1.10	21st Century Learning Environment	Yes	LEA-wide	Low Income	All Schools	$1,050,000.00	0
1	1.11	Personalized Learning and Differentiated Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,293,884.00	0
2	2.1	Culture and Climate Leadership Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,942.00	0
2	2.2	Student Wellness and Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,892,703.00	0
2	2.3	Campus Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,191,946.00	0
2	2.4	Improve Attendance	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,080,381.00	0
2	2.5	Campus Beautification Activities	Yes	LEA-wide	Low Income	All Schools	$1,268,393.00	0
3	3.1	Family and Community Resource Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,216.00	0
3	3.2	Family and Community Engagement and Empowerment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$267,817.00	0
3	3.3	Maintaining Ongoing Communication	Yes	Limited to Unduplicated	English Learners	All Schools	$356,775.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
4	**4.2**	Development of Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$381,088.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$38,426,989.00	$35,891,937.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Leadership Teams (ILT)	Yes	$368,134.00	$447,588.00
1	1.2	Culturally Responsive Teaching	Yes	$550,634.00	$295,181.00
1	1.3	Improve English Learner Outcomes	Yes	$87,169.00	$86,815.00
1	1.4	Intervention Strategies	Yes	$1,451,095.00	$994,813.00
1	1.5	Assessment and Progress Monitoring	Yes	$295,046.00	$253,046.00
1	1.6	Enrichment Programs	Yes	$237,470.00	$332,783.00
1	1.7	Early Education Program	Yes	$621,624.00	$603,156.00
1	1.8	Comprehensive Library Program	Yes	$435,313.00	$452,386.00
1	1.9	Student Device Program	Yes	$978,313.00	$878,954.00
1	1.10	21st Century Learning Environment	Yes	$1,050,000.00	$999,675.00
1	1.11	Personalized Learning and Differentiated Instruction	Yes	$2,299,140.00	$2,374,161.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Culture and Climate Leadership Teams (C&CLT)	Yes	$43,986.00	$42,658.00
2	2.2	Improve Social Emotional Outcomes	Yes	$1,923,426.00	$1,927,375.00
2	2.3	Campus Safety	Yes	$1,260,121.00	$1,175,051.00
2	2.4	Improve Attendance	Yes	$913,039.00	$801,819.00
2	2.5	Campus Beautification	Yes	$3,459,582.00	$1,312,542.00
3	3.1	Family and Community Resource Development	Yes	$237,162.00	$230,205.00
3	3.2	Family and Community Engagement and Empowerment	Yes	$259,786.00	$259,614.00
3	3.3	Communication	Yes	$331,013.00	$349,072.00
4	4.1	Recruitment of Qualified Staff	No	$30,500.00	$38,035.00
4	4.2	Development of Staff	Yes	$380,513.00	$409,714.00
4	4.3	Resource and Asset Management and Maintenance	No	$52,850.00	$15,265.00
4	4.4	Fiscal Solvency	No	$10,000.00	$40,000.00
4	4.5	Facilities Master Planning	No	$10,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	Implementation of Academic Standards	No	$251,725.00	$290,698.00
4	4.7	Fully Credentialed and Appropriately Assigned Teachers	No	$14,487,604.00	$14,380,046.00
4	4.8	Repair and Maintenance Program	No	$1,676,554.00	$1,747,617.00
5	5.1	Multi-tiered System of Support	No	$35,541.00	$0.00
5	5.2	IEP Implementation	No	$4,689,649.00	$5,153,668

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$12,813,145	$17,182,566.00	$14,226,608.00	$2,955,958.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Leadership Teams (ILT)	Yes	$368,134.00	$447,588.00	0	0
1	1.2	Culturally Responsive Teaching	Yes	$550,634.00	$295,181.00	0	0
1	1.3	Improve English Learner Outcomes	Yes	$87,169.00	$86,815.00	0	0
1	1.4	Intervention Strategies	Yes	$1,451,095.00	$994,813.00	0	0
1	1.5	Assessment and Progress Monitoring	Yes	$295,046.00	$253,046.00	0	0
1	1.6	Enrichment Programs	Yes	$237,470.00	$332,783.00	0	0
1	1.7	Early Education Program	Yes	$621,624.00	$603,156.00	0	0
1	1.8	Comprehensive Library Program	Yes	$435,313.00	$452,386.00	0	0
1	1.9	Student Device Program	Yes	$978,313.00	$878,954.00	0	0
1	1.10	21st Century Learning Environment	Yes	$1,050,000.00	$999,675.00	0	0
1	1.11	Personalized Learning and Differentiated Instruction	Yes	$2,299,140.00	$2,374,161.00	0	0
2	2.1	Culture and Climate Leadership Teams (C&CLT)	Yes	$43,986.00	$42,658.00	0	0
2	2.2	Improve Social Emotional Outcomes	Yes	$1,923,426.00	$1,927,375.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Campus Safety	Yes	$1,260,121.00	$1,175,051.00	0	0
2	2.4	Improve Attendance	Yes	$913,039.00	$801,819.00	0	0
2	2.5	Campus Beautification	Yes	$3,459,582.00	$1,312,542.00	0	0
3	3.1	Family and Community Resource Development	Yes	$237,162.00	$230,205.00	0	0
3	3.2	Family and Community Engagement and Empowerment	Yes	$259,786.00	$259,614.00	0	0
3	3.3	Communication	Yes	$331,013.00	$349,072.00	0	0
4	4.2	Development of Staff	Yes	$380,513.00	$409,714.00	0	0

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$30,644,577	$12,813,145	14.32%	56.132%	$14,226,608.00	0.000%	46.425%	$2,974,840.43	9.708%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

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

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o 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.

    o Indicate the school year to which the baseline data applies.

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

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **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.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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